National Qualifications 2017

H

2017 Latin

Literary Appreciation

Higher

Finalised Marking Instructions

✕SQA

General marking principles for Higher 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 a candidate response.

(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.

(d) Candidates should gain credit for their understanding of the ideas of the passage, and their analysis and evaluation of the writer's use of language reflected in their responses.

(e) Candidates should gain credit for the depth of their response and evaluative development of points made.
   A 'point' is to be understood as either:
   a.   a piece of evidence taken from the text
   b.   an evaluative statement
   In general, a mark will be awarded for each of the above so that an evaluative statement supported by a piece of evidence would attract 2 marks.

(f) Reference to the text: where candidates wish to comment on the effectiveness of a choice of word, rhythm, etc, it would be appropriate to quote the Latin. Where the question asks for a comment on the content, references should normally be in English. A direct literal translation is not necessary provided the candidate shows an understanding of the reference.

(g) In the extended response questions for each author (worth 8 marks), quotation from the text with appropriate translation may be used to provide evidence to support the response. In most cases, the wording of the question will ask candidates to 'refer to the text'. This instruction will mean:
   • In language questions, where the rhythm, sound, alliteration, etc, are critical to answering the question, candidates will be expected to quote the Latin text verbatim to illustrate their response. In these cases, a translation of the Latin will not be expected.
   • Where the question refers to the story, argument, etc, candidates will not be expected to quote the Latin, or provide a word-for-word translation, but may simply provide a summary, eg 'Cicero says that no-one has seen the pirate captain'.
   • There are insufficient marks allocated to the paper to allow for giving credit for quoting the Latin, translating it, and commenting on it. It is sufficient for the candidate to refer to the text in such a way as to provide evidence for a judgement or evaluation.

(h) The extended response question, worth 8 marks for each author, seeks to elicit knowledge, understanding, analysis and evaluation of a Latin text. While structure and English style are desirable, these are not intrinsic skills to be sampled in a Latin course assessment and candidates should not be penalised on these grounds. Credit should be given, therefore, for an appropriate response to the question irrespective of whether it is structured in continuous prose or as a series of coherent bullet points.

(i) In the extended response questions for each author, worth 8 marks, credit should be given for any acceptable answer to an evaluation or analysis question, provided that the answer is justified by a valid reason.

(j) **(i)** For questions that ask candidates to "**Identify**…", candidates must present in brief form/name.

  (ii) For questions that ask candidates to "**Explain**…" or ask "**In what way**…", candidates must relate cause and effect and/or make relationships between things clear.

  (iii) For questions that ask candidates to "**Analyse**", candidates must identify literary or linguistic techniques and discuss their relationship with the ideas of the lines of the text referred to in the question, or the text as a whole. Literary or linguistic techniques might include word choice, imagery, tone, sentence structure, punctuation, sound techniques, and so on.

  (iv) For questions that ask candidates to "**Evaluate**…", candidates must make a judgement on the effect of the language and/or ideas of the text(s).

Detailed marking instructions for each question

Section 1 – Catullus

Question			Expected answer(s)	Max mark	Additional guidance
1.			• Catullus dedicates his book to him • The book is polished/well produced/ luxury edition • He says Cornelius values Catullus' work • He says that Cornelius has taken on a daring task in writing his history • He is learned • He has worked hard • He has produced three volumes. (Any 3)	3	
2.	(a)		• He calls on the gods • He says it is horrible/cursed • Irony in dying on 'the best day' • He says it has destroyed his holiday • It is likely to kill him • He will hate Calvus as much as Vatinius • He will take revenge • He will send him bad poems. (Any 3)	3	
	(b)		• He says that Calvus won't get away with this • He will scour the book stalls for bad writing • He will look for the worst work of bad poets • He will give his purchases to Calvus to read • Any other acceptable answer. (Any 2)	2	

