GCE

Classics: Latin

Unit **F364:** Latin prose

Advanced GCE

Mark Scheme for June 2017

Annotations to use for marking in Scoris.

Annotation	Meaning of annotation
✔	Point credited
✚	Good response/positive
✖	Cross (use sparingly)
?	Unclear/ dubious point
BOD	Benefit of doubt
CON	Consequential error
/	Used to divide responses into marking sections
▭	Major error
﹏	Minor error
∧	Omission mark
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

Question			Answer	Mark	Guidance
1	**a**		The passage has been divided into 7 sections each worth 4 marks. Mark the divisions between the sections on the script, using the / symbol. Award up to 4 marks per translated section according to the 4-mark scale in the right-hand column. 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. The general principle in assessing each section should be the **proportion** (out of 4) of sense achieved, in comparison with the damage caused by the accumulation of errors. Also award a mark for **fluency of English** according to the 2-mark scale below. Place ✚ beside each **specific** improvement being credited: 1 improvement = 1 mark; 2 or more improvements = 2 marks.	30	**Marks for accuracy** should be awarded as follows: [4] All or almost all of the meaning conveyed (as established at Standardisation) [3] Most of the meaning conveyed [2] Half the meaning conveyed; the rest seriously flawed [1] Very little meaning conveyed, or isolated words known [0] No elements of meaning conveyed; no relation to the Latin at all **Marks for fluency of English** should be awarded as follows, for improvements on a literal translation: [2] expressed fluently and stylishly; consistently successful. [1] occasional improvements on a literal translation [0] no or very little improvement on a literal translation

Question			Answer	Mark	Guidance
1	a				The following code applies to points listed below:
					✓ = allowable alternative
					✖ = unacceptable error –> **max.3** for that section.
					✚ = specific 'improvement' - to be taken into account assessing the work for fluency of English (see above).
			(i) *mox Antiochus multo acrius parabat bellum. classem Cyprum misit; ipse cum exercitu in Aegyptum profectus est.* Soon Antiochus was preparing war much more fiercely. He sent a fleet to Cyprus; he himself set off with the army to Egypt .		✓ ✖ ✚ 'preparing **for** war'/ 'preparing to wage war'
			(ii) *legatis Ptolemaei petentibus ut diceret quid fieri vellet potius quam vi atque armis ageret,* When Ptolemy's ambassadors asked him to say what he wanted to happen rather than to proceed with force and arms ...		✓ **'with** Ptolemaus' ambassadors asking him' ✖ ✚
			(iii) *respondit se neque classem revocaturum neque exercitum reducturum esse,* he replied that he would neither recall the fleet nor lead back his army ...		✓ ✖ '**reduce** the army' ✚

Question	Answer	Mark	Guidance
	(iv) *nisi sibi et <u>Cyprus</u> et totus ager qui circa <u>ostium</u> <u>Nili</u> esset cederetur,* unless both Cyprus and all the land which was around the mouth of the Nile were surrendered to him, (v) *atque diem dixit ante quam de his <u>condicionibus</u> responsum acciperet.* and he stated a day before which he should receive a reply to these conditions. (vi) *postquam dies responso datus praeteriit, rex per deserta processit.* After the day given for the reply had gone past, the king proceeded through the desert(s). (vii) *ei flumen <u>Nilum</u> transgresso legati Romani occurrerunt.* *quos cum salutavisset, dextram <u>Popilio</u> porrexit,* After he had crossed the river Nile, the Roman ambassadors met him. When he had greeted them, he held out his right hand to Popilius.		✓ *ager* = field ✖ omission of *et ... et* (both ... and); also *sibi* (if both errors occur together, max. possible = 3) ✚ 'surrounding the river Nile' ✓ ✖ ✚ **'had to** receive a reply' ✓ ✖ ✚ *datus* = specified/ laid down/ allotted ... etc. *processit* = advanced ✓ ✖ *cum* = since ✚

