National Qualifications 2016

2016 Latin Literary Appreciation

National 5

Finalised Marking Instructions

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 <u>always</u> 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)		• Feels (heat of) love • Feels passion • Feels jealousy • Feels embarrassment/blushes • Feels physical heat/pain • Hot flushes/shivering	2	Accept any reasonable response.
	(b)		Yes : • Flattered by (poet's attention) • Enjoys the power she has over him • Enjoys his helpless devotion • Pleased that Catullus envies the man who is talking to her. No : • Embarrassed by poet's devotion to her • Angry at his weakness • Startled by his intensity.		Accept any reasonable response which shows understanding of the poem as a whole.
2.	(a)		• To set the scene. • Suggest the distant setting of his brother's grave. • Adds sadness for Catullus. • Emphasises his personal devotion to his brother. • To show it has been a difficult journey. • To show importance of carrying out funeral rites properly.	2	Accept any reasonable response which shows understanding of the poem.
	(b)		• Suggests poet's longing to communicate with his brother. • Sadness at silence. • Finality of the scene. • His brother cannot ever respond.	2	Accept any reasonable response.

Question			Expected Answer(s)	Max Mark	Additional Guidance
	(c)		Repetition of : • multas …multa… multum • per … per… • miseras … miser… • munere … munere … • frater … frater … fraterno … • ad inferias … ad inferias … • sound of letter – m • pronouns – mihi, te, tete		2 examples + explanation of effectiveness in building sense of sadness, distance travelled, pathos, prayer, devotion to brother, sense of loss for 4 marks. 1 example + 1 valid comment = 2 Accept repetition of words, ideas, sounds.
3.			Accept reasonable response showing knowledge and understanding of Catullus' poetry. Points might include: • parties • manners/etiquette of social occasions • friendships • affairs with women	3	Further mark for a developed point.

| | | | | (15) | |

Ovid

Question			Expected Answer(s)	Max Mark	Additional Guidance
4.	(a)		• He was trapped • He was in exile • He wanted to return home • He missed being in the land of his birth	1	Any one
	(b)		• Minos controlled land and sea • The sky alone was open • Minos did not rule the sky	2	Any two
5.	(a)		• He was too young • He was playing with the feathers • He was playing with the wax • He thought it was a game • He was getting in the way • There was a sense of danger ahead/handling dangerous things	2	Any two Any other reasonable response
	(b)		• He was excited/happy • He knew something exciting was about to happen • He was young/innocent • He thought it was all a game	1	Any one Any other reasonable response
6.	(a)		• Talus was very clever/ inventive • Talus invented the saw • Talus invented the compasses/method of drawing a circle • Talus had invented things Daedalus had not • Talus was more inventive than Daedalus' son	2	Any two Any other reasonable response

Question			Expected Answer(s)	Max Mark	Additional Guidance
	(b)		Similarities • Both fates caused by Daedalus • Both focus on birds • Both involve flying • Both died young • Both fall Differences • One deliberate, one accidental • Talus survives, Icarus dies • One had fake wings, the other ended up with real wings	4	One mark for each point. A further mark for a developed point. Any other reasonable point acceptable. At least one similarity and one difference must be given.
7.			Points might include: Yes • Daedalus tried to save his son (from imprisonment) • He warned his son of dangers • He showed his son affection • He grieved over the death of his son • He buried his son No • He should not have risked the life of his son • He should have protected his son • He put his own desires first/he was selfish	3	Accept yes or no; marks given for reasonable explanation of answer based on knowledge of the text. Any other reasonable point acceptable. A mixed response supporting 'yes' and 'no' is also acceptable.

