

GCE

Latin

Unit **H443/02**: Prose Composition or Comprehension

Advanced GCE

Mark Scheme for June 2018

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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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Annotations

Annotation	Meaning of annotation
	Point credited
	Good style point (in Prose Composition responses only)
	Cross (use sparingly)
	Unclear/ dubious point
	Benefit of doubt
	Consequential error
	Used to divide responses into marking sections
	Major error
	Minor error
	Omission mark
	Blank Page: this must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.

Section A: Comprehension and grammar

Question		Answer	Marks	Guidance
1	a	the revolt of the other armies/ the other armies in revolt	1	Must include <i>ceterorum</i> 'the other armies' allow 'other armies'/'the rest of the army'; not 'another army'
	b	he tore up the message/ letter(s) he overturned the table he threw (two) drinking-cups onto the ground expensive/ valuable / of great value	3	Any three of these. ✓ some cups x 'a cup' 'onto the ground' essential
2		hid some poison in a (golden) box went (over) to the Servilian gardens sent off his (faithful) freedmen to Ostia to prepare the fleet(s) urged the tribunes and centurions to flee with him	5	✓ put x 'crossed the gardens' x 'a freedman' ✓ fleets/ ships ✓ 'urged the Praetorian Guard' / 'to flee as allies'
3		seek/ ask for help from the Parthians go to the forum and beg for forgiveness (for his crimes) from the citizens and if he failed to change their minds/ persuade them beg for the governorship of Egypt (to be granted to him)	6	Accept 'approach the Parthians as a suppliant' (or sim.)

Question	Answer	Marks	Guidance												
			<p>Divide the candidate's translation into 2 sections (/).</p> <p>Award up to 5 marks per section according to the following grid:</p> <table border="1" data-bbox="1272 496 2051 1038"> <tbody> <tr> <td data-bbox="1272 496 1339 587">5</td> <td data-bbox="1339 496 2051 587">Accurate translation with one slight error allowed.</td> </tr> <tr> <td data-bbox="1272 587 1339 678">4</td> <td data-bbox="1339 587 2051 678">Mostly correct.</td> </tr> <tr> <td data-bbox="1272 678 1339 769">3</td> <td data-bbox="1339 678 2051 769">More than half right.</td> </tr> <tr> <td data-bbox="1272 769 1339 860">2</td> <td data-bbox="1339 769 2051 860">Less than half right.</td> </tr> <tr> <td data-bbox="1272 860 1339 951">1</td> <td data-bbox="1339 860 2051 951">A little recognisable meaning/ relation to the Latin.</td> </tr> <tr> <td data-bbox="1272 951 1339 1038">0</td> <td data-bbox="1339 951 2051 1038">No recognisable relation to the Latin.</td> </tr> </tbody> </table> <p>The general principle in assessing each section should be the proportion (out of 5) of sense achieved, in comparison with the damage caused by the accumulation of errors.</p> <p>See page 11 for the principles distinguishing 'major' and 'slight' errors.</p>	5	Accurate translation with one slight error allowed.	4	Mostly correct.	3	More than half right.	2	Less than half right.	1	A little recognisable meaning/ relation to the Latin.	0	No recognisable relation to the Latin.
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4	<p>(i) <i>sic cogitatione ad posterum diem dilata, media fere nocte excitatus prosiluit e lecto. ut cognovit stationem militum discessisse ...</i></p> <p>Having in this way postponed a decision to the following day, at around midnight he woke up and jumped out of bed. When he realised that the garrison of soldiers had gone ...</p> <p>(ii) <i>servos misit circum amicos et, quia nihil a quoquam renuntiabatur, domus eorum complures ipse adiit.</i></p> <p>he sent slaves around his friends and, because no reply was received from anyone, went to several of their homes himself.</p> <p>There are many ways of turning the passage into acceptable English. One approach for each sentence is given but examiners should assess the extent to which any approach satisfactorily conveys the meaning of the Latin</p>	10	<p>Accept:</p> <p><i>cogitatione</i> = thought/ thinking <i>stationem</i> = the guard of soldiers</p> <p>Slight errors include:</p> <p><i>prosiluit</i> : he got up <i>fere</i> omitted <i>stationem</i> = station</p> <p>Major errors include:</p> <p>omission of phrase <i>media fere nocte</i> just 'soldiers' rather than 'garrison of soldiers' construction errors, e.g. the Abl Absol or indirect statement</p> <p>Accept servants for <i>servos</i></p> <p>Slight errors include:</p> <p>'a slave'</p> <p>Major errors include:</p> <p>'he sent some friendly slaves around' omission of e.g. <i>a quoquam</i> or <i>ipse</i></p>