Question			Answer	Mark	Guidance
	b		**content** he doesn't let Antiochus speak before he reads the letter he doesn't let him consult with his advisers he forces him to deliver an immediate response by enclosing him in a circle he only offers a hand of friendship after he has capitulated **style** *tradit* + *iubet* (historic present) --> more immediate/ vivid *omnium primum* (word-order):read this before anything else use of direct speech [1] ... to deliver two key statements [1] *redde responsum* (imperative) : blunt demand *obstupefactus* (strong vocab/ word order): staggered by this *faciam* (promoted position) --> he finally gives in *tum demum* : emphasises P's getting his way over A *regi ... porrexit* : wording mirrors A' s behaviour in line 7	6	Reward any **three** of these or other valid points which illustrate Popilius dominating Antiochus. Must include min. 1 relating to content, 1 to style: otherwise max. = 4/6. Award 1 mark per valid point + 1 for appropriate supporting Latin. No/ inappropriate/ incomplete Latin = 1 only out of 2. If answers include more than 3 points, reward the best three points.
	c		*dixisset* : with *cum*, **meaning 'when'** *esset* : indirect question (**not** 'subord.clause in orat.obliqua') *excedas* : indefinite temporal clause/ purpose (or other plausible explanation re its use after *priusquam*) *referam* : purpose	4	Any **two** of these verbs [= 1 each] + explanation [= 1 each]. Accept accurate translation of whole clause in lieu of grammatical explanation.
	d	**(i)**	Dative : of advantage 'report **to** the senate/ take back **for** the senate'	2	Case [1] + explanation [1] Accept accurate translation in lieu of grammatical explanation.
		(ii)	Ablative : instrumental/causal 'stunned by such a forceful command'	2	Case [1] + explanation [1] Accept accurate translation in lieu of grammatical explanation.
	e	(i)	Gerundive	1	
		(ii)	Past/Perfect Participle	1	'Passive' not required + allow, even if answer states 'Active'
	f		it had earlier defeated the Egyptian ships/fleet + it was dispersed/removed from Cyprus (by the Romans)	2	or sim.

Question			Answer	Mark	Guidance
	g		Egypt was taken away from Antiochus + the throne was now restored to the Ptolemy family-line	2	or sim.
			Section A Total	**[50]**	

Question	Answer	Mark	Guidance
2	**Accuracy of translation** The passage has been divided into 8 sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid below. **[5]** All or almost all correct (as established at standardisation) **[4]** Minor errors in accidence or syntax. **[3]** More serious errors in accidence or syntax. **[2]** Accidence/syntax seriously faulty, but not without sense **[1]** A very small proportion of correct accidence/syntax **[0]** No recognisable relation to the English The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved. There are many acceptable ways of turning the passage into correct Latin. One approach for each sentence is given. Acceptable alternatives will be illustrated during the process of Standardisation, but examiners should assess the extent to which **any** approach satisfactorily conveys the meaning of the English.		**Stylistic features** **Additional marks** (to a maximum of 10) should be awarded for individual instances of stylish Latin writing. Each word or phrase credited with an additional mark should be indicated with ✚. Some examples are given below, but these are by no means the only permissible points. Other attempts at connection and subordination, good choice of words and Latinate word-order should also be rewarded. In general, each *type* of improvement (e.g. promotion of Subject to first word; *igitur* as 2nd word) should be rewarded once only. Exceptions to this rule include *different* methods of subordination to link clauses together, and the insertion of *different* words (*enim, itaque,* etc.) to aid continuity. The following code applies to points listed below: ✓ = allowable alternative ✖ = unacceptable error –> **max.4** for that section. ✚ = specific 'improvement' credited with a 'style mark' (see above)

