



Oxford Cambridge and RSA

GCSE

Latin

J282/03: Prose Literature B

General Certificate of Secondary Education

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:








- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Unclear (use rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	Cross (major error in translation question, or error in other questions)
	Extendable horizontal line (inconsequential error in translation questions)
	Tick (use as appropriate to show where marks have been awarded or points are being credited in the longer answer)
	Harmful addition (use sparingly)
	Omission mark (use in translation questions and elsewhere)
BP	Blank Page – use to mark Additional Writing Pages
seen	Use on an extra page or in white space to show that candidate material has been seen and considered

Question		Answer	Mark	Guidance
1	(a)	bribing / helping with bribes with generosity / with (generous) gifts (1) soldiers (1)	AO2 2	reference to <i>infimos</i> is not needed
1	(b)	these men were senior / long-serving / strict / responsible for discipline (1) and so: they would stop Piso's plans / would not allow disorder / they kept the army disciplined / owed their loyalty to a previous commander / less likely to go along with Piso's evil scheming / so he could establish control / removing the strict officers would have been popular with the soldiers and increased Piso's popularity / he wanted to give their places to his clients (1)	AO3 2	1 mark awarded for showing they understand the Latin lemma, and 1 mark awarded for personal response Allow a range of reasonable explanations
1	(c)	laziness/idleness in the camp(s) (1) hooliganism/lack of discipline/disorder/lawlessness in the city/cities/streets (1) soldiers rampaging/running riot/rowdiness through the fields/countryside/country (1)	AO2 3	The locations must be given for the mark to be awarded 'fighting' is not allowed for <i>lascivientes</i>

Question		Answer	Mark	Guidance
2	(a)	the end was near/nigh/present/came/ final hour / at his end / he was about to die (1)	AO2 1	NB. "his body was tired" = 0 marks (not in the lemma), but this is not a harmful addition alongside a correct answer.

2	(b)	<p>remember what he wanted (1) and to carry out what he had ordered/demanded (1)</p>	<p>AO2 2</p>	<p>NB Candidates who state what the friends should NOT do (<i>non prosequi</i> etc.) do not get credit.</p> <p>'What he wanted' and 'what he ordered' must be with the correct verbs as in the MS</p>
2	(c)	<p>they would avenge him, if they loved him (1) rather than his status/fortune (1)</p> <p>Credit other reasonable responses including:</p> <p>he does not ask them but tells them to avenge him (1) they don't have a choice (1) they want to prove their loyalty (1) he guilt-trips them (1)</p> <p>Style points are also allowed:</p> <p>future <i>vindicabit</i>: strong verb, almost an imperative (1) prominent position of <i>vindicabit</i> (1) emphatic <i>vos</i> (1) alliteration of 'v' in <i>vindicabit</i> / <i>vos</i></p>	<p>AO3 2</p>	<p>Accept any two points.</p>

Question		Answer	Mark	Guidance
3	(a)	<p>Latin word: <i>indoluerunt</i> (1)</p> <p>English translation: (they) mourned / grieved (1)</p>	AO2 2	<p>Accept present or past tense for the verb.</p> <p>Do not accept nouns, eg 'grief', as a translation of the Latin word is required</p>
3	(b)	(because of his) expression / face / looks (1) and eloquence (1)	AO2 2	Allow reference to 'good looks' or 'appearance', 'age', 'family', 'manner of death' in line 3 (due to line reference error in the QP)
3	(c)	(because of) appearance (1) age (1) family/nobility/lineage (1) the manner of his death (1) and place of his death (1)	AO2 3	<p>Allow any three.</p> <p>Do not give credit for BOTH <i>genus</i> as 'family' AND <i>genus</i> as 'manner' of death</p> <p>For <i>aetatem</i> allow references to the age at which Alexander died</p>

Question		Answer	Mark	Guidance						
4		<p>Answers may include:</p> <p><i>gavisus caedit</i>: juxtaposition of 'joy' and 'slaughtering victims' to show grotesque pleasure at Germanicus' death</p> <p><i>gavisus ... gaudio</i>: repetition of the idea of joy / rejoicing to show the excessive pleasure of Piso</p> <p><i>caedit victimas/adit templa</i>: asyndeton / present historic / promotion conveys the speed of Piso's actions after Germanicus' death</p> <p><i>victimias ... templa</i>: the plurals suggest that Piso's actions were repeated</p> <p><i>non modo ... sed etiam</i>: balanced phrase to emphasise that both Piso and his wife exhibited inappropriate behaviour</p> <p><i>Piso...se gerit ...insolescit Plancina</i>: chiasmus to contrast the poor behaviour of Piso and Plancina</p>	AO3 4	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. Style and content points should be accepted</p> <table border="1"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td>0</td> <td>point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>A relevant quotation with translation from the text but which is not fully/appropriately analysed = 1 mark.</p>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn
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1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin									
0	point is not valid, or none are drawn									