				(15)	

Virgil

Question			Expected Answer(s)	Max Mark	Additional Guidance
8.	(a)		• The fall of Troy • The Trojan war	1	
	(b)		• He was personally involved • He was a witness • He had fought in the Trojan War	1	Any other reasonable response.
9.			• Men were hidden • The trick was secret • The soldiers were armed • Many men could fit inside the horse/great size of horse • No-one could see in • The men were hand picked • Reference to *caeco* (blind/dark)	3	The danger could be to the men inside the horse or to the Trojans. One point for one mark.
10.	(a)		• To deceive the Trojans • To hide Greeks inside it • To spy (into their homes) • To enter the city • To attack the walls/siege weapon	3	One point for one mark
	(b)		• Do not trust the horse • Do not trust the Greeks • Do not trust their gifts	2	
11.			Yes: • They held out for ten years • They held out against a thousand enemy ships/a huge army • Only a trick defeated them • Great Greek warriors could not defeat them • They were never defeated in proper battle No: • Ultimately they were too trusting/gullible	2	One point for one mark Any other reasonable response. "Yes <u>and</u> no" could be argued. Extra mark for developed point.

Question			Expected Answer(s)	Max Mark	Additional Guidance
12.			- Large armies - Siege warfare - Ships were used to transport soldiers - Long wars - Wars fought in distant lands - Armies could be led by kings and princes - Some believed gods intervened in wars - Trickery was sometimes used - Spies were used - Soldiers were emotionally affected/suffered - Soldiers were men (not women) - Victorious soldiers were highly regarded	3	One point for one mark Any other reasonable response

| | | | | (15) | |

Pliny

Question			Expected Answer(s)	Max Mark	Additional Guidance
13.	(a)		• Standing • Beckoning with its finger • Seemed to be calling him	**1**	Any one
	(b)		• Wanted to write down the details (before he forgot them) • Wanted to show the ghost he was not afraid (or similar) • He wanted to complete his work • He was wary about following • He wanted to show he was in control • To ensure he was not imagining it • To see what the ghost would do next	**2**	Any two Any other reasonable response
	(c)		• Made a sign with his hand • Commanded ghost to wait • Concentrated again on his writing	**2**	Any two
14.	(a)		• Athenodorus showed no fear • Athenodorus did not become ill • Athenodorus was keen to live in a haunted house • He wanted to communicate with the ghost • He wanted to investigate further	**2**	One mark for one point An extra mark for a point developed Any other reasonable response One mark for developed point of contrast
	(b)		• Athenodorus was a philosopher • He wanted to study the ghost • He was interested in the supernatural • He was braver • He thought the ghost could do him no harm	**1**	Any one Any other reasonable answer

Question			Expected Answer(s)	Max Mark	Additional Guidance
15.			• There are lots of verbs which show action and movement • He uses historic present to show vividness • He uses historic infinitives to show vividness • He uses repetition to show a lot of action • He uses asyndeton – lack of conjunctions suggesting rapidity • Alliterations of "p" sound suggests speed	4	One mark for identifying a use of language One mark for a reference to the text One mark for comment on its use Any of the above for one mark For four marks candidate must show awareness of effect Candidates can discuss any number of uses of language (even one)
16.			Points might include: • The boy in this story came to love the dolphin • The crowds came to see the dolphin/the appearance of the dolphin became a major attraction • The Roman governor came to see the dolphin • Rich Romans often had pet animals • Romans had zoos • The dolphin in this story was killed • Animals were killed in the arena • Hunting was popular • Animals found in art/myth/culture	3	Any three points Any other reasonable response A further point for developed answer
				(15)	

Cicero

Question			Expected Answer(s)	Max Mark	Additional Guidance
17.			• The jury would react with shock/anger/equivalent. Because: • Attacking temples is wrong/sacrilege. • The attack was brutal/ destructive/violent. • The governor was behind the attack. • Slaves had been given weapons.	2	One mark for the reaction. One mark for a reason. Any other acceptable response.
18.	(a)		• Two statues	1	
	(b)		No because: • They brought back only two • They were very small • They were not the ones he wanted Yes because: • At least he got two small statues	1	One point for one mark. Any other acceptable response.
19.			• Bad weather/rain/cold • Sopater was thrown into the forum • Sopater was stripped naked • He was humiliated • He was subjected to violence	3	One point for one mark.
20.	(a)		No: • Sopater was their chief magistrate • Verres was enforcing his authority with no regard for the people's opinion • Verres was violent • Verres was misusing the lictors • He ignored justice • He abused his powers Yes: • Governors had complete power • He showed that the Romans were in charge • He was being a strong governor	2	One point for one mark Any other acceptable response

