



National  
Qualifications  
2015

---

## 2015 Latin Literary Appreciation

### National 5

### Finalised Marking Instructions

© Scottish Qualifications Authority 2015

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.
- (c) 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.

## Detailed Marking Instructions for each Question

### Catullus

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(a)	<ul style="list-style-type: none"> <li>dinner party/any social occasion (1)</li> <li>seeing her with another man (1)</li> <li>Any reasonable point (1)</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>any physical feeling (1)</li> <li>jealousy (1)</li> <li>attraction to her (1)</li> <li>feeling of inadequacy (1)</li> <li>any other reasonable point (1)</li> </ul>	2	1 mark for each point, max. 2 marks.
2.	(a)	Yes or no - either answer accepted with reasons to support it.	2	1 mark for each point, max. 2 marks. Response must show understanding of the conflict/opposition of emotions expressed in the poem.
	(b)	<ul style="list-style-type: none"> <li>confusion (1)</li> <li>torture/torment/pain(1)</li> <li>loss of control (1)</li> <li>any other valid point (1)</li> </ul>	2	Max. 2 marks. Variations of “love” and “hate” not accepted.
3.	(a)	<ul style="list-style-type: none"> <li>Dinner/food (1)</li> <li>a girlfriend (1)</li> <li>wine (1)</li> <li>wit/salt (1)</li> <li>laughter (1)</li> </ul>	2	1 mark for each point, max. 2 marks.
	(b)	<ul style="list-style-type: none"> <li>He has no money (1)</li> <li>His purse is empty/full of cobwebs (1)</li> </ul>	1	
	(c)	Yes or no - either answer accepted with reasons to support it.	2	Max. 2 marks. Response must show understanding of the unusual nature of the invitation expressed in the poem eg Yes - wine, girls, friends, good company, perfume, food. No - cheap invitation, host mean.

Question	Expected Answer(s)	Max Mark	Additional Guidance
4.	<p>Candidates should demonstrate knowledge of references within the prescribed texts, to women. Points might include:</p> <ul style="list-style-type: none"> <li>• Women being social companions (1)</li> <li>• Women being unreliable (1)</li> <li>• Women being deceitful (1)</li> <li>• Women being strong independent (1)</li> <li>• Women being desirable (1)</li> <li>• Any other valid point</li> </ul>	3	Max. 3 marks.
		<b>(15)</b>	

## Ovid

Question		Expected Answer(s)	Max Mark	Additional Guidance
5.	(a)	<p>Making of the wings:</p> <ul style="list-style-type: none"> <li>• He put the feathers in rows (1)</li> <li>• He tied them with string (1)</li> <li>• He glued them with wax (1)</li> <li>• He shaped them in a curve (1)</li> <li>• He modelled them on birds' wings (1)</li> </ul>	3	
	(b)	<ul style="list-style-type: none"> <li>• Daedalus has used real wings as his model (1)</li> <li>• Has tried to match/imitate nature (1)</li> <li>• He and his son are not real birds (1)</li> </ul>	1	
6.		<ul style="list-style-type: none"> <li>• he gave his son instructions/warnings (1)</li> <li>• he was crying (1)</li> <li>• his hands shook (1)</li> <li>• he kissed his son (1)</li> <li>• he felt fear (1)</li> <li>• like a bird helping young bird to leave the nest (1)</li> <li>• he was flying in front (1)</li> </ul>	3	
7.	(a)	<ul style="list-style-type: none"> <li>• his voice was swallowed up by the sea (1)</li> <li>• he fell (into the water just as he cried out) (1)</li> <li>• the father was far away (1)</li> <li>• any other reasonable answer (1)</li> </ul>	2	
	(b)	<ul style="list-style-type: none"> <li>• he saw the feathers in the water (1)</li> </ul>	1	accept "wings in water".
	(c)	<ul style="list-style-type: none"> <li>• he is angry at himself (1)</li> <li>• he feels guilty (1)</li> <li>• regrets having invented the wings (1)</li> <li>• now despises his own cleverness (1)</li> <li>• any other reasonable answer (1)</li> </ul>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
8.		<p>Points might include :</p> <ul style="list-style-type: none"> <li>• Daedalus caused death of Talus (1)</li> <li>• It is wrong to change nature (1)</li> <li>• It is wrong to endanger your child (1)</li> <li>• It is wrong to be jealous (1)</li> <li>• It is wrong to misuse your talents (1)</li> <li>• Icarus was not following his father's instructions (1)</li> <li>• Any other valid point (1)</li> </ul>	3	<p>One detail = one mark. Further marks for developed points.</p> <p>Must include punishment/penalty in response for full 3 marks.</p>
			(15)	

