GCSE

Latin

Mark Schemes for the Components
June 2006

CONTENTS

General Certificate of Secondary Education

Latin (1942)

MARK SCHEMES FOR THE COMPONENTS

Mark Scheme 1942/11
June 2006

Instructions

Please mark in red ink. Put a tick for each mark awarded at or near the point for which you award the mark. Put a total for each sub-question in the margin. Enter the total mark for each question in a circle in the margin and at the top of the first page. Halve the raw total for Question 2, but **do not** halve the raw totals for Questions 1 and 3. Add up these **three** totals **and then** halve the result, to arrive at the overall total for the Paper. Enter this at the top of the front page and on the marksheet.

The principle of marking the unseen is to reflect the proportion of sense rendered accurately. This is known as **positive marking**.

The scheme can be used in two ways, which, if properly applied, should yield exactly the same mark for any script, since the totals are the same for each section. The differences are as follows:

(a)   the positive model: here each Latin word (unless a simple name, a glossed or repeated word) is allocated 1, 2 or 3 marks according to its difficulty. Uninflected words usually carry 1 mark for the meaning. Where 2 marks are allocated, 1 will be for meaning, and 1 for syntactical relationship. Where 3 marks are allocated (usually verbs or superlatives), 1 will be for meaning, 1 for tense, and 1 for voice or mood; or 1 for meaning, one for superlative, and one for agreement. Italics indicate where a word or element carries no mark. Each mark earned should be written above the candidate's translation. This is a very precise scheme but is time-consuming. It is recommended, therefore, that it be used principally in the case of poor scripts, where using the other scheme requires excessive calculation.

(b)   the negative model: this is similar to traditional schemes. Each mistake is underlined and the mark relating to the error deducted from the total for that sub-section. Care must be taken that the correct number of marks is deducted for each word: thus, if a word carrying two marks is wrong in both meaning and syntax, it will be underlined twice and lose both marks; if, however, its meaning is wrong but its syntax right, it will be underlined once and lose only one of its marks. This is by far the easier scheme to use in the case of good scripts with few errors, since only a small number of marks need be written on the script.

The two schemes should **not** be used together, since this will inevitably lead to confusion. A quick glance at a script should be sufficient to show which is the appropriate scheme to use. However, in cases of doubt, when a good script contains a poorly-done clause, reference can be made to the word-based model for guidance.

Other points:

1   Ignorance of the meaning of the same word should not be penalised more than once. To assist here, a repeated word should have its stem in italics in the marking scheme.

2   The specimen translation is only a guide to the meaning; it is the sense, not the constructions, that is being marked. Thus a change from active to passive is quite acceptable provided that the agent is expressed.

3   Remember that a verb whose meaning is wrongly translated can still earn marks for correct tense, mood or voice.

4   With the demise of SPAG, the spelling of proper names is once again part of the unseen marking scheme. Thus if a name is not given its nominative case in the translation, it should lose its mark (if it carries a mark at all). But misspellings of names should not be penalised.

Unprepared Comprehension and Translation

Question 1

(a) king (1) of the Egyptians / Egypt (1) (accept 'Egyptian king')   [2]

(b) large (1) beautiful (1) a city (1) in Egypt (1)   [4]

(c) **(i)** many (1) temples (1)   [2]

    (ii) the Egyptians (1) worshipped / had (i) many (1) gods (1)
        ('many gods lived in Egypt' = 1)   [4]

(d) **(i)** a handsome / beautiful (1) and huge (1) young man (1)
       appeared (1) to him / in the dream (1) Any four points.   [4]

    (ii) once / some time ago (1) the middle (1) of the night (1)
        (accept 'at midnight')   (Any)   [2]

(e) to send (1) friends (1) into / to (1) Pontus (1)   [4]

(f) there (1) look for / seek (1) his (1) image (1) (and) carry it (1)
    to Egypt (1)   Any four points.   [4]

(g) the city (1) in which will stand / which will contain (1) the statue / it (1)
    would be (1) very (1) big (1) (accept 'the greatest') Any four points.   [4]

Total for Question 1 = [30]

Question 2

Specimen Translation

The young man, when he had said these words to the king, climbed into the sky. Ptolemaeus announced to the Egyptian priests what he had seen and asked them what he ought to do: they replied that there was a city in Pontus, called Sinope; in this city there was a statue of a god. At first the king did nothing: he did not wish to undertake so difficult a thing; then the young man appeared again to him in his dream, now more terrible; 'I shall destroy Alexantria,' he said, unless you obey me.' Ptolemaeus at once sent men with gifts to the king of Pontus. There they announced to the king why they had come.

  1 1   1 1 1 1 1   11 1 1 1   1   1   1   **15**
iuvenis, ubi haec verba regi dixit, in caelum ascendit.

         1   1   1   1   1   1   1 1   **8**
*Ptolemae*us *sacerdot*ibus *Aegypti*is nuntiavit quid vidisset

 1   1   1 1   1   1 1   1 1   **9**
eosque rogavit quid facere deberet:

   1   1   1 1   1 1 1   1   1   1   1   **11**
responderunt urbem esse in *Ponto*, *Sinop*en nomine;

    1   11 1 1   1   1   **7**
*effigi*em dei in hac *urb*e *ess*e.

 1 1 1 11   11   11   1   1   1   1   1 1   **15**
primo *re*x nihil fecit: rem tam difficilem *suscip*ere nolebat;

   1   1   1   1 1   1   1   1 1   **9**
deinde *iuven*is *iterum* in *somnio* ei *appar*uit, iam *terribil*ior;

       1   1 1 1   1 1   1   1 1   **9**
'*Alexandri*am delebo,' inquit, '*nisi* mihi *pare*bis.'

       1   1 1   1   1 1   1   1   1   1   **10**
*Ptolemae*us homines cum donis ad_*reg*em *Ponti* statim *mis*it.

 1 1   1   1   1 1 1   **7**
ibi *reg*i *nunti*averunt cur venissent.

                    10 sections: Total = 100. Divide this total by 2. Ring the new total.

                                         Total for Question 2 = [50]

Question 3

(a) **(i)** hand over / give up (1) (not 'trade')   the statue   (1)   [2]

    (ii) he knew   (1)   the citizens   (1)   loved   (1)   it   (1)   [4]

(b) a / the god (1)   not (1)   to hesitate   (1)   any longer / more / further   (1)   [4]

(c) he announced   (1)   ('said' = 0)   the words   (1)   of the god   (1)
to the citizens   (1)   [4]

(d) **(i)** guard   (1)   the statue   (1)   [2]

    (ii) they despised   (1)   the Egyptians   (1)   for many   (1)   years   (1)   [4]

(e) **(i)** very   (1)   angry / irate / furious (1)   ('irritated' = 0)   [2]

    (ii) he boarded   (1)   the Egyptian   (1)   ship   (1)
(and) sailed   (1)   across   (1)   the sea   (1)   with the statue   (1)
Any six points.   [6]

    (iii) angry / upset / betrayed / sad (*vel sim.*)   [2]

(f) the citizens   (1)   built   (1)   a magnificent   (1)   temple   (1)
they placed in it   (1)   the statue   (1)   [6]

(g) (Alexandria was) very   (1)   big   (1)   (and) very   (1)   beautiful   (1)   [4]

Total for Question 3 = [40]
Total mark for Paper 1   = [120/2 = 60]

Mark Scheme 1942/12
June 2006

Section A: Virgil

1   (a)   (i)   wandering/running + all over the city/in a frenzy   [2]
                (ii)   her love (for Aeneas)   [1]
                (iii)   she is 'burning' with love   [1]

      (b)

poor Dido (*infelix*)	~	innocent animal
wandering around Carthage	~	roams through the woods
love-wound	~	arrow-wound
taken off guard	~	deer *incautam*
Aeneas doesn't yet realise	~	hunter *inscius*
leads to Dido's death/torment	~	deadly weapon

             Any **three** details from the simile (**no** Latin needed) + comparisons of each with Dido
             etc   [6]

      (c)   (i)   her husband murdered [1] ... by her brother [1]   [2]
                (ii)   Carthage   [1]

      (d)   (i)   speak (to Aeneas)   [1]
                (ii)   her love makes her tongue-tied/she can't find the right words to say to
                       him/afraid that he will not reciprocate her love/will think her silly/sail away ...
                       etc.   [1]

      (e)   Award marks in proportion to the amount of correct sense achieved overall, in
           accordance with the appendix 'Instructions for marking translations of set texts'.
              nunc eadem labente die convivia quaerit,
              Iliacosque iterum demens audire labores
              exposcit pendetque iterum narrantis ab ore.   [5]

      (f)   (i)   guests have departed/moon/stars/time for sleep/empty hall   **Any two**   [2]
                (ii)   on a couch ... used by Aeneas at the banquet   [2]

      (g)   (i)   Aeneas   [1]
                (ii)   he isn't with her/she isn't with him ...
                       but it emphasises how much she thinks of him/misses him   [2]

      (h)   (i)   Aeneas's son   [1]
                (ii)   he looks like Aeneas
                       + this helps her ...
                          either to play-down/cheat her feelings (playing with child to forget A)
                            or to play-out, satisfy her love (child = extension of her love for A)   [2]

Ring the total mark obtained and transcribe it on the front of the script.   **TOTAL = 30**

2   (a)   (i)   dawn/(early) morning   [1]
              (ii)   'the light is just starting to appear' (or sim.)   [1]
              (iii)   a fleet out at sea + the docks/shores are empty   [2]

       (b)   (i)   striking her chest + tearing at her hair   [2]
              (ii)   (a) lovely + (b) golden (or accept correct Latin)   [2]
              (iii)   Jupiter   [1]

       (c)   (i)   Aeneas   [1]
              (ii)   he **was** a stranger when he first arrived/she now regards him as a foreigner/
                       + she can't bear to think of him 'mocking' Carthage now
                          Any two of these or other convincing interpretations   [2]

       (d)   Award marks in proportion to the amount of correct sense achieved overall, in
            accordance with the appendix 'Instructions for marking translations of set texts'.
               non arma expedient totaque ex urbe sequentur,
               deripientque rates alii navalibus? ite,
               ferte citi flammas, date tela, impellite remos!   [5]

       (e)   (i)   four   [1]
              (ii)   stressed/impatient (or other convincing interpretation)   [1]

       (f)   why am I speaking like this?
            what's the matter with me?
            Poor Dido (*infelix*)
            sudden awareness of guilt (*facta impia*)
            but it's too late now! (*tum decuit* ... 12)
            scornful of Aeneas' fidelity (*en dextra fidesque*)
            e.g. his claim to have saved the *penates*
            e.g. his claim to have carried his father out of Troy on his own shoulders
                        Any five of these or other convincing points   [5]

       (g)   (i)   Aeneas: snatched up/torn to pieces/scattered over the sea (any 2)   [2]
              (ii)   Ascanius: killed/served for eating/to his father   (any 2)   [2]

       (h)   she might not have won (or sim.)   [2]

                                                        TOTAL = 30

Ring the total mark obtained and transcribe it on the front of the script.
Then total the two figures on the front of the script

Section B: Anthology

3   (a)   (i)   the pool   [1]
                   (ii)   *liquefacta*   [1]

      (b)   (i)   wax melted by fire
                          frost melted by sun   [2]
                   (ii)   N is dissolved/eaten away/smitten (or sim.) ... by love   [2]

      (c)   **either** *candore* = white
             or   *rubori* = red   [2]

      (d)   both N and E gradually fade away ... until there is virtually nothing left (or sim.
            details) … both N and E die of love   **Any two** of these.   [2]

      (e)   she had earlier tried to meet him …
            but he rejected her advances …
            N is only interested in himself   **Any two** of these.   [2]

      (f)   Award marks in proportion to the amount of correct sense achieved overall, in
            accordance with the appendix 'Instructions for marking translations of set texts'.
                 quae tamen ut vidit, quamvis irata memorqueindoluit, quotiensque puer
                 miserabilis 'eheu'
                 dixerat, haec resonis iterabat vocibus 'eheu.'   [5]

      (g)   (i)   bashing her arms ... with her hands   [2]
                   (ii)   it is an echo of what Narcissus is doing   [1]

      (h)   (i)   *vale*/goodbye   [2]
                   (ii)   the reflection in the water/himself   [1]

      (i)   sad (e.g.):   he can't stand it any more (2)
                                worn down by love (4)
                                his plaintive cry *eheu* (10)
                                his anguished beating of his breast
                                his realisation of the futility of his love (15)
                                still admiring his beauty as he dies (18)
    silly (e.g.):   N losing all his faculties (6-8)

    funny (e.g.):   even the sound of his hands slapping his body is echoed (12-13)
                                   the twofold echoes in 15-16, the naturally occurring one + Echo herself

      Any five valid examples said by candidates to be sad/silly/funny (any combination)   [5]

                                                                  TOTAL = 28

Ring the total mark obtained and transcribe it on the front of the script.