Question	Answer	Marks	Guidance
5	<p><i>verum portis omnium clausis et respondente nullo in cubiculum rediit, unde custodes iam diffugerant, direptis stragulis amotaque etiam pyxide veneni. deinde Spiculum gladiatorem vel quemquam alium, cuius manu periret, quaesivit et nemine reperto 'ergo ego' inquit 'nec amicum habeo nec inimicum?' procurratque, quasi praecipitaturus se in Tiberim.</i></p> <p>everyone's doors/ gates shut</p> <p>no-one answered him</p> <p>went <u>back</u> to the bedroom (not 'he went back to bed')</p> <p>his guards had now fled</p> <p>even stealing/ ripping up the sheets</p> <p>and taking away his box of poison</p> <p>he wanted someone to kill him</p> <p>but couldn't find the gladiator Spiculus, or anyone else</p> <p>he said that he had neither friend nor enemy</p> <p>he dashed off / ran away</p> <p>intending to throw himself into the river</p>	10	<p>Reward any 10 correct points from the narrative [1 each].</p> <p>Equally credit convincing style points, such as:</p> <ul style="list-style-type: none"> • <i>direptis stragulis amotaque etiam pyxide veneni</i>: parallel ablative absolutes → building up sense of Nero's stress • emphatic alliteration -- e.g. of D in lines 2-3, or P in 6-7 • Nero's rhetorical question/ talking to himself in 5-6 <p>Equally credit convincing interpretations of the material, such as:</p> <ul style="list-style-type: none"> • Nero going round in circle/ from pillar to post • Nero so desperate that he is prepared to turn for help to absolutely anyone/ anyone will do • at the end, he just acts on impulse/ no rational thought

Question		Answer	Marks	Guidance
6	a	Dative [1] the letter was <u>'handed to him'</u> as he was eating his lunch' [1]	2	For the 2nd point, accept either sound grammatical explanation or accurate translation suited to context.
	b	Genitive [1] Objective Genitive/ 'forgiveness <u>for his crimes'</u> [1]	2	For the 2nd point, accept either sound grammatical explanation or accurate translation suited to context. Accept 'of his crimes'.
7	a	<i>mittere</i>	1	Do not accept <i>mitto</i> .
	b	<i>quaerere</i>	1	Do not accept <i>quaero</i> .
8	a	gerundive		No further information required.
	b	pluperfect subjunctive		Both words essential. No further information required.
	c	future participle		Both words essential. Ignore 'passive'.
9	a	ablative [1] absolute construction/ 'while some had doubts/hesitated' [1]	2	For the 2nd point, accept either sound grammatical explanation or accurate translation suited to context.
	b	'by the hand ... (instrumental ablative) [1] <i>whose/ of whom ...</i> (genitive of relative pronoun) [1] <i>he might die'</i> (imperfect subjunctive) [1] in purpose clause [1]	4	Assess (out of 4) overall understanding of the grammar, as evidenced by analysis with/without supporting translation.

