



National
Qualifications
2019

2019 Latin

Literary Appreciation

National 5

Finalised Marking Instructions

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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

For questions that ask candidates to

- **Identify/give**, they must present in brief form/name.
- **explain** or **ask in what way**, they must relate cause and effect and/or make relationships between things clear.
- **analyse**, they 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, for example word choice, imagery, tone, sentence structure, punctuation, sound techniques.

- **evaluate**, they must make a judgement on the effect of the language and/or ideas of the text(s).
- **discuss**, they 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.

Marking instructions for each question

Section 1 – Catullus

Question		Expected response	Max mark	Additional guidance
1.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> • let's love • let's ignore (old men's) gossip • when we die there is no coming back • let's value the criticisms as worthless 	2	Award a mark for a developed point.
	(b)	<p>Any from</p> <p>Agree</p> <ul style="list-style-type: none"> • be carefree • be unaffected by the pressures of gossip • have fun • make the most of life • consider their time together precious • it suits Lesbia's character • she was already engaging in their relationship <p>Disagree</p> <ul style="list-style-type: none"> • his attitude is irresponsible • he takes risks with their reputations • he should think more about the future • she might believe in life after death <p>or any other valid point.</p>	3	<p>A combination of 'agree' and 'disagree' answers is acceptable.</p> <p>Marks can be awarded for reference to the whole poem.</p> <p>Award marks for developed points.</p>

Question		Expected response	Max mark	Additional guidance
2.		<p>Any from</p> <p>That man</p> <ul style="list-style-type: none"> • is close to Lesbia • is like a god • is on the receiving end of Lesbia's talk and laughter/attention <p>Catullus</p> <ul style="list-style-type: none"> • is observing from a distance • feels envious/jealous of the other man • feels left out • feels admiration for the man • cannot function properly/suffers physically • he refers to himself as 'poor me' <p>or any other valid point.</p>	4	<p>Award marks for developed points.</p> <p>To get full marks, each man needs to be considered and there has to be contrast.</p>
3.		<p>Any from</p> <ul style="list-style-type: none"> • number of grains of sand • number of stars • effective because they both suggest infinity/uncountable numbers • he is wildly exaggerating/he is obsessed with Lesbia <p>or any other valid point.</p>	3	<p>Award marks for developed points.</p>

Question		Expected response	Max mark	Additional guidance
4.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • stop being a fool • accept love is lost • accept what is lost is lost/accept what is dead is not coming back <p>or any other valid point.</p>	2	Award a mark for a developed point.
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • the sun always used to shine • they always went everywhere together • their love was unmatched • they had lots of fun together/shared jokes together • their love was intense/passionate <p>or any other valid point.</p>	3	Award marks for developed points.
	(c)	<p>Any from</p> <ul style="list-style-type: none"> • he is making her think of the future • she will be on her own • there will be no lover like him to kiss her • there will be no-one to admire her • there will be no-one to love her • he calls her 'wicked' • he calls 'woe' upon her • she might disregard his warnings • impact of rhetorical questions <p>or any other valid point.</p>	3	<p>For full marks there needs to be a judgement made on effectiveness of the questions he asks her.</p> <p>Award marks for developed points eg a developed judgement.</p>

Question		Expected response	Max mark	Additional guidance
5.	(a)	<ul style="list-style-type: none"> • Yes, he is getting a dinner invitation • Yes, he is being addressed in friendly terms • Yes, he gets to go Catullus' house 	1	Candidate could say 'no' with reasonable explanation.
	(b)	<p>No</p> <ul style="list-style-type: none"> • he has to bring the food • he has to bring the wine • he has to bring salt/witty conversation <p>Yes</p> <ul style="list-style-type: none"> • he is invited to bring a girlfriend • it promises to be an entertaining evening • he appreciates Catullus' light heartedness <p>or any other valid point.</p>	2	<p>Candidates could argue 'yes' and 'no'.</p> <p>Award a mark for a developed point.</p>
	(c)	A perfume.	1	
	(d)	<p>Any from</p> <ul style="list-style-type: none"> • (it will only be a good party if) the guest brings the ingredients • Catullus claims he has no money/his purse is full of cobwebs • (the perfume is so good to smell), Fabullus will want to become one big nose <p>or any other valid point.</p>	2	

Question	Expected response	Max mark	Additional guidance
6.	<p>Any from</p> <ul style="list-style-type: none"> • family members visited graves • they travelled great distances if necessary • they would leave gifts for the dead • people were cremated • funeral customs were passed down the generations • they spoke to the deceased • they believed in an afterlife • there was much weeping/grieving on the part of relatives • <i>ave atque vale</i> is a traditional formula • they paid their respects to the dead <p>or any other valid point.</p>	4	Award marks for developed points.