4   (a)   (i)   the pleasures/benefits ... of the city   [2]
              (ii)   he is in exile   [1]

        (b)   (i)   friends + wife + daughter   [3]
              (ii)   *dulces* (sweet/dear)
                     cara   (dear)
                     reminiscor (nostalgia)   **Any one** of these e.g.s + explanation   [2]

        (c)   he can recall everything/in his mind/as if it has eyes of its own.   **Any two** of
              these   [2]

        (d)   forums ... busy/ bustling/ impressive buildings etc
              theatre(s) ... with marble decoration/see plays
              colonnades ... providing shade
              Campus Martius ... with lawns/overlooking beautiful gardens
              lakes ... pretty water-features
              Aqua Virgo ... fresh water supply/aqueducts
              Temples … impressive/worship
                     Any **two** of these places [1 each] + explanation of attractiveness [1]   [4]

        (e)   to keep in touch with his family/friends
              self-satisfaction/to get his feelings off his chest
              to pass the time/amuse himself (in boring Tomis)
              to flatter Augustus by highlighting his building projects
              hoping for a reprieve
                     Any **one** of these or other convincing interpretations   [1]

        (f)   his friend's company + plenty of leisure-time + no worries   **Any two** of these [2]

        (g)   proper living/ a worthwhile life   [1]

        (h)   (i)   he resents having to kow-tow to a patron   [1]
              (ii)   he hates the lawcourts/politics   [1]
              (iii)   they are of important/famous people + he hates/feels intimidated by them   [2]

        (i)   it emphasises/draws together all the things he most dislikes   [1]

(j)   Award marks in proportion to the amount of correct sense achieved overall, in accordance
       with the appendix 'Instructions for marking translations of set texts'.
              sed gestatio, fabulae, libelli,
              Campus, porticus, umbra, Virgo, thermae,
              haec essent loca semper, hi labores.   [5]

(k)   **Any four** valid examples from :
       passages A (Ovid) or B (Martial)
       Horace's rosy vision of life in the countryside (pp 60 + 78)
       Catullus' ideal dinner-party (p64), or swapping poems etc with Licinius (p62   [4]

                                                                              TOTAL = 32

Ring the total mark obtained and transcribe it on the front of the script.
Then total the two figures on the front of the script .

1942/12 and 22

Sections A and B

Instructions for marking translations of set texts

- Each translation passage should be viewed as a single entity, worth 5 marks

- Award WHOLE marks (**no** fractions) for each passage according to the following criteria, using your judgment to decide which category best fits the candidate's response:

  ALMOST PERFECTLY ACCURATE   **5**
  (allow up to 2 of the most minor slips)

  ESSENTIALLY CORRECT   **4**
  apart from a few inconsequential slips or a single major error/omission

  OVERALL STRUCTURE INTACT   **3**
  but with several serious errors/omissions

  PARTS CORRECT   **2**
  but overall structure shaky **or** extensive omissions

  A FEW CORRECT PHRASES   **1**
  but otherwise generally inaccurate

  NO CONTINUOUS ACCURACY   **0**

- **NO** credit is to be given for isolated single items of vocabulary.

- Please annotate scripts using the following code:

          wavy line   = minor error
          solid line   = serious error
          double line   = multiple errors/complete breakdown of sense
          caret mark   = omission of word

Mark Scheme 1942/13
June 2006

General principles for marking of unseens

3 marks for verbs
2 marks for nouns/adjectives/adverbs
1 mark for most other words

Verbs
- allot 3 marks for correct meaning with correct person/tense/mood/voice
- allot 2 marks for correct meaning but with an error of person, tense, mood or voice
- allot 1 mark for correct meaning but with more than one error of person, tense, mood or voice
- allot 0 marks if meaning is quite wrong or makes no sense in the context

Nouns
- allot 2 marks for correct meaning with correct number/case
- allot 1 mark for correct meaning but with an error of number or case
- allot 0 marks if meaning is quite wrong or makes no sense in the context

Adjectives
- allot 2 marks for correct meaning with correct degree/agreement
- allot 1 mark for correct meaning but with incorrect agreement or degree
- for adjectives used as nouns (e.g. *multi* = many people), allot 2 marks for correct meaning with correct case/number
- for adjectives used as nouns, allot 1 mark for correct meaning but with an error of case/number
- allot 0 marks if meaning is quite wrong or makes no sense in the context

Adverbs
- allot 2 marks (if available) for correct meaning with correct degree
- allot 1 mark for correct meaning but with incorrect degree
- allot 0 marks if meaning is quite wrong or makes no sense in the context

Pronouns
- allot 1 mark for correct meaning and (if appropriate) correct agreement
- allot 0 marks if meaning is quite wrong and makes no sense in the context

e.g.

| 1 | 2 | 2 | 1 | 2 | 2 | 3 |

hoc anno Romani cladem gravissimam in bello acceperunt

in that (0 - 'this' required) year (2), the Romans (2) had received (2 only - tense error) serious (1 only · superlative missed) defeats (0 - meaning glossed, number wrong) in war (2)

NB

1. Words glossed on the paper will carry fewer marks (e.g. 1 for a noun, 2 for a verb), which are awarde for recognition of form rather than meaning.

2. Repeated errors on vocabulary items are penalised only once (and are marked by 'r.e.' on the script) but other errors (e.g. tenses) are penalised on each occasion.

3. It is acceptable to transpose active and passive verbs as long as all elements are present.

| | 2 | 3 |

e.g. *nuntium miserunt* a messenger was sent by them (OK - scores 5)
a messenger was sent (scores 4 only - no agent)

```
   1        3     2   1   2   1      2     1      3        1   1   1
Theoxena parabat filios suos necare ne in manus Philippi venirent (16). sed Poris, qui

    2    1    2         2         3    1  1    3     1    1
putabat hoc consilium crudelissimum esse, uxori suae persuasit ut Athenas secreto

    3          2   1   2    1    1  2   2       3          2    1
navigaret (23). nave igitur parata, parentes cum filiis nocte discesserunt (14). ventus tamen

 1    3  1  1    2          2         1   1   1   2    2   2    1
tantus fuit ut eos ad terram repelleret (13). prima luce, ubi milites regis navem eorum

      3          3      1    1   1    3
conspexerunt, miserunt lembum ut eos caperent (22).


 1  2   1    2      2        1   2   3   1 1    3             1
hoc viso, Poris manus ad caelum tollens deos rogavit ut se servarent (19). Theoxena

   1        2    2    1      3      2      3        1    3
interea ante oculos filiorum venenum paravit gladiumque eduxit (15). tum clamavit

 1    2   2   1   3        2      3        1      3
'iam mors sola fuga est! aut gladium capite aut venenum bibite!' (22)


 2   1    3      1      2            2          1      3          2
filii primo nolebant; deinde, hostibus appropinquantibus, se interfecerunt (15). corpora

  1     2      3      1   1    2   1   3   1       1
eorum in mare deposita sunt; parentes ipsi in undas se iecerunt ne a Philippo

    3
caperentur (21).
```

180 marks, rounded down to 40 (grid provided)

Scaling grid to round down from 180 to 40

1	=	0	46	=	10	91	=	20	136	=	30
2	=	0	47	=	10	92	=	20	137	=	30
3	=	1	48	=	11	93	=	21	138	=	31
4	=	1	49	=	11	94	=	21	139	=	31
5	=	1	**50**	**=**	**11**	95	=	21	**140**	**=**	**31**
6	=	1	51	=	11	96	=	21	141	=	31
7	=	2	52	=	12	97	=	22	142	=	32
8	=	2	53	=	12	98	=	22	143	=	32
9	=	2	54	=	12	99	=	22	144	=	32
10	**=**	**2**	55	=	12	**100**	**=**	**22**	145	=	32
11	=	2	56	=	12	101	=	22	146	=	32
12	=	3	57	=	13	102	=	23	147	=	33
13	=	3	58	=	13	103	=	23	148	=	33
14	=	3	59	=	13	104	=	23	149	=	33
15	=	3	**60**	**=**	**13**	105	=	23	**150**	**=**	**33**
16	=	4	61	=	14	106	=	24	151	=	34
17	=	4	62	=	14	107	=	24	152	=	34
18	=	4	63	=	14	108	=	24	153	=	34
19	=	4	64	=	14	109	=	24	154	=	34
20	**=**	**4**	65	=	14	**110**	**=**	**24**	155	=	34
21	=	5	66	=	15	111	=	25	156	=	35
22	=	5	67	=	15	112	=	25	157	=	35
23	=	5	68	=	15	113	=	25	158	=	35
24	=	5	69	=	15	114	=	25	159	=	35
25	=	6	**70**	**=**	**16**	115	=	26	**160**	**=**	**36**
26	=	6	71	=	16	116	=	26	161	=	36
27	=	6	72	=	16	117	=	26	162	=	36
28	=	6	73	=	16	118	=	26	163	=	36
29	=	7	74	=	16	119	=	26	164	=	36
30	**=**	**7**	75	=	17	**120**	**=**	**27**	165	=	37
31	=	7	76	=	17	121	=	27	166	=	37
32	=	7	77	=	17	122	=	27	167	=	37
33	=	7	78	=	17	123	=	27	168	=	37
34	=	8	79	=	18	124	=	28	169	=	38
35	=	8	**80**	**=**	**18**	125	=	28	**170**	**=**	**38**
36	=	8	81	=	18	126	=	28	171	=	38
37	=	8	82	=	18	127	=	28	172	=	38
38	=	8	83	=	18	128	=	29	173	=	38
39	=	9	84	=	19	129	=	29	174	=	39
40	**=**	**9**	85	=	19	**130**	**=**	**29**	175	=	39
41	=	9	86	=	19	131	=	29	176	=	39
42	=	9	87	=	19	132	=	29	177	=	39
43	=	10	88	=	20	133	=	30	178	=	40
44	=	10	89	=	20	134	=	30	179	=	40
45	=	10	**90**	**=**	**20**	135	=	30	**180**	**=**	**40**

Mark Scheme 1942/14
June 2006

General Marking Instructions

Mark in red biro or ink.

All scripts must be marked in accordance with the Mark Scheme agreed at the Standardisation Meeting.

Recording of marks
Where you award a mark, put a tick in the body of the script. Do not put a tick anywhere else.

Marks for each part question should be recorded unringed in the right hand margin.
Do **not** amalgamate marks.

Ring the total for each question in the right hand margin at the end of each question.

Transfer the ringed marks for each question to the front of the script.
Total these marks and ring the final mark.

With questions that require a degree of personal response from the candidate it will not be possible to anticipate all possible answers. Examiners must therefore be able to exercise their judgment in crediting all valid points.