Question	Answer	Marks	Guidance
	<p>'Major' and 'slight' errors</p> <p>The distinction between a 'major' error and a 'slight' error only becomes crucial when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4,3,2,or 1 are applicable, the overall proportion of meaning conveyed in the section is the only consideration.</p> <p>The classification below should be seen as only a general guide, the intention of which is to maintain standards from year to year. Lead markers will consider each instance on its merits, in the context of the passage and the length and difficulty of the section. Some errors may be categorised as 'major' if they appear in a relatively short and straightforward section, whereas in a longer or more complex section they may count as 'slight'.</p> <p>Errors of syntactical construction are always major.</p> <p>Errors of case of are always major, unless the containing clause has been successfully paraphrased.</p> <p>Omission of words is generally major, unless the word has been effectively taken care of by idiomatic rephrasing, or the word is of little significance – in which case it may be considered a slight error.</p> <p>Insignificant variation in past tenses (e.g. imperfect for perfect) is generally a slight error and may sometimes be ignored altogether; other tense errors are major.</p> <p>Errors in number are usually slight, but where the difference is crucial to the sense they are major.</p> <p>Change from active to passive is allowable if the agent is expressed or if the agent is omitted but without compromising the sense. If the agent is omitted and the sense is compromised, it is a slight error.</p> <p>Paraphrasing that conveys most of the required sense is generally a slight error, but any wording that distorts the sense is a major error. [+ For English-into-Latin translation only, any wording which is especially apt for the context – not just a less common alternative – should qualify for an additional 'style' mark.]</p> <p>Final categorisation of debatable instances will be made after full consideration of candidates' responses. These decisions will be communicated to examiners as part of the standardisation process and captured in the final mark-scheme for examiners and centres.</p>		

Section B: Prose Composition

10	<p>Marks for each section should be awarded as follows:</p> <p>Divide the candidate's translation into 9 sections (/). Award up to 5 marks per section according to the grid opposite.</p> <p>The general principle in assessing each section should be the proportion (out of 5) of sense achieved. See page 11 for the principles distinguishing 'major' and 'slight' errors.</p> <p>There are many acceptable ways of turning a piece of English into correct Latin. One approach for each sentence is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the English.</p> <p>Additional marks for style</p> <p>Additional marks (to a maximum of 5) should be awarded for individual instances of stylish Latin writing. Some examples are given (+) in the mark scheme. These will be reviewed and considerably extended during Standardisation and are by no means the only permissible points. Any other attempts at connection, subordination, good choice of words and Latinate word order should also be rewarded.</p> <p>As a general principle, each <i>type</i> of improvement (e.g. promotion of Subject to first word; <i>igitur</i> as 2nd word) should be rewarded once only. Exceptions to this rule include <i>different</i> methods of subordination to link clauses together, and the insertion of <i>different</i> connectives (<i>enim, itaque, etc.</i>).</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 5%;">5</td> <td>Accurate translation with one slight error allowed.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Mostly correct.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>More than half right.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Less than half right.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>A little recognisable meaning/ relation to the English.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No recognisable relation to the English.</td> </tr> </table> <p>Symbols used in mark scheme</p> <p>Examiners place a cross (+) in the response beside each item being credited with a style mark.</p> <p>A tick (✓) in this mark scheme denotes a response which is acceptable but does not qualify for any special credit.</p> <p>A cross (x) denotes a major error: this will reduce the mark for the section in which it occurs to max. 4.</p>	5	Accurate translation with one slight error allowed.	4	Mostly correct.	3	More than half right.	2	Less than half right.	1	A little recognisable meaning/ relation to the English.	0	No recognisable relation to the English.
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Part	Answer	Marks	Guidance
(i)	<p><i>Tired by the long journey, when Alexander saw a river he immediately threw himself into the cold water.</i></p> <p>Alexander, longo itinere defessus, ubi flumen vidit, se in aquam frigidam statim iecit.</p>	5	<p>✚ Promoted Subject: <i>Alexander</i> Abl. Absol. <i>flumine viso</i> <i>conspexit/ subordination conspicatus</i> <i>in aquam iniecit</i></p> <p>✓ <i>fessus; extemplo; postquam/simulac</i></p> <p>✗ <i>cum + indicative</i></p>
(ii)	<p><i>Then suddenly such <u>stiffness</u> seized his body that he could hardly move</i></p> <p>tum subito tantus/talis <u>rigor</u> corpus cepit ut se movere vix posset</p>	5	<p>✚ Personal construction: <i>tanto rigore corporis captus est</i></p> <p>✓ <i>adeo; repente; ademit</i></p> <p>✗ No attempt at Result/Consecutive construction <i>tam rigor</i></p>
(iii)	<p><i>and was pulled out with great difficulty by his companions.</i></p> <p>et a (suis) comitibus cum magna difficultate extractus sit.</p>	5	<p>✚ idiom/word-order: <i>magna cum difficultate</i></p> <p>✓ <i>extraheretur; cum magno labore</i></p> <p>✗ No attempt at Subjunctive verb <i>aegerrime/ multo aegre</i> <i>difficillime</i></p>

