



2014 Latin

Intermediate 1 Interpretation

Finalised Marking Instructions

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Part One: General Marking Principles for: Latin Intermediate 1 Interpretation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Latin Intermediate 1 Interpretation

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

| Question | | Expected Answer/s | Max Mark | Additional Guidance |
|----------|-----|---|----------|---------------------|
| 1 | (a) | <ul style="list-style-type: none"> were led by Timarchides/from the governor's house were slaves were armed came suddenly came in the night any other valid point <p style="text-align: right;">Any 2</p> | 2 | |
| 1 | (b) | <p>Yes</p> <ul style="list-style-type: none"> it had bolts on the doors it had watchmen it had guards they raised the alarm they put up a resistance any other valid point <p>No</p> <ul style="list-style-type: none"> the guards were badly beaten they were driven away any other valid point <p style="text-align: right;">Any 2</p> <p>Any two of the above points. Candidates can argue both ways.</p> | 2 | |
| 2 | (a) | <ul style="list-style-type: none"> statuette of Victory was removed from the hand of the statue of Ceres | 1 | |
| 2 | (b) | <ul style="list-style-type: none"> "tearing away" suggests extreme violence he goes further than criminals of the past – worse than them "never dared" repeated to emphasise his audacity "violate" suggests a wicked and immoral act any other valid point <p style="text-align: right;">Any 2</p> <p>Any two of the above points.</p> | 2 | |

| Question | | Expected Answer/s | Max Mark | Additional Guidance |
|----------|-----|--|----------|---------------------|
| 3 | (a) | <ul style="list-style-type: none"> • a well-known/noble man • the (chief) magistrate/official <p style="text-align: right;">Any one</p> <p>Any one of the above points.</p> | 1 | |
| 3 | (b) | <p>Yes</p> <ul style="list-style-type: none"> • he was a high status man so it would be particularly humiliating • he was tied up (in an uncomfortable way) • he was naked • he was tied to (cold, hard) bronze/metal • it was raining • it was cold/winter • any other valid point <p>No</p> <ul style="list-style-type: none"> • any valid point <p style="text-align: right;">Any 3</p> <p>Any three of the above points.</p> | 3 | |

| Question | | Expected Answer/s | Max Mark | Additional Guidance |
|----------|-----|---|----------|---------------------|
| 4 | (a) | <ul style="list-style-type: none"> • someone might know how many kisses there were • someone might curse them <p style="text-align: right;">Any one</p> <p>Any of the above points.</p> | 1 | |
| 4 | (b) | <ul style="list-style-type: none"> • confuse the totals, “cook the books”, “fiddle the figures” or any other valid expression | 1 | |
| 4 | (c) | <p>Happy</p> <ul style="list-style-type: none"> • exhortation to live and love • not caring what anyone says • making the most of life • all the kissing • any other valid point <p>Sad</p> <ul style="list-style-type: none"> • people are criticising them • life is short • you only have one life • death is eternal • people might curse them • any other valid point <p style="text-align: right;">Any 2</p> <p>Any two of the above points. Candidates can argue both ways.</p> | 2 | |
| 5 | | <p>Yes</p> <ul style="list-style-type: none"> • he has conflicting emotions (love/hate) • he does not know why he feels like this • he is tortured by his feelings • any other valid point <p>No</p> <ul style="list-style-type: none"> • any valid point <p style="text-align: right;">Any 2</p> <p>Any two of the above points.</p> | 2 | |

| Question | | Expected Answer/s | Max Mark | Additional Guidance |
|----------|-----|---|----------|---------------------|
| 6 | (a) | <p>No</p> <ul style="list-style-type: none"> • she will be sorry • she will not be pursued • who will go to her? • who will think her pretty? • whom will she have to love? • whose will she be called? • whom will she have to kiss? • any other valid point <p style="text-align: right;">Any 2</p> | 2 | |
| 6 | (b) | <p>Feelings</p> <ul style="list-style-type: none"> • anger • bitterness • upset • betrayal • any other valid feeling <p>Explanations</p> <ul style="list-style-type: none"> • they have broken up • she no longer loves him • he is not used to the new situation • he remembers all the past good times • he is struggling to control his emotions • any other valid point <p style="text-align: right;">Any 2</p> <p>1 mark for a valid feeling and 1 mark for a valid explanation.</p> | 2 | |
| 7 | | <ul style="list-style-type: none"> • he emphasises repeatedly in lines 2–6 that he has to recover/it is difficult • he turns to the gods for help in lines 7–21 • he asks for pity in lines 7–10 • he is wretched in line 10 • his troubles have to be torn from him in line 12 • he uses words connected with illness: <ul style="list-style-type: none"> • recovery in lines 1 and 20 • chronic in line 1 • getting better in line 4 • at death’s door in line 9 • plague and pestilence in line 12 • numbness in line 13 • health and strength in line 19 • sickness in line 20 • he has no joy left in his life in line 14 • any other valid point <p style="text-align: right;">Any 3</p> <p>Any three of the above points.</p> | 3 | |

