National Qualifications 2018

2018 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 **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 general marking principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

(d)   Give credit to candidates 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)   Give credit to candidates for the depth of their response and evaluative development of points made. A point may be:

   • a piece of evidence from the text
   • an evaluative statement

   For example, award **one mark** for an evaluative statement, and **a further mark** for a piece of evidence supporting the statement.

(f)   Where candidates refer to the text to comment on the effectiveness of word choice, rhythm etc, it is appropriate to quote the Latin. A direct literal translation is not necessary provided that candidates show an understanding of the reference.

   Where the question asks for a comment on the content, references should normally be in English.

   Do not award any marks where candidates quote Latin directly from the text without showing knowledge of its meaning or purpose.

(g)   There are five types of question used in this question paper. Each assesses a particular skill, namely:

   A   Identify/Give
   B   Explain/In what way
   C   Analyse
   D   Evaluate
   E   Discuss

   A   Questions that ask candidates to **Identify/Give:**
       Candidates should name, or present their response in brief form.

   B   Questions that ask candidates to **Explain** or ask **In what way:**
       Candidates should relate cause and effect and/or make relationships between things clear.

C   Questions that ask candidates to **Analyse**:
     Candidates should 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, simile, tone, sentence structure, sound techniques etc.

D   Questions that ask candidates to **Evaluate**:
     Candidates should make a judgement on the effect of the language and/or ideas of
     the text(s).

E   Questions that ask candidates to **Discuss**:
     Candidates should make analytical and evaluative responses, such as
     communicating ideas and information on literary techniques or culture, or debating
     two sides of a statement.

Generally, the style of question and number of marks available indicate the number of points
candidates should make in their responses.

Detailed marking instructions for each question

Section 1 - Catullus

Question			Expected answer(s)	Max mark	Additional guidance
1.	(a)		(lots of) kisses	1	
	(b)	(i)	confuse the number of kisses	1	
		(ii)	to evade any curses/stopping a spiteful person from spoiling things	1	Accept "not to know the number of kisses."
2.	(a)		**Any three from:** • Lesbia/girlfriend is with another man • enjoying each other's company • Catullus is watching them enviously • she is laughing or any other valid point.	3	Accept "they are at a party."
	(b)	(i)	• compared to a god; • luckier even than a god/superior to a god/gods	1	
		(ii)	**Any one from:** • people envy gods • gods are considered extremely lucky • gods have a greater privilege than mortals or any other valid point.	1	Candidates could argue it is not a good comparison, eg gods do not exist; it is wrong to compare a mortal with a god.

Question			Expected answer(s)	Max mark	Additional guidance
	(c)		**Any from:** • his senses have stopped working • can't speak/tongue paralysed • burning within limbs/pain in limbs • ringing ears/can't hear • can't see or any other valid point.	3	Award marks for developed points.
3.	(a)		• she would prefer to <u>marry</u> no-one else (other than Catullus) • not even Jupiter	2	
	(b)		**Any two from:** • an eager lover would believe anything • her words could be <u>written</u> in wind/water • her words mean nothing • contrast between words and deeds or any other valid point.	2	Wind/water = **1 mark** maximum
4.	(a)		**Any three from:** • he feels love and hate • he is confused/feels conflicting emotions • he feels it is happening to him/can't control his feelings • he is in terrible pain • he doesn't know the reasons for this or any other valid point.	3	

Question			Expected answer(s)	Max mark	Additional guidance
	(b)		**Any from:** • he says a lot in very few words • he uses short phrasing/he makes abrupt statements • use of *excrucior* • use of *odi* • paradox of love and hate • use of *nescio* • use of rhetorical question • use of the repeated "c" sound • use of lots of verbs or any other valid point.	3	Award marks for developed points. Candidates may discuss any number of uses of language (even one). For **3 marks**, impact needs to be discussed.
5.	(a)		his (dead) brother **Plus, one of the following:** • saying farewell to him • honouring his ashes • visiting his grave • making an offering to his brother's spirit or any other valid point.	2	The fact that his brother has died should be made clear for **2 marks**.