		<p><i>gaudio immoderato</i>: excessive joy vividly conveys Piso's pleasure</p> <p><i>etiam magis insolescit</i>: even greater outburst of joy by Plancina</p> <p><i>mortua sorore</i>: reference to another death, the death of her sister</p> <p><i>in laetum cultum mutavit</i>: Plancina changed out of her mourning clothes at just the time Germanicus died</p> <p><i>cunctaque ... aucta in deterius</i>: the bad news was exaggerated for the worse (comparative)</p> <p><i>dolor, ira, questus</i>: listing/tricolon/asyndeton to emphasise the emotions of the people</p> <p><i>erumpebant</i>: metaphor of breaking out / powerful verb / intensifying prefix, to show the powerful emotions coming to the surface</p> <p>Allow relevant content points.</p>		
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Question		Answer	Mark	Guidance
5*		<p>Assess against criteria in the 8-mark AO3 grid (see below).</p> <p>How does Tacitus make the arrival of Agrippina a dramatic scene?</p> <p>Answers may include:</p> <p>the description of Agrippina's actions: <i>lente / non celeriter</i>: slow dramatic approach of Agrippina's ship <i>lente ... non celeriter</i>: repetition of the same idea / litotes to emphasise the slow approach of Agrippina <i>appropinquat</i>: historic present vividly draws attention to the approach</p>	AO3 8	

		<p><i>liberis, feralem urnam tenens</i>: Agrippina is described after her children and the funeral urn; this adds to the tension</p> <p><i>cunctis ad tristitiam compositis</i>: alliteration of 't' draws the reader's attention to this sad, poignant image</p> <p><i>duobus cum liberis</i>: she travels with her two children which elicits pathos/pity</p> <p><i>liberis, feralem urnam</i>: juxtaposition of the children and the urn (father's ashes) emphasises the loss</p> <p><i>defixit oculos</i>: pathos towards Agrippina</p> <p>the description of the people:</p> <p><i>multi ... plurimi</i>: pleonasm/large numbers of people come out watch Agrippina</p> <p><i>plurimi</i>: use of superlative to show the very large number of people attending</p> <p><i>ruerunt</i>: choice of word / promotion of verb; they rush to watch, showing their enthusiasm</p> <p><i>simulac</i>: the excitement / tension is clear</p> <p><i>simulac visa est navis</i>: sibilance draws attention to the arrival of the ship</p> <p><i>visa est</i>: promoted to show the sudden appearance of the ship</p> <p><i>complentur</i>: promotion of the verb / present historic / metaphor to emphasise the huge numbers filling the city;</p> <p><i>non solum ... sed etiam</i>: balanced phrase to emphasise that many areas are bristling with people</p> <p><i>portus, moenia ac tecta</i>: tricolon / unusual places for people to fill up, shows the volume of the crowd</p> <p><i>maerentium et rogantium</i>: two present participles / similar sounding to suggest the emotions sweeping over the people / mournful sound affect of the alliteration of 'm'</p> <p><i>rogantium inter se</i>: the uncertainty of the crowd shows their worry and concern for Agrippina</p>		
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		<p><i>silentione an voce</i>: the contrast shows their deliberation / uncertainty about how to react shows their respect for Agrippina</p> <p><i>idem fuit omnium gemitus</i>: contrast between the one groan and all the people; word order – <i>gemitus</i> is in emphatic position at the end; sound of 'm' reflects the sadness of the situation;</p>		
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Guidance on applying the marking grids for the 8-mark extended response

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

8-mark grid for the extended response question		AO3 = 8 marks = Analyse, evaluate and respond to literature
Level	Marks	Description
4	7-8	<ul style="list-style-type: none"> • very good engagement with the question • expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5-6	<ul style="list-style-type: none"> • good engagement with the question • expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3-4	<ul style="list-style-type: none"> • some engagement with the question • expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure</i></p>
1	1-2	<ul style="list-style-type: none"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit

