

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each question of this course assessment component (Question Paper 1, Literary Appreciation).

Candidate 1

Question 9(a)

The candidate was awarded **2 marks** because they identified:

1 mark that a lover is comparable to a soldier

1 mark they added that old age is shameful for both lover and soldier.

Question 9(b)

The candidate was awarded **1 mark** because they explained that Achilles was a Greek hero in the Trojan war who experienced desire for Briseis.

Further marks would have been possible if the candidate's overall evaluation and understanding of the reference to Hector and Andromache were clearer.

Question 9(c)

The candidate was awarded **2 marks** because they made reference to the following:

1 mark for leisure

1 mark for spending lots of time on the couch (equals being *inactive*)

Question 9(d)

The candidate was awarded **3 marks** because they made three valid points:

1 mark for Propertius had never before felt such desire for anybody

1 mark for that love has humbled him

1 mark for and that he lives with no purpose

Question 10

The candidate was awarded **3 marks**. Although they focused almost entirely on the slimming effects of love, they did so in a way that drew out and developed distinctively different humorous effects:

1 mark for explaining the use of humorous hyperbole to emphasise how thin love has made the poet

1 mark for commenting on the darker humour created by the skeleton image

1 mark for the additional humour present in the use of parenthesis.

As the text was in English, the candidate took the right approach in analysing and explaining the use of humour rather than simply relying on a list of examples. Explanation of another humorous feature would have gained the fourth mark.

Question 11 (a)

The candidate was awarded **6 marks** because they identified and commented on three relevant uses of language. Individual marks were awarded as follows:

1 mark for identifying and correctly exemplifying a technique in the repetition of *cum silices ... cum dens*

1 mark for commenting on the contrast between physical things that eventually decay and poetry that lasts forever. A comment on the hardness of *silices* and *dens* might have been expected but the well-developed contrast with poetry gained the mark.

1 mark for noting the position and meaning of *caerent* (lack) at the line end

1 mark for commenting on how this illustrates the truly endless nature of poetry

1 mark for explaining the use of regal and triumphal imagery

1 mark for commenting on how this illustrates that poetry will outlast the greatest human achievements.

The candidate's concluding discussion of natural imagery was also valid but there were no more marks to be awarded.

Question 11(b)

The candidate was awarded **3 marks** because they identified three of the key points;

1 mark for the poet wants to be remembered as a poet for lovers (pleased his lover / admired by future lovers)

1 mark for he wants to be respected as one of the most talented Roman writers

1 mark for he wants to be mourned by young lovers.

Question 12

The candidate was awarded **3 marks** for their thoughtful and evidence-based response to this open question:

1 mark for their discussion, with appropriate reference to the text, of the contrast between unconditional love and sexual desire

1 mark for discussion with reference to the text of the way the poet's feeling changed from affection to nothing but desire.

1 mark for developing this point with specific reference to the use of loveless vocabulary.

Question 13

The candidate was awarded **6 marks** because they identified and commented on three relevant uses of language. Individual marks were awarded as follows:

1 mark for identifying and exemplifying the use of a rhetorical question

1 mark for commenting on how this emphasises the pointlessness of the poet's suffering

1 mark for identifying and exemplifying the use of repetition (*difficile est ...*)

1 mark for commenting on how this emphasises the challenge involved

1 mark for *salus* and *una* as examples of effective choice

1 mark for commenting on how this highlights the poet's only escape from pain

The example of *salus* could have gained a mark on its own if the comments had been handled more effectively. The sharper comments on *una* were needed with *salus* to secure the mark.

The candidate's earlier comments on the reflexive use of 'te' were also valid and would have gained a mark if there had been more marks available.

Question 14

The candidate was awarded **3 marks** because they handled this question well by not just repeating the poet's words but also using them to reveal the poet's underlying attitudes:

1 mark for explaining how the poet's use of rhetorical questions conveys a condescending attitude

1 mark for developing this point to reveal the poet's attitude as controlling and insulting.

1 mark for commenting on the use of word choice to ridicule the girl in a condescending way.

Question 15

The candidate was awarded **4 marks** because they recognised that a personal response was required and answered accordingly, by identifying aspects that seemed agreeable or disagreeable to them and supporting these with references to the text:

1 mark for identifying and commenting on the lack of freedom implied by reference to chains

1 mark for additional reference to *retinent* / restrain as a developed point

1 mark for having identified a more pleasant aspect – that the poet will be able to spend time with Delia until his final moments

1 mark for developing their personal response – that not being alone at ‘the saddest point of life’ is appealing.

Question 16

The candidate was awarded **10 marks** as follows:

1 mark for a clear introduction that engaged with the question and indicated a line of argument.