Section A: Prose Selections from the Cambridge Latin Anthology

1   **(a)**   **(i)**   (standing) on a stone (1) behind (1) the bier (1) in the crowd (1)   [2]
                         Any 2

            (ii)   with curiosity/with curious eyes   [1]

    (b)   his chest (1) is swelling/rising (1) the body (1) is breathing (1)   [4]

    (c)   **(i)**   from (the river) Lethe   [1]

            (ii)   it makes them forget (the past)   [1]

    (d)   **(i)**   in the underworld   [1]

            (ii)   to enter the underworld/it marked boundary of the underworld (1)   [1]

    (e)   to go/to return (1) to rest/the underworld (1)
        or   to be left (1) in peace (1)   [2]

    (f)   to tell (1) everyone/the people (1) everything (1) about how he died (1)   [3]
                     Any 3

    (g)   he uses words which suggest guilt/mystery about his bride (1)
                     he mentions her evil skills (1)
                     he says he gave a deep groan (1)
                     he says he was the victim of a deadly drink (1)
                     he says the bed was still warm when his wife took a new lover (1)
                     he says he will give very clear proof of this (1)
                     he says he will reveal what no one else knows (1)
                     Accept any 4 valid points   [4]

                                                          Total: 20 marks

2   **(a)**   **(i)**   it will be everlasting (1) it will increase (1) day by day (1)   [3]

            (ii)   they are very (1) strong/sure (1)   [2]

     (b)   **(i)**   his age (1) his body (1)   [2]

            (ii)   his reputation/fame   [1]

     (c)   she was brought up by her aunt (1) under her control/guidance (1)
and trained (1) according to her principles (1)
Any 3   [3]

     (d)   nothing but/only (1) what was pure (1) and decent (1)   [3]

     (e)   like that of mother (1) and daughter (1)   [2]

     (f)   she guided/encouraged Pliny from boyhood (1)
she praised him (1)
she foretold Pliny would have the qualities his wife now appreciates (1)
she arranged the marriage/gave them to each other (1)
she taught Calpurnia to love Pliny (1)
she recommended Pliny to Calpurnia (1)
she saw they were mutually suited (1)
Accept any 4 valid answers   [4]

Total: 20 marks

Total for Section A: 40 marks

Section B: Selections from Pliny's Letters

3   **(a)**   he was Roman (1) an *eques*/of equestrian rank/knight (1)
                   he was excellent (1)
                   Any 2   [2]

     (b)   **(i)**   Atilius/Scaurus   [1]

            (ii)   he disappeared/did not show up   [1]

     (c)   **(i)**   he disappeared (1) in the same way (as Robustus) (1)   [2]

            (ii)   fellow townsman (1)   [1]

     (d)   centurion   [1]

     (e)   to fit him out/for clothes/equip him/for weapons (1)   [1]
                   Any 1

     (f)   he has not had letters (1) no news of his death (1)   [2]

     (g)   **(i)**   he was waylaid/killed by his slaves/men (1)
                     he was killed with his slaves/men (1)   [2]

            (ii)   Pliny is saying that neither Crispus (1) nor any of his slaves were seen again
                     (1), and it was the same in the case of Robustus (1)   [3]

     (h)   he calls him an excellent young man (1)
                   he says his request is very honourable (1)
                   he refers to his devotion to his father/*pietate* (1)
                   which is remarkable (1)
                   he mentions his wisdom/*sagacitate* (1)
                   Accept any 3 valid answers   [3]

                                                            Total: 19 marks

4   **(a)**   healthy/vigorous/youthful (1) strong/sturdy (1) hardy/tough/robust (1)
                   she is nearly 79/a little short of her 80th year (1)
                   Any 3   **[3]**

    (b)   **(i)**   two thirds   **[1]**

           (ii)   one third   **[1]**

    (c)   **(i)**   not very well   **[1]**

           (ii)   very friendly/very affectionate   **[1]**

    (d)   he was handsome (1)
                   he avoided (all) (spiteful) gossip (1) as a boy (1)
                   and as a young man (1)
                   Any 3   **[3]**

    (e)   those still unmarried at 25 could not inherit   **[1]**

    (f)   his grandmother was frivolous/pleasure loving (1)
                   he was austere/strict (1)   **[2]**

    (g)   **(i)**   watching actors/plays (1) playing draughts (1)   **[2]**

           (ii)   she was wealthy (1) she had slaves (1) to do her household
                   work/cook (1) she didn't work (1)
                   Any 2 valid points   **[2]**

    (h)   she cared for her grandchildren (1)
                   she left an honourable will/she remembered her grandchildren in her will (1)
                   she was tough/sturdy/vigorous (1)
                     she encouraged her grandson to study (1)
                     got Pliny to supervise her grandson's education (1)
                   she did not force/encourage him to watch her actors (1)
                   this was out of respect for her grandson (1)
                   she spoilt her actors/made a fuss of them (1)
                   Accept any 4 valid points but **not** information from (f) and (g)   **[4]**

                                                              Total: 21 marks

                                               Total for Section B: 40 marks

Mark Scheme 1942/15
June 2006

General Marking Instructions

Mark in red biro or ink.

All scripts must be marked in accordance with the Mark Scheme agreed at the Standardisation Meeting.

Recording of marks
Where you award a mark, put a tick in the body of the script. Do not put a tick anywhere else. Do not write comments on the script. Put an omission mark if an answer is incomplete.

Marks for each part question should be recorded **unringed** in the right hand margin.
Do **not** amalgamate marks.

Ring the total for each question in the right hand margin at the end of each question.

At the end of Section B record a mark for Quality of Written Communication
as QWC **unringed** in the right hand margin.

Marks for quality of written communication
Award **two** marks for answers in continuous prose and of reasonable accuracy.
Award **one** mark for failure to observe this and/or answers of moderate accuracy.
Award **no** marks for failure to communicate a coherent answer.

Transfer the **ringed** marks for each question to the front of the script. Total these marks and **ring** the final mark.

With questions that require a degree of personal response from the candidate it will not be possible to anticipate all possible answers. Examiners must therefore be able to exercise their judgment in crediting all valid points.

Topic 4: The Structure of Roman Society

Section A

1   **(a)**   the client did various jobs/services for his patron
            (in return for help) [1]

     (b)   he supported his client (with advice/money/food) [1]

2   it took place (early) in the morning (1) at patron's house (1)
     salutatio (1)
     clients received gift of money/food (1) *sportula* (1) 6¼ sesterces (1)
     dressed formally (1)
     addressed patron as *domine* (1) client given list of jobs (1)

     Give 1 mark for each valid point including those above. Max. 4. [4]

3   they helped poets to publish their work/hold a *recitatio* or recital
     they could commission a builder to put up a building
     they supported election candidates
     they could set men up in business
     they could speak on their behalf in court

     Accept any 2 valid points from Roman society [2]

4   he could call on them to perform errands/tasks
     they would escort him in the forum
     they increased his status/prestige
     clients witnessed signing of legal documents
     clients led applause when he made a speech

     Accept any 4 valid points [4]

5   *vigintivir* (1) junior official/helped with law courts/prisons (1)
     or
     military tribune (1) military service abroad/an officer in a legion (1) [2]

6   financial duties/ managing public money [1]

7   he had held the office of *quaestor* (1) *consul* (1)
     he was governor of 3 provinces/more than one province (1)
     including the eastern frontier/Syria (1)
     most men were governors only once or twice at most (1)
     this inscription shows a long successful career (1)
     he found favour with several emperors (1)

     Accept any 3 valid answers [3]

8   (broad) purple stripe on tunic
     reserved seats at entertainments/public ceremonies
     eligible for certain priesthoods
     membership of the emperor's council

     Accept any 2 valid answers [2]

Total: 20 marks

Section B

9   **(a)**   **business and links with ex-master**
               could be set up in business (by former master) (1)
               + e.g. (1)
               doing the same work they had done as slaves (1)
               many were well educated (1) could work as secretary/
               teacher/accountant/banker (max. 2 for e.g.s)

               politics and public life
               they were citizens (1)
               could vote (1)
               could be secretaries to the town council (1)
               town clerk (1)
               town crier (1)
               could work as emperor's freedmen (1)
               they could not stand for political office (1)
               they could not be officer in the army (1)
               + 3 for examples (in charge of petitions, correspondence, accounts)

               religion
               they could hold certain priesthoods/*seviri Augustales* (1)

               Accept any 10 valid answers   [10]

     (b)   **types of people**
               men of senatorial rank (1) of equestrian rank (1)
               e.g. commander of the praetorian guard (1)
               membership by invitation (1)

               things for discussion
               help with decision making/sharing the load (1)
               conspiracy against emperor's life (1)
               the succession (1)
               foreign affairs (1) military matters (1)
               legal matters (1) appeals (1) property disputes (1)

               difficulties that could arise in the meeting
               the **emperor** might be displeased/angry (1)
               he might ignore **recommendations** (1)

               your feelings towards the emperor
               you were **frightened** to speak freely (1)
               your career/life **could** be threatened (1)

               Accept any 8 valid answers.   [8]

                              Quality of written communication: 2 marks

                              Total for Section B: 20 marks

10   **(a)**   **his role in politics**
         most powerful man (1)
         he administered the senate (1)
         he received ambassadors (1)
         he chose the consuls (1)

         his control of the army
         he chose the commanders of the legions (1)
         he was c-in-c of Roman army (1)
         he allocated the legions/auxiliaries to different parts of the empire (1)
         he led troops on campaign (1)
         he decided the soldiers' pay (1)

         his government of the provinces
         he chose governors (1)
         his power in religion (1)
         he was pontifex maximus (1)
         he dealt with problems referred to him (1) + e.g.(1)
         he dealt with requests (1) + e.g. (1)
         he settled disputes (1) + e.g. (1)

         Accept any 10 valid answers.   **[10]**

       (b)   slaves used in construction of buildings (1)
         building roads (1)
         as teachers (1)
         as gladiators (1)
         as dock workers (1)
         working in the baths (1)
         in agriculture (1)

Give 1 mark for any valid job including those above (max. 7) and up to a further 2 marks for a valid explanation of the importance of each job.   **[8]**

                            Quality of written communication: 2 marks

                                 Total for Section B: 20 marks

Topic 5: Women in Roman Society

Section A

1   the husband made a promise of marriage (1)
father of bride promised (on her behalf) (1)
gifts exchanged (1)
witnesses present (1)
this ring placed on 3rd finger (of left hand)/bride receives a ring
dowry arranged (1)

Accept any 4 valid answers.   [4]

2   Accept 12/13/14 years old   [1]

3   home loving, dutiful, modest, chaste/virtuous, wool spinner,
careful/thrifty, good organiser, able to bear children

Accept any 3.   [3]

4   tombstones (1) letters(1) poems/books (1)   Accept any 2   [2]

5   *univira(e)*   [1]

6   allowed to worship at the temple of chastity (1)
enjoyed respect/good reputation (1)
allowed to attend bride at her wedding/undress her on wedding night (1)
had this recorded on her tombstone (1)   Any 2   [2]

7   didn't love each other/little in common (1)
childlessness (1)
unfaithfulness/adultery (1)
brutality (1)
constant quarrelling (1)
political/social ambitions of husband (1)

Accept any 3   [3]

8   one partner could move out (1)
husband could tell wife to go (1) in front of witnesses (1)
and tell her to return the keys to the house (1)
one could notify the other in writing (1)
or they could make a joint declaration (1)
the dowry could be returned (1)

Accept any 4   [4]

Total: 20 marks

Section B

9   **(a)**   Give 1 mark for each Roman custom and 1 mark for a modern
equivalent. Allow answers from different faiths and cultures.

dowry (1) bride's father pays for wedding (1)
Roman engagement ring (1) modern engagement/wedding ring (1)
Roman bridal dress/veil/*flammeum* (1) bride's dress today (1)
priest conducted ceremony (1) today official/church ceremony (1)
Roman bride had attendant (1) bridesmaids/attendants today (1)
Roman wedding hymn (1) today music/hymns/songs (1)
Roman promise *ubi tu Gaius ego Gaia* (1) marriage vows today (1)
Roman rude jokes (1) wedding speeches today (1)
nuts thrown (1) today confetti/ rice etc. (1)
Roman wedding feast (1) today wedding breakfast/meal (1)
carry over threshold (Roman (1) and modern (1))
joining of hands (1 for each)

Accept any 5 valid answers from all faiths, but max. 7 if reference
made only to Roman or modern customs.   [10]

   (b)   **work**
in general Roman women could not work outside the home (1)
they ran the household/organised the slaves (1)
Roman women under a man's authority (1) poorer women could work in
shops/as prostitutes etc.

politics
Roman women could not vote (1)
take part in politics/stand for office (1)
+ e.g. (1) govern a province (1)

private life
a Roman woman could not divorce her husband (1)
she could not own property (1) she could not inherit (1)
unless marriage *sine manu* (1)
adultery acceptable for a man (1)

social life
they could only attend dinner parties wit their husbands (1)

Accept any 8 valid answers   [8]

Quality of written communication: 2 marks

Total for Section B: 20 marks

10 (a) Advantages in *sine manu*
a wife was not under her husband's control (1)
remained a member of her father's family (1)
she could divorce her husband (1)
she could own property (1)
she was more independent (1)
it was easy to get married - the couple lived together (1)
to declare they were man and wife (1)

Disadvantages in *cum manu*
a wife was under her husband's control totally (1)
so less independence (1)
she could not divorce him (1)
but he could divorce her (1)
she could not inherit in her own right (1)
her property belonged to her husband (1)
she no longer belonged to her father's family (1)

Accept any 8 valid answers but must have at least 1 point
referring to each type of marriage. [8]

(b) work
general answer on freedom (1)
today women can go out to work (1)
they can do any jobs men can do/ equal opportunities (1)
Roman women could only work at home (1)
this work was considered important (1)
they supervised the household (1)
today some men help with household chores (1)

childcare
women today can arrange childcare outside the home (1)
Roman women had the help of slaves (1)
but were responsible for childcare (1)
girls often educated at home (1)

social life
women today can attend parties/social functions on their own (1)
Roman women only attended dinner parties with their husbands (1)
Roman women could go to the theatre/baths/shopping with friends (1)
today a choice of marriage partner (1)