Question			Answer	Mark	Guidance
		(i)	*Near the end of his life Augustus suffered a very serious defeat in Germany.* prope finem vitae suae Augustus cladem gravissimam in Germania passus est.	50	✓ *maxime/ gravissime superatus/victus est* ✚ idiom: *cladem accipere* promotion of subject: *Augustus ...* near the end of life: *morte appropinquante* (or sim.)
		(ii)	*For three legions led by Varus were lost in a single battle, together with the commander himself and all the tribunes.* nam tres legiones a Varo ductae in uno proelio exstinctae sunt cum duce ipso et omnibus tribunis.		✚ position: *enim* used in 2nd position strong vocab for 'lost': *perditae, exstinctae,* etc. idiom: *Varo duce* or *Varo ducente* word-order: *uno in proelio* phrase: *una cum*
		(iii)	*When the news reached Rome, fearing that the people might cause <u>trouble</u> ...* cum nuntius Romam pervenisset, princeps, timens ne cives tumultum facerent,		✓ *imperator* ✚ connecting relative: *quod* impersonal expression: *nuntiatum est* promoted position: *princeps* vocab: *veritus ne ...* ; also *tumultum incitaret*
		(iv)	*the emperor ordered troops to guard the streets of the city day and night.* (princeps) militibus imperavit ut vias urbis die et nocte custodirent.		✓ ✚ idiom: *dies noctesque* **or** *diem noctemque* **or** *et die et nocte* ✖ *in dies*

			Answer	Mark	Guidance
		(v)	*He promised to dedicate new games to Jupiter if the situation improved quickly.* promisit se Iovi novos ludos dedicaturum esse si res melior celeriter fieret.		✚ ✖ *fiebat/ facta erat* (or other indicatives)
		(vi)	*Indeed he was so alarmed that for several <u>months</u> he did not allow either his <u>beard</u> or <u>hair</u> to be cut.* tam perturbatus quidem erat ille ut complures menses aut barbam aut capillos tonderi non sineret.		✓ *veteret* ✚ *quidem* or *vero* in 2nd/3rd position emphatic *ille* or *iste* vocab: *tondeo* (rather than *seco*) idiom: *neque ... neque*
		(vii)	*It was even said that he used to walk round the <u>palace</u> in the middle of the night ...* etiam dicebatur eum media nocte per palatium ambulare solere,		✓ *circum palatium* ✚ personal rendering (without *eum*): *dictus est/dicebatur ambulare solere*
		(viii)	<u>*hitting*</u> *his head on doors and shouting in a loud voice 'Varus, give me back my legions!'* caput in portis tundentem voceque magna clamantem 'Vare, (mihi) legiones meas redde!'		✓ *tundens* (Nom) **only if** personal construction used in (vii) ✚ idiom: *magna voce*
			Section A Total	**[50]**	

Question	Answer	Mark	Guidance
Section B	**Prescribed Literature**		

Answers to questions **3(a)**, **3(b), 4(a)** and **4(b)** must be marked using the following scale, in accordance with the level descriptors in the AO1 and the AO2 marking grids in Appendix 1 at the end of the mark scheme.

AO1 = 10	**AO2 = 15**
Level 5 9-10	Level 5 13-15
Level 4 6-8	Level 4 9-12
Level 3 4-5	Level 3 6-8
Level 2 2-3	Level 2 3-5
Level 1 0-1	Level 1 0-2

A mark should be awarded for each Assessment Objective, taking into account QWC when placing the answer within a band.

To determine the level – start at the highest level and work down until you reach the level that matches the answer.

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

Question	Answer	Mark	Guidance

	First consider the mark out of 15 for AO2. This should reflect how well the response answers the question, including analysis of the author's use of language/style of writing.
	
	Then award a mark out of 10 for AO1, to reflect range and accuracy of reference to the Latin in the passage as a whole.
	
	Place a tick in the **LH margin** of the page beside a point being credited for **AO1**.
	
	Place a tick in the **RH margin** of the page beside a point being credited for **AO2**.
	
	The points given below in the mark-schemes for Q3 and Q4 are indicative of the range of answers to be expected.
	It is likely, however, that candidates will include many other points not listed: examiners should give due weighting to any valid points.
	
	Look for answers which:
	
	   • cover the **whole** of the printed passage
	
	   • include a range of points, relating to **both** content **and** style
	
	   • make a coherent, well-focused response to the question.
	
