



National
Qualifications
2014

2014 Latin Translating

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



General Marking Principles for National 5 Latin Translating

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Each block is worth two marks maximum.

Two marks are awarded for the block, including the essential idea, being correctly translated or almost correctly translated.

One mark is awarded for translating the essential idea of the block correctly. The essential ideas for each block are shown below, together with correct translation which would be awarded two marks. Two marks should be awarded if the block is almost correct.

Zero marks are awarded for the block if the essential idea is not translated correctly.

Total number of marks is 30.

Detailed Marking Instructions

Block	Correct Translation	Max Mark	Essential Idea	Part Mark
1	Andromeda was the beautiful daughter of Cepheus and Cassiopea, who were the king and queen of Ethiopia.	2	Andromeda being daughter of Cepheus and Cassiopea/Cepheus and Cassiopea being the king and queen of Ethiopia	1
2	Cassiopea loved Andromeda very much.	2	Cassiopea loving Andromeda	1
3	and she often declared that her daughter was more beautiful than the Nereids.	2	Declaring her daughter/Andromeda more beautiful	1
4	The goddesses, moved by anger, hurried to Neptune, god of the sea	2	The goddesses hurrying to Neptune	1
5	and they asked him to punish Ethiopia.	2	Punishing Ethiopia/Ethiopians	1
6	and so Neptune decided to call up a savage monster from the sea	2	Calling up monster from sea	1
7	the monster was so fierce that it swallowed up the local people and destroyed the countryside	2	Monster devouring local people/destroying countryside	1

Block	Correct Translation	Max Mark	Essential Idea	Part Mark
8	When he heard this, Cepheus was so terrified that he prayed to the god (‘when they heard’ is acceptable)	2	Cepheus frightened, praying (if everything else is correct but ‘god’ = 2 marks)	1
9	Neptune replied: “if you sacrifice your daughter	2	You sacrificing daughter	1
10	the monster will go away and never return.”	2	Monster going away	1
11	At last the king unwillingly tied his daughter to a rock.	2	King tying daughter	1
12	but by chance Perseus, a bold and handsome hero, was walking on the beach near the rock.	2	Perseus walking on the beach	1
13	He had recently killed Medusa and was carrying the head with him.	2	Recently killing Medusa/carrying head with him	1
14	Not only did he save Andromeda but he also turned the monster to stone.	2	Saving Andromeda/turning monster to stone	1
15	Everyone celebrated.	2	Celebrating	1

[END OF MARKING INSTRUCTIONS]



National
Qualifications
2014

2014 Literary Appreciation

National 5

Finalised Marking Instructions

© Scottish Qualifications Authority 2014

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



General Marking Principles for National 5 Latin Literary Appreciation

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 detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Detailed Marking Instructions for each Question

Catullus

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	<ul style="list-style-type: none"> Rumours about the love affair between Catullus and Lesbia [1]. Gossip/scandal spread by others [1]. The words of old people [1]. Harsh words [1]. Details of the gossip [1]. 	1	<i>Any valid point for 1 mark.</i>
	(b)	<ul style="list-style-type: none"> Lux - here means life Nox - here means death 	2	<i>1 mark for each point, max. 2 marks</i>
	(c)	<ul style="list-style-type: none"> Emphasises a frequently repeated action. Suggests additions to the 'sum' of kisses - extends idea of calculating numbers. Humorous, lighthearted effect - flirtatious. Obsession. He is so in love with her. Enjoys kissing. Any other valid point. 	2	<i>1 mark for each point, max. 2 marks</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
2.	(a)	<ul style="list-style-type: none"> King of the gods/a god. Powerful, persuasive. A most desirable lover. Impossible to resist him. Compliment to Catullus. 	2	<i>1 mark for each point, max. 2 marks</i>
	(b)	<p>No he does not:</p> <ul style="list-style-type: none"> she says what he wants to hear <i>dicit</i> in emphatic position/ repetition suggests irony, disbelief changeable/insubstantial/unreliable words of women reference to wind/water. 	2	<p><i>1 mark for each point, max. 2 marks. Latin quotes not necessary.</i></p> <p><i>No mark for just 'no'.</i></p> <p><i>Extra mark for developed point.</i></p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.	(a)	<ul style="list-style-type: none"> • He is speaking to “silent ashes”. • His brother can no longer hear him. • He is dead. 	1	<i>Any point for 1 mark</i>
	(b)	<ul style="list-style-type: none"> • Always done by ancestors. • Important to Romans as they respected tradition. • Traditions are important to preserve links with deceased/past. • Traditions are important aspect of religious rituals. • Superstitious. • Any other valid point. 	3	<i>1 mark for each point, max 3 marks.</i> <i>Extra mark for developed point.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.		<p>Popularity of poems in modern times: accept any reasonable response based on evidence from the poems. Points might include:</p> <ul style="list-style-type: none"> • writer seems lively, real, like us • variety of style, tone, language • variety of subject matter • topics and themes still relevant today • allow us an insight into Roman life and social conditions • personal and emotional revelation by the poet • vivid, colourful characters in the poems. 	2	<i>Max. 2 marks</i> <i>Extra mark for developed point.</i>