Question			Expected answer(s)	Max mark	Additional guidance
	(b)		**Any three of the following:** • he refers to sad offerings • repeats idea later • his brother's ashes will not respond/he speaks to him in vain • he laments fate taking the brother away • it is an unfair death • he calls his brother "wretched" • brother has been snatched • he says "alas" • he feels it is a personal loss • he is weeping/his gifts are wet with tears • alliteration of "m" sound • repetition of "brother" • a final goodbye or any other valid point.	3	

Question			Expected answer(s)	Max mark	Additional guidance
6.			Any from: • they can be happy in love • love affairs can cause heartbreak • they were very passionate • they could be unfaithful • they could be jealous • they could be deceitful • they could be unreliable • they feel the same emotions as modern people do • they took girlfriends to parties • a party was a good place to meet girls • they had affairs with married women or any other valid point.	4	Award marks for developed points.

.Section 2 - Ovid

Question			Expected answer(s)	Max mark	Additional guidance
7.	(a)		• a maze/the labyrinth • a prison for the Minotaur • he had been ordered to do it by King Minos	2	
	(b)		**Any two from:** • it was confusing to find your way round/it was twisting/it was designed to disorientate • difficult to find the entrance • even Daedalus found it confusing • it was like the River Maeander which twists and turns • it had many pathways or any other valid point.	2	
8.	(a)		**Any two from:** • he hates Crete • he is in exile • he is homesick • he has been there a long time • he feels trapped there or any other valid point.	2	

Question			Expected answer(s)	Max mark	Additional guidance
	(b)		**Any two from:** • Minos controls all the land • Minos controls all the sea • Minos does not control the sky **Plus:** • solution is to fly away	3	For **3 marks**, the solution needs to be included in the response. "Everything" could replace "land" and "sea" for **1 mark**.
9.			• feathers • thread/string • wax	3	
10.	(a)		**Any two from:** • the father's cheeks are wet/he is crying • his hands are shaking • he kisses his son for the last time • he is anxious for his son	2	
	(b)		**Yes:** • there is no element of surprise • it loses impact when the tragedy happens • it might make you less keen to keep reading **No:** • we still don't know how the boy will die • details concerning his death are still unknown • it builds up tension/suspense • it makes you keep reading to see how it ends or any other valid point.	2	A combination of "yes" or "no" responses is acceptable.

Question			Expected answer(s)	Max mark	Additional guidance
11.	(a)		• fishing • looking after sheep • ploughing	3	
	(b)		**Any two from:** • contrast between the ordinary and the extraordinary • day to day life still goes on • to make the story seem more real • to show their amazement at what they are seeing • to help visualise the scene • to show something unusual is happening or any other valid point.	2	
12.			**Any from:** • he is no longer a father • he is described as *infelix* (unfortunate) • he keeps calling Icarus by name • he asks where he is • there is no reply • repetition of 'he said' • he sees feathers in the water or any other valid point.	3	Award marks for developed points.

Question			Expected answer(s)	Max mark	Additional guidance
13.			**Any three from:** • this bird was once Talus • Daedalus was jealous of Talus • Talus had been pushed by Daedalus from a height/Talus had been "killed" by Daedalus • the gods intervened as they did not want such a talented boy to die • they changed him into a bird • this bird is pleased to see Daedalus grieving over his dead son • the bird can fly and Icarus could not • Daedalus got what he deserved or any other valid point.	3	Answer must include comment on both the bird and Talus for full marks. Answer must include explanation of bird's happiness for full marks.
14.			**Any three from:** • to make progress you have to run risks • don't take unnecessary risks • don't aim too high/too low • children should obey their parents • take the middle way/moderation in all things • don't try to change nature • parents should not put children into danger • jealousy can be destructive • inventions can be risky • arrogance could be punished (by the gods) • being clever is not always necessarily a good thing • there are consequences to actions or any other valid point.	3	

Section 3 – Virgil

Question			Expected answer(s)	Max mark	Additional guidance
15.			Any from: • he was from the defeated city of Troy • he was involved/an eye witness of the war at Troy • remembering past events make him sad or any other valid point.	2	Award marks for developed points.
16.			Any three from: • as big as a mountain/<u>very</u> large • made with the help of Minerva • it was made of wood/fir • it was woven • designed to trick/made as if an offering for a safe return or any other valid point.	3	

Question			Expected answer(s)	Max mark	Additional guidance
17.	(a)		Any from: • they thought the Greeks had left/they thought the war was over/they thought they had won the war • they were now free to leave the city/the gates were now open • they were fascinated to identify parts of the Greek camp • they were amazed at the horse • the beach/camp was deserted • some assumed the horse was a gift for them or any other valid point.	4	Award marks for developed points.
	(b)		Any from: • it gives the impression of the Trojans running from spot to spot • they are pointing out to each other places of interest • it creates the sense of speed • it creates the sense of discovery • it suggests many activities happening at the same time • the places were all familiar locations or any other valid point.	2	Award **1 mark** for a developed point.

