



MARKING SCHEME

SUMMER 2016

**LEVEL 1 CERTIFICATE IN LATIN LITERATURE
UNIT 9531/01 (Latin Literature Themes)**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

LEVEL 1 LATIN LITERATURE

UNIT 9531

Theme A : Books and Writers

- Q.1** (a) because Cornelius has praised Catullus' books/ he is Cornelius' friend/he likes Cornelius. [1]
- (b) to polish/smooth (1) the papyrus ready for writing (1) to rub out mistakes (1) [2]
- (c) he asks that his book may last into more than one (1) generation (1) (will last a long time = 1) [2]
- Q.2** (a) (i) old (1) friends (1) [2]
- (ii) I was angry with them (1)
They made me feel ashamed (1) [2]
- (b) *ignoscunt* (1) *revocant* (1) *dicunt* (1) [3]
- (c) C – they say that you have been wiser than I [1]
- (d) (i) the books [1]
- (ii) present troubles/those hanging over me (1)
future troubles/those about to come (1) [2]
- Q.3** (a) bronze – a metal/very hard BUT can be melted down and lost.
pyramids – famous landmark even to the Romans (ie visible)/ made of stone (lasting)/big BUT we do not know exactly who made them so Horace himself might be forgotten even though his poetry remains.
Credit any relevant answer. [3]
- (b) (i) because laurel signifies victory (as in Games)(1)/ it is used to crown a poet (1)/ Delphi is the seat of Apollo, god of poetry(1). (Person of importance = 1)
Two of the above or relevant answer. [2]
- (ii) goddesses (1) of the arts/music/poetry etc (1) [2]
- (iii) So they would inspire/help him write poetry [1]
- Q.4** (a) (i) violent wars/arms/battles [1]
- (ii) he stole a foot/part of the line (1) and changed the metre/rhythm (1) [2]
- (iii) he calls him "savage boy" (1) he questions him directly (1) [2]

- (b) *quod ... opus* – dramatic exclamation from Cupid to explain exactly what he is doing, which also characterises him.

me miserum! Exclamation from Ovid demonstrating how upset he is but also how much in Cupid's power.

uror – commonly used to describe how lover feels (burning with desire) and nicely juxtaposed with Amor at the other end of the line/ the empty heart.

One mark for understanding of example and **one** for explanation. [6]

- Q.5** (a) wit/cleverness (1)
bitterness/sarcasm/bile (1)
openness/frankness/candour(1)
Two of the above. [2]
- (b) (i) Pliny had given Martial travelling expenses (when he went back to Spain) (1)
Martial had given Pliny some of his little verses (which he had written about him) (1) [2]
- (ii) he is proud of having helped Martial/ he wants to highlight the fact that he helped him [1]

- Q.6** Use the 10 mark grid to award marks. Candidates should be assessed on the range of examples used and the degree of explanation given to support their choices. [10]

Examples might include:

Catullus and Pliny seem to refer to other writers – ie a small circle of educated men – they know each other, (Pliny and Martial are friends).

Pliny, Suetonius, Tacitus refer to public readings but the people that attend them seem to be senators, Claudius Caesar etc ie wealthy/leisured/educated people

Cicero is a man of leisure from his desire to and time to spend with his books and he places great importance on reading and learning

Poets want their poetry to be read long after they are dead – Horace, Catullus

They can be jealous and unpleasant about each other/rivals – Catullus

They like to joke but in a rather obscure way – Ovid – and to use examples about the gods.