| Question | | | Expected Answer/s | Max Mark | Additional Guidance |
|----------|-----|------|--|----------|---------------------|
| 8 | (a) | | <ul style="list-style-type: none"> • feathers arranged in order • feathers held in place with thread in the middle • feathers held in place with wax at the bottom • feathers arranged in a curve • wings made to look like a real bird's wings <p style="text-align: right;">Any 3</p> <p>Any 3 of the above points.</p> | 3 | |
| 8 | (b) | (i) | <p>No</p> <ul style="list-style-type: none"> • he played at catching the feathers which were being blown about • he played with the wax, softening it • he hindered his father's work by playing <p style="text-align: right;">Any 2</p> | 2 | |
| 8 | (b) | (ii) | <ul style="list-style-type: none"> • the wings/materials for their construction are referred to as dangers (pericla) in line 11. | 1 | |

(30)

[END OF MARKING INSTRUCTIONS]



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GENERAL MARKING ADVICE: Latin Intermediate 1 Translation

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Part Two: Marking Instructions for each Question

| Block/ Sub-Block | | | Essential Idea | Max Mark | |
|---------------------|---|--|--|---|---|
| 1 | | | olim pulex audax leonem saevum conspexit | flea spotting lion | 3 |
| 2 | a | | pulex ad leonem advenit | flea approaching lion/coming for lion | 3 |
| 2 | b | | 'te non timeo,' inquit | flea saying he's not afraid | 3 |
| 3 | | | tu nihil facere potes quod ego non possum | lion not doing anything flea can't | 3 |
| 4 | a | | fortasse tu scabere et mordere potes | lion scratching and biting | 3 |
| 4 | b | | sed ego <u>flocci non facio</u> | flea not caring about nonentities | 3 |
| 5 | a | | ego sum robustior quam tu | flea stronger than lion | 3 |
| 5 | b | | et ad pugnam paratus | flea ready for battle/to fight | 2 |
| 6 | a | | itaque pulex leonem petivit | flea making for lion | 2 |
| 6 | b | | et illam partem capitis quae prope nares est momordit; | flea biting lion near nose | 3 |
| 6 | c | | nam ibi leo crines non habet | lion not having hair there (had no hair = 2 marks) | 3 |
| 7 | a | | mox leo ipsum tantum scabebat | lion scratching itself (had scratched = 2 marks) | 3 |
| 7 | b | | ut constitueret e pugna fugere | lion fleeing battle | 3 |
| 8 | a | | pulex...domum festinabat | flea hurrying home/hurried | 3 |
| 8 | b | | qui ita victor exstiterat | flea the winner (no pluperfect = 2 marks) | 3 |

| Block/ Sub-Block | | | | Essential Idea | Max Mark |
|---------------------|---|--|--|--|----------|
| 9 | | | sed subito aranea eum cepit | spider catching the flea | 3 |
| 10 | | | mox aranea pulicem consumere coepit | spider eating flea/him | 3 |
| 11 | a | | 'eheu!' inquit pulex. 'quam crudelis est fortuna' | flea bemoaning cruel fortune (how cruel or unfortunate = 2 marks) | 3 |
| 11 | b | | aranea enim,...me consumit | spider eating flea/ate/has eaten (will eat = 2 marks) | 3 |
| 11 | c | | quam omnes despiciunt | all looking down on spider | 2 |
| 11 | d | | quamquam cum fortissimo omnium bestiarum pugnare poteram.' | flea being able to fight strongest beast (with the bravest animal = 2 marks) | 3 |

[END OF MARKING INSTRUCTIONS]