

**GCE**

**Classics: Latin**

Unit **F364**: Latin prose

Advanced GCE

**Mark Scheme for June 2016**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations to use for marking in Scoris.

Annotation	Meaning of annotation
	Point credited
	Good response/positive
	Cross (use sparingly)
	Unclear/ dubious point
	Benefit of doubt
	Consequential error
	Used to divide responses into marking sections
	Major error
	Minor error
	Omission mark
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

Question		Answer	Mark	Guidance
1	a	they jumped off the walls [1] they offered their bare bodies [1] ... to the spears [1]	1 + 2	
	b	he was (accept: they were) at the end of his/their tether/ could hardly bear it	1	or sim. which clearly conveys Livy's meaning just literal 'overcame all patience = 0
	c	(i) he did not want a fight/battle	1	Accept translation of whole sentence.
		(ii) Gerundive	1	
	d	<p>The passage has been divided into 7 sections each worth 4 marks. Award up to 4 marks per translated section according to the 4-mark scale in the right-hand column.</p> <p>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 <b>any</b> approach satisfactorily conveys the meaning of the Latin.</p> <p>The general principle in assessing each section should be the <b>proportion</b> (out of 4) of sense achieved, in comparison with the damage caused by the accumulation of errors.</p> <p>Also award a mark for <b>fluency of English</b> according to the 2-mark scale on the right.</p> <p>Place <b>+</b> beside each <b>specific</b> improvement being credited: min.2 improvements = 1 mark; min.3 = 2 marks.</p>	30	<p><b>Marks for accuracy</b> should be awarded as follows:</p> <p>[4] All or almost all of the meaning conveyed (as established at Standardisation)</p> <p>[3] Most of the meaning conveyed</p> <p>[2] Half the meaning conveyed; the rest seriously flawed</p> <p>[1] Very little meaning conveyed, or isolated words known</p> <p>[0] No elements of meaning conveyed; no relation to the Latin at all</p> <p><b>Marks for fluency of English</b> should be awarded as follows, for improvements on a literal translation:</p> <p>[2] expressed fluently and stylishly; consistently successful.</p> <p>[1] occasional improvements on a literal translation</p> <p>[0] no or very little improvement on a literal translation</p>

Question	Answer	Mark	Guidance
	<p>(i) <i>frumento tamen ex agris convecto, cum complura <u>dolia</u> complevisset,</i></p> <p>However, grain was gathered from the fields and, when he had filled many jars ...</p> <p>(ii) <i>nuntium ad cives misit ut exciperent <u>dolia</u> quae flumen deferret.</i></p> <p>he sent word/a messenger to the citizens that they should take/receive the jars which the river brought down.</p> <p>(iii) <i>insequenti nocte <u>dolia</u> medio flumine missa defluerunt; aequaliter inter omnes frumentum est divisum.</i></p> <p>On the following night the jars were put in the middle of the river and floated down; the grain was divided equally amongst them all.</p>		<p>✓ = allowable alternative</p> <p>✗ = unacceptable error → <b>max.3</b> for that section.</p> <p>⊕ = specific 'improvement' - to be taken into account when assessing the work for fluency of English (see above)</p> <p>✓</p> <p>✗ <i>complevisset</i> = 'it/they filled' <i>complura</i> = complete/more</p> <p>⊕ Ablative Absolute unpacked into separate clause</p> <p>✓ a message/messengers <i>ut</i> 'so that they/ to take ...'</p> <p>✗</p> <p>⊕ <i>deferret</i> = downstream <i>exciperent</i> = collect/ catch/ fish out</p> <p>✓</p> <p>✗ <i>defluerunt</i> : just 'floated' without 'down'</p> <p>⊕ 'all the citizens/people'</p>

