# GCE

# Latin

## H443/02: Prose Composition or Comprehension

A Level

# Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**MARKING INSTRUCTIONS**

**PREPARATION FOR MARKING RM ASSESSOR**

1.  Make sure that you have accessed and completed the relevant training packages for on-screen marking:  *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.

2.  Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3.  Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** standardisation responses.

**MARKING**

1.  Mark strictly to the mark scheme.

2.  The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

3.  If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

4.  **Crossed Out Responses**
    Where a candidate has crossed out a response and provided a clear alternative, the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

    **Rubric Error Responses – Optional Questions**
    Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

    **Contradictory Responses**
    When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only one mark per response)
Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth two or more marks)
If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)
Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

5.  Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

6.  Award No Response (NR) if there is **nothing** written in the answer space

    Award Zero '0' if anything is written in the answer space but it is not worthy of credit (this includes text and symbols).

7.  The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses.

8.  If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9.  **Assistant Examiners should send brief notes on the performance of candidates to the Principal Examiner via email, by the end of the marking period. The report should mention particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.**

11. **Annotations**

| Annotation | Meaning of annotation |
|:---:|:---:|
| ✔ | Point credited |
| ✚ | Good style point (for use in Prose Composition responses only) |
| ✖ | Incorrect (use sparingly) |
| ? | Unclear/ dubious point |
| ⌃ | Omission |
| ═ | Major error |
| 〰 | Slight error |
| BOD | Benefit of doubt |
| CON | Consequential error |
| / | Used to divide responses into marking sections |
| BP | Blank Page: this must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response. |

**Section A: Comprehension and grammar**

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| **1** | | they joined Pompey by chance/ a random bunch | 1 | or other answers which show good understanding of the phrase |
| **2** | **a** | his allies remained there<br>most loyal/ very loyal | 2 | **Accept**: 'his allies remained very loyal there'<br>*fidelissimi*: superlative essential |
| | **b** | he recalled the help/support/favours that he had given<br>to Ptolemy's father | 2 | **Accept** 'brought' |
| | **c** | he was closer to a boy ... than a youth | 2 | Do **not** credit 'he was ruling Alexandria' (or sim.) |
| **3** | | in difficult circumstances<br>... who remembers favours/help/support?<br>who feels the need to show (any) gratitude/ do any favours<br>... to/for desperate/ wretched people/ people in trouble | 4 | Alternatively: 'Ptolemy didn't remember ...'<br>                      'Ptolemy didn't feel the need ...'<br>*miseris*: do **not** accept 'sad/miserable' |
| **4** | | the ambassadors/envoys sent by the king<br>to meet/greet/catch Pompey as he arrived<br>got him to transfer from the merchant ship to their ship | 3 | *legati* : **accept** 'men' |

5

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| **5** | | a leader/ hero of the Romans | 8 | Accept any **eight** of these [1 each] |
| | | brutally murdered/ his throat cut/ strangled | | |
| | | (ordered) by an (Egyptian) slave | | |
| | | after achieving three consulships | | |
| | | and three/ the same number of triumphs | | Do **not** accept: many /so many triumphs |
| | | and conquering the whole world | | |
| | | (very) upright/ religious/ beloved by the gods | | **Accept**: 'sacred' |
| | | (very) outstanding/distinguished | | |
| | | in his 58th year/ aged 57 | | **Accept**: aged 58. |
| | | the day before his birthday | | |
| **6** | | once there wasn't any land left | 3 | or other wording to same effect |
| | | ... for him to conquer | | |
| | | now there wasn't even enough for his burial | | |

| Question | Answer | Marks | Guidance |
|---|---|---|---|
| | **Marking Unseen Translation: 'major' and 'slight' errors** | | |

The distinction between a 'major' error and a 'slight' error only becomes crucial when it is the **only** error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate.

Where marks of 4,3,2 or 1 are applicable, the **overall proportion** of meaning conveyed in the section is the **only** consideration.