Question			Expected answer(s)	Max mark	Additional guidance
3.	(a)		• Catullus shows respect by calling on Diana by different names in respect for her different roles • Repeats her name – traditional religious use of language • -um sound repeated has connotations of hymn/singing/melody/chanting • Daughter of Latona/greatest of Jupiter's offspring/born in Delos/ goddess of childbirth/goddess of the crossroads *(max 2 marks)* • Catullus adds a disclaimer in case he has forgotten anything • He mentions the benefits she has bestowed – successful harvest • Describes Diana as protecting young people • Worthy of praise from pure/ wholesome young people • Ruling the countryside • Protecting the Roman people • Moonlight creates safety/protection at night • Any other acceptable answer. **(Any 4)**	4	1 mark per point or development/explanation
	(b)		• Goddess of the moon – phases of the moon mark out the seasons and help farmers • Trivia – goddess of journeys – linked with the journey of the year/seasons • Goddess of childbirth – linked to fertility of crops and farm animals • Could argue that responsibilities are random and do not fit – must be justified • Some fit, others do not • Any justified comments on the ways in which her responsibilities interact well or otherwise. **(Any 2)**	2	

Question			Expected answer(s)	Max mark	Additional guidance
4.			- Dramatic pledges of love – to be eaten by lion if not in love/fire burns in the soft flesh - Holding her on his lap – loving and close - Exotic references - Topical references – Syria and Britain (repetition of) the approval of Amor - affectionate addresses (my Acme/my life dear Septimius) - use of diminutives: eg *Septimille/ocellos* - use of alliteration and assonance: eg line 20 "m" & "a" - hendecasyllables can be used for love poetry - direct speech to enhance vividness of conversation - rhetorical question to highlight their unique love - Acme and Septimius are linked together as first words of the poem showing how close they are *ebrios* – intoxicated – shows how much they are in love - Acme described as *fidelis* – faithful - Line 20 shows their mutual love by mirroring passive and active forms of the verb *amare* (to love) - Correct scansion of a line used to illustrate effect of rhythm should attract 1 mark - Any other acceptable answer. **(Any 5)**	5	Additional marks may be awarded for development of individual points.

Question			Expected answer(s)	Max mark	Additional guidance
5.			Points may include: • Opinion about Varus' girlfriend (poem 2) • Obscene comment (poem 2) • Forthright criticism of governor (poem 2) • Opinion about Cicero (poem 8) • Naming bad poets (poem 3) • Opinions about Lesbia (poems 11, 12, 13) • Poetry may be used to convey invective (general point) • Any other acceptable answer **(Any 3)**	3	Any valid point
6.			Possible points may include: • Poem 1 – Yes – overdoing the flattery. No – he is being sincere, and is right to respect Cornelius • Poem 2 – Yes – an overreaction in the face of being caught out by Varus' girlfriend. No – he should be able to rely on friends to understand the embarrassment of his situation. • Poem 3 – Yes: could the "gift" have caused him such pain? • Poem 4 – No: seems to be a genuine delight in his home. • Poem 6 – Yes: Can the speeches really have made him so ill? • Poem 8 – Yes or No: the question of his sincerity is key to the interpretation of the poem • Poem 9 – No – seems to be genuine delight in a fellow poet • Poem 10 – No – a down to earth jibe at a friend • Poem 11 – No – an honest introspection; Yes – he should just forget • Poem 12 – Yes – very dramatic and bitter at the end of the relationship • Any other acceptable answer – alternative interpretations may also be valid.	8	Candidates are expected to refer to at least 3 poems. Any 8 valid points Additional marks may be awarded for development of individual points. A maximum of 6 marks to be awarded where a candidate has referred to fewer than three poems

Section 2 – Ovid

Question			Expected answer(s)	Max mark	Additional guidance
7.			• They would run away at night • Go out of their houses • They would sneak past their guardians/guards/parents • They would leave the city • They would meet at Ninus' tomb • They would hide under a particular tree. **(Any 3)**	3	
8.	(a)		• He stabs himself with a sword • He pulls the sword out • He lies on the ground • Blood spurts out/like a burst pipe • Blood stains the roots/fruit • The blood hisses • The blood beats the air. **(Any 3)**	3	

