

GCE

Latin

H443/02: Prose Composition or Comprehension

A Level

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which

will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:












- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
- If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. **Assistant Examiners should send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.**
10. For answers marked by levels of response:
- 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:

<i>Descriptor</i>	<i>Award mark</i>
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

11. Annotations

Annotation	Meaning of annotation
	Point credited
	Good style point (for use 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
	Slight error
	Omission mark
	Blank Page: this must be used on all blank pages within an answer booklet and any additional pages.

Section A: Comprehension and grammar

Question		Answer	Marks	Guidance
1		it enflames/ sets light to/ encourages vices it removes shame it brings out whatever evil is hidden/ brings out the worst	3	Also accept other wordings which show good understanding of the concepts.
2		it has caused disasters/a disastrous effect. it has handed over to their enemies ... (very) warlike/fierce nations/peoples it has opened/revealed walls ... defended in a long war it has ruined (with wine) men unconquered in battle	5	5 points x 1 mark each
3		he had endured/ (safely) passed through (so) many journeys battles and winters/storms he had overcome the difficulty/ hardship ... of seasons/times and places it ruined him	4	Any 4 of these points x 1 mark each
4		(once) a noble man of fine character/ great intelligence changed/led/brought by drunkenness into foreign/strange habits and un-Roman vices also caused by his love affair with/ of/ for Cleopatra it made him an enemy of the state but inferior/unequal to his enemies	7	Any 7 of these points x 1 mark each (not 'external')

Question	Answer	Marks	Guidance
<p><u>Marking Unseen Translation: 'major' and 'slight' errors</u></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.</p> <p>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 section and of the passage as a whole. Some errors may be treated as 'major' if they appear in a relatively short and straightforward section, whereas in a longer or more complex section they are likely to count as 'slight'.</p> <p>Final categorisation of debatable instances will be made after considering a wide range 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> <ul style="list-style-type: none"> • Errors of syntactical construction are always major. • 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. • Variation in tenses is generally a slight error and insignificant examples (e.g. imperfect for perfect) may be ignored altogether. • Errors in number are usually slight, but where the difference is crucial to the sense they are major. • Change from active to passive is allowable if the agent is expressed or if the agent is omitted without any loss of sense. If the agent is omitted and the sense is compromised, it is a 'slight' error. • Paraphrasing that conveys most of the required sense is generally a slight error, but any wording that distorts the sense is a major error. 			

Question		Answer	Marks	Guidance												
5	(i)	<p><i>eum crudelem quoque fecit, cum capita ac manus inimicorum ei cenanti referrentur, cum vino gravis <u>sitiret</u> tamen sanguinem.</i></p> <p>It also made him cruel, when the heads and hands of his enemies were brought to him while he was feasting, when, though heavy with wine, he was still thirsty for blood.</p> <p>Accept: <i>vino gravis:</i> 'full of wine/ overpowerd by wine'</p>	5	<p>Using (/) symbol, divide the translation into 2 sections. Award up to 5 marks per section according to the grid below:</p> <table><tr><td>5</td><td>Accurate translation – with one slight error allowed.</td></tr><tr><td>4</td><td>Mostly correct.</td></tr><tr><td>3</td><td>More than half right.</td></tr><tr><td>2</td><td>Less than half right.</td></tr><tr><td>1</td><td>Little recognisable relation to the meaning of the Latin.</td></tr><tr><td>0</td><td>No response, or no response worthy of credit.</td></tr></table>	5	Accurate translation – with one slight error allowed.	4	Mostly correct.	3	More than half right.	2	Less than half right.	1	Little recognisable relation to the meaning of the Latin.	0	No response, or no response worthy of credit.
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	(ii)	<p><i>intolerabile erat quod ebrius fiebat cum haec faceret: quanto intolerabilius quod haec in ipsa <u>ebrietate</u> faciebat!</i></p> <p>It was intolerable that he was becoming drunk when/while he did these things: how much more intolerable (it was) that he was doing them during an actual drunken stupor.</p> <p>Accept: <i>quod:</i> because <i>quanto intolerabilius:</i> 'it was even more intolerable' <i>in ipsa ebrietate:</i> 'when he really was drunk' (or sim.)</p>	5	<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> <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>												