Question			Expected answer(s)	Max mark	Additional guidance
18.	(a)		**Any four from:** Thymoetes: • wanted the horse to be taken into the city • wanted it to be placed in the citadel • possibly wanted the trick to work Capys: • distrusted the horse/thought it was a trick • wanted to destroy it/burn it/throw it in the sea • wanted to open it up • search for hidden men/suspected there might be men inside or any other valid point.	4	For **4 marks**, both characters need to be discussed.
	(b)		• Trojans were excited with victory • they thought the horse was a divine gift • they were impressed with the horse • they thought all the Greeks had gone • it was fate • they trusted Thymoetes more or any other valid point.	2	Marks can be given for wider knowledge of the story.

Question			Expected answer(s)	Max mark	Additional guidance
19.	(a)		**Any from:** • he sees the Trojans are too trusting of the horse/he is aware some want to take it into the city • he knows the Greeks are their enemies • he is suspicious why enemies should start leaving gifts • he wants to persuade them to leave the horse where it is • he knows Greeks like Ulysses are tricksters or any other valid point.	3	Award marks for developed points. Award marks for knowledge of the wider context.
	(b)		**Any from:** • fate has come from the gods • fate is fixed/bound to happen • even the gods can't change it • nothing a human can do can prevent fate from taking place • Troy was fated to be destroyed • Rome was fated to be great or any other valid point.	2	Award marks for developed points.

Question			Expected answer(s)	Max mark	Additional guidance
20.			Any two from: • Laocoon was killed by serpents • shocking because he was doing his religious duty/sacrificing/priest/serpents were sent by the gods • the arrival of the sea serpents • shocking because of their terrifying appearance/they killed Laocoon/they killed his sons/they had been sent by the gods • death of the sons • shocking because they were innocent/young/they died a horrible death or any other valid detail plus reason.	4	**1 mark** for shocking detail **1 mark** for reason

Question			Expected answer(s)	Max mark	Additional guidance
21.			Any from: • it involved gods • it involved monsters • it involved fantasy • there were strong storylines • there were heroes • there were battles • there was horror • there was supernatural • Romans believed they were descended from the Trojans • they identified with the Trojans • their gods were linked to the Greek gods • Aeneas, who founded the Roman race, was the central character or any other valid point.	4	Award marks for developed points.

Section 4 – Pliny

Question			Expected answer(s)	Max mark	Additional guidance
22.	(a)		**Any one from:** • clattering of chains • the sound of iron	1	
	(b)		**Any three from:** • <u>extremely</u> thin • filthy • long straggly beard • hair bristling • wearing chains/shaking chains • it appeared at night or any other valid point.	3	
23.	(a)		**Any from:** • he wanted to find out if the house was really haunted • the house was cheaper to rent • once his research was over he did not want the house any more • if the house could not be lived in, he would not want to be owning it/responsible for it • he had no intention of making this house his permanent home or any other valid point.	2	Award a mark for a developed point.

Question			Expected answer(s)	Max mark	Additional guidance
	(b)		**Any three from:** • he ordered things to be laid out for him/a couch/ somewhere to sit/bed • asked for writing equipment • asked for a light/lamp • ordered his slaves into the inside rooms of the house/ sent his slaves away • he turned his attention to writing or any other valid point.	3	
	(c)		**Any from:** • he is not easily frightened by ghosts • he is eager to find out more about the ghost • as a philosopher, he cares about finding out about the truth • he takes a logical approach (by occupying himself) • he is well organised • he stays calm • he is suspicious about the cheap house • he has strong powers of concentration/strong minded or any other valid point.	2	Award a mark for a developed point.