The classification below should be seen as only a general guide, the intention of which is to maintain standards from year to year. Lead markers will consider each instance on its merits, in the context of the passage and the length and difficulty of the section. Some errors may be categorised as 'major' if they appear in a relatively short and straightforward section, while in a longer or more complex section they are likely to count as 'slight'.

- Errors of syntactical construction are always **major**.

- Omission of words is generally **major**, unless the word has been effectively taken care of by idiomatic rephrasing, or the word is of little significance – in which case it may be considered a slight error.

- Insignificant variation in past tenses (e.g. imperfect for perfect) is generally a slight error and may sometimes be ignored altogether.

- Errors in number are usually slight, but where the difference is crucial to the sense they are **major**.

- Change from active to passive is allowable if the agent is expressed, or if the agent is omitted without compromising the sense. If the agent is omitted and the sense is compromised, it is a slight error.

- Paraphrasing that conveys most of the required sense is generally a slight error, but any wording that distorts the sense is a **major** error.

Final categorisation of debatable instances will be made after considering a wide range of candidates' responses. These decisions will be communicated to examiners as part of the standardisation process and captured in the final mark-scheme for examiners and centres.

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| **7** | **(i)** | *non fuit maior in Caesarem quam in Pompeium fuerat fides regis eorumque quorum consilio regebatur. cum eum insidiis <u>temptassent</u> ...*<br><br>The loyalty of the king and of those by whose counsel he was ruled was no greater towards Caesar than it had been towards Pompey. When they assaulted/attacked him with plots ...<br><br>**Accept:**<br>*insidiiis*: tricks/ a plot/ ambush<br>*in Caesarem*: trust in Caesar/ in Pompey | 5 | The passage for translation has been divided into 2 sections, each worth 5 marks. Award up to 5 marks per section according to the following grid:<br><br><table><tr><td>**5**</td><td>Accurate translation with one slight error allowed.</td></tr><tr><td>**4**</td><td>Mostly correct.</td></tr><tr><td>**3**</td><td>More than half right.</td></tr><tr><td>**2**</td><td>Less than half right.</td></tr><tr><td>**1**</td><td>Little recognisable relation to the meaning of the Latin.</td></tr><tr><td>**0**</td><td>No response, or no response worthy of credit.</td></tr></table> |
| | **(ii)** | *... ac deinde bello <u>lacessere</u> auderent, utrique illorum summorum imperatorum – alteri mortuo, alteri superstiti – meritas poenas dederunt morte.*<br><br>... and then dared to challenge him in war, to each/both of those great commanders – one dead, the other surviving – they paid a well-deserved penalty by their death(s).<br><br>Do **not** accept:<br>*bello*: 'to war'<br>*imperatorum*: emperors<br><br>'each/both of them ... paid a well-deserved penalty' : **-1** | 5 | There are many ways of turning the passage into acceptable English. One approach for each sentence is given but examiners should assess the extent to which **any** approach satisfactorily conveys the meaning of the Latin.<br><br>The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved, in comparison with the damage caused by the accumulation of errors. |

8

| Question | | Answer | Marks | Guidance |
|---|---|---|---|---|
| **8** | **a** | Ablative [1] : Absolute [1] | 2 | **or** appropriate translation of the phrase *aliis suadentibus* <br><br> \* If translation and explanation disagree, assess the translation and **ignore** the explanation |
| | **b** | Locative [1] : 'at/in Alexandria' [1] | 2 | Translation of *Alexandriae* **essential** part of explanation. |
| | **c** | Genitive [1] : agreeing with *illius viri* [1] | 2 | **or** translation\* which makes this clear |
| | **d** | Dative [1] : *defuerat* requires dative/ disadvantage/ possessive [1] | 2 | **or** translation\*: e.g. 'for whom land had been lacking' |
| **9** | **a** | (Present) Passive Infinitive | 1 | 'Present' not essential, but do **not** accept other tenses. |
| | **b** | Gerund | 1 | |
| **10** | **a** | *conferre* | 1 | |
| | **b** | *dare* | 1 | |
| **11** | **a** | Subordinate clause inside Indirect Speech | 1 | |
| | **b** | Purpose/Final | 1 | **or** translation : e.g.  'to welcome Pompey' |
| | **c** | Result/Consecutive | 1 | **or** translation of relevant words *tam varia ... ut* |

**Section B: Prose Composition**

Divide the response into 9 sections as shown, using the (**/)** symbol. Award up to 5 marks per translated section according to the 5-mark marking grid shown below. The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved.