	Points are listed sequentially for convenience, but this should not confer any preferential to answers which adopt this approach. Examiners should regard sequential and thematic approaches as equally valid.
	
	The wording of **all four** questions demands attention to both content and style, though not necessarily in equal proportions. Responses therefore cannot be regarded as entirely satisfactory without some attention to stylistic features.
	
	The crucial consideration, however, remains **relevance to the question**: stylistic observations should not be highly rewarded *per se* if they are not accompanied by some attempt at an explanation of their effectiveness in the context of the question.		

3 a	***Relevant content*** Pliny stimulates the reader's curiosity with the promise of a	25	***Stylistic features*** *assem para et accipe*: chatty opening, with 'matey' imperatives

Question	Answer	Mark	Guidance
	'golden story' - in fact several, all exposing Regulus' fraud		*me priorum nova admonuit*: apparently an off-the-cuff thought
	Regulus has the cheek to visit an ill woman who he knows has long disliked him		*ad hanc Regulus venit*: sudden first mention of Regulus *primum impudentiam*: exclamation –> outrageous! *hominis*: blunt way of referring to Regulus
	a lady of high status (widow of Piso, adopted by Galba as his heir but murdered along with him in AD 69)		*cuius marito inimicissimus, ipsi invisissimus*: balanced colons + matching superlatives, with lots of hissing S
	he even sits at her bed-side and bothers her with a lot of astrological rigmarole		*esto, si venit tantum* (all long syllables): ponderous –> significant *quo die, qua hora*: sounds very precise and professional *componit* (and all following verbs) in historic Present
	culminating in a prediction that she will survive her illness		*vultum ... computat*: asyndeton + 4 carefully balanced pairs of words, followed by the single, climactic verb *computat* *nihil* : anti-climax –> a long silence, to alarm Verania and make her ready her to hear R's 'good news'
	he hurriedly leaves, makes a sacrifice and claims to consult a professional soothsayer - all in no time at all!		*nec mora ...* : compressed description of the details *sacrificium facit, adfirmat exta*: chiastic order + hint of alliteration
	then speedily brings confirmation of his original positive predictions		
	Verania, falsely reassured, rewards Regulus by adding a legacy for him in her will		*ut in periculo credula*: sympathy for V's credulity, in her position *poscit codicillos, legatum ... scribit*: chiasmus –> like clockwork
	soon she gets worse and dies - now realising Regulus' trick in her dying words		*ingravescit, clamat moriens* (all verbs): rapid summary of story *nequam*: rare indecl. adj. which Pliny also uses elsewhere for R *nequam... periurum*: ascending tricolon + intensified by *plus etiam quam* *sibi per salutem filii peierasset*: striking alliteration of S
	according to Pliny, this is Regulus' standard behaviour		*facit hoc Regulus*: inverted word-order adds bluntness *non minus scelerate quam frequenter*: balance –> adds weight to both adverbs
	... including swearing to the gods by his son's life, thus (ironically) risking the wrath of those same gods!		*iram deorum, quos ipse cotidie fallit ... detestatur*: irony

Question			Answer	Mark	Guidance
3	**b**		***Relevant content***	25	***Stylistic features***
			anyone who has done something extraordinary deserves an epitaph to record his actions permanently		*omnes ego*: emphasises that Pliny has his own (different) view *non modo ... verum etiam* *immortalitatem ... victuri nominis*: variation on similar notion
			Verginius, despite his great achievements, was a modest man		*tanta ... quanta gloria ex facto*: correlatives + chiasmus –> emphasise that V possessed both virtues
			Pliny can only remember him speaking once about his achievements		*semel omnino ... hoc unum*: emphatic use of direct quotation - though probably tailored by Pliny *fecisse quod feci* –> plain, modest speaking *liberum ... libuisset*: word-play emphasises V's point
			Frontinus said he did not want his achievements to be recorded on any monument:		*hunc ipsum Frontinum, in hoc ipso* : emphatic/ argumentative again, use of apparently direct quotation
			ac. to F, a man's actions - if they are of any value - should be enough to remember him		*parcior et pressior*: synonyms –> add emphasis *quibus verbis?* rhetorical Q, with answer supplied immediately
			Pliny wonders whether F's rejection of an epitaph was actually less modest than V's request for a couple of lines to describe his achievements		*an restrictius arbitraris ... suam*][*quam ... feceris*: balance *per orbem terrarum legendum*][*uno in loco duobus versiculis*: (contrast)
			but he insists he is not criticising F for what he said, merely putting the case for V		*illum reprehendi*][*hunc tuendi* : further pairs of opposites
			conclusion: both men had a natural wish to be remembered, though in different ways: V by asking for a brief epitaph, F by his insistence on not having one		*pari cupiditate*][*diverso itinere* : balanced contrast *uterque ... alter ... alter*: pointed contrast between the similarities and differences between the two men *dum expetit debitos titulos*][dum *mavult videri contempsisse*: paradox, emphasised by carefully balanced clauses