Section 2 – Ovid

Question		Expected response	Max mark	Additional guidance
7.		<p>Any from</p> <ul style="list-style-type: none"> • both twist and turn • both are confusing • both are complicated • the simile helps the reader picture the maze • readers may have known what the river actually looked like <p>or any other valid point.</p>	3	Award marks for developed points.
8.		<p>Any from</p> <ul style="list-style-type: none"> • he thinks he controlled everything/sea/land • Daedalus realises Minos did not control the sky/air • Daedalus decides to make the sky his escape route <p>or any other valid point.</p>	2	For two marks, there must be reference to challenge.

Question		Expected response	Max mark	Additional guidance
9.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • men had never flown before • he was trying something completely new • men were not meant to fly • he was making humans become 'birds' • he was changing the laws of nature • he was making wings which had never been done before • wings should not be 'made', but supplied by nature <p>or any other valid point.</p>	2	Award a mark for a developed point.
	(b)	<p>Any from</p> <p>Impressed</p> <ul style="list-style-type: none"> • no-one had flown before • they liked new inventions • they were keen on progress • they liked risk-takers • they created new technology/engineering • they pioneered travel • Daedalus displayed ingenuity • Daedalus used everyday objects to make the wings <p>Not impressed</p> <ul style="list-style-type: none"> • they respected nature's laws • there was arrogance in thinking men could fly • it led to tragedy • they were cautious about new things • gods were meant to fly, not humans <p>or any other valid point.</p>	3	<p>Candidates may argue both ways or either way.</p> <p>Award marks for developed points.</p>

Question		Expected response	Max mark	Additional guidance
10.		<p>Any three from</p> <ul style="list-style-type: none"> • he is grinning/has a beaming face • he is chasing feathers • he is playing with the wax • he is getting in the way of his father's work • he is getting up to mischief • he fails to see the seriousness of his father's work <p>or any other valid point.</p>	3	
11.	(a)	<ul style="list-style-type: none"> • do not fly too high/too close to the sun 	1	
	(b)	<p>Any one from</p> <ul style="list-style-type: none"> • do not look at the stars • do not be distracted • do not use those stars for direction 	1	
12.		<p>Any from</p> <ul style="list-style-type: none"> • he gives him warnings • he is weeping • his hands are trembling • he kisses his son • he is fearful for his son's safety • he is like a parent bird, anxious about the chick's first flight • he flew ahead to guide/protect his son <p>or any other valid point.</p>	3	Award marks for developed points.

Question	Expected response	Max mark	Additional guidance
13.	<p>Any two from</p> <p>Yes</p> <ul style="list-style-type: none"> • it makes the journey seem more real/the reader can plot the route • it shows how long the journey was • it shows how high they were flying • it shows the invention was working • it gives a panoramic view • it gives the feeling of being on top of the world • the Romans may have been familiar with these islands • it shows how quickly they were flying <p>No</p> <ul style="list-style-type: none"> • it is unrealistic • a list of five islands is trivial • the islands' names are unfamiliar • the route appears haphazard <p>or any other valid point.</p>	2	A combination of 'yes' or 'no' answers is acceptable.

Question		Expected response	Max mark	Additional guidance
14.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> • he is over-confident • he is enjoying himself too much • he wants to fly higher • he gets over-excited • he is attracted to the big open sky • he is just a boy <p>or any other valid point.</p>	2	
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • he gets too close to the sun • the sun softens/melts the wax • he loses his feathers • his arms are bare • he has lost his wings/'oars' • he cannot get hold of the air/the breezes • he is flapping in vain <p>or any other valid point.</p>	3	Award marks for developed points.

