

**GCE**

**Classics: Latin**

Unit **F362**: Latin Verse and Prose Literature

Advanced Subsidiary GCE

**Mark Scheme for June 2017**

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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

	Slash
	Consequential error
	Serious error
	Minor error
	Omission mark
	Unclear
	Tick
	Cross
	Benefit of doubt

Question			Answer	Marks	Guidance
1	(a)	i	Either: <i>labem</i> - stain / disgrace / dishonour Or: <i>ignominiam</i> - dishonour / disgrace	2	Accept either answer as long as translated correctly Accept other valid translations Allow 1 for <i>incommodum</i> translated 'disaster'/'defeat' but 0 if translated 'setback'/'misfortune'/'inconvenience'
		ii	It was a fleet worthy of / with a consul in charge (1) It was so close that the Romans almost watched it happen (1)	2	
	(b)		Light / salvation for the republic	1	
	(c)		The Romans used to see (1) the enemy fleet at the mouth of the Tiber (1) They now hear (1) there are no pirate ships this side of the Ocean (1)	4	Tenses of 'used to see' and '(now) hear' must be accurate to earn the mark.
	(d)		Cicero says he must not pass over Pompey's speed at handling the situation.  He suggests nobody else could have done this as quickly, regardless of their motivations ( <i>Rhetorical question; repeated structure of 'obeundi negotii' / 'consequendi quaestus'; tricolon of tam...tot...tantos... suggests amazement at what Pompey did in the time; emphasis on the gravity of the war followed up with tanti</i> )  Pompey gets the job done even though the sea was unsuitable for sailing (or would be for other generals).  Fortifying the food stores is clearly a substantial task. ( <i>Tricolon of places Siciliam...Africam...Sardiniam; repeated 'ia' ending of 'tria frumentaria subsidia'; superlative of 'firmissimis'</i> )	8	1 mark for each reference in Latin, 1 for discussion.  Maximum of 6 marks if only one of style or content discussed.  Mistranslation/misunderstanding of the Latin negates the mark for the reference.

Question			Answer	Marks	Guidance	
					Content	Levels of response
	(e)		<p><b>inde cum se in Italiam recepisset, duabus Hispaniis et Gallia Transalpina praesidiis ac navibus confirmata,</b> Then when he had gone back to Italy, with the two Spains and Transalpine Gaul strengthened with garrisons and ships,</p> <p><b>missis item in oram Illyrici maris et in Achaia omnemque Graeciam navibus Italiae duo maria maximis classibus firmissimisque praesidiis adornavit,</b> [and] in the same way with ships sent to the coast of the Illyrian Sea and into Achaia and all of Greece, he furnished the two seas of Italy with the greatest fleets and the strongest garrisons,</p> <p><b>ipse autem, ut Brundisio profectus est, undequingagesimo die totam ad imperium populi Romani Ciliciam adiunxit;</b> but he himself added the whole of Cilicia to the dominion of the Roman people, on the 49th day, as/after he set out from Brundisium;</p>	15	The passage has been divided into three sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid.	<p><b>[5]</b> Correct translation (as agreed at Standardisation) with one minor error allowed.  <b>[4]</b> One serious error or two minor errors, otherwise the meaning is conveyed.  <b>[3]</b> Most of the meaning conveyed, but several errors.  <b>[2]</b> Half the meaning conveyed, the rest seriously flawed.  <b>[1]</b> A minority of meaning conveyed.  <b>[0]</b> No elements of meaning conveyed; no relation to the Latin at all.</p> <p>N.B. Consequential errors should not be penalised.</p>
	(f)	(i)	They were put to death	1		
	(f)	(ii)	They surrendered to Pompey / his authority / command	1		
	(g)		<p>The Cretans prefer to surrender to Pompey rather than the local Roman commander (long journey <i>usque ad Pamphyliam</i>; use of <i>deprecatore</i>s)</p> <p>Pompey allowed this (Double negative of 'non ademit')</p> <p>Pompey was able to deal with the pirate conflict within three seasons (Tricolon of <i>tantum...tam...tam...</i>; tricolon of seasons; similar structure of clauses <i>extrema...confecit</i>)</p>	6	<p>1 mark for each reference in Latin, 1 for discussion.</p> <p>Maximum of 4 marks if only one of style or content discussed. Mistranslation/misunderstanding of the Latin negates the mark for the reference.</p>	