			(15)	
--	--	--	------	--

Ovid

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	<ul style="list-style-type: none"> Maze is compared to River (Maeander) 	1	
	(b)	<p>Simile effective - yes or no. Mark awarded for reasons given. Answers might include:</p> <p>Yes</p> <ul style="list-style-type: none"> Readers would be familiar with sight of moving tides/ flowing water. Long, complex sentence to echo meaning. Interesting description of unusual waterway. Exotic foreign location, Phrygia, adds colour to poem. River turns and winds - seems to change direction. Daedalus made the pathways of the maze confusing. Helps with understanding of word 'misdirection'. <p>No</p> <ul style="list-style-type: none"> Unclear, difficult to follow. A river is too different from a building. Hard to picture river. Any other valid point. 	2	<p><i>1 mark for each point made.</i></p> <p><i>Extra mark for developed point.</i></p> <p><i>Candidates could argue both ways.</i></p>

Question		Expected Answer(s)	Max Mark	Additional Guidance
2.	(a)	<ul style="list-style-type: none"> Icarus dies. 	1	
	(b)	<ul style="list-style-type: none"> Kisses never to be repeated - this is the last embrace. He flew in front of him - Daedalus tries to protect him. He was afraid for his son. Simile suggests vulnerability, and inexperience of youth. Teaching dangerous skills - paradox of father's skill endangering son. Any other valid point. 	3	<i>Each point 1 mark.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.	(a)	<ul style="list-style-type: none"> • Gives sense of foreign, exotic locations. • Suggests long/distance. • Evokes sense of speed. • Attempt to locate story in real location. • Any other valid point. 	1	
	(b)	<ul style="list-style-type: none"> • Boldness. • Enjoyment. • Confidence/deserting leader. • Desire to go higher. 	2	<i>Extra mark for developed point.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.		<ul style="list-style-type: none"> • Talus was inventive. • Talus was keen to learn. • Talus was full of ideas. • Any other valid point. 	2	<i>1 mark for each implied contrast.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
5.		<ul style="list-style-type: none"> • They were strong stories. • They were full of interesting characters/monsters. • They taught lessons. • They transport you to a different place. • Explain familiar things in interesting ways. • Highly emotional. • Romans admired the Greeks. • Any other valid point. 	3	<i>1 mark for each point or further marks for a point developed.</i>

			(15)	
--	--	--	------	--

Virgil

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	<ul style="list-style-type: none"> • Dido. • Queen of Carthage. 	1	
	(b)	Aeneas mentions: <ul style="list-style-type: none"> • his unspeakable/suffering • sadness • pitiful/horrors • being personally involved. 	2	<i>One point for one mark. Paraphrasing acceptable.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
2.	(a)	<ul style="list-style-type: none"> • They are broken by war. • They are beaten back by fate. • So many years have passed. • The Greeks' offering was for a safe return 	2	<i>One point for one mark.</i>
	(b)	<ul style="list-style-type: none"> • It was made of wood. • It was woven. • Huge/size of a mountain. • It was made with divine help. 	2	<i>One point for one mark.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.		<ul style="list-style-type: none"> • "panduntur portae": alliteration of "p" to emphasise eg carefree approach, that the gates were left open. • "locos litusque": alliteration of "l" to emphasise eg everything has been vacated, that it is a happy sight. 	2	<i>Any reasonable explanation for one mark.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.		<ul style="list-style-type: none"> • Laocoon is raging/burning. • Laocoon runs. • Laocoon asks questions. • Laocoon expresses disbelief. • Laocoon shows distrust of the Greeks. • He wonders if they have gone mad • Any other valid point. 	3	<i>One point for one mark.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
5.		<ul style="list-style-type: none"> • The gods can be fair/unfair. • The gods can help people. • The gods can harm people. • The gods can meddle in human affairs. • The gods can display human characteristics. • Any other valid point. 	3	<i>One comment for one mark.</i> <i>Extra mark for developed point.</i>