Accept any 10 valid answers but must refer to Roman
and modern women for full marks. [10]

Quality of written communication: 2 marks

Total for Section B: 20 marks

Topic 6: Roman Britain

Section A

1   water source/spring/well (1)
     agricultural land/pasture (1)
     wood/timber (1)
     sheltered position (1)
     security/near a town (1)
     attractive surroundings (1)
     good road connections (1)

     Any 3 valid answers   [3]

2   large rooms/spacious (1)
     running water (1)
     toilets (1)
     stone/weatherproof houses (1)
     under floor heating (1)
     glass windows (sometimes) (1)
     baths (1) garden (1)

     Accept any 4 valid answers   [4]

3   buying food/goods (not produced in the villa) (1)
     organising slaves (1)
     organising the farm work(1)
     looking after buildings (1)
     looking after tools (1)   Any 2   [2]

4   they took sightings from high points (1)
     using smoke from fires (1)
     took shortest route (1) straight where possible (1)
     had to divert round hills/valleys (1)   Any 3   [3]

5   Give 1 mark for any 4 of the following correctly labelled:
     ditch, kerbstone, footing, hardcore, surface, *agger.*   [4]

     (For a sketch see the Cambridge Latin Course Book 3
     page 66)

6   movement of soldiers (1)
     to control territory (1)
     for use of govt. officials/imperial post (1)
     trade (1) Any 2   [2]

7   robbery by thieves (1)
     dirty/uncomfortable accommodation (1)
     where to stay overnight (1)
     bad/narrow roads (1)
     leading to damaged vehicles/crashes (1)

     Accept any 2 valid answers   [2]

                                                        Total: 20 marks

Section B

8   **(a)**   **the religious sites**
visited the hot springs (1) drank the water for its healing powers/mineral content (1)
types of illnesses treated (1)
visited the baths (1)
saw many different rooms (1) + e.g. (1)
large bath for swimming (1)
visited the temple (of Sulis Minerva)
huge altar for sacrifices (1)
made a religious pilgrimage (1)
description of temple (1)

the other buildings
visited the theatre (1)
saw the law courts/forum (1)

other features of the town
pleasant situation (beside the Avon) (1)
sheltered position (1)
a busy/thriving town (1)

Accept any 10 valid answers but must mention
at least **one** thing seen and **one** thing done.   [10]

   (b)   **reasons for the rebellion**
her father's lands confiscated by the Romans on his death (1)
Boudica flogged (1)
her daughters raped (1)

Boudica's successes
successful at first in rebelling against the Romans (1)
the governor of Britain was in Wales/Anglesey (1)
Boudica's army destroyed Colchester (1)
killed the inhabitants (1)
also destroyed London (1)
and St. Albans (1)

the end of the rebellion
finally defeated by the Romans (1)
because of their superior tactics/training (1)
despite greater numbers (1)
Boudica's suicide (1)

Accept any 8 valid answers. [8]

Quality of written communication: 2 marks

Total for Section B: 20 marks

9   **(a)**   **location**
on the coast (1)
access to a safe harbour (1)
near Noviomagus/Chichester/tribal capital (1)

size
vast building (1) 4 long wings (1)
around a central garden (1) huge number of rooms (1)

rooms and facilities
audience chamber (1) large entrance hall (1)
suite of baths (1)
guest accommodation (1)

decoration
marble/coloured stone imported from Greece (1) stucco frieze (1)
fashionable/fine mosaic floors (1) + e.g. (1)
painted walls (1) + e.g. (1)
workmanship as fine as that found in Italy (1)

gardens
gardens laid out in Italian style/formally (1)
fountains (1) statues (1) description of flower beds (1)

Accept any 10 valid points but maximum of 5 for each aspect.   [10]

   (b)   **life in the town**
some wealthy Britons built Roman style houses (1)
centres of local government/*fora* (1)
law courts/access to justice (1)
baths (1)
theatres (1)
shows in amphitheatres (1)
Romans built temples to Roman and Celtic gods (1)

life in the country
Romans built roads/improved communications (1)
Romans helped to increase trade (1)
access to markets (1)
Roman style villas farms (1) + details (max. 2)
Romans brought improvements in agriculture (1) + e.g. (1)
Romans made province safer/more peaceful (1)

life for children and young people
sons of Britons got education (1)
chance to learn Latin - language of the empire (1)
increase in job opportunities for Britons (1) + e.g. (1)

Accept any 8 valid answers but max. of 5 for each aspect. [8]

Quality of written communication: 2

Total for Section B: 20 marks

Mark Scheme 1942/21
June 2006

Instructions

Please mark in red ink. Put a tick for each mark awarded at or near the point for which you award the mark. Put a total for each sub-question in the margin. Enter the total mark for each question in a circle in the margin and at the top of the first page. Halve the raw total for Question 2, but **do not** halve the raw totals for Questions 1 and 3. Add up these **three** totals **and then** halve the result, to arrive at the overall total for the Paper. Enter this at the top of the front page and on the marksheet.

The principle of marking the unseen is to reflect the proportion of sense rendered accurately. This is known as **positive marking**.

The scheme can be used in two ways, which, if properly applied, should yield exactly the same mark for any script, since the totals are the same for each section. The differences are as follows:

(a)   **the positive model**: here each Latin word (unless a simple name, a glossed or repeated word) is allocated 1, 2 or 3 marks according to its difficulty. Uninflected words usually carry 1 mark for the meaning. Where 2 marks are allocated, 1 will be for meaning, and 1 for syntactical relationship. Where 3 marks are allocated (usually verbs or superlatives), 1 will be for meaning, 1 for tense, and 1 for voice or mood; or 1 for meaning, one for superlative, and one for agreement. Italics indicate where a word or element carries no mark. Each mark earned should be written above the candidate's translation. This is a very precise scheme but is time-consuming. It is recommended, therefore, that it be used principally in the case of poor scripts, where using the other scheme requires excessive calculation.

(b)   **the negative model**: this is similar to traditional schemes. Each mistake is underlined and the mark relating to the error deducted from the total for that sub-section. Care must be taken that the correct number of marks is deducted for each word: thus, if a word carrying two marks is wrong in both meaning and syntax, it will be underlined twice and lose both marks; if, however, its meaning is wrong but its syntax right, it will be underlined once and lose only one of its marks. This is by far the easier scheme to use in the case of good scripts with few errors, since only a small number of marks need be written on the script.

         The two schemes should **not** be used together, since this will inevitably lead to confusion. A quick glance at a script should be sufficient to show which is the appropriate scheme to use. However, in cases of doubt, when a good script contains a poorly-done clause, reference can be made to the word-based model for guidance.

Other points:

1   Ignorance of the meaning of the same word should not be penalised more than once. To assist here, a repeated word should have its stem in italics in the marking scheme.

2   The specimen translation is only a guide to the meaning; it is the sense, not the constructions, that is being marked. Thus a change from active to passive is quite acceptable provided that the agent is expressed.

3   Remember that a verb whose meaning is wrongly translated can still earn marks for correct tense, mood or voice.

4   With the demise of SPAG, the spelling of proper names is once again part of the unseen marking scheme. Thus if a name is not given its nominative case in the translation, it should lose its mark (if it carries a mark at all). But misspellings of names should not be penalised.

Unprepared Comprehension and Translation

Question 1

(a) king   (1)   of the Egyptians / Egypt   (1)   (Egyptian king = 2)   [2]

(b) building   (1) a city / Alexandria   (1)   [2]

(c) there were many (temples)   (1)   gods   (1)   were accustomed   (1)
        to live there (1)(not 'used to')   [4]

(d) a young man   (1)   huge / handsome   (1)   (accept 'very big / very large / very great'
        but not just 'big / large / great'; accept 'beautiful'; not 'man' or 'boy')   [2]

(e) to send   (1)   friends   (1)   to / into Pontus   (1)
        to transport / who would/might transport / carry/convey/take/bring/fetch   (1)
        his statue / image   (not 'the / an image / statue' (1)   to Egypt   (1)   [6]

(f) the city   (1)   (would be)   very / most (1)   big   (1) ('biggest' = 2)
        (and)   (very) famous   (1)   (the first one must be superlative for that mark)   [4]

                                        Total for Question 1   =   [20]

Question 2

Specimen Translation

The young man, as soon as he had said these words to the king, was raised into the sky with very much fire. Ptolemaeus, moved by so wonderful a thing, told the Egyptian priests what he had seen and asked them what it meant: they however knew nothing about Pontus. After questioning other men, he learnt that there was a city in Pontus, called Sinope; in this city there was a great temple with a statue of a god. At first the king, who did not wish to undertake so difficult a thing, sent no one to Pontus; then, after the same statue appeared again to him in his sleep, now more terrible and threatening that he would destroy Alexandria, the king sent ambassadors to the king of Pontus bearing gifts. When they reached Sinope, they announced to the king why they had come.

     1   1   1   1 1 1 1 1 1   1   1 1 1 1   1   1   1   **17**
*iuven*is, simulatque haec verba regi dixit, in_caelum *ign*e plurimo sublatus est.

        1   11 1   1   1   1   1 1   1   1   1   1   1   1   1 1   **15**
*Ptolemae*us, re tam mirabili motus, sacerdotibus *Aegypti*is *dix*it quid vidisset

  1   1   1 1   1   **5**
eosque rogavit *quid signific*aret:

  1   1   1   1   1 1   **6**
illi tamen nihil de_*Ponto* sciebant.

   1   1   1   1   1 1   1   1 1   1   1 1   **12**
aliis hominibus *interrog*atis, cognovit urbem esse in_*Ponto*, *Sinopen* nomine;

1 1   1 1 1 1   1   1 11   **10**
in hac *urbe* magnum templum *esse* cum_*effigie* dei.

   1 1 1 1   1   1   1   1 1   1 1   1 1 1   **14**
primo *re*x, qui *re*m *tam* difficilem *suscip*ere nolebat, neminem in_*Pont*um misit;

    1   1   1   1   1 1   1 1 1 1   **10**
deinde, postquam iterum in_*somn*o eadem *effigi*es ei apparuit,

 1   1 1 1   1   1   1   1 1   1   **10**
iam *terribili*or ac *min*ans se *Alexandri*am deleturum esse,

  1   1 1   1   1   1 11   1   1   **10**
rex legatos ad_*reg*em *Pont*i *mis*it dona ferentes.

 1 1   1   1   1   1   1   1   1   1   **11**
qui cum *Sinop*en advenissent, *reg*i nuntiaverunt cur venissent.

11 sections: Total = 120. Divide this total by 2. Ring the new total.