Question			Answer	Mark	Guidance
4	**a**		***Relevant content***	25	***Stylistic features***
			Tiberius continues to attend the Senate as usual during Drusus' illness and even after his death –> either because he had no qualms, or to underline his resolution in a crisis		*nullo metu ... ostenderet* : T gives 2 possible explanations, weighted towards the 2nd, with overtones of putting on an act
			the consuls show grief, by coming down from their raised seats + the entire Senate burst into tears		*per speciem* –> (?) unfelt/ purely conventional sympathy
			Tiberius insists on the consuls returning to their usual seats + makes a long statement to the Senate		
			he is sensitive to the fact that his behaviour may be criticised, but puts his public duty before private emotion		*vix propinquorum .. vix lugentium*: exaggeration (rather strained?) emphasised by chiasmus/balance
			he says he finds most reassurance in his state duties		*fortiora solacia e complexu rei publicae* (metaphor) –> like an embrace from one large family
			asks for of sympathy for his mother, Livia's great age + for his grandsons' youth + his own declining years		*extremam aetatem ... rudem adhuc nepotum ... et vergentem aetatem suam* (tricolon)
			he calls Germanicus' sons 'his only comfort' + has them formally introduced to the meeting –> a public statement that they are now Tiberius' prospective heirs		*unica ... levamenta*: his only comfort *firmatos adloquio*: a sympathetic touch by the senators *adulescentulos*: touching use of diminutive
			these poor boys have already lost their father + were entrusted for their upbringing to their uncle, Drusus		the sudden use of quoted 1st-person speech here (whether original or tailored by the author) adds to the tension/drama *orbatos parente* : emotional *foveret, attolleret, confirmaret*: emotional tricolon + asyndeton
			now that Drusus is also dead, Tib. says he entrusts them to the Senate as 'parents'		*disque et patria coram obtestor*: emotive talk anastrophe with *coram* –> adds to Tib's solemn tone
			great-grandsons of Aug. –> emphasises their credentials		*Augusti pronepotes, clarissimis maioribus genitos* (superlative)
			he makes a final plea to support them –> pathos		*suscipite, regite ... explete*: triple imperatives, in asyndeton + metaphor of a father acknowledging birth/adoption of a child
			emotional finale, putting the spotlight on Nero and Drusus		*hi vobis, Nero et Druse ... nati estis*