Question			Expected answer(s)	Max mark	Additional guidance
	(b)		Possible points include: • He shoved the sword into his guts – dramatic imagery • *nec mora* (line 2)– shows impetuous behaviour/hasty reaction • He fell to the ground – descriptive language • *ferventi vulnere* – line 2 – 'burning' emphasises Pyramus' pain • His blood gushed up like a burst water pipe – use of simile • This simile, making use of a mundane image, may detract from the power and pathos of the scene • There was a hissing sound in both gushing blood and gushing water • The blood and the water both splattered over a wide area • The blood and the water both beat the air • *stridente* – onomatopoeic, sibilant • *scinditur … stridente* – alliterative • *arborei…atram* -alliteration emphasising colour change • Use of colours in lines 7-9 add to the vivid descriptions • Any other acceptable answer. Candidates may argue for or against the effectiveness of all or part of the description. Additional marks may be awarded for development of individual points. **(Any 5)**	5	Where details of the blood have been given in Question 8a, further credit should not be given for repeating the same information in Question 8b unless accompanied by relevant comment/development/ analysis.
9.			Answers may include: • The low ceilinged house/low doorway • Small/humble house - *parvos penates* • Thatched roof • The rough cloth/throw on the couch • Cooking on an open fire • Reviving yesterday's fire • Storing branches on the roof/using thatch as kindling • The small cooking pot • Home grown vegetables • Bacon cut thinly • Meat saved for a long time - shows they were thrifty and frugal • Any other reasonable point. **(Any 4)**	4	

Question	Expected answer(s)	Max mark	Additional guidance
10.	• Ovid enjoys detailed descriptions • It helped the reader to imagine the scene • It emphasised the wide range of food • It emphasised the generosity of the couple • It emphasised their making a lot of effort • It showed that even poor people can eat well/plain food can still be good enough • It could encourage Roman readers to consider a simpler diet • It contrasted with the diet of the wealthy Romans • Wrinkled dates – correspond to wrinkled old people • Sweetness of honey emphasises the kindness of the old couple • It showed that gods were prepared to eat simply • They showed the importance of hospitality in the Roman world • Dwelling on 'savouring' each item stresses its value over and above its money worth • Each basic item 'savoured' as a luxury • Any other valid point. **Any 4**	4	

Question			Expected answer(s)	Max mark	Additional guidance
11.			Possible points include: • Baucis and Philemon were (rewarded by being) made priests • Their character was humble, god-fearing/pietas – the Romans respected god-fearing people • The Romans approved of frugality • The Romans believed hospitality was an important duty/divine law • Their hospitality wasn't predicated on any notion of their visitors' importance • The other people were drowned/ punished, Baucis and Philemon rewarded • The Romans venerated the trees that Baucis and Philemon turned into, which suggests approval of their behaviour • Some Romans may have felt equal marriage was unconventional • Some may have felt that a man should not abdicate his position of leadership • Any other reasonable response. **(Any 3)**	3	

Question			Expected answer(s)	Max mark	Additional guidance
12.			Mysterious events in the Pyramus and Thisbe story: • Thisbe's parents "heard" her final prayer (although they were not at the scene) • Mystery of why the parents were against their relationship and why they then allowed their ashes to be interred together • The gods responded to Thisbe's prayer • The berries of the tree turned blood red forever • The setting of Babylon is exotic and mysterious • Dawn and sun portrayed as gods • Any other valid point. Mysterious events in the Baucis and Philemon story: • Gods appeared at the home of mortals • The wine bowl never ran dry • Gods created a flood to punish the bad people/created a swamp • The couple's house was turned into a temple • The couple were turned into trees • The idea of the couple "living" together as trees forever • Any other valid point. Both stories need to be referred to in order to get full marks. Candidates also need to consider whether the inclusion of mysterious events does add to the reader's enjoyment or not. Comments might include: Yes, they do add to the enjoyment because: • They add a sense of excitement • They make the stories fantasy • They make the stories different from real life • Any other valid point. No, they do not add to the enjoyment because: • They make the stories unreal/ unbelievable • They make the stories silly/childish • Any other valid point.	8	Award maximum 6 marks for answer which refers to only one story.

Section 3 – Virgil

Question			Expected answer(s)	Max mark	Additional guidance
13.			• Reference to a powerful people is to the Romans • The 'Tyrian citadel' refers to Carthage • The Punic Wars between Rome and Carthage had been fought relatively recently • The Romans had won • The Romans had destroyed Carthage • The Romans had emerged as the most powerful Mediterranean state • Winning the Punic Wars had engendered a sense of national pride among the Roman people • Line 'from Trojan blood' is that of Aeneas traditional ancestor of the Julian family – as Aeneas' mother was Venus, this allowed the Julians – including Augustus – to claim divine ancestry • Fate would ensure Roman supremacy • Any other acceptable answer. **(Any 4)**	4	Any answer which reflects on the conflict between Rome and Carthage and its outcome.