There are many acceptable ways of turning a piece of English into correct Latin. One approach for each sentence is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the English.

Words given in brackets in the model answers are optional and may be omitted without penalty.

Deciding whether an error is 'major' or 'slight' is only necessary when it is the only error in a section; this will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the **overall proportion of meaning conveyed** in the section is the only consideration. The term 'major' error has been used here to indicate an error which is more damaging to overall sense than a 'slight' error.

The principles given below should be seen only as a general guide, the intention of which is to maintain standards from year to year. Lead markers will consider each instance on its own merits in the context of the section and the passage. It is likely that some errors will be regarded as 'major' if they appear in a relatively short and straightforward section, whereas in the context of a longer or more complex section they may count only as a 'slight' error. Final decisions on what constitutes a 'slight' or 'major' error will be made after general consideration of candidates' responses and will be communicated to assessors during the standardisation process; these decisions will then be captured in the final mark scheme for examiners and centres.

- Any error specifically indicated in the mark-scheme by a ✖ symbol is regarded as **major**.

- Fundamental errors of construction are always **major**.

- All other errors count towards the assessment of the proportion of meaning.

- Change from active to passive is allowable if the agent is expressed or if the agent is omitted and the sense is not compromised. However, if the agent is omitted and the sense is compromised, it is a 'slight' error.

- Paraphrasing that idiomatically conveys the required sense is acceptable, but any wording that distorts the sense is a **major** error.

- Any wording which is especially apt for the context should qualify for an additional 'style' mark.

**Marking grid for translation into Latin**

| Marks | Description |
|-------|-------------|
| 5 | Accurate translation – with one slight error allowed |
| 4 | Mostly correct |
| 3 | More than half right |
| 2 | Less than half right |
| 1 | Little recognisable relation to the meaning of the English |
| 0 | No response or no response worthy of credit. |

**Additional marks for style**

Additional marks (to a maximum of 5) should be awarded for individual instances of stylish Latin writing. Some examples are given in the mark scheme below, but these are by no means the only permissible points. Other attempts at connection and subordination, good choice of words and Latinate word order should also be rewarded, and deserving examples may be rewarded even in places where some slight error has occurred. Each word or phrase credited with an additional mark should be indicated in the script with the ✚ symbol.

In general, each *type* of improvement (e.g. promotion of subject to first word; *igitur* as 2nd word) should be rewarded once only. Exceptions to this rule include *different* methods of subordination to link clauses together, and the insertion of *different* words (*enim*, *itaque,* etc.) to aid continuity.

The following code applies to examples listed in the Guidance column of the mark scheme:

✚ = specific 'improvement' credited with a 'style mark' (see above)