Question			Expected answer(s)	Max mark	Additional guidance
24.			Any from: • it was silent • it was night time • the sound of iron/chains • the increase of the noise • coming nearer/at the door/inside the room • he sees the ghost • the ghost beckons Athenodorus • the man ignores him/continues writing or any other valid point.	4	Award marks for developed points. Award marks for explaining the use of vivid present/ historic infinitive/other language use with regard to suspense.
25.	(a)		• rattled chains (above Athenodorus' head)	1	
	(b)		• he followed the ghost	1	

Question			Expected answer(s)	Max mark	Additional guidance
26.			Any from: • some Romans feared ghosts • some Romans believed in ghosts • some believed in the afterlife • being buried properly was important to rest in peace • corpses not buried properly could lead to ghosts haunting the living/communicating with the living • some people were interested to research ghosts • the living could help ghosts • ghosts represent unfinished business • ghosts look like they did while they were alive • you can get rid of a ghost through proper burial • Romans avoided places believed to be haunted • ghosts could harm the living or any other valid point.	4	Award marks for developed points.
27.	(a)		Any three from: • it went ahead of the boy • it followed the boy • it went round the boy • it went under the boy • it picked the boy up on its back • it put the boy down • it took the boy out to sea • it returned him safely/it did him no harm • use of vivid present • use of historic infinitive • repetition of *nunc* or any other valid point.	3	Award marks for discussion of language techniques if linked to the idea of playfulness.

Question			Expected answer(s)	Max mark	Additional guidance
	(b)		• no, the boy was terrified or any other valid point.	1	
28.			**Any three from:** • news about him spread • people crowded round him • they viewed him as something amazing (*miraculum*) • they asked him questions • they listened to him • they talked about him or any other valid point.	3	
29.			**Any from:** • the dolphin was loved by many people • it had become friends with the boy • they knew there would be a public outcry • they knew killing the dolphin was wrong or any other valid point.	2	Award **1 mark** for a developed point.

Section 5 - Cicero

Question			Expected answer(s)	Max mark	Additional guidance
30.	(a)		• (very) beautiful	1	
	(b)		• he has seen many examples • he has never seen a statue more beautiful	1	
	(c)		**Any three from:** • it was kept in a holy temple • they worshipped it/they prayed to it • they kissed it • the excessive kissing rubbed away the statue's face • they offered thanks to it or any other valid point.	3	
31.			**Any from:** • the attack was sudden and without warning • the temple was sacred • the attackers were slaves • the slaves were armed • Verres was probably behind the attack/Verres was in town • the defenders were beaten up • the local people held it in high regard • it happened under cover of darkness or any other valid point.	3	Award marks for developed points.

Question			Expected answer(s)	Max mark	Additional guidance
32.			Any from: • people would smash down doors • people would attack temples • people would steal statues (using crowbars) • pirate raids could happen/enemy invasions could happen • armed gangs of slaves could cause havoc (on behalf of their masters) • governors could be involved • powerful people felt they were above the law and could get away with violence or any other valid point.	3	Award marks for developed points.
33.			Any from: • they were determined to defend the temple • even the old/weak were prepared to defend the temple • they acted in solidarity/co-operation • they were ready to act at any time/even at night • they were prepared to fight against armed men • they were prepared to fight against corrupt authority • they were prepared to fight with whatever came to hand • they had strong religious beliefs • they came from all over the city or any other valid point.	3	Award marks for developed points.

Question			Expected answer(s)	Max mark	Additional guidance
34.			**Any three from:** • he uses sarcasm in calling Verres outstanding • he calls the slaves 'soldiers of the night' • they only managed to steal two small statues – anti-climax • he uses a pun on the name Verres - 'boar' • in myth Hercules defeated a boar and now he has 'defeated' another boar - Verres. or any other valid point.	3	Maximum of **2 marks** for the boar joke.
35.			**Any three from:** **Yes:** • they protested about Verres' demand for the statue • they imposed the death penalty on anyone trying to remove it • they argued the gods demanded respect for the statue **No:** • they gave in to Verres • they allowed Sopater to be abused by Verres • they gave Sopater no advice on what to do or any other valid point.	3	A combination of "yes" and "no" responses is acceptable.

Question			Expected answer(s)	Max mark	Additional guidance
36.			No **Any from:** • Cicero is being sarcastic/not serious • Verres threatened Sopater • Verres had him thrown to the ground • Verres had him stripped naked • Verres humiliated him in public • Verres tortured him on the statue • Verres let him suffer in terrible weather or any other valid point.	4	Award marks for developed points. Marks only awarded for reasons given.
37.			**Any two from:** • they should hand over the statue to Verres • the immortal gods would take revenge • they ought not to allow an innocent man to die/Sopater should be freed	2	

Question			Expected answer(s)	Max mark	Additional guidance
38.			Any from: • temples could contain statues • statues could portray heroes/gods • people could worship/kiss statues • temple statues were guarded • some statues were equestrian • statues were placed in public places • statues could be made of bronze • erected in honour of famous leaders • statues were valuable/worth stealing/viewed as works of art • statues were respected • statues were heavy/hard to move or any other valid point.	4	Award marks for developed points.