Question	Answer	Mark	Guidance
	<p>(iv) <i>postero quoque die idem factum est. tertio tamen die aqua, imbribus continuis <u>citator</u>,</i></p> <p>The same was also done the next day. On the third day, however, the water, swifter because of constant rain ...</p> <p>(v) <i><u>dolia</u> impulit ad ripam quam hostes tenebant. ibi haerentia inter <u>salicta</u> conspiciuntur.</i></p> <p>carried the jars towards the bank which the enemy were holding. There they were caught sight of sticking in/among some willow beds.</p> <p>(vi) <i>postea Poeni intentiore custodia cavebant ne quid ad urbem missum se falleret.</i></p> <p>After that the Carthaginians took care with a more thorough guard so that nothing sent towards the town deceived them.</p> <p>(vii) <i><u>nucēs</u> tamen fusae ab Romanis castris, cum medio flumine ad Casilinum defluerent, retiis excipiebantur.</i></p> <p>However, nuts were poured in from the Roman camp and, when they floated down to Casilinum in the middle of the river they were collected with nets.</p>		<p>✓ they did the same'</p> <p>✗ 'he did the same'</p> <p>+</p> <p>✓</p> <p>✗ 'in a willow bed'</p> <p>✚ <i>tenebant</i> = 'occupied'    <i>conspiciuntur</i> = 'noticed/detected'</p> <p>✓ <i>ne quid</i> : 'so that what was sent ... would not deceive'</p> <p>✗</p> <p>✚ 'took greater care'    'escaped their notice'</p> <p>✓ 'put in /thrown in'    'Roman camps'</p> <p>✗ <i>defluerent</i> + <i>excipiebantur</i> : penalise as above (if not penalised before) – otherwise treat as CON</p> <p>✚ <i>excipiebantur</i> = collect/ catch/ fish out (if not already credited in (ii))</p>

Question		Answer	Mark	Guidance
e		<p><b>content</b></p> <p>the citizens tried to chew leather straps + skins pulled off shields</p> <p>they ate mice and any kind of animals</p> <p>they dug up grass from the base of the walls</p> <p>the enemy even ploughed up the ground beside the walls</p> <p>the citizens then sowed the ground with turnip seeds</p> <p>Hannibal couldn't bear to wait any longer</p> <p><b>Style</b></p> <p><i>ad id inopiae ventum est ut</i> (hyperbole)</p> <p><i>nec ... aliove ... et</i> (extended sequence of horrors)</p> <p><i>nec ... abstinerent</i> (litotes): had to eat a lot of nasty things</p> <p><i>omne herbarum genus</i> (hyperbole)</p> <p><i>nec muribus aliove animali</i> (emphatic)</p> <p><i>eo usque ... sessurus sum</i> (comment on outburst/joke)</p>	6	<p>Reward any three of these or other valid points which convey the effects of the siege - on the inhabitants or the Carthaginians</p> <p>Must include min. 1 relating to content, 1 to style: otherwise max. = 4/6.</p> <p>Award 1 mark per valid point + 1 for appropriate supporting Latin. No/ inappropriate/ incomplete Latin = 1 only out of 2.</p> <p>If answers offer more than 3 points, reward the best three points.</p>
f		Result/ Consecutive Clause	1	Accept suitable translation in lieu of grammatical analysis.
g	(i)	Genitive [1] ... partitive <b>or</b> of quantity [1]	2	Accept suitable translation in lieu of terminology: e.g. 'Genitive = this amount/degree of starvation'
	(ii)	Ablative [1] ... instrumental [1]	2	Accept suitable translation in lieu of terminology: e.g. 'Ablative = with/using (hot) water'
h		<i>detrahere</i>	1	
i	(i)	Future Participle	1	
	(ii)	<i>sedere</i>	1	