Question			Expected answer(s)	Max mark	Additional guidance
14.	(a)		• unlucky Dido - *infelix* • *pesti devota futurae* given over to her future ruin • *falsi* – Aeneas deceived or deceiving – ambiguous meaning of *falsi* • *inscia* – Dido not knowing • *miserae* – wretched • *petit* – targets; Dido is marked out for destruction • alliteration of letter 'p' may suggest/intensify harshness of tone • Any other acceptable answer. **(Any 3)**	3	
	(b)		Enhances: • It creates suspense • The reader wants to know what happens • It is more exciting • We know that each step of the story is leading to a major conclusion • Dido does not know and the reader does – tragic pathos or dramatic irony • Can elicit pity for a character the reader knows is doomed • There is not enough detail given to spoil the story • Any other acceptable answer. Spoils: • There is no element of surprise • Gives the ending away • There is no hope for a happy ending • Any other acceptable answer. **(Any 3)**	3	Candidates may wish to support one view or another or evaluate both points of view.
15.			• She is on fire with passion • She is wandering about the city • She is maddened • She is panicking/helpless • She is compared to an injured deer • She is helpless • She cannot escape her situation • Any other acceptable answer. **(Any 4)**	4	

Question			Expected answer(s)	Max mark	Additional guidance
16.			Possible points may include: Effective: • Aeneas is forgetting his responsibilities/ he is a leader with responsibilities to his people • He has been given a divine mission which he is neglecting • Jupiter himself is urging him to fulfil his responsibilities • He is wasting time • He is building Carthage when he should be building his own city • He should think of his own glory/duty/ honour (1 mark for just a list of these but award further marks for development) • He should think about his son's destiny • He should be thinking of his people's future/Rome has a great destiny in the world • Reference to 'wife' might help Aeneas to remember his true wife who died in Troy and urged him on his mission • Aeneas responsive to divine command, as he is *pius* – god-fearing • Any other acceptable answer.	3	

Question			Expected answer(s)	Max mark	Additional guidance
17.			- Choice of words: *perfide, nefas, crudelis* - strong and condemnatory *lacrimas* – she is weeping *miserae* – she is wretched *oro , precibus, miserere* – begging *dissimulare etiam sperasti posse nefas* – spitting and hissing, suggests anger - Questions – suggest bewilderment - Strong, vigorous dactylic rhythm – *dissimulare … terra*, suggests passion *nec – nec -nec* suggests being overwhelmed - Tricolon – three arguments used to sway Aeneas - alliteration – *data dextera* – suggests sobbing; *tantum…tacitus…terra* suggests harsh tone - Change from anger to pleading *moritura* – emotional pleading *per..per…per…* tricolon, referring to their relationship and her tears, very emphatic and intense, evoking pity - Use of wedding vocabulary designed to evoke love/guilt in Aeneas - Structure of prayer: *si…oro* etc. emphasises her dependency and desperation *mene fugis?* question suggests incredulity, emphasised by position *exue mentem* – emphasised/dramatised by position - Repeated personal pronouns emphasise Dido's preoccupation with personal relationship - Any other acceptable answer.	5	Additional marks may be awarded for development of points.

Question			Expected answer(s)	Max mark	Additional guidance
18.			"He was forced into the role unexpectedly" • He has to face the hostility of Juno, a powerful and determined goddess who makes Aeneas and Dido fall in love • He settles easily into the city of Carthage, not rushing to get away • He is easily distracted by Dido, albeit by the gods' agency • He has to be reminded by Mercury to get back on track • He is shocked and disturbed by Mercury's warning, seems reluctant to obey • *heu quid agat?* /other deliberative questions – he is irresolute about what to do • He is awkward and clumsy in addressing Dido rather than resolute • He is neglecting his duty • He would rather have stayed with Dido • He is moved by her pleas to stay • He forgets about his destiny and that of his son • He forgets about his own honour and glory • He admits he would rather have stayed in Troy • He admits he is not going to Italy of his own will • Any other acceptable answer, other interpretations may be valid.	8	Any 8 points, or candidates may develop fewer points but in greater detail