✓ = acceptable alternative

✗ = major error → maximum mark = 4 for that section

| Part | Answer | Mark | Guidance |
|---|---|---|---|
| (i) | *After defeating the <u>duke</u>, the king, eager to meet his beautiful wife, Igraine ...*<br><br>postquam <u>ducem</u> vicit, rex, cupiens convenire cum pulchra uxore (eius) Igerna ... | 5 | ✚   *rex* promoted to first word       ·<br>     ablative absol: *duce victo*<br>     eager to meet*: avidus conveniendi*<br>                    alacer ad conveniendum<br><br>✓   meet: *occurrere/ obviam ire* (+dat.)<br><br>✗ |
| (ii) | *... asked Merlin how he could reach her. 'In order to obtain your desire,' the <u>magician</u> replied ...*<br><br>... Merlinum rogavit quomodo ad eam adire posset, 'ut obtineas (id) quod cupias' respondit <u>magus</u> ... | 5 | ✚   obtain: *perficias*<br><br>✓   reach: *adveniret*<br><br>✗   your desire: *tuam cupidinem / voluntatem*<br>     (but **accept** *tuum votum*) |
| (iii) | *... you must use a daring method.*<br>*By my skill I will make you so like her husband*<br><br>... modo audaci uti necesse est.<br>arte mea te faciam tam similem marito/mariti (eius) ... | 5 | ✚   *modo audaci utendum (tibi) est*<br>     *efficiam ut tam similis marito eius sis/videaris*<br><br>✓   you must use: *uti debes*<br>     make: *reddam*<br><br>✗   I will make you: *fies*<br>     *modus audax utendus* (or sim.) |

| Part | Answer | Mark | Guidance |
|---|---|---|---|
| (iv) | *that you will be able to approach his <u>castle</u> safely and thus gain admission to the lady's bedroom.'*<br><br>ut (ad) <u>castellum</u> illius tuto appropinquare et sic cubiculum feminae intrare possis.' | 5 | ✚ safely: *tutus/ incolumis* (apposition)<br>gain admission to: *ad cubiculum admitti*<br>*non solum ... sed sic/ eo modo*<br><br>✓ lady*: mulieris/ matronae*<br><br>✖ |
| (v) | *Handing command of the camp to his officers, within a short time he was changed by Merlin into the appearance of the <u>duke</u>.*<br><br>imperio castrorum legatis tradito, brevi tempore a Merlino in speciem <u>ducis</u> mutatus est. | 5 | ✚ handing command: using abl.absol.<br>hand command: *praeficio* + dat. (but **not** in abl. absol.)<br>within a short time: *haud multo post*<br><br>✓ handing command: *postquam/ ubi ...*<br>officers: *tribunis*<br>appearance: *aspectum/ faciem/ figuram/ vultum* etc.<br><br>✖ handing: *tradens* |
| (vi) | *The <u>castle</u> guards, thinking that their master and his companions were returning home victorious ...*<br><br>custodes <u>castelli</u>, putantes dominum (suum) et comites domum victores revenire ... | 5 | ✚ thinking: *cum putarent/ qui putabant* (or sim. clause)<br>thinking: *rati/ arbitrati*<br>victorious: *victoria reportata*<br><br>✓ *dominum comitesque*<br>victorious: *cum victoria*<br><br>✖ |

| Part | Answer | Mark | Guidance |
|------|--------|------|----------|
| (vii) | *joyfully opened the gates and allowed the men to enter inside the walls.*<br><br>portas laeti aperuerunt et viris permiserunt ut intra muros intrarent. | 5 | ✚  walls: *moenia*<br>   abl.absol: *portis apertis*<br>   joyfully: *gaudentes* or *gavisi*<br>   *per portas apertas*<br><br>✓  *viros siverunt intra muros intrare*<br>   joyfully: *libenter*<br><br>✖ |
| (viii) | *That night the king stayed with Igraine, and nine months later she gave birth to Arthur ...*<br><br>ea nocte rex cum Igerna manebat, et post novem menses illa Arturum peperit/creavit ... | 5 | ✚  stayed: *cubuit*<br>   *per illam noctem*<br>   *novem post mensibus*<br>   *quae/ a qua* (connecting relative)<br><br>✓  gave birth to Arthur: *et ab illa Arturus natus est*<br><br>✖  no change of subject indicated from 'the king' to 'she'! |
| (ix) | *... whose remarkable deeds made him celebrated over the whole world.*<br><br>cuius facta mirabilia eum praeclarum per totum orbem terrarum fecerunt. | 5 | ✚  *qui factis mirabilibus praeclarus factus est*<br>   deeds: *res gestae*<br><br>✓  world: *mundum/ omnes terras*<br><br>✖ |

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