Question	Answer	Mark	Guidance
2	<p style="text-align: center;"><b>Accuracy of translation</b></p> <p>The passage has been divided into 8 sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid below.</p> <p><b>[5]</b> All or almost all correct (as established at standardisation)</p> <p><b>[4]</b> Minor errors in accidentence or syntax.</p> <p><b>[3]</b> More serious errors in accidentence or syntax.</p> <p><b>[2]</b> Accidentence/syntax seriously faulty, but not without sense</p> <p><b>[1]</b> A very small proportion of correct accidentence/syntax</p> <p><b>[0]</b> No recognisable relation to the English</p> <p>The general principle in assessing each section should be the <b>proportion</b> (out of 5) of sense achieved.</p> <p>There are many acceptable ways of turning the passage into correct Latin. One approach for each sentence is given. Acceptable alternatives will be illustrated during the process of Standardisation, but examiners should assess the extent to which <b>any</b> approach satisfactorily conveys the meaning of the English.</p>		<p style="text-align: center;"><b>Stylistic features</b></p> <p><b>Additional marks</b> (to a maximum of 10) should be awarded for individual instances of stylish Latin writing.</p> <p>Each word or phrase credited with an additional mark should be indicated with <b>+</b>.</p> <p>Some examples are given 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.</p> <p>In general, each <i>type</i> of improvement (e.g. promotion of Subject to first word; <i>igitur</i> as 2nd word) should be rewarded once only. Exceptions to this rule include <i>different</i> methods of subordination to link clauses together, and the insertion of <i>different</i> words (<i>enim, itaque</i>, etc.) to aid continuity.</p> <p>The following code applies to points listed below:</p> <div style="background-color: #e0e0e0; padding: 10px;"> <p>✓ = allowable alternative</p> <p>✗ = unacceptable error → <b>max.4</b> for that section.</p> <p>⊕ = specific 'improvement' credited with a 'style mark' (see above)</p> </div>



Question	Answer	Mark	Guidance
2	<p>(i) <i>When King Acrisius learned of Perseus' return home, he was terrified:</i></p> <p>cum rex Acrisius cognovisset Perseum domum redire, perterritus est/erat:</p> <p>(ii) <i>for he remembered the oracle which had foretold that he would be killed by his own <u>grandson</u>.</i></p> <p>meminerat enim oraculi quod praedixerat se a suo nepote necatum iri.</p> <p>(iii) <i>Afraid to stay in Argos any longer, he went away secretly to the city of Larissa.</i></p> <p>timens Argis iam manere, ad urbem Larissae clam discessit.</p> <p>(iv) <i>A few days later Perseus' ship was driven off course by a storm, and by chance he was also carried to Larissa.</i></p> <p>post paucos dies navis Persei tempestate e cursu deiecta est et forte hic quoque Larissam portatus est.</p>	50	<p>✓ returned: <i>rediisse</i></p> <p>✗</p> <p>✚ word-order: <i>rex Acrisius</i> in first position idiom: <i>certior factus est</i></p> <p>✓</p> <p>✗ <i>memorare</i></p> <p>✚ word-order: <i>enim</i> 2nd word construction: <i>futurum esse/ fore ut necaretur</i> foretold: <i>providerat</i></p> <p>✓ <i>longius</i></p> <p>✗</p> <p>✚ vocab: <i>diutius</i> vocab: <i>veritus</i>    secretly: <i>furtim</i> apposition: <i>urbem Larissam</i></p> <p>✓</p> <p>✗</p> <p>✚ idiom: <i>paucis post diebus</i> subordination: using <i>abl.absol./ cum/ postquam</i> etc. connective: <i>itaque / eo modo</i> etc. idiom: <i>e cursu deiecta/deflexa</i> (or other good phrase) vocab: <i>vectus est</i></p>