Section 4 – Pliny

Question			Expected answer(s)	Max mark	Additional guidance
19.			• Sunbathed • Took a cold bath • Ate a meal (lying down) • Studied. (Any 2)	2	
20.			**Pliny** • Refuses to go with his uncle - not very helpful/timid/cautious • Prefers to finish his homework - dutiful/ hard-working/generally not curious • Uncle has left him work which he has to do, showing his subservient position. **Pliny's Uncle** • Wanted to examine it - curious/ energetic • Didn't hesitate to help - caring/dutiful • Any other acceptable answer.	4	One mark for correct identification of a characteristic, and one for the explanation of same.
21.			Famous quotation - Aeneas uses this at the start of his tale of Fall of Troy, relevant because: • Both telling a tragic story • Both are reluctant to remember tragic memories • Both tried to save family and failed • Both tried to lead people to safety • Both relate to the destruction of a city • Any other acceptable answer.	3	One mark for explanation of context, and two for relevance.
22.			• Leave her/go on and save himself • He is young and can make it • She is old, infirm and fat so will struggle • She feels she will slow him down • She won't mind dying if she knows she didn't cause his death.	3	

Question			Expected answer(s)	Max mark	Additional guidance
23.			• Verb omitted in first sentence – creates sense of terseness, immediacy • Historic present (eg *respicio*) – a sense of immediacy • Use of imperfect to show continuous action in the past/everything going on at once/remorseless unfolding • *respicio* "I looked back" - looking behind gives sense of chase • Direct speech, 'I' and 'we' verbs, personalising the description • *torrentis modo* "like a flood" — gives sense of inescapable threat • *ne in via strati …obteramur* "lest we are knocked flat" - gives sense of panicked trampling • *nox non qualis illunis* "not like a moonless night" — sense of utter blackness is terrifying/like death • *audires* "you could hear" - emphasises couldn't see anything • Use of second person eg *audires* - makes reader feel as if they are there • *ululatus feminarum, infantum quiritatus, clamores virorum* "wailing of women, crying of children, shouts of men" - repetition/balanced phrasing, chiasmus – creates a sense of being surrounded/overwhelmed • Wailing/shrieking, emphasis on noise reinforces the fact that people cannot be seen • *alii parentes, alii liberos, alii coniuges* "some their parents, others their children, others their spouses" - as above • *vocibus requirebant, vocibus noscitabant* "were seeking with their voices, were recognising from their voices" - internal rhyme • *metu mortis mortem* "in fear of death, death…" - alliteration • *plures…interpretabantur* despair/sense that the gods are dead/absent • Any other acceptable answer.	6	

Question			Expected answer(s)	Max mark	Additional guidance
24.			• Rectina sends a letter – provokes Pliny the Elder's sense of duty to save her • As naval commander, Pliny the Elder feels a duty to save others • Pomponianus feels duty-bound to act as if everything is OK – stiff upper lip • Pliny the Elder dies as a result of his sense of duty – felt duty was more important than personal safety • The slaves felt it was their duty to stand by their master when he was in peril • Pliny the Younger and his mother refuse to evacuate until they are sure of Pliny's uncle's safety – a sense of duty to one's family • Pliny the Younger will not leave without his mother • Pliny's mother urges him to save himself • Any other acceptable answer.	4	

Question			Expected answer(s)	Max mark	Additional guidance
25.			• Gives date and time • Gives precise description of the cloud • Suggests explanation for the composition of the cloud • Did not witness the experiences of his uncle after he left the house • Does tell us that his uncle was dictating all that happened • Only gives positive interpretation of his uncle's conduct • Wants his uncle and himself to be viewed very positively • It was a long time ago • He was an eyewitness to all of his own experiences • Dismissive of the actions and thoughts of others • Accurate description of the effects he experienced • Uses more poetic language at times eg "tongues of flame" • Writes very effectively about the emotional reactions of people • Wants to make everything sound as effective as possible • Pliny's strength and weakness as a source confirmed by use as a base source by scientists, vulcanologists, etc • Description of falling pumice stones, movement of sea and shoreline borne out by subsequent archaeological research • Pliny was observing from Misenum at a distance and is reliant on other eyewitnesses for some of his story • Any other acceptable answer.	8	Points must be evaluated as either strengths or weaknesses, rather than simply stated. Award only 6 marks if answer considers only either strengths or weaknesses.