Question			Answer	Marks	Guidance	
	(h)		<p>Candidates may well conclude that Cicero is concerned that Rome is losing its power due to the incompetence/corruption of the majority of the generals. In allocating a role such as this one, Cicero wishes there was a choice of 'brave and honest men', but the fact is, according to him, that Pompey is the only man strong enough to take command.</p> <p>Candidates should consider the serious threats faced by Rome itself - not even just its allies - from the pirates and in various other conflicts. Cicero implies that only the intervention of Pompey prevented disaster in many cases.</p> <p>Candidates may refer to the shocking behaviour of the soldiers, whether down to poor leadership or complacency.</p> <p>However, the speech perhaps suggests greater optimism with Pompey spreading the glory of Rome to its subjects.</p> <p>It is important that candidates use substantial references from beyond the printed passages, as always.</p>	10	<p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the markscheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates may either present their points thematically or in order of events. The question however must be confronted, rather than answers simply retelling the narrative of the speech.</p> <p>Allusions to the text are vital.</p>	<p>AO1/AO2 = 10</p> <p>Level 5 9–10 Level 4 6–8 Level 3 4–5 Level 2 2–3 Level 1 0–1</p> <p>See end of mark scheme for level descriptors and mark allocations.</p>

Question			Answer	Marks	Guidance	
2	(a)	i	a boy / young man	1		
		ii	It seemed to wake him from sleep	1	Do not accept 'his feelings return' (beyond the line reference)	
	(b)		<p><b>"quid facitis? quis clamor?" ait "qua, dicite, nautae, huc ope perveni? quo me deferre paratis?"</b></p> <p>"What are you doing? What is the shouting [about]?" he says, "tell me sailors, how have I come here? Where are you preparing to take me?"</p> <p><b>"pone metum" Proreus, "et quos contingere portus ede velis!" dixit; "terra sistere petita."</b></p> <p>"Lay aside your fear," said Proreus, "and say which harbour(s) you want to reach! You will be set down on the desired land."</p> <p><b>"Naxon" ait Liber "cursus advertite vestros! illa mihi domus est, vobis erit hospita tellus."</b></p> <p>"Set your course for Naxos," says Liber.</p> <p>"That is my home, and it will be a welcoming land for you."</p>	15	<p><b>Content</b></p> <p>The passage has been divided into three sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid.</p> <p>NB accept Dionysus/Bacchus for Liber.</p>	<p><b>Levels of response</b></p> <p><b>[5]</b> Correct translation (as agreed at Standardisation) with one minor error allowed.</p> <p><b>[4]</b> One serious error or two minor errors, otherwise the meaning is conveyed.</p> <p><b>[3]</b> Most of the meaning conveyed, but several errors.</p> <p><b>[2]</b> Half the meaning conveyed, the rest seriously flawed.</p> <p><b>[1]</b> A minority of meaning conveyed.</p> <p><b>[0]</b> No elements of meaning conveyed; no relation to the Latin at all.</p> <p>N.B. Consequential errors should not be penalised.</p>
	(c)		Set sail			