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(v)	<p><i>There he found the people celebrating the sacred games, in which they persuaded him to compete.</i></p> <p>ibi plebem ludos sacros celebrantem invenit, in quibus huic persuaserunt ut certare/contenderet.</p>		<p>✓</p> <p>✗</p> <p>✚ vocab: <i>cives</i> rather than <i>plebem/ populum</i> construction with infin. <i>celebrare</i> ][ pres. participle idiom: <i>ludos agere/facere</i> connecting relative: <i>in quo loco/ quo in loco</i></p>
(vi)	<p><i>Perseus delighted the spectators by throwing the <u>discus</u> further than any of the other young men,</i></p> <p>Perseus spectatores delectavit discum iaciens/iaciendo longius quam omnes alii iuvenes</p>		<p>✓</p> <p>✗</p> <p>✚ gerundive construction: <i>disco iaciendo</i> tense: <i>delectabat</i> compound verb: <i>coniciens/ coniciendo</i> idiom: <i>longissime omnium iuvenum</i></p>
(vii)	<p><i>but as it descended it was carried into the crowd by the wind, striking King Acrisius and killing him instantly.</i></p> <p>sed is descendens vento in turbam portatus est; regem Acrisium pepulit/pulsavit et statim necavit.</p>		<p>✓</p> <p>✗</p> <p>✚ pronoun inserted to indicate change of subject vocab: <i>demissus</i> or other good alternative vocab: <i>percussit</i> subordination: <i>in turbam portatus regem pepulit</i> subordination: <i>Acrisium pulsatum/ percussum necavit</i></p>
(viii)	<p><i>Perseus was shocked to discover that he had killed his <u>grandfather</u>, of whose presence in the city he knew nothing.</i></p> <p>Perseus attonitus cognovit se avum necavisse, quem in urbe adesse non sciebat.</p>		<p>✓</p> <p>✗ <i>praesentia in urbe</i></p> <p>✚ idiom: <i>attonitus</i> + verb vocab: different verb for 'killed' (e.g. <i>occidit</i>) insertion of <i>suum (avum)</i> in addition to <i>se</i> idiomatic rendering for 'of whose presence ...' vocab: <i>ignorabat/ nesciebat</i></p>

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Section B	<p style="text-align: center;"><b>Prescribed Literature</b></p> <p>Answers to questions <b>3(a)</b>, <b>3(b)</b>, <b>4(a)</b> and <b>4(b)</b> must be marked using the following scale, in accordance with the level descriptors in the AO1 and the AO2 marking grids in Appendix 1 at the end of the mark scheme.</p> <table border="1" data-bbox="864 403 1619 675" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>AO1 = 10</b></th> <th colspan="2" style="text-align: center;"><b>AO2 = 15</b></th> </tr> </thead> <tbody> <tr> <td>Level 5</td> <td style="text-align: center;">9-10</td> <td>Level 5</td> <td style="text-align: center;">13-15</td> </tr> <tr> <td>Level 4</td> <td style="text-align: center;">6-8</td> <td>Level 4</td> <td style="text-align: center;">9-12</td> </tr> <tr> <td>Level 3</td> <td style="text-align: center;">4-5</td> <td>Level 3</td> <td style="text-align: center;">6-8</td> </tr> <tr> <td>Level 2</td> <td style="text-align: center;">2-3</td> <td>Level 2</td> <td style="text-align: center;">3-5</td> </tr> <tr> <td>Level 1</td> <td style="text-align: center;">0-1</td> <td>Level 1</td> <td style="text-align: center;">0-2</td> </tr> </tbody> </table> <p>A mark should be awarded for each Assessment Objective, taking into account QWC when placing the answer within a band.</p> <p><b>To determine the level</b> – start at the highest level and work down until you reach the level that matches the answer.</p> <p><b>To determine the mark within the level</b>, consider the following:</p> <table border="1" data-bbox="490 943 2058 1339" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Descriptor</th> <th style="text-align: center;">Award mark</th> </tr> </thead> <tbody> <tr> <td>Consistently meets the criteria for this level</td> <td>At top of level</td> </tr> <tr> <td>Meets the criteria but with some slight inconsistency</td> <td>Either at middle of level, or above middle but below top (depending on number of marks available)</td> </tr> <tr> <td>Just enough achievement on balance for this level</td> <td>Either at middle of level, or above bottom but below middle (depending on number of marks available)</td> </tr> <tr> <td>On the borderline of this level and the one below</td> <td>At bottom of level</td> </tr> </tbody> </table>			<b>AO1 = 10</b>		<b>AO2 = 15</b>		Level 5	9-10	Level 5	13-15	Level 4	6-8	Level 4	9-12	Level 3	4-5	Level 3	6-8	Level 2	2-3	Level 2	3-5	Level 1	0-1	Level 1	0-2	Descriptor	Award mark	Consistently meets the criteria for this level	At top of level	Meets the criteria but with some slight inconsistency	Either at middle of level, or above middle but below top (depending on number of marks available)	Just enough achievement on balance for this level	Either at middle of level, or above bottom but below middle (depending on number of marks available)	On the borderline of this level and the one below	At bottom of level
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			<p><b>First</b> consider the mark out of 15 for AO2. This should reflect how well the response answers the question, including analysis of the author's use of language/style of writing.</p> <p><b>Then</b> award a mark out of 10 for AO1, to reflect range and accuracy of reference to the Latin in the passage as a whole.</p> <p>Place a tick in the <b>LH margin</b> of the page beside a point being credited for <b>AO1</b>.</p> <p>Place a tick in the <b>RH margin</b> of the page beside a point being credited for <b>AO2</b>.</p> <p>The points given below in the mark-schemes for Q3 and Q4 are indicative of the range of answers to be expected. It is likely, however, that candidates will include many other points not listed: examiners should give due weighting to any valid points.</p> <p>Look for answers which:</p> <ul style="list-style-type: none"> <li>• cover the <b>whole</b> of the printed passage</li> <li>• include a range of points, relating to <b>both</b> content <b>and</b> style</li> <li>• make a coherent, well-focused response to the question.</li> </ul> <p>Points are listed sequentially for convenience, but this should not confer any preferential to answers which adopt this approach. Examiners should regard sequential and thematic approaches as equally valid.</p> <p>The wording of <b>all four</b> questions demands attention to both content and style, though not necessarily in equal proportions. Responses therefore cannot be regarded as entirely satisfactory without some attention to stylistic features.</p> <p>The crucial consideration, however, remains <b>relevance to the question</b>: stylistic observations should not be highly rewarded <i>per se</i> if they are not accompanied by some attempt at an explanation of their effectiveness in the context of the question.</p>