Theme B : Growing up in Rome

- Q.1**
- (a) (i) (Martial's) parents [1]
(ii) to the Underworld [1]
(iii) dark shadows (1)
monstrous mouths of Cerberus/the dog of the Underworld (1) [2]
- (b) (i) *lasciva* [1]
(ii) may the earth that covers (1) her soft bones (1) not be hard. (1) [3]
(iii) because they have opposite meanings (1) and it highlights the contrast of the ground and her bones. (1) or similar [2]
- Q.2**
- (a) he is reminding the jury of Herennius' accusations (1) before he demolishes the argument. (1) he is sure that he can prove him wrong (1) it is dramatic (1) because he wants people to believe he thinks them so laughable (1)
Two of the above or another valid answer [2]
- (b) Lines 5-9 – that despite behaving badly in youth (1) some who have been just a little bit bad (1) and some who have been very bad (1) many men turn out well in later life (1) [2]
- (c) M Caelius has never (1) behaved in a scandalous/bad way (1) [2]
- (d) he wishes to draw attention to his argument that M Caelius has never behaved badly (1) he is responding to the accusations of Herennius listed in the first paragraph (1) it is dramatic (1).
Two from above or similar. [2]
- Q.3**
- (a) (i) horses (1) and dogs (1) [2]
(ii) *paulo* (1) *sumptuosius* (1) [2]
(iii) B Aren't all men led astray by some mistake? [1]
- (b) (i) because Pliny's friend (1) has also been severe with his son. (1) he is warning his friend (1) not to be too severe with his own son (1). [2]
(ii) they are very good friends [1]
(iii) he is very concerned to get his message across/ the imperative is a forceful command/ he is showing how important his message is/ he is telling his friend what to do. [1]
(iv) he is reminding his friend that his son is a man (*hominem*)(1) and that as well as being a father (*patrem*) (1) he is also the father of a grown man (1) [3]

- Q.4** (a) (a woman) of rare/unusual (1) purity/chastity (1) [2]
- (b) his character was good and honest (1) which protected him from the enticements of wrongdoers. (1)
- Marseille was a place of (Greek) good taste (1) and (provincial) frugality. (1) [4]
- (c) (i) because it was not appropriate (1) for a Roman/senator (1) [2]
- (ii) Tacitus uses two words (1) both meaning fiery/volatile (1) [2]

Q.5 Use the 10 mark grid to award marks. Candidates should be assessed on the range of examples used and the degree of explanation given to support their choices. [10]

Examples might include:

Horace's father taking his son to Rome to get the kind of education senators' sons received.

The father in Petronius' *Satyricon* being very keen for his son to get book-learning and learn a trade, possibly being a lawyer.

Martial talking about how strict the schoolmaster was with his 'flock' and suggesting that they needed time away from books too.

Martial complaining about Charidemus.

Agricola's mother in Suetonius' *Agricola* being very keen on her son studying and improving himself.

Juvenal seems to suggest that parents do not know best for their children.

Pliny advocating a more forgiving upbringing for the son who spends money on dogs.

Cicero suggesting that 'boys will be boys' but that it does not mean they will never be successful and respectable.

Marking grid for 10-mark questions

These questions should not be assessed on a point-by-point basis. Rather, use the grid below to assess the extent to which responses broadly meet the following requirements:

- appropriate/relevant choice of examples from **content** (and matching Latin quotation, where demanded)
- convincing **interpretation/ personal response** to the examples chosen
- quality of written communication (**QWC**) :
organisation of answer
appropriateness of English expression
legibility and spelling/punctuation/grammar (SPAG).

It is **not** expected that answers will be uniformly successful in each of these respects.

Examiners should first assign responses to the mid-point within the level justified by the range of examples and interpretation offered, then adjust up or down for QWC.

	Mark range	Characteristics of performance
Band 4	8-10 marks	<ul style="list-style-type: none"> ▪ good range of examples well chosen to address the question ▪ convincing/perceptive /imaginative interpretation /response to examples ▪ QWC: answer clearly organised/easy to follow fluent and appropriate English expression no problems re legibility + highly proficient SPAG.
Band 3	5-7 marks	<ul style="list-style-type: none"> ▪ several examples well chosen to address the question <ul style="list-style-type: none"> - but either limited in number - or not accompanied by precise reference to text (Latin/English as appropriate) ▪ some acceptable interpretation/personal response to examples but either not very convincing or not supplied for every example ▪ QWC: answer largely coherent – though may be hard to follow in adequate English expression legible and understandable – despite several SPAG faults.
Band 2	2-4 marks	<ul style="list-style-type: none"> ▪ few examples relevant to the question ▪ some personal response to examples – but slight or largely unconvincing ▪ QWC: answer difficult to follow vague/casual English expression difficult to read – either because writing is illegible or due to SPAG faults.
Band 1	0-1 marks	<ul style="list-style-type: none"> ▪ little or no relevant material cited from text ▪ little or no meaningful interpretation/response to text ▪ QWC: almost impossible to understand little control of English expression writing may be illegible and / or SPAG faults make the written communication impenetrable.