Virgil

Question		Expected Answer(s)	Max Mark	Additional Guidance
9.	(a)	<ul style="list-style-type: none"> <li>Night-time (1)</li> </ul>	1	Any clear indication of “night”/ stars shining.
	(b)	<ul style="list-style-type: none"> <li>The “final hardship” (1)</li> <li>Shudder to remember (1)</li> <li>Recoil in grief (1)</li> <li>Reference to “misfortune” (1)</li> </ul>	2	One mark for each point No marks for Latin without a translation.
10.	(a)	<ul style="list-style-type: none"> <li>It provided poor/unreliable anchorage (1)</li> <li>Famous (1)</li> <li>Well respected (1)</li> <li>It was in sight of Troy (1)</li> <li>It was an island (1)</li> <li>It used to be rich (1)</li> </ul>	2	
	(b)	<ul style="list-style-type: none"> <li>To use the bay/to anchor their ships (1)</li> <li>To hide the fleet (1)</li> <li>To complete the trick (1)</li> <li>Any other valid point (1)</li> </ul>	2	
11.	(a)	<ul style="list-style-type: none"> <li>He threw a spear at the horse (1)</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>To emphasise his point (1)</li> <li>He suspected that there were Greeks inside (1)</li> <li>He thought the horse would cause some harm (1)</li> <li>He did not trust the Greeks (1)</li> <li>He thought the Trojans had fallen for the trick (1)</li> </ul>	2	

Question			Expected Answer(s)	Max Mark	Additional Guidance
12.			<ul style="list-style-type: none"> <li>• The event happened so suddenly (1)</li> <li>• The appearance of two huge serpents shocked people (1)</li> <li>• Their crests were blood red (1)</li> <li>• Their tails were churning up the sea (1)</li> <li>• The sea seethed (1)</li> <li>• Their eyes blazed (1)</li> <li>• They hissed (1)</li> </ul>	2	
13.			<ul style="list-style-type: none"> <li>• An exciting story (1)</li> <li>• A frightening story (1)</li> <li>• It has monsters (1)</li> <li>• It has trickery (1)</li> <li>• It is from their ancient history (1)</li> <li>• They are descended from the Trojans (1)</li> <li>• They are descended from Greek gods (1)</li> <li>• It relates to the destiny of Rome (1)</li> <li>• Any other valid point (1)</li> </ul>	3	
				(15)	



Pliny

Question	Expected Answer(s)	Max Mark	Additional Guidance
14.	<ul style="list-style-type: none"> <li>• gradual build-up from silence to sound (1)</li> <li>• sound of iron/sound of chains (1)</li> <li>• noise getting louder (1)</li> <li>• “if you listened more closely” - gets reader involved (1)</li> <li>• ghost getting nearer (1)</li> <li>• it happened at night (1)</li> <li>• any other reasonable point (1)</li> </ul> <p>Any 3 points</p>	3	
15.	<ul style="list-style-type: none"> <li>• bodies must be properly buried if not, spirit would not find rest (1)</li> <li>• ghosts might come back to haunt the living (1)</li> <li>• ghosts can be removed if given a proper burial (1)</li> <li>• some Romans believed in ghosts (1)</li> <li>• ghosts retained their human appearance (1)</li> <li>• ghosts need the help of the living (1)</li> <li>• any other reasonable answer (1)</li> <li>• the Romans believed in an afterlife (1)</li> <li>• ghosts appeared at night (1)</li> <li>• some Romans feared ghosts (1)</li> </ul> <p>Any 3 points</p>	3	