Question		Answer	Mark	Guidance
3	a	<p><b>Relevant content</b></p> <p>VR a man overflowing with honours - even those he refused treasured/missed as a model from an earlier era admired by Pliny both for his public role and as a friend</p> <p>both men came from the same area/ even adjoining estates</p> <p>VR acted as P's guardian, showing fatherly affection he supported P in his first steps as a political candidate even after his own retirement from politics</p> <p>he kept trying to put P's name forward for a priesthood</p> <p>he chose Pliny as his spokesman during his illness - in preference to many senior friends</p> <p>his touching words of appreciation to Pliny</p> <p>Pliny's grief at his early death</p> <p>though actually, by his renown, he lives on and will never be forgotten</p>	25	<p><b>Stylistic features</b></p> <p><i>plenus annis, plenus honoribus</i></p> <p><i>nobis tamen ... mihi praecipue</i> (balance)</p> <p><i>quantum admirabar tantum diligebam</i> (balance)</p> <p><i>primum quod ... praeterea quod</i></p> <p><i>eadem regio, municipia finitima, agri etiam possessiones coniunctae</i> (tricolon)</p> <p><i>sic ... sic ... sic</i> (anaphora): → the continuity of VR's support</p> <p><i>quin etiam ... me elegit</i> (climactic order of clauses)</p> <p><i>etiam si filium haberem, tibi mandarem</i></p> <p><i>tamquam immaturam mortem</i> (alliteration)</p> <p>multiple plays on words here:</p> <p><i>defleam, si fas est flere</i></p> <p><i>mortalitas magis finita quam vita est</i></p> <p><i>vita ... vivit ... vivet</i></p> <p><i>latius ... postquam ab oculis recessit</i> (paradoxical)</p>