                                 Total for Question 2 = [60]

Question 3

(a) **(i)** he did not (1) know (1) what (1) to do (1)   **[4]**

     (ii) he wanted (1) the gift**s** (1) very much / greatly (1) for himself (1)
            he understood / realised / knew (1) his / the people (1)
            did not want (1) the statue removed / taken away / stolen (1)
            (his statue / to lose the statue = 0)
            (Any 6)   **[6]**

(b) he promised (1) a greater (1) weight (1) of gold (1)
     ('he promised more gold' = 4)   ('offered / gave' = 0)   **[4]**

(c) the god (1) ('a god' = 0) in his sleep (1) warned / advised him (1)
     not to hesitate (1) any longer / too long (2) ('for a long time' = 1)   **[6]**

(d) **(i)** they surrounded (1) the temple (1) (and) began (1)
      to guard (1) (accept purpose) the statue (1) (Any 4)   **[4]**

     (ii) they hated (1) the Egyptians (1)   **[2]**

(e) the statue (1) is / was said (1) (to have) boarded (1) the Egyptian ship
     (1) (and) sailed (1) across the sea (1) (accept 'crossed the sea')
     very quickly (1) (Any 6)   **[6]**

(f) a magnificent temple (1) was built (1) to receive / for (1) the statue (1)
     the god was worshipped (1) for many years (1)
     (Alexandria was) very famous (1) (and very) beautiful (1) (the first adjective
     must be superlative)   **[8]**

                                   Total for Question 3 = [40]

                      Total mark for Paper 1 = [120/2 = 60]

Mark Scheme 1942/22
June 2006

Section A: Virgil

1   (a)   (i)   her love for Aeneas   [1]
         (ii)   *uritur* ('burning' with love)
                infelix ('wretched/unhappy')
                vagatur (aimlessly wandering round the city)
                furens ('wild')   2 x 1
                (2 Latin words without explanation = 1)   [2]

    (b)   poor Dido (*infelix*)   ~   innocent/vulnerable animal
          wandering around Carthage   ~   roaming through woods
          love-wound   ~   arrow
          taken off guard   ~   animal *incautam*
          Aeneas doesn't yet realise   ~   hunter *inscius*
          leads to Dido's death/torment   ~   deadly weapon

          Any **three** of these or other convincing points of comparison – 1 for each side
                                               (N.B. **no** Latin quotation needed)   [6]

    (c)   (i)   she came from Sidon/Phoenicia/Lebanon/this is her homeland/source of riches
                                                                                          [1]
         (ii)   her husband murdered [1] ... by her brother [1]   [2]

    (d)   alliteration of S (specifying where): suggests quiet
          suadentque/cadentia rhyme: soporific
          series of long syllables in 15: gloomy/grief
          emphatic position of *illum* in 16: the focus of her thoughts + *incubat*
          word-play in *absens/absentem*: absent, yet together
          pairing of *auditque videtque*: all senses at once

          Any two of these or other valid observations [1 each]
          + reasonable interpretations [1]   (N.B. lit. crit. tech. terms are **not** expected)
                                                                                          [4]

    (e)   (i)   Aeneas's son   [1]
         (ii)   he looks like his father/Aeneas   [1]
         (iii) she knows it is wrong/Virgil is telling the reader that it is wrong   [1]

    (f)   she cannot find the right words/pluck up courage to speak to him
          can't wait for the next banquet when he will be there
          loves to hear his war stories over and over again
          hangs on his every word
          stays lying on the couch used by him at the banquet
          constantly thinks about him
          she cuddles Ascanius ...
          either to play-down/cheat her feelings (playing with child to forget Aeneas)
          or to play-out, satisfy her love (child = extension of her love for Aeneas)

          Any five of these or other convincing points   [5]

(g)   Award marks in proportion to the amount of correct sense achieved overall, in
      accordance with the appendix 'Instructions for marking translations of set texts'.
      non coeptae adsurgunt turres, non arma iuventus
      exercet, portusve aut propugnacula bello
      tuta parant; pendent opera interrupta, minaeque
      murorum ingentes aequataque machina caelo.   [5]

(h)   all construction work has come to a standstill ...
      jeopardised by Dido's love for Aeneas
      Dido has lost interest in her new city   **Any two** of these or other convincing
      points   [2]

                                                                        TOTAL = 31

Ring the total mark obtained and transcribe it on the front of the script.

2   (a)   the Trojan fleet out at sea   +   the docks empty   [2]

        (b)   (i)   striking her chest (again and again)   +   tearing at her hair   [2]
               (ii)   decorum [1] = lovely/beautiful [1]   **or**   flaventes [1] = golden (hair) [1]   [2]

        (c)   Award marks in proportion to the amount of correct sense achieved overall, in
               accordance with the appendix 'Instructions for marking translations of set texts'.
                     'pro Iuppiter! ibit
                     hic,' ait 'et nostris inluserit advena regnis?
                     non arma expedient totaque ex urbe sequentur,
                     deripientque rates alii navalibus? ite,
                     ferte citi flammas, date tela, impellite remos!   [5]

        (d)   sudden burst of imperatives (8-9)
               jagged rhythm of 9 (caused by conflict between metre and natural accent)
               rhetorical questions (10) - more reflective
               shift to 1st person (10)
               alliteration - e.g. of F (in 9), of M (in 10)
               infelix (11)   +   *impia*
               line 11 very slow and sombre
               contrast between *nunc* and *tum* (12)

               Any **two** of these or other valid observations [1] +   explanation of effectiveness [1]
               [N.B. lit. crit. tech. terms are not required]   [4]

        (e)   she attacks his much-advertised reputation for fidelity/ his pietas
               e.g. his claim to have saved the penates
               e.g. his claim to have carried his father out of Troy on his own shoulders
               also his failure to honour the promises he made to her
               comment on *aiunt* ('so they say')

               Any three of these points.   [3]

        (f)   (i)   Aeneas: snatched up/torn to pieces [just 'kill' = 0]/scattered over the sea (any 2)
                                                            [2]
               (ii)   Ascanius: killed/served for eating/to his father   (**any 2**)   [2]

        (g)   if she had fought the (Trojans), she might not have won (or sim.)
               (correct trans. = 2) 'outcome had been doubtful' = 1   'would have been doubtful' = 2
                                                             [2]

        (h)   she keeps changing tack
               sometimes aggressive (e.g. 15-17, 19-21)
               sometimes more reflective/reasoning (e.g. 11, 18)
               all pretty illogical really, as she would presumably prefer to have Aeneas back
               there never was any need to defend Carthage against the Trojans

               Any five convincing comments/appropriate references (incl. literary comments)   [5]

                                                   TOTAL = 29

Ring the total mark obtained and transcribe it on the front of the script.
Then total the two figures on the front of the script.

Section B: Anthology

3 (a) she has been spurned by Narcissus (or words to that effect)
(accept 'she is embarrassed' – but not again in b) [1]

(b) she is embarrassed (*pudibunda*)
she covers her face (with leaves)
she lives in isolated caves **Any two** of these [2]

(c) **either:** her love doesn't cease ... it is even boosted ... because of/by her rejection
or: accept answers which argue the absurdity of the same notions [3]

(d) becoming thinner
shrivelling skin
her flesh loses its moisture
her bones become stone
all that is left is her voice
then she becomes invisible **Any four** of these [4]

(e) he is exhausted/hot/it is a nice place [not 'he is thirsty']

Any two of these [2]

(f) Award marks in proportion to the amount of correct sense achieved overall, in
accordance with the appendix 'Instructions for marking translations of set texts'.
dumque sitim sedare cupit, sitis altera crevit,
dumque bibit, visae correptus imagine formae,
spem sine corpore amat, corpus putat esse, quod umbra est.
astupet ipse sibi vultuque immotus eodem / haeret [5]

(g) (i) a statue [1] ... of marble [1] [2]
(ii) they are both white/beautiful/motionless

Any two of these (or other valid answers) [2]

(h) *geminum sidus*: eyes shining like stars
dignos Baccho/Apolline: hair worthy of a god
build-up by repetition of dignos ... *dignos et*
impubes: youthful/smooth cheeks
eburnea: neck white as ivory
decus oris ... ruborem: lovely contrast of red mouth/white face
ruborem highlighted by being delayed until last
alliteration of S in 17-19: emphasises the things which N finds beautiful
assonance of O in 20: emphasises N's feeling of wonder (or sim.)

Any three of these or other convincing refs to text (Lat/Eng) [1]
+ explanation of effect [1] [6]

(i)   *miratur / mirabilis*
qui probat / ipse probatur
dumque petit / petitur
pariter accendit et ardet

Any two examples:
specific ref. (Latin/English) to suitable words [1] + convincing explanation of
effect   [1]

e.g.   Ovid is contrasting mirabilis with miratur [1]: the more N admires his own
appearance, the more remarkable he seems to become [1]
or   When N approves what he sees, he is actually giving approval to himself.

Also accept valid e.g.s of alliteration/position of words, etc + explanation of
effect   [4]

TOTAL = 31

Ring the total mark obtained and transcribe it on the front of the script.

4   (a)   the previous day/yesterday   [1]

      (b)   playing around (*delicatos*) ...
              writing small poems ...
              on (wax) tablets ...
              in different metres ...
              exchanging them with each other
              joking
              drinking   Any **four** of these   [4]

      (c)   (i)   he couldn't eat ... or sleep   [2]
              (ii)   still thinking about L/so impressed by his charm/can't wait to see him again [1]
              (iii) *incensus/miserum/indomitus/furore/cupiens/versarer*

              Any **three** of these, or other suitable examples [1 each]
              + for appropriate explanation [1 each]   [6]

      (d)   Award marks in proportion to the amount of correct sense achieved overall,
              in accordance with the appendix 'Instructions for marking translations of set texts'.
                  at defessa labore membra postquam
                  semimortua lectulo iacebant,
                  hoc, iucunde, tibi poema feci,
                  ex quo perspiceres meum dolorem.   [5]

      (e)   (i)   don't be arrogant … agree to my request   [2]
              (ii)   I beg you
                     the retribution of Nemesis
                     powerful goddess
                     don't upset her
                     forceful *despuas*
                     final line = two snappy sentences
                     Reward appropriate ref. to any **three** examples. (Latin **not** essential)   [3]

      (f)   Expect details from one or more of:
              Horace's rosy vision of life in the countryside (pp 60 + 78):
              e.g. no debts/no patron/animals happy/good water-supply/no real work to do
              Catullus' ideal dinner-party (p64)
              Martial's preferred occupations in the city (p58)
              Ovid's pining for friends/family/particular features of Rome (p76)
              Any **five** valid points (<u>may</u> include Licinius): **max. 3** if all refs. from just 1 poem [5]

                                                                     TOTAL = 29

Ring the total mark obtained and transcribe it on the front of the script.
Then total the two figures on the front of the script .

1942/12 and 22

Sections A and B

Instructions for marking translations of set texts

- Each translation passage should be viewed as a single entity, worth 5 marks

- Award WHOLE marks (no fractions) for each passage according to the following criteria, using your judgment to decide which category best fits the candidate's response:

ALMOST PERFECTLY ACCURATE (allow up to 2 of the most minor slips)	**5**
ESSENTIALLY CORRECT apart from a few inconsequential slips or a single major error/omission	**4**
OVERALL STRUCTURE INTACT but with several serious errors/omissions	**3**
PARTS CORRECT but overall structure shaky or extensive omissions	**2**
A FEW CORRECT PHRASES but otherwise generally inaccurate	**1**
NO CONTINUOUS ACCURACY	**0**

- **NO** credit is to be given for isolated single items of vocabulary

- Please annotate scripts using the following code:
  wavy line   =   minor error
  solid line   =   serious error
  double line =   multiple errors/complete breakdown of sense
  caret mark =   omission of word

Mark Scheme 1942/23
June 2006

General principles for marking of unseens

3 marks for verbs
2 marks for nouns/adjectives/adverbs
1 mark for most other words

Verbs	•	allot 3 marks for correct meaning with correct person/tense/mood/voice
	•	allot 2 marks for correct meaning but with an error of person, tense, mood or voice
	•	allot 1 mark for correct meaning but with more than one error of person, tense, mood or voice
	•	allot 0 marks if meaning is quite wrong or makes no sense in the context
Nouns	•	allot 2 marks for correct meaning with correct number/case
	•	allot 1 mark for correct meaning but with an error of number or case
	•	allot 0 marks if meaning is quite wrong or makes no sense in the context
Adjectives	•	allot 2 marks for correct meaning with correct degree/agreement
	•	allot 1 mark for correct meaning but with incorrect agreement or degree
	•	for adjectives used as nouns (e.g. *multi* = many people), allot 2 marks for correct meaning with correct case/number
	•	for adjectives used as nouns, allot 1 mark for correct meaning but with an error of case/number
	•	allot 0 marks if meaning is quite wrong or makes no sense in the context
Adverbs	•	allot 2 marks (if available) for correct meaning with correct degree
	•	allot 1 mark for correct meaning but with incorrect degree
	•	allot 0 marks if meaning is quite wrong or makes no sense in the context
Pronouns	•	allot 1 mark for correct meaning and (if appropriate) correct agreement
	•	allot 0 marks if meaning is quite wrong or makes no sense in the context

e.g.

   1   2   2   1   2   2   3

hoc anno Romani cladem gravissimam in bello acceperunt

in that (0 - 'this' required) year (2), the Romans (2) had received (2 only - tense error) serious (1 only - superlative missed) defeats (0 - meaning glossed, number wrong) in war (2)

NB

1. Words glossed on the paper will carry fewer marks (e.g. 1 for a noun, 2 for a verb), which are awarded for recognition of form rather than meaning.

2. Repeated errors on vocabulary items are penalised only once (and are marked by 'r.e.' on the script) , but other errors (e.g. tenses) are penalised on each occasion.