Question		Expected Answer(s)	Max Mark	Additional Guidance
16.	(a)	<ul style="list-style-type: none"> <li>• they played with it (1)</li> <li>• called to it (1)</li> <li>• touched it/stroked it (1)</li> <li>• they approached it (1)</li> <li>• they became more confident (1)</li> </ul> <p>Any 2 points</p>	2	Marks can be awarded for the boy making contact with the dolphin.
	(b)	<ul style="list-style-type: none"> <li>• he swims up to the dolphin (1)</li> <li>• he jumps on its back (1)</li> <li>• he is carried by dolphin out to sea/back again (1)</li> <li>• boy thinks dolphin recognises him (1)</li> <li>• boy thinks dolphin loves him (1)</li> <li>• boy loves dolphin (1)</li> <li>• no fear (1)</li> <li>• increase in boy's confidence</li> <li>• increase in dolphin's tameness (1)</li> <li>• any other reasonable answer (1)</li> </ul> <p>Any 3 points</p>	3	Marks cannot be awarded for points already made in 16 (a), if the points gained marks in that answer.
17.	(a)	<ul style="list-style-type: none"> <li>• there would have been a public outcry (1)</li> <li>• people would have tried to prevent the killing (1)</li> <li>• people loved the dolphin (1)</li> <li>• any other reasonable answer (1)</li> </ul> <p>Any 1 point</p>	1	

Question		Expected Answer(s)	Max Mark	Additional Guidance
	(b)	<p>Either yes it was sensible, because:</p> <ul style="list-style-type: none"> <li>• the town was becoming very noisy (1)</li> <li>• a lot of litter would probably be left by the crowds (1)</li> <li>• it might have hindered fishing and sailing (1)</li> <li>• it would be expensive to entertain visitors (1)</li> <li>• any other reasonable point (1)</li> </ul> <p>Or no, because:</p> <ul style="list-style-type: none"> <li>• it meant the cruel death of an innocent animal (1)</li> <li>• the dolphin gave pleasure/entertainment to many people (1)</li> <li>• dolphins are highly intelligent creatures, deserve better treatment (1)</li> <li>• it had become the children's friend</li> <li>• other solutions were available (1)</li> <li>• any other reasonable point (1)</li> </ul> <p>Any 2 points</p>	2	A candidate can get mark if each side of the argument is discussed ie 'yes' and 'no'.
	(c)	<ul style="list-style-type: none"> <li>• take dolphin to a zoo (1)</li> <li>• develop Hippo into a tourist attraction/build hotels etc to accommodate the crowds etc (1)</li> <li>• to charge spectators (1)</li> <li>• to let the dolphin disappear on its own accord (1)</li> <li>• any other reasonable point (1)</li> </ul> <p>Any 1 point</p>	1	
			<b>(15)</b>	

Cicero

Question		Expected Answer(s)	Max Mark	Additional Guidance
18.	(a)	<ul style="list-style-type: none"> <li>• Timarchides leads slaves (1)</li> <li>• Attack on the temple (1)</li> <li>• The temple guards try to defend (1)</li> <li>• Temple guards beaten back (1)</li> <li>• Slaves used weapons (1)</li> <li>• Shout was raised (1)</li> </ul>	3	
	(b)	<ul style="list-style-type: none"> <li>• noise (1)</li> <li>• panic (1)</li> <li>• badly beaten (1)</li> <li>• threatening weapons (1)</li> </ul>	2	Any two points.
19.		<ul style="list-style-type: none"> <li>• Many men were trying (1)</li> <li>• The statue would not budge (1)</li> <li>• Some were using crowbars (1)</li> <li>• Some were using ropes (1)</li> <li>• It took over an hour (1)</li> </ul>	3	One point for one mark.  References to size/weight not accepted.
20.		<ul style="list-style-type: none"> <li>• Impious towards the gods/“What respect...” (2)</li> <li>• Disrespectful towards the provincial assembly/“what senate?” (2)</li> <li>• Violent/“You will be beaten to death” (2)</li> <li>• Greedy/“hand over statue to me” (2)</li> </ul>	2	One mark for characteristic and one mark for reference to text which supports answer.
21.	(a)	<ul style="list-style-type: none"> <li>• They put up statues of them (1)</li> </ul>	1	
	(b)	<ul style="list-style-type: none"> <li>• Public service (1)</li> <li>• He worked for Sicily (1)</li> </ul>	1	