Part	Answer	Marks	Guidance
(iv)	<p><i>None of the doctors could suggest a cure, except one - but Alexander had been warned in a letter</i></p> <p>nullus medicorum praeter unum remedium offerre poterat, sed Alexander in epistula monitus erat</p>	5	<p>✚ idiom: <i>nullus ex medicis nisi unus proponere</i></p> <p>✓ <i>invenire/ cogitare</i></p> <p>✗ <i>mandare/ putare</i></p>
(v)	<p><i>to beware of this man, because he had been <u>bribed</u> by the enemy.</i></p> <p>hunc cavere quod ab hostibus <u>pecunia corruptus</u> esset.</p>	5	<p>✚ <i>quem cavere (monitus erat) quippe qui</i></p> <p>✓ <i>suspicari ut caveret</i></p> <p>✗ <i>indicative corruptus erat ab inimico cavere + genitive</i></p>
(vi)	<p><i>Thinking, however, that it would be better to accept his help rather than to meet certain death,</i></p> <p>melius tamen putans (potius) esse auxilium ab illo accipere quam certe mori,</p>	5	<p>✚ Past Participle: <i>ratus/ arbitratus</i> idiom: <i>mortem obire/morti obviam obire/mortem pati/ ferre</i></p> <p>✓ <i>arbitrans fore in place of esse quam certe necari</i></p> <p>✗</p>

Part	Answer	Marks	Guidance
(vii)	<p><i>he began to drink the <u>medicine</u> which the doctor offered him in a <u>cup</u>.</i></p> <p><u>medicinam</u> quam medicus (sibi) in <u>poculo</u> obtulerat bibere coepit.</p>	5	<p>⊕ word-order of verbs as given here (in order of events)</p> <p>✓ <i>obtulit</i> <i>ei /sibi</i> (or omitted entirely)</p> <p>✗ <i>bibit</i></p>
(viii)	<p><i>At the same time he handed the doctor the letter and watched his face as he read it.</i></p> <p>eodem tempore epistulam medico tradidit et vultum eius, dum illam legit, spectabat.</p>	5	<p>⊕ Abl. Absol. <i>epistula medico tradita</i> or subordination with <i>postquam/ubi/cum</i> Subordination using Present Participle: <i>legentis</i> Imperfect Tense: <i>spectabat</i> suitable choice of pronoun to distinguish <i>it</i> and <i>him</i></p> <p>✓ <i>simul</i> <i>dum legebat</i> <i>spectavit</i></p> <p>✗ <i>tum/ deinde/ simulac</i></p>
(ix)	<p><i>Since he showed no sign of fear, he was sure that he could trust him.</i></p> <p>cum nullum signum timoris ostenderet, certus erat se illi credere posse.</p>	5	<p>⊕ insertion of suitable pronoun to distinguish 'he' and 'him' <i>non dubitabat quin illi credere posset</i> <i>pro certo habebat/ certior factus est</i></p> <p>✓ <i>quod/ut ostendebat</i> <i>nullum timorem ostendebat</i> <i>nullum signum timendi</i></p> <p>✗ <i>certus ut</i> + subjunctive</p>

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