3. It is acceptable to transpose active and passive verbs as long as all elements are present.

                2   3

e.g.   *nuntium miserunt*   a messenger was sent by them (OK - scores 5)
                                  a messenger was sent (scores 4 only - no agent)

Section A

```
      1        2     1     2      3 1 2  1          2              1      2        2
Theoxena, consilio Philippi cognito, dixit se filios suos interfecturam esse ne in potestatem regis
```

```
      3           1    1   1        2            1     2   1     3        1               1
venirent (23). Poris autem adeo abhorrebat ab hoc scelere ut constitueret eos secreto Athenas
```

```
      2          2    1    2     1   2      2        2        3         2     1    2
abducere (16); nave igitur parata, cum uxore liberisque nocte discessit (15). tantus tamen ventus
```

```
      3      1  1    1     1      3       1  1       3         2     1        3
ortus est ut non solum eos impediret sed etiam repelleret ad terram unde profecti erant (26).
```

```
      2   2    1   2     1    2           3          2     1         3               1        3
prima luce, ubi milites qui portum custodiebant navem eorum animadverterunt, lembum miserunt
```

```
            3
ad eos capiendos (26).
```

```
      1   1     2    1    2       3         2         2         2    2      3        1    2
Poris, iam veritus ne omnes necarentur, manus ad caelum tollens deos precabatur ut auxilium
```

```
      3           1        1   1    2     2     1       3       2      3           1
ferrent (27). Theoxena interea ante oculos filiorum venenum paravit gladiumque eduxit (16). deinde
```

```
    1     2    2    1  3     3        2   1  1    2       3    1    1       3          1
'nunc mors sola fuga est' clamavit; 'liberi mei, aut gladium capite aut venenum bibite!' (27) illi
```

```
       1         3        1    2     3    1    2               2          - - - 2 - - -    1
paulisper dubitabant num matri parerent; tum, hostibus appropinquantibus, alii alio modo se
```

```
      3          2       2     3          1       1      2       2        2
occiderunt (22). corpora in mare deposita sunt; Theoxena ipsa, maritum comitem mortis
```

```
       1          2     1   3
complexa, in undas se deiecit (22).
```

220 marks, rounded down to 40 (grid provided)

Section A
Scaling grid to round down from 220 to 40

1	=	0	45	=	8	89	=	16	133	=	24	177	=	32
2	=	0	46	=	8	**90**	**=**	**16**	134	=	24	178	=	32
3	=	1	47	=	9	91	=	17	135	=	25	179	=	33
4	=	1	48	=	9	92	=	17	136	=	25	**180**	**=**	**33**
5	=	1	49	=	9	93	=	17	137	=	25	181	=	33
6	=	1	**50**	**=**	**9**	94	=	17	138	=	25	182	=	33
7	=	1	51	=	9	95	=	17	139	=	25	183	=	33
8	=	1	52	=	9	96	=	17	**140**	**=**	**25**	184	=	33
9	=	2	53	=	10	97	=	18	141	=	26	185	=	34
10	**=**	**2**	54	=	10	98	=	18	142	=	26	186	=	34
11	=	2	55	=	10	99	=	18	143	=	26	187	=	34
12	=	2	56	=	10	**100**	**=**	**18**	144	=	26	188	=	34
13	=	2	57	=	10	101	=	18	145	=	26	189	=	34
14	=	3	58	=	11	102	=	19	146	=	27	**190**	**=**	**35**
15	=	3	59	=	11	103	=	19	147	=	27	191	=	35
16	=	3	**60**	**=**	**11**	104	=	19	148	=	27	192	=	35
17	=	3	61	=	11	105	=	19	149	=	27	193	=	35
18	=	3	62	=	11	106	=	19	**150**	**=**	**27**	194	=	35
19	=	3	63	=	11	107	=	19	151	=	27	195	=	35
20	**=**	**4**	64	=	12	108	=	20	152	=	28	196	=	36
21	=	4	65	=	12	109	=	20	153	=	28	197	=	36
22	=	4	66	=	12	**110**	**=**	**20**	154	=	28	198	=	36
23	=	4	67	=	12	111	=	20	155	=	28	199	=	36
24	=	4	68	=	12	112	=	20	156	=	28	**200**	**=**	**36**
25	=	5	69	=	13	113	=	21	157	=	29	201	=	37
26	=	5	**70**	**=**	**13**	114	=	21	158	=	29	202	=	37
27	=	5	71	=	13	115	=	21	159	=	29	203	=	37
28	=	5	72	=	13	116	=	21	**160**	**=**	**29**	204	=	37
29	=	5	73	=	13	117	=	21	161	=	29	205	=	37
30	**=**	**5**	74	=	13	118	=	21	162	=	29	206	=	37
31	=	6	75	=	14	119	=	22	163	=	30	207	=	38
32	=	6	76	=	14	**120**	**=**	**22**	164	=	30	208	=	38
33	=	6	77	=	14	121	=	22	165	=	30	209	=	38
34	=	6	78	=	14	122	=	22	166	=	30	**210**	**=**	**38**
35	=	6	79	=	14	123	=	22	167	=	30	211	=	38
36	=	7	**80**	**=**	**15**	124	=	23	168	=	31	212	=	39
37	=	7	81	=	15	125	=	23	169	=	31	213	=	39
38	=	7	82	=	15	126	=	23	**170**	**=**	**31**	214	=	39
39	=	7	83	=	15	127	=	23	171	=	31	215	=	39
40	**=**	**7**	84	=	15	128	=	23	172	=	31	216	=	39
41	=	7	85	=	15	129	=	23	173	=	31	217	=	39
42	=	8	86	=	16	**130**	**=**	**24**	174	=	32	218	=	40
43	=	8	87	=	16	131	=	24	175	=	32	219	=	40
44	=	8	88	=	16	132	=	24	176	=	32	**220**	**=**	**40**

General Principles for marking of English into Latin sentences

General principles:

4 marks for verbs
3 marks for nouns/adjectives
2 marks for pronouns
1 mark for most other words

Verbs	•	allot 4 marks for correct stem with correct person/tense/mood/voice
	•	allot 3 marks for correct stem but with an error of person, tense, mood or voice
	•	allot 2 marks for correct stem but with more than one error of person, tense, mood or voice
	•	allot 1 mark for recognisable but incorrect stem, and with incorrect termination
	•	allot 0 marks if word is quite wrong or omitted
Nouns	•	allot 3 marks for correct stem with correct and termination
	•	allot 2 marks for correct stem but with incorrect termination
	•	allot 1 mark for recognisable but incorrect stem, and with incorrect termination
	•	allow 0 marks if word is quite wrong or omitted
Adjectives	•	allot 3 marks for correct stem with correct degree/agreement
	•	allot 2 mark for correct stem but with incorrect agreement or degree
	•	allot 1 mark for recognisable but incorrect stem, and with incorrect termination
	•	allot 0 marks if word is quite wrong or omitted
Adverbs	•	allot 3 marks for correct stem with correct termination
	•	allot 2 marks for correct stem but with incorrect termination
	•	allot 1 mark for recognisable but incorrect stem, and with incorrect termination
	•	allow 0 marks if word is quite wrong or omitted
Pronouns	•	allot 2 mark for correct stem with correct termination
	•	allot 1 mark for correct stem but with incorrect termination
	•	allot 0 marks if word is quite wrong or omitted

    1   1   1   4 1 1   3   3   1 4   4   1

e.g. *But although <u>Hannibal</u> stayed in <u>Italy</u> for many years, he was not able to capture <u>Rome</u>*

sed (1) quod (0 - wrong word) Hannibal (1 - word glossed) manuit (3 only - wrong termination) in (1) Italiam (0 - wrong case on glossed word) multas (2 only - wrong agreement) annos (3) non (1) potit (3 only - wrong termination) captire (2 only - wrong stem, wrong termination) Romam (1 - word glossed)

NB

1. Words glossed on the paper will carry fewer marks (e.g. 1 for a noun, 2 for a verb), which are awarded for correct termination.

2. Repeated errors on vocabulary items are penalised only once (and are marked by 'r.e.' on the script), but other errors (e.g. terminations) are penalised on each occasion.

3. The same rule about the transposition of active and passive verbs applies as for translation from Latin into English.

Section B

1. $\underset{1}{\underline{\text{Atalanta}}}$ $\underset{3}{\text{clara/nota}}$ $\underset{4}{\text{fuit/erat}}$ $\underset{1}{\text{quod}}$ $\underset{3}{\text{celerrime}}$ $\underset{4}{\text{currere}}$ $\underset{4}{\text{poterat.}}$ [20]

2. $\underset{1}{\text{et/etiam}}$ $\underset{1}{\text{tam}}$ $\underset{3}{\text{pulchra}}$ $\underset{4}{\text{fuit/erat}}$ $\underset{1}{\text{ut}}$ $\underset{3}{\text{multi}}$ $\underset{2}{\text{eam}}$ $\underset{4}{\text{amarent.}}$ [19]

3. $\underset{1}{\text{'si}}$ $\underset{2}{\text{me}}$ $\underset{1}{\text{in}}$ $\underset{2}{\text{cursu}}$ $\underset{2}{\underline{\text{superabis/superaveris}}}$' $\underset{4}{\text{inquit,}}$ '$\underset{3}{\text{uxor}}$ $\underset{3}{\text{tua}}$ $\underset{4}{\text{ero.'}}$ [22]

4. $\underset{1}{\underline{\text{Hippomenes}}}$, $\underset{3}{\text{iuvenis}}$ $\underset{3}{\text{audax/fortis,}}$ $\underset{4}{\text{putabat}}$ $\underset{2}{\text{se}}$ $\underset{3}{\text{puellam}}$ $\underset{2}{\underline{\text{superaturum esse.}}}$ [18]

5. $\underset{1}{\text{dum}}$ $\underset{4}{\text{currunt,}}$ $\underset{1}{\underline{\text{Hippomenes}}}$ $\underset{2}{\underline{\text{mala}}}$ $\underset{2}{\underline{\text{aurea}}}$ $\underset{1}{\text{in}}$ $\underset{3}{\text{terram}}$ $\underset{4}{\text{iecit}}$ $\underset{2}{\text{quae}}$ $\underset{3}{\text{dea}}$ $\underset{2}{\text{ei}}$ $\underset{4}{\text{dederat.}}$ [29]

6. $\underset{1}{\text{ubi}}$ $\underset{3}{\text{puella}}$ $\underset{2}{\underline{\text{morata est}}}$ $\underset{1}{\text{ut}}$ $\underset{2}{\underline{\text{mala}}}$ $\underset{2}{\underline{\text{colligeret,}}}$ $\underset{1}{\underline{\text{Hippomenes}}}$ $\underset{2}{\text{eam}}$ $\underset{2}{\underline{\text{praeteriit.}}}$ [16]

7. $\underset{1}{\text{sic}}$ $\underset{2}{\underline{\text{superata}}}$ $\underset{2}{\underline{\text{fraude}}}$ $\underset{1}{\underline{\text{Hippomenis,}}}$ $\underset{1}{\underline{\text{Atalanta}}}$ $\underset{3}{\text{uxor}}$ $\underset{2}{\text{eius}}$ $\underset{4}{\text{facta est.}}$ [16]

140 marks, rounded down to a mark out of 40 (see grid).

Section B
Scaling grid to round down from 140 to 40

1	=	0	36	=	10	71	=	20	106	=	30
2	=	1	37	=	11	72	=	21	107	=	31
3	=	1	38	=	11	73	=	21	108	=	31
4	=	1	39	=	11	74	=	21	109	=	31
5	=	1	**40**	=	**11**	75	=	21	**110**	=	**31**
6	=	2	41	=	12	76	=	22	111	=	32
7	=	2	42	=	12	77	=	22	112	=	32
8	=	2	43	=	12	78	=	22	113	=	32
9	=	3	44	=	13	79	=	23	114	=	33
10	=	**3**	45	=	13	**80**	=	**23**	115	=	33
11	=	3	46	=	13	81	=	23	116	=	33
12	=	3	47	=	13	82	=	23	117	=	33
13	=	4	48	=	14	83	=	24	118	=	34
14	=	4	49	=	14	84	=	24	119	=	34
15	=	4	**50**	=	**14**	85	=	24	**120**	=	**34**
16	=	5	51	=	15	86	=	25	121	=	35
17	=	5	52	=	15	87	=	25	122	=	35
18	=	5	53	=	15	88	=	25	123	=	35
19	=	5	54	=	15	89	=	25	124	=	35
20	=	**6**	55	=	16	**90**	=	**26**	125	=	36
21	=	6	56	=	16	91	=	26	126	=	36
22	=	6	57	=	16	92	=	26	127	=	36
23	=	7	58	=	17	93	=	27	128	=	37
24	=	7	59	=	17	94	=	27	129	=	37
25	=	7	**60**	=	**17**	95	=	27	**130**	=	**37**
26	=	7	61	=	17	96	=	27	131	=	37
27	=	8	62	=	18	97	=	28	132	=	38
28	=	8	63	=	18	98	=	28	133	=	38
29	=	8	64	=	18	99	=	28	134	=	38
30	=	**9**	65	=	19	**100**	=	**29**	135	=	39
31	=	9	66	=	19	101	=	29	136	=	39
32	=	9	67	=	19	102	=	29	137	=	39
33	=	9	68	=	19	103	=	29	138	=	39
34	=	10	69	=	20	104	=	30	139	=	40
35	=	10	**70**	=	**20**	105	=	30	**140**	=	**40**

Mark Scheme 1942/24
June 2006

General Marking Instructions

Mark in red biro or ink.