Question		Answer	Mark	Guidance
3	b	<p><b>Relevant content</b></p> <p>the news spread throughout the area</p> <p>soon crowds started to arrive, swamping the town</p> <p>the boys go out swimming again, but the one befriended by the dolphin remains apprehensive</p> <p>the dolphin appeared again, several days running</p> <p>it did various acrobatics and seemed to be trying to attract the boy to play with it</p> <p>soon everyone was playing with/speaking to/touching the dolphin</p> <p>by now the boy was now really enjoying being taken for rides and being the star of the show</p> <p>the other boys now joined in too</p> <p>then a second dolphin appeared: it played around the first, but was not so tame</p> <p>the first dolphin sometimes even came out onto the shore to dry off, before rolling back into the water</p> <p>Pliny feels it necessary to assure the reader that, though this story may appear unlikely, it is all true!</p>	25	<p><b>Stylistic features</b></p> <p><i>serpit</i> (in first position): emphasises that the story kept growing (though NB: Pliny uses this word-order fairly regularly anyway)</p> <p><i>concurrere</i> (historic infin.)</p> <p><i>adspicere, interrogare audire narrare</i> → rapid series of actions</p> <p><i>obsident</i> (historic present): crowds 'besiege' the little town</p> <p><i>natant pueri, inter hos ille (natať)</i>: virtually a chiasmus</p> <p><i>rursus</i> x 2 → continual repetition, becoming a routine</p> <p><i>rursus ad puerum</i> (no verb): dramatic, pithy description</p> <p><i>fugit ille cum ceteris</i>: another brief piece of description</p> <p><i>exsilit mergitur</i> (asyndeton)</p> <p><i>hoc altero die, hoc tertio, hoc pluribus</i></p> <p><i>homines ... subiret timendi pudor</i> (word-order)</p> <p><i>crescit audacia experimento</i>: another succinct description</p> <p><i>experimento ... expertus est</i> (deliberate repetition)</p> <p><i>adnat nanti, insilit tergo</i> (parallel clauses)</p> <p><i>fertur, referturque</i></p> <p><i>agnosci se amari putat, amat ipse</i></p> <p><i>neuter timet, neuter timetur</i> (nice bit of word-play)</p> <p><i>huius fiducia, mansuetudo illius</i> (chiasmus)</p> <p><i>nec non alii</i> (emphatic)</p> <p><i>ibat una</i> (emphatic word order)</p> <p><i>ducebat reducebatque</i></p> <p><i>alterum illum ducebat .. ut puerum ceteri pueri</i> (parallel phrases)</p> <p><i>gestatorem collusoremque puerorum</i>: a touch of mock-epic!</p> <p><i>id quoque mirum</i></p> <p><i>incredibile, tam verum quam priora</i></p>