2 marks for the discussion of the example from Tibullus 27

1 mark for reference to his use of stone / ice metaphor to demonstrate his ‘desire to be stripped of feeling, and **1 mark** for making the corresponding point that Tibullus experiences love as ‘suffering’

2 marks for discussion of the example from Horace 29

1 mark for reference to the physical pain Horace feels on seeing his lover with someone else and **1 mark** for comment, with examples, on the use of hyperbole to convey ‘genuine feelings of suffering’

2 marks for the discussion of the example from Propertius

1 mark for reference to Cynthia as the first girl ‘to truly interest him’ and **1 mark** for comment on the way Cynthia is placed ‘at the forefront of his poetry

1 mark for maintaining a clear line of argument – that all the love poets express honest feelings.

1 mark for a conclusion that summed up the preceding discussion.

1 mark was awarded on Block Review because, although the range of reference was limited, the candidate developed the points made in a thoughtful way that dealt well with the implications of language and technique.

The fact that the candidate did not discuss any poems by Catullus, although he was cited in the question, was not an issue in itself. More marks could have been gained if the overall scope of the response was less narrow and demonstrated the breadth and depth required.

Candidate 2

Question 9(a)

The candidate was awarded **2 marks** because they identified that:

1 mark for every lover is a soldier

1 mark for they are in Cupid's camp (equals that Cupid is his [the lover's] commander)

Question 9(b)

The candidate was awarded **3 marks** because, although they offered no clear explanation of the reference to Achilles and Briseis.

1 mark they did make the valid evaluative comment that Achilles was both a lover and a soldier, thereby solidifying Ovid's argument.

2 marks were awarded for the second example as they explained the love affair between Mars and Venus and commented on how this too 'highlights the similarities between lovers and soldiers.'

Question 9(c)

The candidate was awarded **0 marks** because they did not attempt the question.

Question 9(d)

The candidate was awarded **2 marks** because they made two of the key points and supported each with reference to the text:

1 mark for Propertius is now miserable because of his longing for Cynthia

1 mark for she has taught him to scorn nice girls.

Question 10

The candidate was awarded **2 marks** because they identified and explained two examples of humour:

1 mark for explanation of the humour behind 'creaky hinges'

1 mark for humorous exaggeration in 'love's melted off my poundage'.

The poet's former fear of the dark would have gained a mark if the humour had been explained more effectively, eg with reference to self –deprecation.

Question 11 (a)

The candidate was awarded **0 marks** because their response focused on material outwith the lines cited in the question.

Question 11 (b)

The candidate was awarded **3 marks** because they made three valid points that were supported by reference to the text:

1 mark for Propertius wants to be remembered as a love poet

1 mark for love poetry is better

1 mark for love poetry will be preferred.

Question 12

The candidate was awarded **1 mark** because, although their understanding of the poem was limited, their reference to the text supported the distinction between platonic and romantic love.

Question 13

The candidate was awarded **2 marks** because they identified and commented on one relevant use of language: repetition of 'difficile est' at the start of successive lines (1) emphasises Catullus' struggle (1)

The rest of the response referred to an example outwith the lines cited in the question.

Question 14

The candidate was awarded **3 marks** because they were able to infer the poet's attitude from his words

1 mark for identifying his attitude as 'pleading' and supporting this with a summary of his argument.

1 mark for his use of a question, as if to reason with her.

1 mark for his use of words with negative connotations to show that luxury is bad

Question 15

The candidate was awarded **0 marks** because they did not attempt the question.

Question 16

The candidate was awarded **17 marks** because their response engaged actively and critically with the question. They showed breadth and depth in drawing on a wide range of reference and were able to use discussion of relevant examples to sustain a clear line of argument:

1 mark for an effective introduction that engaged with the question and indicated the line of argument.

4 marks for their discussion of examples from Catullus.

1 mark for the reference to the star simile and comment on the depth of love this shows.

1 mark for discussion of 'flame' imagery Catullus uses to demonstrate the effect of his jealousy.

1 mark for commenting on the poet's use of wind and water imagery to show distrust.

1 mark for exploring Catullus' experience of the 'violence of love' with reference to poems 17 and 19.

2 marks for the discussion of Propertius poem 20

1 mark for arguing that his resort to witchcraft shows the intensity and therefore the sincerity of his feelings.

1 mark for the additional point that his warning to others is further proof of genuine feeling.

1 mark for the discussion of Propertius poem 21

Although not a strong example of sincere emotion, the candidate worked hard to make it relevant, and **1 mark** was awarded for their discussion of the way word choice and exclamation convey genuine frustration.

0 marks were awarded for the discussion of poem 24, which did not address the theme of the question. However, **1 mark** was awarded for the additional point relating to poem 20.

1 mark here for the further evidence of the range of emotion in Propertius' poetry.