All scripts must be marked in accordance with the Mark Scheme agreed at the Standardisation Meeting.

Recording of marks
Where you award a mark, put a tick in the body of the script. Do not put a tick anywhere else.

Marks for each part question should be recorded unringed in the right hand margin.
Do **not** amalgamate marks.

Ring the total for each question in the right hand margin at the end of each question.

Transfer the ringed marks for each question to the front of the script.
Total these marks and ring the final mark.

With questions that require a degree of personal response from the candidate it will not be possible to anticipate all possible answers. Examiners must therefore be able to exercise their judgment in crediting all valid points.

Section A: Prose Selections from the Cambridge Latin Anthology

1   **(a)**   **(i)**   behind the bier (1) (standing) on a stone (1) in the crowd (1)
           Any 2   [2]

                    (ii)   *curiosis oculis*   [1]

       (b)   his chest (1) is swelling/rising (1) the body (1) is breathing/life (1)   [4]

       (c)   **(i)**   cups (1) with water from the river Lethe (1)   [2]

                    (ii)   caused the dead to forget (the past) (or similar)   [1]

                    (iii)   he must have died/been truly dead (1) or some idea of returning from
                             dead/he asks why he is returning…
                             he is surprised to find himself alive again (1)
                             Accept any valid answer   [1]

       (d)   **(i)**   (in) the underworld/the river Styx   [1]

                    (ii)   the dead crossed this river/they entered the underworld here (or similar)   [1]

       (e)   **(i)**   to die again/return to the underworld/return to his rest   [1]

                    (ii)   he repeats *desine* (1)
                             he says *precor* – I beg you (1)
                             he uses commands/imperatives – *desine/permitte* (1)
                             he uses short phrases – *desine iam/precor/desine* (1)
                             iam with explanation (1)
                             me and *meam* (1)
                             Accept any 3 valid answers but must have one example of language and   [3]
                             one of vocab for full marks

       (f)   he says the prophet speaks more forcefully now (1)
                         he invites the corpse to tell how he died (1)
                         the corpse groans as he speaks (1)
                         he mentions guilt/mystery about his bride/the bride's evil skills (1)
                         he says the bed was still warm when his wife took a new lover (1)
                         he was the victim of a deadly drink (1)
                         he will give clear proof of all this (1)
                         he will reveal what no one else knows (1)
                         Accept any 5 valid answers, including stylistic points (with examples)   [5]

                                                                       Total: 22 marks

2 **(a)**   Calpurnia shares his love of literature (1)
            she is devoted to Pliny/virtuous/loves him (1)
            she is anxious when he is in court (1)
            she listens to his readings (1)
            she puts his verses to music (1)
            she is taught by love (1)
            Any 2   [2]

(b)   position of *perpetuam/maiorem* (1)
            position of *concordiam* (1)
            choice of (*perpetuam) concordiam* – harmony (lasting forever) (1)
            maiorem in dies – growing greater day by day (1)
            certissimam – use of superlative/he is very sure
            Accept any 3 valid answers: must have one example of word order and
            one of vocab. for full marks.   [3]

(c) **(i)**   his age (1) his body (1)   [2]

      (ii) as a lawyer (1) writer/poet (1) politician (1) magistrate (1) Any 2   [2]

(d) **(i)**   an arranged marriage (1) Accept other valid answers   [1]

      (ii) an equal/balanced relationship (1) **or**
            they are well suited to each other (1)

            the exact balance of *ego … illa* (1)
            the exact balance of *illam mihi … me sibi* (1)
            the repetition of *quod* (1)

            Give 1 mark for a comment on their relationship and a further 2 for any
            points on the use of language: if no **Latin** max 1 mark for second point   [1 + 2]

(e)   **Praise for Hispulla**
            Pliny opens the letter by praising Hispulla (1)
            she is a model of family affection (1)
            she loves Calpurnia as if she were her own daughter (1)
            she has been more than an aunt to Calpurnia (1)
            Calpurnia owes all her good qualities to Hispulla (1)
            she brought Calpurnia up to be morally good (1)
            she taught Calpurnia to love Pliny (1)
            she guided/encouraged Pliny from boyhood (1)
            Praise for Calpurnia
            she is worthy of her father, grandfather and aunt (1)
            she is virtuous (1)
            she is shrewd/intelligent (1)
            she is thrifty (1)
            she is interested in literature (1)
            she follows Pliny's progress in the courts (1)
            she has musical talent (1)
            she loves Pliny (1)
            he praises her for predicting how he would turn out (1)
            Accept any 5 valid answers referring to each of the above or both   [5]

                                                                    Total: 18 marks
                                                            Total for Section A: 40 marks

Section B: Selections from Pliny's Letters

3   **(a)**   *eques*/knight   [1]

     (b)   travelling to Ocriculum/on the way to Ocriculum (1)
                  with Scaurus (1) and then vanished (1)
                  Any 2   [2]

     (c)   come/join them/go/lead (1) to put them on the right track (1)   [2]

     (d)   **(i)**   centurion (1)   [1]

              (ii)   40 000 sesterces (1) to kit him out/for his outfit/his equipment (1)   [2]

              (iii)   patronage/(close) friend/fellow townsman   [1]

     (e)   he has not had a letter/letters (1) no news of his death (1)   [2]

     (f)   **(i)**   he was waylaid/killed by his men (1) he was killed with his men (1)   [2]

              (ii)   none of their slaves (1) have turned up (1)   [2]

     (g)   he calls him an excellent (young man) – *optimi (adulescentis)* (1)
                  he mentions his outstanding devotion – *pietate mira* – in his search for his
                  father (1)
                  he mentions his outstanding common sense – *mira sagacitate* (1)
                  he asks the gods' blessing on his efforts – *di faveant* (1)
                  he describes his friend's pleas as *honestissimis*/very honourable/he uses a
                  superlative to describe his friend's pleas (1)
                  use of chiasmus with these four words to emphasise these qualities (1)
                  juxtaposition of *mira mira* (1)
                  position of *demus*
                  repetition of *demus*
                  Accept any 4 valid answers but at least one word order and one vocabulary   [4]
                  for full marks

                                                                   Total: 19 marks

4 **(a)**   healthy/vigorous/youthful (1) strong/sturdy (1) hardy/tough/robust (1)
             she is nearly 79/a little short of her 80th year (1)
             Any 3   [3]

    (b)   she left two thirds to her grandson (1)
             she left one third to her granddaughter (1)
             Give 1 mark for left everything to her grandson and granddaughter   [2]

    (c)   he avoided all (spiteful) gossip (1) in childhood and adolescence (1) he was
             loved as a relative (1) by those who were not relatives (1)
             conspicuous/handsome (1)
             Accept any 4 answers   [4]

    (d) **(i)**   nearly 24/his 24th year/23   [1]

         (ii)   he could inherit (1) money/property (1)   [2]

    (e)   he calls Umidia *delicatae* – pleasure loving (1)
             he uses juxtaposition of *delicatae* and *severissime* to stress the contrast
             between them (1)
             he uses superlatives to describe the grandson –
             severissime/obsequentissime (1)
             he puts *severissime/obsequentissime* at the end of the clause to stress his
             good behaviour (1)
             Accept any 3 valid answers but must have choice of vocabulary and word
             order for full marks   [3]

    (f)   they were solo performers (1)
             they mimed everything/used gestures (1)
             they were accompanied by a chorus (1) and an orchestra (1)
             rather like a ballet (1)
             performed stories from Greek mythology (1)
             Accept any 2 valid answers   [2]

    (g)   Accept any 4 valid points but do not give a mark twice for the same point:
             Yes
             he admires her physical condition (1)
             he approves of the terms of her will – *honestissimo* (1)
             she never forced her grandson to join in her leisure pursuits/theatre (1)
             she sent him away to study (1)
             out of respect (1)
             family affection shown by the deceased/honour done to her grandson (1)
             No
             she treated her actors too extravagantly (1)
             more than was suitable for a lady in her position (1)
             she had too much leisure (1)
             which she spent watching actors (1) or playing draughts (1)
             she had people paying their respects to her – if that is the right word
             according to Pliny (1)
             they copied her every gesture (1)   [4]

                                                                      Total: 21 marks
                                                              Total for Section B: 40 marks

Mark Scheme 1942/25
June 2006

General Marking Instructions

Mark in red biro or ink.

All scripts must be marked in accordance with the Mark Scheme agreed at the Standardisation Meeting.

Recording of marks
Where you award a mark, put a tick in the body of the script. Do not put a tick anywhere else.
Do not write comments on the script. Put an omission mark if an answer is incomplete.

Marks for each part question should be recorded **unringed** in the right hand margin.
Do **not** amalgamate marks.

Ring the total for each question in the right hand margin at the end of each question.

At the end of Section B record a mark for Quality of Written Communication
as QWC **unringed** in the right hand margin.

Marks for quality of written communication
Award **two** marks for answers in continuous prose and of reasonable accuracy.
Award **one** mark for failure to observe this and/or answers of moderate accuracy.
Award **no** marks for failure to communicate a coherent answer.

Transfer the **ringed** marks for each question to the front of the script. Total these marks and **ring** the final mark.

With questions that require a degree of personal response from the candidate it will not be possible to anticipate all possible answers. Examiners must therefore be able to exercise their judgment in crediting all valid points.

Topic 4: The Structure of Roman Society
Section A

1   **(a)**   the client did various jobs/services for his patron
              (in return for help)   [1]

       (**b**)   he supported his client with advice/money/food   [1]

2   it took place early in the morning at patron's house
      salutatio
      clients received gift of money/food (1) *sportula*/61/4 *sesterces* (1)
      dressed formally
      addressed patron as *domine/*master

      Give 1 mark for each valid point including those above. Max. 4.   [4]

3   they helped poets to publish their work/hold a *recitatio*
      they could commission a builder to put up a building
      they supported election candidates
      they could set men up in business
      they could speak on their behalf in court

      Accept any 2 valid points from Roman society   [2]

4   he could call on them to perform errands/tasks
      they would escort him in the forum
      they increased his status/prestige
      clients witnessed signing of legal documents
      clients led applause when he made a speech

      Accept any 4 valid points   [4]

5   *vigintivir* (1) junior official/helped with law courts/prisons (1)
      or
      military tribune (1) military service abroad/an officer in a
      legion (1)   [2]

6   financial duties/ managing public money   [1]

7   he had held the office of *quaestor* (1) *consul* (1)
      he was governor of 3 provinces/more than one province (1)
      including the eastern frontier/Syria (1)
      most men were governors only once or twice at most (1)
      this inscription shows a long successful career (1)
      he found favour with several emperors (1)

      Accept any 3 valid answers   [3]

8   (broad) purple stripe on tunic
      reserved seats at entertainments/public ceremonies
      eligible for certain priesthoods
      membership of emperor's council

      Accept any 2 valid answers   [2]

                                                       Total: 20 marks

Section B

9   **(a)**   they were citizens (1) they could vote in elections (1)
they were active as businessmen (1) + e.g. (1)
many were highly skilled craftsmen (1) + e.g.(1)
many were well educated (1) + 2 for egs (secretary/teacher/ accountant/banker)
provided help/ support for their ex-masters (1)
often carried on working for them (1)
might become a client (1)
in politics (1)
power of emperor's freedmen (1) one his personal
secretary (1) one in charge of his accounts (1) in charge of petitions (1)
they could hold certain priesthoods/*seviri Augustales* (1)

Accept any 10 valid answers   [10]

   (b)   **advantages**
senatorial careers arranged in a fixed order (1) a target to aim for (1)
on the whole merit was rewarded (1)
men of proven ability reached the top (1)
these men could be identified by the emperor/ appointed
to the highest offices (1) e.g. governors of provinces (1)
short time in office gave more opportunities (1)
men gained a wide range of experience as they advanced (1)
+ e.g. (financial/legal) (1)

disadvantages
not open to all/*plebs* excluded (1)
flattery/favouritism (1)
system based on wealth/property qualification of 1 million *sesterces* (1)
freedmen not allowed to stand for office (but sons could) (1)
transfer from one class to another was difficult (1)
limited opportunities as numbers decreased as they advanced higher (1)