Section 5 – Cicero

Question			Expected answer(s)	Max mark	Additional guidance
26.			• Verres the opposite of a good general • only action he saw was in drunken brawls • aftermath of parties as bad as Cannae • cannot even command a party successfully • He is bringing the office of the governor into disrepute • No self-control • No restraint • No discretion • No sense of dignity • Any other acceptable answer. **(Any 2)**	2	Award one mark for every valid point based on the text.
27.			• Fleet existed in name only • Crammed with plunder = only motivated by greed • Quantity of plunder implies that the pirates have been getting away with it unmolested • Not captured but towed away = no military effort/sitting duck/weighed down by cargo • Ten ships to capture one = not much of an achievement • Not captured but found = lucky accident • Any other acceptable answer.	4	Award one mark for relevant reference and one mark for explanatory comment.
28.			Possible suggestions for most shocking: • Drunk because shows self-indulgence/ incapacity • Lying on beach because shows laziness, self-indulgence • With girlfriends = because shameful/ immoral/putting pleasure before duty • Jumps into action at the prospect of loot - greedy • Any other acceptable answer.	2	Award one mark for identification of relevant detail and one mark for evaluative comment.

Question			Expected answer(s)	Max mark	Additional guidance
29.			For each point, candidates must justify their position on whether it is convincing or not. Possible points may include: • Cicero has suddenly introduced the idea of a substitute pirate captain • Fake would be recognised by other pirates • Others looking for the captain would recognise the fake • Too obvious a prison • Fake would be recognised • Not using such an ideal prison means Verres was up to something • Verres had a better prison elsewhere • The pirates in prison would not be in a position to expose the fraud • If the pirates had bribed Verres to release the captain they would have been in on the substitution • A fake captain would not have agreed to confinement in the quarries • By not sending the fake to a coastal town, Verres invites suspicion • Any other acceptable answer.	3	Award one mark per point, and one per justification of point.
30.	(a)		• Far from the sea • Landlocked/people were farmers • No fear of (sea) pirates • The fake pirate would not be recognised • The fake pirate could be supplied with food etc from the farms/fake would only agree to 'imprisonment' if he got VIP treatment.	2	Award one mark for each valid point.

Question			Expected answer(s)	Max mark	Additional guidance
	(b)		Possible responses: Word choice: • *nefarius* "wicked" • strong term, condemnatory of Verres' behaviour • *iste* - contemptuous tone • *supponere/substituere* -change of word emphasises exchange of people • *rapiebantur* -suggests haste and brutality. Use of superlatives: • Eg *acerbissima/crudelissimo/ indignissima* (one example) • Cruelty could not be worse/extreme. Alliteration – • Eg *crudelissimoque cruciatu, coepit…cives…carcerem…coniecerat* • Harsh sound to emphasise harsh treatment • Repeated v sound, *vires…vita* etc emphasises emotion. Repetition: • Eg *crudelissimo … crudelitate,* • Underscores the cruelty • *civibus Romanis* -Roman citizens; stresses the enormity of violating citizenship • emphasises the criminality and the victims • *alios…alios* - stresses the sheer numbers involved. Ascending tricolon: *e carcere…necem* creates dramatic and emotional effect. Repeated use of the passive voice - emphasises helpless victims. Exaggeration: • Eg claims relating details of these deaths could well kill him but it would be worth it • Perhaps hinting that Verres will have him silenced before he can speak • Horror almost unbearable/details the worse the jury can imagine • Any other acceptable answer.	6	3 examples + 3 comments. Additional marks may be awarded for well-developed points

Question			Expected answer(s)	Max mark	Additional guidance
	(c)		Possible responses: • Conferred rights/privileges • Full protection of the law • Exemption from summary execution • Badge of identity/honour/status • Inspired pride/patriotic feeling • Roman citizens felt a sense of solidarity with each other • Any other acceptable answer.	3	Award one mark for each valid point based on the text.
31.			Possible responses: Successful at showing bad person • Parties • Laziness • Greed • Womanising • Drunkenness. Not successful • Only hearsay evidence • Rhetorical exaggeration. Successful at showing broke the law • Accepted bribes in legal cases • Broke treaty with Mamertini • Kept stolen goods in Messana • Kept booty for himself • Executed Roman citizens • Put Roman citizens in the quarries • Apronius' extortions – not known if illegal but practice was widespread. Not successful • Lack of hard evidence • Rhetorical exaggeration • Failure to substantiate release of the pirate chief • Any other acceptable answer.	8	Markers should use their professional judgement and subject knowledge, experience and understanding to award marks to candidates' responses. Award a maximum of 5 marks if the response refers only to instances of bad behaviour without drawing distinction with illegal acts.