Question		Answer	Marks	Guidance
6		he compares drunkenness to (long-term) illnesses they make us miserable/ difficult and angry at the least contradiction/ offence constant drunkenness enrages the mind/makes the mind wild this habitual madness is permanent vices started with wine ... grow strong even without it	6	6 points x 1 mark each For the first point, translations such as ' just as long-term illnesses ... so constant drunkenness' are enough to prove recognition of the comparison.
7	a	Dative [1] : of disadvantage/ <i>obsto</i> takes the Dative [1] (Ablative: incorrect case, but allow 1 for plausible translation in context – e.g. 'it removes shame <u>from</u> bad plans')	2	or equivalent translation : e.g. 'opposed to (wicked) plans' * If both explanation and translation are offered and these contradict each other, no mark should be awarded.
	b	Genitive [1] : of description/ describing the war [1]	2	* or equivalent translation : e.g. 'a war of many years' / 'a war lasting many years'
	c	Ablative [1] : of comparison [1]	2	* or equivalent translation : e.g. 'not less than wine' (also accept 'not made less by wine')
8	a	present participle	1	both words essential
	b	imperative	1	no further detail necessary
	c	gerund	1	do not accept gerundive
9	a	<i>patefacere</i>	1	
	b	<i>concupere</i>	1	
10		<i>ediderit</i> [1] : indirect question [1] <i>transiisset</i> [1] : after <i>cum</i> / it means 'when' or 'although' [1]	4	* or acceptable translation of clause <i>cogita ... ebrietas</i> [1] * or acceptable translation of clause <i>cum transiisset</i> [1]

Section B: Prose Composition

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.

Divide the response into 9 sections as shown, using the (/) symbol. Award up to 5 marks per translated section according to the grid shown below. The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved.

Deciding whether an error is 'major' or 'slight' is only necessary when it is the only error in a section; this will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4/3/2/1/0 are applicable, the **overall proportion of meaning conveyed** in the section is the only consideration.

In the mark-scheme below, ✕ indicates a major error, which will immediately reduce the maximum mark for that section to 4. Other varieties of 'major' error which should be penalised in the same way are listed below.

Other errors not specifically listed can be regarded as slight and should be weighed on balance in deciding on a mark of 4/3/2/1/0.

Words given in brackets in the model answers are optional and may be omitted without penalty.

The classification given below should be seen only as 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 section and of the passage as a whole. Some of the errors below may be regarded as 'major' if they appear in a relatively short and straightforward section, whereas in a longer or more complex section they are likely to count as 'slight'. Final categorisation of debatable instances will be made after considering a wide range 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.

- Errors of construction are always 'major'.
- Omission of significant words is generally a 'major' error, unless the word has been effectively taken care of by idiomatic Latin rephrasing.
- Abstruse vocabulary or paraphrasing that conveys the required sense are 'slight' errors; any wording that distorts the sense is a "major" error. Any wording which is especially apt for the context should qualify for an additional 'style' mark.
- Tense errors are generally "slight": insignificant variation in past tenses (e.g. imperfect for perfect) may sometimes be ignored altogether.
- Errors in number are usually 'slight', but where the difference is crucial to the sense they are **major** – sometimes they can be ignored altogether. Debatable instances will be categorised during Standardisation.
- Errors of case are usually 'slight', but where the difference is crucial to the sense they are **major**. Some examples of this are specified in the mark-scheme below. Debatable instances will be categorised during Standardisation.
- Change from active to passive is allowable if the agent is expressed or if the agent is omitted without any loss of sense. If the agent is omitted and the sense is compromised, it is a 'slight' error.

Marking grid for translation into Latin

Marks	Description
5	Accurate translation – with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation to the meaning of the English
0	No response or no response worthy of credit.

Additional marks for style

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 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, and deserving examples may be rewarded even in places where some slight error has occurred. Each word or phrase credited with an additional mark should be indicated in the script with the + symbol.

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 examples listed in the Guidance column of the mark scheme:

+ = specific 'improvement' credited with a 'style mark' (see above)