Question			Answer	Mark	Guidance
4	**b**		***Relevant content***	*25*	***Stylistic features***
			Tiberius leaves for Campania, 'a plan long considered and frequently put off' : but how could Tacitus know this?		*diu meditato ... consilio*: Abl. Absolute + two following subordinate clauses contain the meat of the sentence, while the main clause is merely a short statement of fact
			his intention was (supposedly) to dedicate temples but Tacitus says it was actually to leave Rome for good		contrast between *specie* and *certus* –> deviousness/hypocrisy
			partly at least prompted by Sejanus' scheming - for which Tacitus says he is following 'the majority of authors'		the 'main line' reason is stated, then sidelined by four others - all much more detailed/interesting, though not all equally likely!
			three times in Ch.57 Tacitus' claims to be following actual sources, but it is hard to assess their value as they are unnamed and may be simply his own ideas!		*secutus plurimos auctorum ... erant qui crederent ... traditur*
			Tacitus' own suggestion is that it was also to conceal his own taste for cruelty and immorality		*saevitiam ac libidinem, cum factis promeret*: a scintillating and damning suggestion, but no more than hearsay
			'some believe' that TIberius wished to hide his distressing physical appearance: a striking unsavoury picture, but one based solely on prejudice/conjecture - 'who wouldn't want to hide if they looked like that?'		*quippe illi praegracilis ... interstincta* *praegracilis*: very rare/ probably unique –> hyperbole *nudus capillo vertex*: 'a poetical periphrasis' (Syme) – perhaps satirical, 'the dignified employed to intensify the squalid' (Rudd)
			Tacitus makes a (dubious) link with TIberius' earlier period of exile on Rhodes which, allegedly, accustomed him to unsociability and secret pleasures		
			he also wanted to get away from his mother's interference: another anonymous and unprovable hypothesis		*dominationis sociam ... dominationem ipsam* : deliberate word-play, to emphasise her point
			Augustus had (allegedly) really wanted to make Germanicus his successor, not Tiberius, but had been overruled by Livia: another piece of unproven evidence		*nam dubitaverat* : here reported speech gives way to indicative verbs –> rumour has (for Tacitus) become fact!
			and (allegedly) Livia was still using this claim to get her way over Tiberius		*resposcebat* : 'constantly demanded repayment' (financial metaphor)
			Section B Total	**[50]**	

Levels Descriptors grid: AO1

Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts	*Max. mark and mark ranges*	*Characteristics of performance*
	10	• Recall and application of subject knowledge; • Relevance to question/topic; • Understanding of sources and evidence; • Awareness of context.
Level 5	9-10	• Specific factual knowledge, selected with care; • Fully relevant to the question; • Well supported with evidence and reference where required; • Strong awareness of context as appropriate.
Level 4	6-8	• Generally well chosen factual knowledge; • Relevant to the question; • Usually supported with evidence and reference where required; • Awareness of context as appropriate.
Level 3	4-5	• Some factual knowledge, not always well chosen; • At least partially relevant to the question; • Some supporting evidence and reference where required; • Limited awareness of context.
Level 2	2-3	• Restricted selection of factual knowledge, possibly including some inaccurate detail; • Little evidence of relevance to the question; • Occasional use of appropriate supporting evidence; • Context occasionally or very superficially indicated.
Level 1	0-1	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.

Levels Descriptors grid: AO2

(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form	Max. mark and mark ranges	Characteristics of performance
	15	• Analysis; • Evaluation and response; • Organisation and use of technical vocabulary; • Control of appropriate form and style; • Accuracy of writing.
Level 5	13-15	• Perceptive, well supported analysis leading to convincing conclusions; • Very well balanced evaluation based on clear engagement with sources/task; • Argument incisive, very well structured and developed; technical terms accurately and effectively used; • Sustained control of appropriate form and register; • Legible, fluent and technically very accurate writing.
Level 4	9-12	• Careful and thorough analysis leading to generally sound conclusions; • Balanced evaluation based on clear engagement with sources/task; • Argument well structured and developed; technical terms accurately and effectively used; • Good control of appropriate form and register; • Legible and technically accurate writing, conveying meaning well.
Level 3	6-8	• Attempts at analysis leading to some tenable conclusions; • Limited evaluation but some evidence of engagement with sources/task; • Argument coherent if cumbersome or under-developed; some technical terms accurately used; • Limited control of appropriate form and register; • Legible and generally accurate writing, conveying meaning clearly.
Level 2	3-5	• Occasional evidence of analysis gesturing towards acceptable conclusions; • Very limited evaluation or evidence of engagement with topic/task; • Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately; • Very Limited control of appropriate form and register; • Legible and generally accurate writing, clarity not obscured.
Level 1	0-2	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.