[END OF MARKING INSTRUCTIONS]

N5

**National
Qualifications
2018**

2018 Latin

Translating

National 5

Finalised Marking Instructions

SQA

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.

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(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 general marking principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.

(d) Each block is worth a maximum of two marks. The detailed marking instructions identify the acceptable correct translation and the essential idea of each block.

- Award two marks for correct, or almost correct, translation of the block (including the essential idea).

- To gain two marks for correct translation of the block, candidates should translate all the words in the block and show recognition of the overall structure and meaning of the block. Candidates may still gain two marks if they make a minor error, such as an error of tense or syntax, which does not detract from an accurate understanding of the full meaning of the block.

- Award one mark for correct translation of the essential idea of the block.

- Award zero marks for the block if the essential idea is not translated correctly.

Detailed marking instructions for each question

Block	Correct translation	Max mark	Essential idea	Part mark
1	*Iuppiter erat rex deorum.* Jupiter was king of the gods.	2	Jupiter being king	1
2	*olim deus constituit certamen habere* One day the god decided to hold a contest	2	god holding contest	1
3	*ut formosissimam avem deligeret.* to choose the most beautiful bird.	2	choosing beautiful bird	1
4	*itaque omnes aves se ornaverunt* And so all the birds got ready	2	birds getting ready	1
5	*et, summa celeritate, ad Montem Olympum advolaverunt.* and, at top speed, flew to Mount Olympus.	2	(birds) flying to Mount Olympus	1
6	*nam omnes praemium magnum obtinere sperabant.* For all were hoping to win the big prize*.*	2	hoping for prize *if all else correct, 'prizes' = 1*	1
7	*monedula tamen nullam formam propriam habebat.* The jackdaw, however, had no beauty of her own.	2	jackdaw not having beauty	1
8	*pennas igitur colligebat, quas aliae aves deposuerant,* Therefore she was collecting feathers, which the other birds had dropped,	2	(jackdaw) collecting feathers	1

Block	Correct translation	Max mark	Essential idea	Part mark
9	*et eas in corpore suo figebat.* and was attaching them to her (own) body.	2	(jackdaw) attaching to body	1
10	*monedula tam diligenter se ornavit* The jackdaw got ready so glamorously	2	jackdaw getting ready	1
11	*ut mox splendidissima omnium avium fieret.* that soon she became the most magnificent of all the birds.	2	(jackdaw) becoming magnificent *allow purpose clause for 2 marks*	1
12	*postridie omnes aves ad certamen festinaverunt.* The next day all the birds hurried to the contest.	2	birds hurrying to contest	1
13	*Iuppiter, pulchritudine monedulae attonitus,* Jupiter, astonished by the jackdaw's beauty,	2	Jupiter astonished by beauty	1
14	*eam victorem certaminis pronuntiavit.* announced her the winner of the contest.	2	(Jupiter) announcing winner	1
15	*sed aliae aves, arrogantia monedulae incensae, pennas suas arripuerunt.* But the other birds, furious at the jackdaw's cheekiness, grabbed back their (own) feathers.	2	birds furious/birds grabbing feathers	1

Block	Correct translation	Max mark	Essential idea	Part mark
16	*eheu! monedula, iam nudata, omnem pulchritudinem amisit.* Oh no! The jackdaw, now stripped naked, lost all (her) beauty.	2	jackdaw losing beauty *'the jackdaw, now stripped naked, all beauty lost' = 0*	1
17	*aliae aves maxime riserunt.* The other birds laughed loudly.	2	birds laughing	1
18	*Iuppiter cognovit monedulam informem esse.* Jupiter realised that the jackdaw was ugly.	2	Jupiter realising jackdaw ugly	1
19	*itaque deus iratus constituit eam vehementer punire* And so the angry god decided to punish her harshly	2	god punishing her (jackdaw)	1
20	*et postremo creavit pavonem victorem.* and finally (he) made a peacock the winner.	2	making peacock winner	1

[END OF MARKING INSTRUCTIONS]