Question		Answer	Mark	Guidance
4	a	<p><b>Relevant content</b></p> <p>S courted favour with senators by recommending his henchmen for important positions</p> <p>Tiberius agreed to this, praising S as 'partner in his labours' → feels the need for an assistant, therefore vulnerable</p> <p>Tiberius even allowed statues of S to be set up in theatres, forums and army bases</p> <p>S coldly appraised the number of members of the imperial family standing in his way - esp. the emperor's son and heir, and grown-up grandchildren</p> <p>to avoid any suspicion, he formed a plan to remove each of them separately</p> <p>he started by focusing his attack on Drusus, with whom he had recently fallen out → added motive of revenge</p> <p>as a stepping-stone to Drusus' murder, he seduced his wife, promising her marriage and a share in power (both specious offers, as she enjoyed the same position already)</p> <p>counting on the fact that, once she had accepted him as her lover, she could not turn back</p> <p>a shocking way to treat Tiberius' own daughter-in-law, grand-niece of Augustus, etc.</p>	25	<p><b>Stylistic features</b></p> <p><i>facili Tiberio atque prono</i> : most of the sentence hangs on this Abl Absol (typical of T) → what structurally appears to be almost an afterthought actually contains the meat of the sentence</p> <p><i>socium laborum</i> : a semi-official title apparently sanctioned by Tiberius himself</p> <p><i>plena Caesarum domus</i> : a striking phrase</p> <p><i>iuvenis filus, nepotes adulti</i> (chiasmus)</p> <p><i>tot simul corrivere intutum</i> ][ <i>dolus intervalla scelerum</i> : chiasmic – &gt; places weight on <i>dolus</i> (also = a striking personification)</p> <p>prominent position of <i>placuit</i> + change of tense → after a period of planning, S suddenly made up his mind</p> <p><i>placuit occultior via et a Druso incipere</i>: both a noun and a verb are used as subject of <i>placuit</i> (= <i>variatio</i>)</p> <p><i>cuncta emptanti promptissimum</i> : (?) harsh assonance</p> <p><i>postquam primi ... potitus est</i> : ditto</p> <p><i>coniugii spem, consortium regni et necem mariti</i> : 'the first two phrases are arranged chiasmically, the second two in parallel, which means that the first and the third are also chiasmic' (M&amp;W)</p> <p><i>neque femina ... abnuerit</i> : virtual <i>oratio obliqua</i> → S's thinking</p> <p>Some candidates may be aware of the deliberate echo of Livy (1.58) on Lucretia → the converse of Livilla's conduct here</p> <p><i>avunculus ... Tiberius</i> ][ <i>seque ... posteros</i> : two tricolons, also making an ironic contrast to a third tricolon (<i>coniugii ... mariti</i>)</p> <p><i>municipali adultero</i> : pejorative expression, sneering at S for his modest social status as well as for his immorality ('small-town adulterer': Michael Grant)</p> <p><i>honestis et praesentibus</i>][<i>flagitiosa et incerta</i> : balanced phrases</p>

Question		Answer	Mark	Guidance
4	b	<p><b>Relevant content</b></p> <p>Sejanus plays the part of judge of his own informants</p> <p>Nero Caesar an easy target - oblivious to what S is doing</p> <p>his associates urge him to show his mettle as Tiberius' heir - perhaps even turn to the army for support?</p> <p>his words and actions become increasingly suspect, which Sejanus' spies turn into evidence against him</p> <p>people who realise what is happening start to stay clear of Nero Caesar</p> <p>Tiberius is outwardly pleasant, but his true feeling towards Nero C is (allegedly) hostile - thus aiding Sejanus' purpose</p> <p>Sejanus hears every detail from Nero C's wife (Livia Julia), via her mother Livilla (Sejanus' lover)</p> <p>he even manipulates Drusus, with the suggestion that he might replace his brother as heir apparent</p>	25	<p><b>Stylistic features</b></p> <p><i>ad simulabat partes</i>: a theatrical metaphor, cynically portraying S as a kind of actor-manager/producer. NB also promoted position of verb + very short main clause, with most of the sentence hanging on an Abl Absol (all very typical of Tac)</p> <p><i>nomina sustinerent</i>: ('assumed the role') continues the same metaphor</p> <p><i>modestia iuventa, plerumque ... oblitum</i>: a brief positive is extinguished by longer, more vivid negative (as often in Tac)</p> <p><i>velle ... exercitus</i>: apparent quotation - in fact T's own invention</p> <p><i>segnitiam</i> = imaginary criticism of Nero C's <i>modestia</i></p> <p><i>velle ... cupere ...</i>: promoted position + asyndeton</p> <p><i>procedebant + inconsultae</i> underline his lack of awareness/ tact</p> <p><i>diversae ... oriebantur</i>: ominous expression → deliberate fostering of general paranoia</p> <p><i>alius ... quidam ... plerique</i>: typical Tacitean <i>variatio</i> + gives the impression of many people and occasions</p> <p><i>vitare ... averti ... abrumpere</i>: tricolon + vivid historic infins.</p> <p><i>torvus aut falsum renidens vultu</i>: graphic expression</p> <p><i>seu loqueretur seu taceret ... ex silentio, ex voce</i>: chiasmus</p> <p><i>spe obiecta principis loci</i>: like a bone thrown to a dog</p> <p><i>loci, si ... labefactum demovisset</i>: metaphor of demolishing an already tottering building</p>
<b>Section B Total</b>			<b>[50]</b>	



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