Question			Expected Answer(s)	Max Mark	Additional Guidance
	(b)		What they did: • Demanded that the senate should give the statue to Verres • Accepted that the gods would punish Verres Why: • They were moved by pity/outrage • They believed that the life of a man was more important than a statue • An innocent man should not die	3	One point for one mark Any other reasonable response. Both parts must be answered.
21.			• The people are readily informed of events in their community • The people can co-ordinate and react strongly • People have the power to influence the senate • People can protest when seeing injustice • Their religious beliefs influence their actions • They are not afraid to stand up against the Roman governor/they are not prepared to be bullied • In the end, they have to give in to the governor.	3	One point for one mark. Any other acceptable response.

| | | | | (15) | |

[END OF MARKING INSTRUCTIONS]

2016 Latin Translating

National 5

Finalised Marking Instructions

General Marking Principles for National 5 Latin Translating

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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	*olim rex somnium turbidum de venatione habebat.* Once upon a time a king had a disturbing dream about hunting.	2	king having a dream	1
2	*itaque domi mansit et venatione abstinuit.* And so he stayed at home and kept away from hunting.	2	king staying at home/ king not hunting	1
3	*tandem autem, postquam multum vinum consumpserat, non iam timebat.* At last however, after he had drunk a lot of wine, he was no longer afraid.	2	king drinking so not afraid/ king no longer being afraid/ king drinking a lot (if all else correct accept passive – a lot of wine was drunk)	1
4	*mox igitur in silvam contendit cum septem comitibus,* Soon therefore, he set off into the forest with seven companions	2	he setting off into a forest (accept "going to" if everything else correct)	1
5	*inter quos erat amicus quidam nomine Gallus.* among whom was a certain friend, called Gallus.	2	friend Gallus being present/Gallus being among them (accept translation of *quidam* as "his" or "a")	1
6	*ille, ceteris dispersis, solus cum rege relictus est.* After the others spread out, he was left alone with the king.	2	he (Gallus) being left with king/others spread out	1

Block	Correct Translation	Max Mark	Essential Idea	Part Mark
7	*sole occidente rex vidit cervum ante se transire.* At sunset the king saw a stag pass in front of him.	2	king seeing a stag/stag passing	1
8	*emissa sagitta, rex cervum vulneravit sed animal adhuc vivebat.* Firing an arrow, the king wounded the stag but the animal was still alive.	2	king wounding stag/ animal (it) still alive (if it is clear that it is the stag being referred to)	1
9	*ille paulisper cervum fugientem petebat.* For a short time he chased the escaping stag.	2	he chasing stag	1
10	*tum Gallus cervum vulneratum vidit, qui forte prope transibat, et eum necare temptavit.* Then Gallus saw the injured stag, which by chance was passing nearby, and he tried to kill it.	2	Gallus seeing stag/ Gallus trying to kill stag/ stag passing nearby	1
11	*radiis solis caecatus, Gallus, inscius et impotens, regem letali sagitta percussit.* Blinded by the rays of the sun, Gallus, without realising it and unable to prevent it, hit the king with a deadly arrow.	2	Gallus blinded by sun/hitting king with arrow (allow "ray of sun" for 2 marks if everything else correct)	1
12	*vulneratus rex magna voce gemuit sed nihil dixit;* The injured king groaned loudly, but said nothing	2	king groaning/king saying nothing	1

Block	Correct Translation	Max Mark	Essential Idea	Part Mark
13	*tum, postquam super sagittam cecidit,* then after he fell on top of the arrow	2	he falling on arrow	1
14	*in terra iacebat mortuus.* he lay on the ground, dead.	2	he lying dead	1
15	*tum Gallus cadaver regis ad urbem tristissime portavit.* Then Gallus carried the king's dead body, very sadly, to the city.	2	Gallus carrying body (reward superlative with one mark, even if they have missed out "body" or "king")	1

[END OF MARKING INSTRUCTIONS]