Question		Expected response	Max mark	Additional guidance
15.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • he is keen to learn • he studies nature • he uses nature as a model • he invents new technology • he is clever/talented <p>or any other valid point.</p>	2	Award a mark for a developed point.
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • Minerva valued wisdom/skills/talent/cleverness • Minerva did not want a talented boy to die • Talus did not deserve to die • Minerva wanted to stop Daedalus from murdering his nephew • Minerva did not want her citadel involved • as a bird, Talus would survive the fall • the partridge was a reminder to Daedalus of his guilt <p>or any other valid point.</p>	3	Award marks for developed points.

Section 3 – Virgil

Question		Expected response	Max mark	Additional guidance
16.	(a)	Dido/the Queen of Carthage	1	
	(b)	<ul style="list-style-type: none"> • A dinner/banquet • Aeneas' account of the fall of Troy 	1	
	(c)	<p>Any one from</p> <ul style="list-style-type: none"> • Carthaginians • Trojans 	1	
17.		<p>Any from</p> <ul style="list-style-type: none"> • it is too late at night • the stars are suggesting sleep • he shudders at the memory • it is causing him grief • he will only tell his story if Dido insists <p>or any other valid point.</p>	3	Award marks for developed points.
18.		<p>Any three from</p> <ul style="list-style-type: none"> • The place where the Greek camp was • The place where Dolopians were camped • The site of Achilles' tent/where he had been • The harbour where the Greek ships were • The place where they used to meet in battle • The shore <p>or any other valid point.</p>	3	

Question		Expected response	Max mark	Additional guidance
19.		<p>Any two from</p> <p>Trickery</p> <ul style="list-style-type: none"> the wooden horse was a trick to let the Greeks get into the city Thymoetes might have been wanting the trick to work Thymoetes might have been the victim of the trick <p>Fate</p> <ul style="list-style-type: none"> it was fated that Troy would fall the gods had fixed which could not be undone Thymoetes was an instrument of fate <p>or any other valid point.</p>	2	To gain full marks candidates must refer to trickery and to fate.
20.		<p>Any from</p> <ul style="list-style-type: none"> he calls to them from afar he calls them 'poor fools' (<i>miseri</i>) he calls it madness (<i>insania</i>) to take the horse in he fires (rhetorical) questions at them to make them reconsider their plan he accuses them of being gullible/too trusting (<i>creditis</i>) he uses alliteration in line 5 to show his aggression and frustration ('d') he warns them that Greek gifts cannot be free from trickery Ulysses is known for his trickery <p>or any other valid point.</p>	3	Award marks for developed points

Question		Expected response	Max mark	Additional guidance
21.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> • he thinks there may be Greeks inside • he thinks it is a device to spy into their homes • he thinks it might come down on the city • he thinks there is some danger/trick • he thinks the horse might be used against the walls • the horse is from the Greeks so cannot be trusted <p>or any other valid point.</p>	2	
	(b)	<p>Any one from</p> <ul style="list-style-type: none"> • he does not trust them • he fears them • he is suspicious of them 	1	
	(c)	<p>Any three from</p> <ul style="list-style-type: none"> • he throws a spear into the side of the horse • he throws the spear with incredible force • it echoes loudly/it groans • it shakes • its hollow sound might reveal the trick • personification of the horse <p>or any other valid point.</p>	3	For full marks, comment needs to be made on what makes it exciting.

Question		Expected response	Max mark	Additional guidance
22.		<p>Any from</p> <ul style="list-style-type: none"> • the serpents killed Laocoon's two sons • the children are tiny/helpless • the serpents are intimidating in size • they bit off their limbs • they grabbed Laocoon/they held him tight • Laocoon got covered in pus/black venom • he gave off horrible screams • he sounded like a wounded bull at a sacrifice <p>or any other valid point.</p>	3	<p>For full marks, candidates need to refer to frightening details.</p> <p>Award marks for developed points.</p>
23.		<p>Any from</p> <ul style="list-style-type: none"> • the Greeks are violent/cruel • the Greeks are good soldiers • the Greeks have strong leaders • the Greeks are cunning/deceitful/not to be trusted • the Greeks are favoured by some gods • the Greeks are inventive/clever <p>or any other valid point.</p>	3	<p>Award marks for developed points.</p>