✓ = acceptable alternative

✗ = major error → maximum mark = 4 for that section

Part	Answer	Mark	Guidance
(i)	<p><i>Aristagoras urged the Ionians to free their country from the Persians and choose their own leaders.</i></p> <p>Aristagoras Ionios urgebat ut patriam (suam) a Persis liberarent et duces suos eligerent.</p>	5	<p>✚ Abl. Absol. <i>patria a Persis liberata</i></p> <p>✓ urged: <i>hortatus est</i> country: <i>terra</i> from: <i>de</i> choose: <i>legerent/ constituerent</i></p> <p>✗ omission of <i>suos</i>/ use of <i>eorum</i></p>
(ii)	<p><i>Meanwhile he himself sailed to Greece to seek powerful allies. When he reached Sparta ...</i></p> <p>interim ipse ad Graeciam navigavit ut socios potentes peteret. ubi (ad) Lacedaemonem advenit ...</p>	5	<p>✚ to seek: <i>ubi/ unde</i> instead of <i>ut</i> promotion of <i>ipse</i> <i>ad socios petendos</i></p> <p>✓ meanwhile: <i>interea</i> to seek: <i>ad socios petendos</i> <i>cum ... advenisset</i></p> <p>✗</p>
(iii)	<p><i>he promised King Cleomenes that great wealth could be obtained and that the Persians would be very easy to defeat in battle.</i></p> <p>regi Cleomeni promisit magnam pecuniam comparari posse facillimumque fore Persas in proelio vincere.</p>	5	<p>✚ wealth: <i>divitias/ opes/ spolia</i></p> <p>✓ <i>eum magnas opes comparare posse ... etc.</i> obtain: <i>obtineri</i></p> <p>✗ <i>Persas facillimos superare fore</i></p>

Part	Answer	Mark	Guidance
(iv)	<p><i>When the king asked how long the road was to Persia, Aristagoras replied ...</i></p> <p>cum rex rogavisset quam longa via ad Persidem esset, Aristagoras respondit ...</p>	5	<p>✚ when the king asked: <i>regi roganti</i> the road to Persia: <i>via quae ... duceret</i> (or sim. phrase)</p> <p>✓ <i>ubi rex rogavit</i> <i>quanta via</i></p> <p>✗ <i>quanti passus / quanta milia passuum</i></p>
(v)	<p><i>that it was three months' journey from the coast. Alarmed by this, Cleomenes exclaimed ...</i></p> <p>iter trium mensium ab ora esse. hoc perturbatus, Cleomenes (ex)clamavit ...</p>	5	<p>✚ <i>quo perturbatus</i></p> <p>✓ alarmed: <i>attonitus/ sollicitus/ territus</i></p> <p>✗ three months' journey: <i>iter tres menses esse</i></p>
(vi)	<p><i>that Spartans would never dare to march so far from their homeland ...</i></p> <p>Lacedaemonios tam longe a patria contendere numquam ausuros esse,</p>	5	<p>✚</p> <p>✓ march: <i>progredi, procedere, iter facere</i> etc. far: <i>procul</i></p> <p>✗ <i>audere</i></p>

Part	Answer	Mark	Guidance
(vii)	<p><i>and ordered him to leave Sparta immediately. However, in Athens, when Aristagoras told the people the same things ...</i></p> <p>et ei imperavit ut (a/e) Lacedaemone statim discederet. Athenis, tamen, cum Aristagoras populo eadem dixisset ...</p>	5	<p>✚ <i>tamen</i> in 2nd position</p> <p>✓ ordered him: <i>huic/ illi imperavit</i> or <i>eum /hunc/ illum iussit</i> people: <i>plebi / civibus</i></p> <p>✗</p>
(viii)	<p><i>they eagerly decided to send twenty ships to help the Ionians. How much easier it seems ...</i></p> <p>viginti naves mittere alacriter constituerunt ut Ionios adiuvent. quanto facilius videtur ...</p>	5	<p>✚ <i>gaudebant mittere.</i> <i>subvenire/succurrere + dat.</i> <i>ad Ionios adiuvandos</i></p> <p>✓ eagerly: <i>avide / laete/ libenter</i></p> <p>✗ how much easier: <i>quam multum facilius</i> seems: <i>est</i></p>
(ix)	<p><i>to deceive a multitude than one man: for Aristagoras, having failed to convince Cleomenes, succeeded with thirty thousand Athenians!</i></p> <p>multitudinem decipere quam unum (hominem): nam Aristagoras, cum Cleomeni non persuasisset, triginta milibus Atheniensium persuadere poterat.</p>	5	<p>✚ one: <i>unicum</i> for: <i>enim</i> in 2nd position</p> <p>✓ a multitude: <i>multos/ turbam</i> <i>quamquam ... persuasit</i> or <i>etsi ... persuasisset</i> convince: <i>superare / vincere</i></p> <p>✗ thirty: XXX Athenians in wrong case succeeded with: any phrasing using <i>cum</i> + abl.</p>

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