Question	Answer	Mark	Guidance
6	<p>Assess against criteria in the 5-mark AO2 grid (see below).</p> <p><i>ubi audivit, componit vultum, intendit oculos, movet labra, agitat digitos, computat. nihil. ubi diu miseram exspectione suspendit, 'habes' inquit 'climactericum tempus sed evades. quod ut tibi magis liqueat, haruspicem consulam, quem frequenter expertus sum.'</i></p> <p>Suggested translation:</p> <p><i>When he heard (this / the answer), he composed/calmed his expression/face, stared intently, moved his lips, moved his fingers (quickly), calculated/counted. Nothing. When he had kept the wretched woman in suspense for a long time, he says/said "you are in/you have a critical period, but you will recover/escape/survive. So that this is more clear to you, I will consult a soothsayer, whom I use/have used frequently."</i></p>	<p>AO2 5</p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Allow: Historic present tense verbs can be translated past or present (allow a mixture of tenses) <i>intendit oculos</i> = 'stretched/narrowed his eyes' <i>agitat digitos</i> = 'he counted on his fingers' <i>nihil</i> = he said / he did nothing, nothing happened, etc. <i>exspectione suspendit</i> = allow a range of meanings, e.g., 'he kept her hanging in expectation' <i>expertus sum</i> = allow present or perfect <i>haruspicem</i> = allow 'priest', 'prophet', 'haruspex' etc.</p> <p>Inconsequential error: <i>ubi audivit</i> = 'as/while he listened' <i>labra</i> translated as 'mouth' <i>digitos</i> translated in the singular <i>miseram exspectione</i> = miserable suspense omission of <i>sed</i> omission of <i>magis</i> omission of <i>tibi</i></p> <p>Serious error: <i>evades</i>: must be in future tense <i>diu</i>: "long enough" All other omissions and errors = serious error</p> <p>Maximum of 4 serious errors for 3 marks 5 or more serious errors equate to max 2 marks To get 2 marks there must be at least one continuous phrase partially correct At least 4 words with the correct meaning for 1 mark</p> <p>Equate two inconsequential errors as one serious error</p>

Guidance on applying the marking grids for the 5-mark set text translation

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear
1	No continuous sense; isolated knowledge of vocabulary only.

Question	Answer	Mark	Guidance						
7	<p>Answers may include:</p> <p><i>clamat moriens</i>: juxtaposition / present participle / promotion of the verb: she shouts as she lies dying, her last words are cursing Regulus</p> <p><i>hominem</i>: word choice of 'man' is pejorative</p> <p><i>scelestum perfidumque ... periurum</i>: tricolon of insults towards Regulus</p> <p><i>scelestum perfidumque</i>: tautology / use of two adjectives to describe his evil nature</p> <p><i>scelestum ... scelerate</i>: repetition / polyptoton to convey the evil nature of Regulus</p> <p><i>perfidum ... plus ... periurum ... peieravisset</i>: alliteration / prefix of <i>per</i> to show that the negative characteristics are fully developed in Regulus</p> <p><i>perfidumque ac periurum</i>: polysyndeton draws attention to the list of insults</p> <p><i>plus etiam</i>: even worse, use of <i>etiam</i> and comparative <i>non minus ... quam</i>: balanced phrase / litotes / comparative to show that he committed these crimes both wickedly and often</p> <p><i>facit</i>: verb promoted / present tense to show frequency of Regulus' wicked deeds</p> <p><i>cotidie</i>: hyperbole – Pliny exaggerates for effect</p> <p><i>cotidie frequenter</i>: repetition of time words to show how often Regulus behaves badly</p> <p><i>in caput infelicis pueri</i>: metaphor / literal language to convey the harm towards Regulus' son</p>	<p>AO3 4</p>	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <p>Style points only should be accepted</p> <table border="1" data-bbox="1227 375 1957 719"> <tr> <td data-bbox="1227 375 1301 523">2</td> <td data-bbox="1301 375 1957 523">expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td data-bbox="1227 523 1301 671">1</td> <td data-bbox="1301 523 1957 671">expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td data-bbox="1227 671 1301 719">0</td> <td data-bbox="1301 671 1957 719">point is not valid, or none are drawn</td> </tr> </table> <p>Do not allow reference to historic present.</p> <p>A relevant quotation with translation from the text but which is not fully/appropriately analysed = 1 mark.</p>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn
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1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin								
0	point is not valid, or none are drawn								