Question	Expected response	Max mark	Additional guidance
24.	<p>A minimum of two from</p> <ul style="list-style-type: none"> • it has a hero, Aeneas, as its main character • the Romans could identify with Aeneas • Aeneas was a positive role model for them • the story is sympathetic to the Trojans, the ancestors of the Romans • Aeneas survives many dangers • war is a major theme • the gods are in the story • fate is a strong theme in the downfall of Troy • there is trickery • there is tragedy • there is horror • there is tension/suspense • monsters/mythical beasts <p>or any other valid point.</p>	4	<p>For 4 marks, there needs to be a minimum of two features plus proper explanation.</p> <p>Award marks for developed points.</p> <p>Candidates need to provide more than a straight list.</p>

Section 4 – Pliny

Question		Expected response	Max mark	Additional guidance	
25.		<p>Any three from</p> <ul style="list-style-type: none"> the house has a bad reputation/is haunted there is silence it is night time the sound of iron/chains can be heard the noise is getting closer/louder a ghost arrives what the ghost looks like the ghost is shaking the chains <p>or any other valid point.</p>	3	Maximum of 2 marks for the physical description of the ghost.	
26.	(a)	<p>Any two from</p> <ul style="list-style-type: none"> he was suspicious about the price/the house was cheap he was told the house was haunted he wanted to investigate the ghost <p>or any other valid point.</p>	2	For full marks, both parts of the question need to be answered.	
	(b)	(i)	<ul style="list-style-type: none"> writing tablets pen (or similar) 	2	Accept a lamp, as he needed light to write.
		(ii)	<p>The tablets</p> <ul style="list-style-type: none"> the tablets were covered in wax the letters were scraped on <p>The pen</p> <ul style="list-style-type: none"> the pen had a sharp end for writing the pen had a blunt end for rubbing out it scraped letters in the wax <p>or any other valid point.</p>	2	Accept a comment on the lamp.

Question		Expected response	Max mark	Additional guidance
27.	(a)	<p>Any from</p> <p>Yes</p> <ul style="list-style-type: none"> • philosophers are interested in the paranormal • philosophers are rational • philosophers are keen to establish the truth • philosophers want to research mysterious things • philosophers are not easily frightened <p>No</p> <ul style="list-style-type: none"> • not all philosophers would stay calm with a ghost • philosophers have human emotions too • philosophers may have other interests apart from the paranormal • the ghost may be particularly frightening <p>or any other valid point.</p>	2	<p>A combination of 'yes' and 'no' responses is acceptable.</p> <p>Award a mark for a developed point.</p>

Question		Expected response	Max mark	Additional guidance
	(b)	<p>Any two from</p> <p>No</p> <ul style="list-style-type: none"> • most people would be terrified when they saw a ghost • most people would not understand ghosts • most people would feel threatened by a ghost • most people would be shocked to see a ghost if they did not believe in them • most people would lose a sense of calm when confronted by a ghost <p>Yes</p> <ul style="list-style-type: none"> • ordinary people could be interested in ghosts too • ordinary people might be keen to see one • ordinary people might be brave/not easily frightened • ordinary people who believe in the afterlife might be reassured to see a ghost <p>or any other valid point.</p>	2	A combination of 'yes' and 'no' responses is acceptable.

Question		Expected response	Max mark	Additional guidance
28.	(a)	<p>Any one from</p> <ul style="list-style-type: none"> • he does not delay/no longer ignores ghost/he stops writing • he picks up his lamp • he follows the ghost 	1	
	(b)	<p>Any one from</p> <ul style="list-style-type: none"> • the ghost goes into the courtyard/garden • the ghost disappears/deserts his companion 	1	
	(c)	<ul style="list-style-type: none"> • he gathers up leaves/grass • he marks the spot where the ghost has disappeared • he wants to find the spot again • he wants to investigate that spot • he is unfamiliar with the garden <p>or any other valid point.</p>	2	For full marks , both parts of the question need to be answered.
29.		<p>Any three from</p> <ul style="list-style-type: none"> • Athenodorus goes to the magistrates • Athenodorus organises the ground to be dug up • bones (and chains) found • bones are properly buried (at public expense) • ghost gone for good <p>or any other valid point.</p>	3	