	(d)	<p>The sailors' tone towards Acoetes is aggressive and accusatory, despite him doing what they have all agreed (<i>emphasis on Acoetes' madness eg 'demens'/'furor'; rhetorical questions; use of 'laevam' emphatic opposite of 'dextera' in line 12</i>)</p> <p><i>pro se quisque</i> and <i>pars...pars...</i> shows they are all ganging up on him</p> <p>The extent of deception is emphasised, so Acoetes feels forced to give up the helm (<i>key words 'nutu'/'susurrat'/'sceleris'/'artis'; 'obstipui' shows Acoetes shock/disgust; 'me removi' suggests Acoetes is powerless to prevent it, so he withdraws under their pressure</i>)</p> <p>The sailors gladly accept his retirement from the helm, and sneer at him (<i>use of 'scilicet'; emphatic positioning of 'uno'; juxtaposition of 'ipse' and 'meumque'</i>)</p>	8	<p>1 mark for each reference in Latin, 1 for discussion.</p> <p>Maximum of 6 marks if only one of style or content discussed. Mistranslation/misunderstanding of the Latin negates the mark for the reference.</p>
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	(e)	<p>Pentheus' own mother is the first to see and hurt him (<i>repetition of 'prima'; tricolon of her actions; delay of 'mater'</i>)</p> <p>The madness of the trance is emphasised (<i>key words of insano/profanis; these words separated from their nouns give a chaotic feel; placement of thyrsos</i>)</p> <p>The violence is also emphasised (<i>alliteration of 'concita cursu'; key word 'violavit'</i>)</p> <p>Her delusion continues as she thinks her son is a boar and longs to kill it with her sisters (<i>lengthy address to her sisters, including the emotive 'o'; repetition of 'ille' and 'aper'; irony of 'errat' (wander/make a mistake); gerundive of 'feriendus'</i>)</p> <p>The sisters charge against him on his own, and he stands no chance (<i>'omnis in unum'; key words of 'ruit', 'turba' and 'furens'; grouping stressed by 'cunctae' and co-[eunt]</i>)</p> <p>The 'tragic' realisation comes too late (<i>tricolon of loquentem/damnantem/fatentem; repetition of 'iam' adds to his panic; repetition of 'se' shows he knows it's all his fault'</i>)</p>	8	<p>1 mark for each reference in Latin, 1 for discussion.</p> <p>Maximum of 6 marks if only one of style or content discussed. Mistranslation/misunderstanding of the Latin negates the mark for the reference.</p> <p>More than 'o' must be quoted and translated from the Latin for a text mark.</p>
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	(f)	i	Either son of Autonoe Or a character killed by his own hunting dogs (for seeing Diana naked)	1	Accept 'relative'
		ii	He is reminding her he is family too / appealing to Autonoe, who has lost a son, not to kill her nephew too or as Actaeon was torn apart, this foreshadows a similar fate for Pentheus	1	Accept valid alternative suggestions
	(g)		She doesn't seem to recognise her own son's name	1	Allow for sensible consequential errors from (f) i.
	(h)	i	Autonoe and Ino tear off his arms (1) Agave tears off his head (1)	2	Accept "They tear off his arms and head" (2 marks). However a candidate giving wrong information about who does what is considered to have given a harmful addition, and should score max 1/2. Do not accept "Agave holds his head" if unclear that it has been torn off
		iii	Any one of the following: She howls Agave twists her neck around She thrashes her hair in the air She shouts out to celebrate the 'victory'	1	Precise translation of what she shouts not needed, but reference must be made to celebration or victory (ie 'she shouts out' is insufficient)

Question		Answer	Marks	Guidance
2	(i)	<p>Candidates should be credited for any response to this question if well supported by references from the text.</p> <p>They should refer to a range of examples from the text, such as the fierce arguments Pentheus has with various characters, the story of Acoetes and the dolphins, including the sailors' vivid transformations, and the horror of the Pentheus' demise.</p> <p>Candidates do not need to refer to the Latin text for Level 5, but some may talk about the use of literary techniques to add drama.</p>	10	<p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the markscheme, taking into account QWC when placing the answer within the band.</p> <p>AO1/AO2 = 10  Level 5 9–10  Level 4 6–8  Level 3 4–5  Level 2 2–3  Level 1 0–1</p> <p>See end of mark scheme for level descriptors and mark allocations.</p> <p>Candidates may either present their points thematically or in order of events. The question however must be confronted, rather than answers simply retelling the poem's narrative.</p> <p>Allusions to the text are vital.</p>

## Level Descriptors for AO1/AO2 (10 marks)

	Max mark and mark ranges	Characteristics of performance
Level 5	9–10	Comprehensive answer covering most or all of the points in the mark scheme; Highly perceptive response with detailed reference to the rest of the prescription; 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	6–8	Answer covering some of the points of the mark scheme; Perceptive response with some reference to the rest of the prescription; 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	4–5	A few valid points but some significant omissions; Limited reference to the rest of the prescription; Argument coherent if cumbersome or under-developed; some technical terms accurately used; Basically sound control of appropriate form and register; Legible and generally accurate writing, conveying meaning clearly.
Level 2	2–3	Limited response; Little or no meaningful reference to the rest of the prescription; Argument coherent even if very cumbersome or under-developed; Simple technical terms used appropriately; Basic control of appropriate form and register; Legible and generally accurate writing, clarity not obscured.
Level 1	0–1	Work in this band may meet some of the criteria for the band above, 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

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