Question	Answer	Mark	Guidance
8*	<p><i>From your reading of Tacitus, what impression have you formed of the characters of Germanicus and Piso?</i></p> <p><i>You should support your answer with a range of references from the texts you have read, and you may include passages printed on the question paper.</i></p> <p>Assess against criteria in the 10-mark grid (see below).</p> <p><i>Possible supporting evidence from the prescribed text (AO2) and arguments may include (AO3):</i></p> <p>Germanicus:</p> <ul style="list-style-type: none"> • noble: He is described as being from a distinguished family • heroic: he is compared to Alexander the Great • self-sacrificing / dutiful : he attended to the Armenians before his own affairs • merciful: merciful to his enemies • friendly: friendly towards his allies • he became very popular / man of the people / well-respected: is also seen by the reaction in Rome after his death. • leadership skills: he clearly was popular with the army and aroused strong passions among the soldiers • intelligent / eloquent: when compared to Alexander he is said to be eloquent. Also his death bed speech is rousing • handsome: compared to Alexander the Great for his handsomeness 	<p>10</p> <p>AO2=5</p> <p>AO3=5</p>	<p>Candidates may answer:</p> <p>EITHER</p> <p>on the characters of Germanicus and Piso alone</p> <p>OR</p> <p>on the characters of Germanicus and Piso AND other characters mentioned in the set text e.g., Tiberius, Plancina and Agrippina.</p> <p>Credit is not to be given for answers on the characters of Regulus or Verania.</p> <p>Do not give credit for references to the unnamed characters in the set text.</p>

		<ul style="list-style-type: none"> • he arouses pity: he dies young, leaving a loving family, and he doesn't deserve the treatment he receives from Piso • manipulative: "guilt-trips" his friends to avenge him • sense of justice / sense of duty / what is right / professional: he breaks off his friendship with Piso when there are suspicions of his scheming. • vengeful: He wants revenge of those responsible for his poisoning. We see this in his impassioned pleas to his friends as he is dying. • man of action: he composes a letter straightaway breaking off his friendship with Piso; also he deals with the Armenians. • exaggerated persona: Tacitus intentionally portrays the character of Germanicus in an overly positive light <p>Piso</p> <ul style="list-style-type: none"> • sadistic: he seems to take pleasure at the suffering of others – he visits temples and makes sacrifices on the news of Germanicus' death. He rejoices excessively • evil: he is capable of committing murder • weak: he commits suicide instead of facing his punishment – but there are suspicions that his suicide was forced or was even murder. In some ways though, suicide was seen as the honourable way out for the nobility. • pitiful: at the end when he is alone he comes across as a pitiful and rather sad character. Plancina abandons him, despite promising to be his companion in whatever misfortune he suffers. 		
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		<ul style="list-style-type: none"> • unlawful / corrupt: he disturbs the peace in the legions to undo Germanicus' work. He is said to be eager for revolution • deceitful: he bribes the most disreputable of the soldiers. • confident: he seems confident that he will be acquitted at the start of his trial. • unpopular: he is the opposite of Germanicus on the popularity stakes – he is blamed for Germanicus' death and the people threaten to attack him if he is not found guilty. • immoral: he bribes the most disreputable of the soldiers • noble / aristocratic leader: he is given the support, albeit moderate, of Tiberius who says that he was a friend and representative of his father Augustus. • exaggerated persona: Tacitus intentionally portrays the character of Piso in an overly negative light <p>Plancina</p> <ul style="list-style-type: none"> • arrogant / hubristic: after death of Germanicus, Plancina grows more arrogant, changes her mourning clothes into festive clothes • immodest: she attends the exercises of the horsemen, and hurls insults at Agrippina and Germanicus • disloyal: abandons her husband Piso at the end <p>Agrippina</p> <ul style="list-style-type: none"> • loyal: brings the ashes of her husband back to Rome • determined / strong willed: she sails over the wintry seas to return to Rome / unable to endure anything that delayed revenge 		
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			<ul style="list-style-type: none">• dignified: she kept her eyes fixed on the ground• pitiful: a woman of the highest rank now widowed, clutching the urn, brought her two children back without a father <p>Tiberius</p> <ul style="list-style-type: none">• disingenuous / treacherous: distanced himself from Piso after the trial began, sent Piso out to Syria to cause trouble		
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Guidance on applying the marking grids for the 10-mark extended response

Two Assessment Objectives are being assessed in this question – AO2 (Demonstrate knowledge and understanding of literature) and AO3 (Analyse, evaluate and respond to literature). The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for AO2 for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s). Responses are credited for AO3 for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

10-mark grid for the extended response question		AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9-10	<ul style="list-style-type: none"> • detailed knowledge and excellent understanding of the set text (AO2) • well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	7-8	<ul style="list-style-type: none"> • good knowledge and sound understanding of the set text (AO2) • a good response to the question which is supported by some well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5-6	<ul style="list-style-type: none"> • some knowledge and understanding of the set text (AO2) • a reasonable response to the question which is supported by some examples from the set text (AO3) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3-4	<ul style="list-style-type: none"> • limited knowledge and understanding of the set text (AO2) • a limited response to the question which is occasional supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1-2	<ul style="list-style-type: none"> • very limited knowledge and understanding of the set text (AO2) • a very limited response to the question with very limited reference to the set text (AO3) <p><i>The information is communicated in an unstructured way</i></p>

0= No response or no response worthy of credit

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