[END OF MARKING INSTRUCTIONS]

![National Qualifications 2017 logo with large letter H]

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2017**

2017 Latin

Translating

Higher

Finalised Marking Instructions

![SQA logo]

General marking principles for Higher Latin Translation

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 a candidate response.

(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, ie marks should be awarded for what is correct and not deducted for 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.

(d) Candidates should be given credit for high quality of translation and use of appropriate style and structure. Synonyms and alternative translation of phrases to those shown in the marking instructions should be accepted provided the translation of essential ideas/full blocks is appropriate.

(e) **Each block is worth 2 marks maximum**
   (i)   2 marks are awarded for the block, including the essential idea, being correctly translated or almost correctly translated
   (ii)   To be awarded 2 marks for correct translation of the block, candidates will be expected to translate all the words in the block and show recognition of the overall structure and meaning of the block. However, 2 marks may also be awarded if a minor error occurs, such as an error of tense or syntax which does not detract from an accurate understanding of the full meaning of the block.
   (iii) 1 mark is awarded for translating the essential idea of the block correctly. The essential ideas, for which 1 mark should be awarded, are shown below, together with acceptable correct translations of each block which would be awarded two marks.
   (iv) No marks are awarded for the block if the essential idea is not translated correctly.

Marking instructions for each block

Block	Correct translation	Max mark	Essential idea	Part mark
1	*Philippus…interfecit* King Philip killed his sons in law	2	sons in law being killed	1
2	*filiae…erant* His daughters, Theoxena and Archo, were now widows	2	daughters being widowed	1
3	*Tum…nupsit* Then Archo married Poris	2	Archo marrying 'was to marry' = 0	1
4	*Sed…decessit* but when she had given birth to several children, she died	2	(she) giving birth/dying	1
5	*Theoxena…nupsit* Theoxena, so that she could bring up the children herself, married Poris	2	Theoxena marrying Poris/to bring up children *ipsa* needed for 2 marks	1
6	*Post…liberis* After the king's order concerning the seizure of the children	2	order/ordered for children to be seized	1
7	*Theoxena…interfecturam esse* Theoxena dared to say that she would rather kill them all with her own hand	2	Theoxena saying she would kill them Must have 'all' or 'with her own hand' for 2 marks Allow passive (they should all be killed) for two marks if all else correct. Allow 'hands' if all else correct.	1

Block	Correct translation	Max mark	Essential idea	Part mark
8	*Quam…venirent* than that they should come into the power of Philip	2	for Philip not to have them in his power/not to come against Philip	1
9	*Poris…facinoris* Poris, horrified at the mention of such a terrible crime,	2	Poris horrified/thinking crime terrible	1
10	*Liberos…constituit* decided to send the children away to some trustworthy friends	2	deciding to send children away 'friends' must be plural for 2 marks	1
11	*Theoxena et liberi…conscendunt* Theoxena and the children got on board a ship	2	Theoxena/the children getting on board ship	1
12	*praeparatam a Poride* which had previously been got ready by Poris	2	(ship) ready	1
13	*Sed…navigabant* But they were sailing in vain against an opposing wind	2	sailing with wind being against them	1
14	*cum milites…miserunt* when soldiers of the king sent an armed boat to seize their ship	2	soldiers sending boat	1
15	*Cum…appropinquaret* When the boat was approaching	2	(boat) approaching	1
16	*Poris…erat* Poris indeed was intent upon urging on the rowers	2	Poris urging on rowers ('rowers' must be plural for 2 marks)	1

Block	Correct translation	Max mark	Essential idea	Part mark
17	*Interdum…tendens* holding up his hands from time to time to the sky	2	holding up hands ('hands' must be plural for 2 marks)	1
18	*Deos…ferrent* he was praying to the gods to bring help	2	praying to gods/praying for help ('gods' must be plural for 2 marks)	1
19	*Ferox…promit* The brave wife meanwhile brought out a sword	2	(wife/woman) bringing out sword	1
20	*Et…est"* and said "Death is the only escape from slavery."	2	Death being the escape from slavery Death is only an escape from slavery = 1	1

[END OF MARKING INSTRUCTIONS]