Question	Expected Answer(s)	Max Mark	Additional Guidance
22.	<ul style="list-style-type: none"> <li>• Statues form part of religion (1)</li> <li>• Statues were beautiful (1)</li> <li>• Statues were valuable (1)</li> <li>• People would steal them (1)</li> <li>• Statues were put up in public places (1)</li> <li>• Some statues were made of bronze (1)</li> <li>• Some statues were large and heavy (1)</li> <li>• Some statues were small and portable (1)</li> <li>• Some statues commemorated public figures (1)</li> <li>• Some statues were equestrian (1)</li> <li>• Any other valid point</li> </ul>	<b>3</b>	
		<b>(15)</b>	

**[END OF MARKING INSTRUCTIONS]**



National  
Qualifications  
2015

---

# 2015 Latin Translating

## National 5

### Finalised Marking Instructions

© Scottish Qualifications Authority 2015

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.
- (c) 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.

### **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.

Two marks are 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. One mark 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 for each Question

Block	Correct Translation	Max Mark	Essential Idea	Part Mark
1	<b>Roscius erat comoedus notus.</b> Roscius was a famous comedian.	2	Roscius being a comedian	1
2	<b>tam perite excitabat cachinnos, ut omnes eum magnopere amarent.</b> He so skilfully created laughter that everyone loved him very much.	2	skilfully created laughter/ everyone loving him very much	1
3	<b>magnas divitias et multos fautores habebat.</b> He had great wealth and many fans.	2	(He) having great wealth/ many fans	1
4	<b>cotidie in urbem profectus est.</b> Every day he set out into the city.	2	Setting out for city	1
5	<b>multi fautores eum comitaverunt et in foro cum amicis compluribus colloquebatur.</b> Many fans accompanied him and in the city centre he chatted with several friends.	2	Fans accompanying him/ talking with friends in the city centre	1
6	<b>deinde ad thermas ibat ubi adquiescebat, et inde ad theatrum procedebat.</b> Then he went to the baths where he relaxed and from there went on to the theatre.	2	Going to baths/where he rested/ going to theatre (any 2)	1
7	<b>postremo, vespere appropinquante, domum regressus est et cum paucis convivis magnifice cenabat.</b> Finally, with evening approaching, he returned home and dined in style with a few guests.	2	Evening approaching/ returning home/dining in style with friends (any 2)	1



Block	Correct Translation	Max Mark	Essential Idea	Part Mark
8	<b>sed Roscius tristissimus erat. nesciebat cur tam tristis esset, et tristitiam exuere non poterat.</b> But Roscius was very unhappy. He did not know why he was so unhappy and he was not able to cure his unhappiness.	2	Roscius being very unhappy/ not knowing why (he was unhappy)/not being able to get rid of his unhappiness (any 1)	1
9	<b>tandem sibi cogitavit: 'morbus mentem meam opprimit.'</b> At last he thought to himself: 'The illness is taking over my mind.'	2	At last thinking to himself/ disease taking over mind	1
10	<b>itaque, medico consulto, oravit eum ut tristitiam levaret.</b> And so, after consulting a doctor, he begged him to treat his unhappiness.	2	Consulting a doctor/ begging him to treat unhappiness	1
11	<b>medicus, quod vir occupatissimus erat, Roscium in theatro numquam viderat.</b> The doctor, because he was a very busy man, had never seen Roscius in the theatre.	2	Doctor being very busy/not seen Roscius in theatre	1
12	<b>deinde medicus ei persuadebat ut comoedias spectaret.</b> Then the doctor persuaded him to watch comedy shows.	2	Doctor persuading him to watch comedy shows	1
13	<b>'ille Roscius iocosus est.</b> 'That Roscius is funny.	2	Roscius being funny	1
14	<b>fortasse Roscius te sanare potest!</b> Perhaps Roscius can cure you!	2	Roscius being able to cure	1
15	<b>denique Roscius subrisit et abiit.</b> Finally Roscius laughed and went away.	2	Roscius laughing/going away	1

[END OF MARKING INSTRUCTIONS]