2 marks for the discussion of Horace poem 28

1 mark for noting the way the storm comparison reveals his negative feelings

1 mark for explaining the imagery at the end of the poem and using this as evidence of genuine emotion.

3 marks for the discussion of Horace poems 29, 30, and 31.

1 mark for description of the physical symptoms that indicate the poet's jealousy

1 mark for noting, with examples, that Horace's distaste for old age seems very genuine

1 mark for exploring the poet's experience of unrequited love.

1 mark was also awarded for the reference to Ovid and the emotion he is capable of conveying despite his more light-hearted tone.

1 mark for maintaining a clear line of argument – that the emotions they describe differ, but all are capable of expressing genuine emotion.

1 mark for a conclusion that effectively summed up the argument.

Candidate 3

Question 1 (a)

The candidate was awarded **1 mark** because they noted that Cicero and Balbus still considered him [Trebatus] to be the best man for the job. This comment was quite general but summed up the meaning Cicero's message.

The point 'that his time in Britain can be brief' would have gained another mark if it had been more precise. One generalised point could gain a mark but not two. .

Question 1 (b)

The candidate was awarded **0 marks**. One mark could have been awarded for the text reference if the candidate had made the meaning of the text clear.

Question 1(c)

The candidate was awarded **2 marks** because they made two valid points demonstrating the 'economy of favours':

1 mark for requesting a favour put an individual in debt

1 mark for patronage relied on favours being returned

Question 2

The candidate was awarded **0 marks** because they did not make any valid points.

Question 3 (a)

The candidate was awarded **3 marks** because they identified and explained three relevant points, each of which was supported by a reference to the text:

1 mark for joking about Marius' health

1 mark for familiarity with Marius's leisure activities

1 mark for knowing Marius would not enjoy the games

Question 3 (b)

The candidate was awarded **1 mark** because they made a valid point about the use of direct speech to increase accessibility and it was supported by a relevant reference to the text.

Question 4

The candidate was awarded **4 marks** because they identified and commented on two relevant uses of language. Individual marks were awarded as follows:

1 mark for use of shocking language, 'crudelia, inhumana'

1 mark for comment on how this emphasises gross ill treatment

1 mark for alliteration of 't' sound in 'sputa detergit... temulentorum toro'

1 mark for comment on the way this emphasises contempt and disapproval

Question 5

The candidate was awarded **2 marks** because they made two valid points: to organise the books (1) and to watch the gladiators (1).

1 mark for to do as Metrodorus asks

1 mark for to watch the gladiators

Question 6

The candidate was awarded **4 marks** because they made four points, each of which was supported by reference to the text:

1 mark for explicitly states he is more miserable than his wife

1 mark for no one's fault but his

1 mark for nothing less noble for him to have done

1 mark for everyone is against him

Question 7 (a)

The candidate was awarded **4 marks** because they made for valid points and referred to both letters:

1 mark for women's letters represent genuine correspondence

1 mark for they wrote letters as social invitations (Letter 24)

1 mark for women could be good letter writers

1 mark for it was a way of corresponding with husbands who were away on business (Letters 24 and 29)

Question 7 (b)

The candidate was awarded **2 marks**:

1 mark for the for the acknowledgement that Pliny is full of gratitude towards Hispulla

1 mark for he praises her

Question 8

The candidate was awarded **15 marks** because they engaged with the question and drew on a broad and relevant range of examples to support their line of argument. The definition of 'political life' was somewhat stretched, but there was sufficient reference to what might loosely be termed 'political' to meet the demands of this aspect of the question:

1 mark for the introduction which raised key issues

2 marks for the discussion of the Vindolanda tablets.

1 mark for their value as evidence of social gatherings with reference to Letter 24

1 mark for developing the point that life on the Northern frontier must therefore have been reasonably settled.

4 marks for the discussion of letters by Cicero.

1 mark for discussion of the way Cicero's letter to Marius offers contemporary insight into the shows

1 mark for insight into home improvements, as shown by reference to Marius' new window

1 mark for Cicero's joke about the Greek as evidence of upper-class snobbery

1 mark for developing the point in some detail with relevant Latin quotation

4 marks for discussion of letters by Seneca

1 mark for discussing Seneca's contempt for those who mistreated slaves

1 mark for the corresponding observation that clearly not everyone behaved this way

1 mark for comment on the limited value of Seneca's essay-like letters

1 mark for comparison with the Vindolanda tablets

2 marks for discussion of the insight letters give into the patron/client relationship and relationships with the provinces (broadly 'political')

1 mark for Cicero's role as patron to Trebatius

1 mark for insight into disparaging attitudes towards Britons

1 mark for maintaining a clear line of argument.

1 mark for the conclusion which summed up the discussion and offered a final evaluative judgement.