			(15)	
--	--	--	------	--

Pliny

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	<ul style="list-style-type: none"> • Sound of iron rattling. • Sound of chains. 	1	
	(b)	<ul style="list-style-type: none"> • Old. • Emaciated. • Filthy. • Flowing beard. • Bristling hair/hair standing on end. • Chains on legs/feet. • Chains on hands. 	3	<i>Any 3 details</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
2.		<ul style="list-style-type: none"> • He wanted to expand his knowledge as a philosopher. • He was interested in ghosts (or the supernatural). • This was an opportunity to study a real ghost. • It was cheap to rent. • He was not frightened by ghosts. • He was a philosopher. • Any other reasonable answer. 	2	<i>Any 2 points</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.		<ul style="list-style-type: none"> • Proper burial necessary. • Souls not properly buried become ghosts. • Ghosts may haunt the living and even cause illness/ death. • Ghosts disappear when properly buried. • Public money was used to bury unknown corpses. • You keep your personal appearance beyond death. • Any other reasonable point. 	3	<i>Any 3 comments</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.		<ul style="list-style-type: none"> • “<i>serpit</i>” “<i>creeps</i>” suggests news gradually spreading. • “<i>omnes</i>” “all” suggests whole population was involved. • “<i>miraculum</i>” “<i>miracle</i>” it seemed incredible to them. • “<i>obsident</i>” “besiege” suggests large numbers filling up the beach. • Placing of verbs at beginning of phrases: (“<i>serpit</i>”, “<i>concurrere</i>”) - makes it stand out. • Use of historic infinitives (<i>concurrere</i>, <i>adspicere</i>, <i>interrogare</i>, <i>audire</i>, <i>narrare</i>) - to show quick action. • Historic presents (“<i>obsident</i>”, “<i>prospectant</i>”) - to show immediacy. • List of verbs (“<i>adspicere</i>, <i>interrogare</i>, <i>audire</i>, <i>narrare</i>”) - to show quick/a range of actions. • Repetition of sound - re - to create a rhythm. • Lack of connecting words. • (asyndeton) - to show fast-paced action. • Any other reasonable answer. 	4	One mark for each example plus one mark for explanation.

Question		Expected Answer(s)	Max Mark	Additional Guidance
5.	(a)	<ul style="list-style-type: none"> • The dolphin ignores the other boys. • The dolphin goes straight to the same boy. 	1	
	(b)	<ul style="list-style-type: none"> • It seemed to invite the boy. • It seemed to call him back. • It enjoyed playing. • It had a memory. • It liked human company. • Any other valid point. 	1	

			(15)	
--	--	--	------	--

Cicero

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	<ul style="list-style-type: none"> • In Agrigentum. • Not far from the forum. 	1	
	(b)	(i) <ul style="list-style-type: none"> • It was beautiful. • It was made of bronze. • It was in the temple. • It was worn away. 	2	<i>Any two points.</i>
		(ii) <ul style="list-style-type: none"> • The statue was worn away by kissing. • They kissed the statue. • They worshipped the statue. 	1	<i>One point for one mark.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
2.	(a)	<ul style="list-style-type: none"> • Everyone came. • Even the old. • Even the sick. 	2	<i>One point for one mark.</i>
	(b)	<ul style="list-style-type: none"> • From the whole/every part of the city. 	1	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.		Yes <ul style="list-style-type: none"> • Religious respect. • Importance to the town of the statue. • Verres threatens violence. • Unfair in his order. No <ul style="list-style-type: none"> • They should have known that Verres would not give up. • He was a violent character. • They have to obey the governor. 	2	<i>Points from either viewpoint or both acceptable.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.	(a)	To promise the statue to Verres. Yes <ul style="list-style-type: none"> This saved Sopater's life. No: <ul style="list-style-type: none"> This was giving in to violence. 	2	<i>One mark for decision. One mark for comment.</i>
	(b)	<ul style="list-style-type: none"> Shock. Anger. Disbelief. 	1	<i>Any valid reaction.</i>

Question		Expected Answer(s)	Max Mark	Additional Guidance
5.		<ul style="list-style-type: none"> Absolute authority of the governor over provincials. Military control of governor stronger than local senate decisions. Institutions of local provincial government based on model of Rome. Power can be abused. Any other valid point. 	3	<i>Each point, one mark or further marks for each developed point.</i>

			(15)	
--	--	--	------	--

[END OF MARKING INSTRUCTIONS]