Question		Expected response	Max mark	Additional guidance
30.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • the dolphin went in front of the boy • it followed him • it circled him • it took him on its back/went under him • it put him down • it carried him out to sea • it returned him to land • it terrified the boy • the boy became a celebrity • emphatic position of <i>omnes</i> <p>or any other valid point.</p>	2	
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • the news spread like a snake (<i>serpit</i>) • list of verbs showing excitement/ speed of the story spreading • lack of connecting words shows speed/excitement • the boy was viewed as a marvel (<i>miraculum</i>) • historic infinitives create sense of speed <p>or any other valid point.</p>	2	Award a mark for a developed point.
31.		<p>Any from</p> <ul style="list-style-type: none"> • they feel ashamed of their fear • people of the sea should not be afraid of it • the dolphin perseveres for several days • the dolphin's behaviour is inviting/playful/non-threatening <p>or any other valid point.</p>	2	Award a mark for a developed point.

Question		Expected response	Max mark	Additional guidance
32.		<p>Any four from</p> <ul style="list-style-type: none"> • people went fishing/sailing • people were swimming/boys held swimming contests • animals were seen as a tourist attraction • small towns could become overcrowded with tourists • small towns could be spoiled by tourism/could lose their peace and quiet • small towns had to pay for VIP guests/small towns might not be able to afford to subsidise VIP visitors • people travelled large distances to visit tourist attractions <p>or any other valid point.</p>	4	

Section 5 – Cicero

Question		Expected response	Max mark	Additional guidance
33.		<p>Any from</p> <ul style="list-style-type: none"> • it was a bronze statue • it was worth stealing/valuable • it was of Hercules (a local hero) • it was very beautiful • it was kissed • it was held sacred • it was worshipped • its face was worn away through excessive kissing <p>or any other valid point.</p>	3	Award marks for developed points
34.		<p>Any three from</p> <ul style="list-style-type: none"> • it is not a pirate attack • it is not a foreign enemy attack • it is a gang of slaves • the slaves are armed • the slaves have come from the governor • the governor was expected to uphold the law • the gods were being attacked <p>or any other valid point.</p>	3	

Question		Expected response	Max mark	Additional guidance
35.		<p>Any from</p> <ul style="list-style-type: none"> • everyone was involved • even if old or infirm • they equipped themselves with whatever weapon they could find • it did not take long to assemble a force/crowd • they ran to the temple • they came from all parts of the town <p>or any other valid point.</p>	3	Award marks for developed points.
36.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • many men tried to move the statue • some used crow bars • others used ropes • they spent over an hour trying • they failed to move it • they ran off • they stole two tiny statues <p>or any other valid point.</p>	4	Award marks for developed points.
	(b)	<p>Any two from</p> <ul style="list-style-type: none"> • they were not entirely empty-handed • they had two small statues • they failed to steal the statue as ordered • they were stopped by the defenders <p>or any other valid point.</p>	2	For full marks candidates need to imply there was partial success.

Question		Expected response	Max mark	Additional guidance
37.	(a)	<p>Any from</p> <ul style="list-style-type: none"> • he has no respect for the gods • he has no respect for the senate • he has no respect for the law • he has no respect for the local people • he is violent • he is threatening • he is greedy • he ignores traditional Roman values • he is arrogant <p>or any other valid point.</p>	3	Award marks for developed points
	(b)	<p>Any from</p> <ul style="list-style-type: none"> • the senate was weak • the senate was afraid of Verres • the senate knew what Verres was capable of • the senate knew defying him would make things worse/pointless • the senators were not prepared to risk their own safety to protect Sopater • the senate did not know how to respond • they needed more time to think <p>or any other valid point.</p>	2	Award a mark for a developed point.
38.		<p>Any two from</p> <ul style="list-style-type: none"> • he had been a leading Roman figure in Sicily • his family had lots of statues in his honour • there was a statue of him in the town • he had recently been of service to the province • he had in particular helped Tyndaris <p>or any other valid point.</p>	2	

Question	Expected response	Max mark	Additional guidance
39.	<p>Any from</p> <ul style="list-style-type: none"> • he uses a list of three to emphasise the cold (<i>in aere, in imbri, in frigore</i>) • he emphasises Sopater's noble status to show how humiliating it was (<i>domi nobilem</i>) • he uses pairs of similar words to draw attention to the ill treatment (<i>divaricari ac deligari, iniuriae crudelitique, populus atque universa multitudo, atrocitate misericordiaeque</i>) • alliteration (<i>divaricari ac deligari, commota...clamore coegit</i>) • he uses strong emotive words (<i>cruciatu, atrocitate, vincetus nudus, crudelitati</i>) • he tells how the people were moved by pity (<i>miser cordia</i>) <p>or any other valid point.</p>	4	<p>1 mark for identifying a use of language. 1 mark for a reference to the text. 1 mark for a valid comment on its use</p> <p>For 4 marks, candidates must show awareness of effect.</p> <p>Candidates may discuss any number of uses of language (even one).</p>
40.	<p>Any from</p> <ul style="list-style-type: none"> • he should respect religion/gods/temples • he should uphold the law/customs • he should not steal • he should respect the local senate • he should respect local leaders • he should not use intimidation • he should not use violence • he should not use armed slaves • he should not misuse lictors • he should respect statues/works of art • he should not abuse his own powers for private gain <p>or any other valid point.</p>	4	Award marks for developed points.

[END OF MARKING INSTRUCTIONS]



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- (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 2 marks**
 - (i) Award **2 marks** for correct, or almost correct translation of the block, including the essential idea.
 - (ii) 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 **2 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.
 - (iii) Award **1 mark** for translating only the essential idea of the block correctly.
 - (iv) Award **0 marks** 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	<i>in silvis habitabat nympa, nomine Syrinx.</i> In the woods lived a goddess, named Syrinx.	2	goddess living in woods	1
2	<i>haec nympa formosissima erat.</i> This goddess was very beautiful.	2	goddess being beautiful	1
3	<i>olim Syrinx inter arbores laeta ambulabat.</i> One day Syrinx was walking happily among the trees.	2	(Syrinx) walking among trees	1
4	<i>subito deus Pan eam conspexit</i> Suddenly the god Pan spotted her	2	Pan spotting her (allow passive for 1 mark if all else correct)	1
5	<i>et paulisper immotus stabat.</i> and for a little while he stood motionless.	2	Pan motionless	1
6	<i>cum tandem Pan ad eam appropinquavisset, deus haec verba dixit:</i> When at last Pan (had) approached her, the god said these words:	2	Pan approaching/god saying	1
7	<i>'ego numquam vidi nympam pulchriorem quam te.</i> 'I have never seen a goddess more beautiful than you.	2	never seeing a goddess more beautiful	1
8	<i>ego te valde amo.'</i> I love you very much.'	2	loving you	1

Block	Correct translation	Max mark	Essential idea	Part mark
9	<i>Syrinx tamen deum timebat et statim aufugit.</i> Syrinx however was afraid of the god and immediately ran away.	2	Syrinx being afraid/Syrinx running away	1
10	<i>Pan nympham fugientem excipere non poterat.</i> Pan could not catch up with the running goddess.	2	Pan not catching up	1
11	<i>sed tandem Syrinx ad flumen altum venit</i> but at last Syrinx came to a deep river	2	Syrinx coming to a river	1
12	<i>et clamavit, 'adiuvate me, meae sorores!'</i> and shouted, 'Help me, my sisters!	2	Syrinx summoning help	1
13	<i>nunc formam meam mutate!'</i> now change my appearance!'	2	change (her) appearance ('appearance is changing' = 0)	1
14	<i>nymphae statim audiverunt;</i> the goddesses heard immediately;	2	goddesses hearing	1
15	<i>eam in calamos mutaverunt.</i> they changed her into reeds.	2	changing into reeds	1
16	<i>Pan calamos rapuit.</i> Pan grabbed the reeds.	2	grabbing reeds	1
17	<i>ventus leniter per calamos spiravit et parvum sonum fecit.</i> the wind gently blew through the reeds and made a soft sound.	2	wind blowing/wind making sound	1
18	<i>tum Pan calamos secuit et in ordine iunxit.</i> then Pan cut the reeds and tied them in a straight line.	2	Pan cutting reeds/Pan tying in a line	1

Block	Correct translation	Max mark	Essential idea	Part mark
19	<i>deinde..., modos dulcissimos cantabat.</i> then..., he played very sweet tunes.	2	playing tunes <i>(if subject not clear but all else correct - 1 mark)</i>	1
20	<i>cum calamos ad labra tulisset,</i> when he raised the reeds to his lips.	2	raising reeds to lips	1

[END OF MARKING INSTRUCTIONS]