Accept any 8 valid answers but must have at least 1 from each   [8]

Quality of written communication: 2 marks

Total for Section B: 20 marks

10 **(a)**   a major part (1)
          he had a council to advise him/help with his workload (1)
          government issues/in important matters (1) + 1 for an e.g.
          he presided at meetings of the senate (1)
          dealing with government of empire (1)
          he chose men for top posts (1)
          + 2 for egs (consul/ the senate/provincial governor, commander of legion)
          he was c-in-c of Roman army (1) + 2 for details
           (allocating legions, soldiers' pay, leading troops on campaign)
          he received ambassadors (1)
          authorised handouts/entertainment for the people (1)

          Accept any 10 valid answers.   [10]

(b)   **slaves used in construction of buildings (1**)
          the expansion of empire led to growth of towns/increase in building (1)
          to operate machinery like the crane needed manpower (1)

          slaves used for road and bridge building (1)
          because of troop movement/trade (1)

          used as actors/gladiators (1)
          popularity of shows (1)

          in mining (1)
          need for ever more metals/for coinage/weapons etc. (1)

          slaves used in quarries (1)
          building programme required stone (1)

          slaves used in agriculture (1)
          to feed army/ growing population (1)

          keeping streets clean (1)
          health and safety (1)
          in baths (1)
          popularity of baths (1)
          unloading cargo off ships (1)
          increase in trade (1)

          Give 4 marks for any valid answers for the use of slaves and 1 mark for each
          supporting reason   [8]

                                    Quality of written communication: 2 marks

                                    Total for Section B: 20 marks

Topic 5: Women in Roman Society

Section A

1   the husband made a promise of marriage (1)
       father of bride promised (on her behalf) (1)
       gifts exchanged (1)
       witnesses present (1)
       this ring placed on 3rd finger (of left hand)
       dowry arranged (1)

       Accept any 4 valid answers.   [4]

2   Accept 12/13/14 years old   [1]

3   home loving, dutiful, modest, chaste/virtuous, wool spinner,
       careful/thrifty, good organiser, able to bear children

       Accept any 3.   [3]

4   tombstones (1) letters(1) poems/books (1)   Accept any 2   [2]

5   *univira(e)*   [1]

6   allowed to worship at the temple of chastity (1)
       allowed to attend bride at her wedding/undress her on wedding night (1)
       had this recorded on her tombstone (1)   Any 2   [2]

7   didn't love each other/little in common (1)
       childlessness (1)
       unfaithfulness/adultery (1)
       brutality (1)
       constant quarrelling (1)
       political/social ambitions of husband (1)

       Accept any 3   [3]

8   one partner could move out (1)
       husband could tell wife to go (1) in front of witnesses (1)
       and tell her to return the keys to the house (1)
       one could notify the other in writing (1)
       or they could make a joint declaration (1)
       the dowry could be returned (1)

       Accept any 4   [4]

                                                     Total: 20 marks

Section B

9   **(a)**   Give 1 mark for each Roman custom and 1 mark for a modern
               equivalent. Allow answers from different faiths and cultures.

               Roman engagement ring (1) modern engagement/wedding ring (1)
               Roman bridal dress/veil/*flammeum* (1) bride's dress today (1)
               priest conducted ceremony (1) today official/church ceremony (1)
               Roman bride had attendant (1) bridesmaids/attendants today (1)
               Roman wedding hymn (1) today music/hymns/songs (1)
               Roman promise *ubi tu Gaius ego Gaia* (1) marriage vows today (1)
               Roman rude jokes (1) wedding speeches today (1)
               nuts thrown (1) today confetti/rice etc. (1)
               Roman wedding feast (1) today wedding breakfast/meal (1)
               Dowry (1) bride's father pays for wedding/dowry (1)
               joining of hands (1) ditto (1)

               Accept any valid answers, but maximum 7 if reference made
               only to Roman or only to modern customs.   [10]

       (b)   Roman women could not vote (1) take part in politics (1)
               or public life (1) sit on a jury (1) plead in court (1)
               take a job outside the house (1) but poorer women could work in shops/as
               prostitutes etc (1)
               could only attend dinner parties with husbands (1)
               could not divorce husbands always/in *cum manu* marriage (1)
               could not own property likewise (1) were under control of husbands (1)
               had arranged marriages/could not choose own husbands (1)
               Roman women under a man's authority (1)

               Accept any 8 valid answers.   [8]

                                   Quality of written communication: 2 marks

                                   Total for Section B: 20 marks

10   **(a)**   in *sine manu* a wife could own property (1)
           remained a member of her father's family (1)
           was not under her husband's control (1)
           she could divorce him (1)
           she was more independent (1)
           in *cum manu* she was under her husband's control totally (1)
           so less independence (1)
           could not divorce him (1) but he could divorce her (1)
           she could not inherit (1) or own property in her own right (1)

           Accept any 8 valid answers   [8]

        (b)   women spent a lot of time in the home (1**)**
           organising the slaves (1) responsible for childcare (1)
           slaves gave upper class women free time (1)
           poor women would help husbands in shops/on farms (1)
           Roman women free to go to the baths (1) and theatre (1)
           shopping with friends (1) as women generally do today (1)
           but they could not go to dinner parties without their husbands (1)
           today most women can go to parties/discos unaccompanied (1)
           today women have electrical gadgets/ washing machines (1)
           there are facilities for childcare/ nurseries (1)
           so they have more time to spend with friends (1)
           they can go out to work (1)
           today choice of marriage partner (1)

           Accept any 10 valid answers but must refer to Roman
           and modern women for full marks.   [10]

                                                        Quality of written communication: 2 marks

                                                        Total for Section B: 20 marks

Topic 6: Roman Britain

Section A

1   water source/spring/well (1)
     agricultural land/pasture (1)
     wood/timber (1)
     sheltered position (1)
     security/near a town (1)
     attractive surroundings (1) good road connections (1)

     Any 3 valid answers   [3]

2   large rooms/spacious (1)
     running water (1)
     under floor heating (1)
     glass windows (sometimes) (1)
     baths (1) garden (1)

     Accept any 4 valid answers   [4]

3   buying food/goods (not produced in the villa) (1)
     organising slaves (1)
     organising the farm work(1)
     looking after buildings (1)
     looking after tools (1)   Any 2   [2]

4   they took sightings from high points (1)
     using smoke from fires (1)
     took shortest route (1) straight where possible (1)
     had to divert round hills/valleys (1)   Any 3   [3]

5   Give 1 mark for any 4 of the following correctly labelled:
     ditch, kerbstone, footing, hardcore, surface, *agger.*   [4]

     (For a sketch see the Cambridge Latin Course Book 3 page 66)

6   movement of soldiers (1)
     to control territory (1)
     for use by government officials/imperial post (1)
     trade (1) Any 2   [2]

7   robbery by thieves (1)
     dirty/uncomfortable accommodation (1) where to stay overnight (1)
     bad/narrow roads (1)
     leading to damaged vehicles/crashes (1)
     Accept any 2 valid answers   [2]

                                                                    Total: 20 marks

Section B

8   **(a)**   hot springs (1) healing powers (1)
             baths complex (1) different rooms (1) large bath
             for swimming (1)
             tourist centre (1) souvenir stalls/amulets for sale (1)
             visit temple (1) dedicated to Sulis Minerva (1)
             a sacred place (1) religious pilgrimage (1)
             thriving town (1) centre of local government (1)
             administration of law (1) provided entertainment (1)
             pleasant situation (1) beside the Avon (1)
             sheltered position (1)

             Accept any 5 valid points + 1 mark for a supporting detail for each.   [10]

(b)   **good land (1**) for growing crops/farming (1)
             pasture for animals (1)

             taxes/grain (1) to maintain/feed the army (1)
             to finance building programme (1)
             these taxes were unpopular with the Britons (1)

             mining (1) + 1 mark for naming metal mined (1)
             for weapons/ armour (1)

             opportunities for trade (1) + 1 mark for a product imported
             into or exported from Britain (1)

             they secured the northern frontier of the empire (1)
             prevented attacks on Gaul (1)
             client kings could rule on behalf of emperor (1)

             Accept any valid benefits (max. 7) and up to 2 marks for
             supporting details for each benefit   [8]

                              Quality of written communication: 2 marks

                              Total for Section B: 20 marks

9   **(a)**   vast size of building (1)
              larger than any villa found in Roman Britain (1) 4 long wings (1)
              around a central garden (1) employment of specialist craftsmen (1)
              marble/coloured stone imported from Greece (1) stucco frieze (1)
              fine mosaic floors (1) painted walls (1)
              workmanship as fine as that found in Italy (1)
              palace gardens laid out in Italian style/formally (1) + 1 for detail eg fountains
              palace had an audience chamber (1) a grand entrance hall (1)

              Accept any 10 valid points   [10]

   (b)   **gave them peace** (1) a more settled way of life (or similar) (1)

              built towns (1) gave them centres for administration/public buildings (1)
              entertainment (1) private houses (1)

              built new roads (1) enabled them to expand trade/markets (1)
              import/ buy luxury goods (1) Britons became richer (1)
              use of Roman coinage (1)

              built market places (1) to sell local produce (1)

              gave them access to legal system (1) in town centres (1)

              access to education (1) could learn Latin - language of the empire (1)

              Britons built villas/farms in the Roman style (1) more
              comfortable life-style (1)

              Accept any valid benefits (max. 7) and up to 2 marks for supporting
              details for each.   [8]

                                              Quality of written communication: 2 marks

                                              Total for Section B: 20 marks

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
06/86 Coursework	40	32	28	24	20	16	12	8
11 Paper 1 (Foundation)	60	n/a	n/a	38	32	26	20	14
12 Paper 2 (Foundation)	60	n/a	n/a	31	26	21	16	11
13 Paper 3 (Foundation)	40	n/a	n/a	26	20	14	9	4
14 Paper 4 (Foundation)	40	n/a	n/a	23	20	17	14	11
15 Paper 5 (Foundation)	40	n/a	n/a	23	19	16	13	10
21 Paper 1 (Higher)	60	46	40	34	26	n/a	n/a	n/a
22 Paper 2 (Higher)	60	45	37	30	24	n/a	n/a	n/a
23 Paper 3 (Higher)	40	30	26	23	19	n/a	n/a	n/a
24 Paper 4 (Higher)	40	29	25	22	18	n/a	n/a	n/a
25 Paper 5 (Higher)	40	30	26	22	18	n/a	n/a	n/a

Syllabus Options

Foundation Tier

Option FA (11, 12, 13, 14)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	110	93	76	59	42
Cumulative Percentage in Grade		n/a	n/a	n/a	48.8	72.1	81.4	90.7	100

The total entry for the examination was 43

Option FB (11, 12, 13, 15)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	104	88	73	58	43
Cumulative Percentage in Grade		n/a	n/a	n/a	33.3	66.7	80	93.3	93.3

The total entry for the examination was 15

Option FC (11, 12, 14, 15)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	110	94	78	63	48
Cumulative Percentage in Grade		n/a	n/a	n/a	36.5	60.4	78.1	93.8	99

The total entry for the examination was 98

Option FD (06, 11, 12, 13)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	107	90	73	57	41
Cumulative Percentage in Grade		n/a	n/a	n/a	31.6	63.2	84.2	100	100

The total entry for the examination was 19

Option FE (06, 11, 12, 14)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	106	91	76	62	48
Cumulative Percentage in Grade		n/a	n/a	n/a	42.6	72.1	86.9	95.1	96.7

The total entry for the examination was 61

Higher Tier

Option HA (21, 22, 23, 24)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	171	150	129	109	87	76	n/a	n/a
Cumulative Percentage in Grade		52.5	80.9	92.2	97.1	99.1	99.5	n/a	n/a

The total entry for the examination was 2983

Option HB (21, 22, 23, 25)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	168	148	128	109	87	76	n/a	n/a
Cumulative Percentage in Grade		37	64.2	80.6	90.4	96.5	98.6	n/a	n/a

The total entry for the examination was 429

Option HC (21, 22, 24, 25)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	170	149	128	108	86	75	n/a	n/a
Cumulative Percentage in Grade		37.9	65.3	82.2	92.2	97.2	98.7	n/a	n/a

The total entry for the examination was 2382

Option HD (06, 21, 22, 23)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	174	153	132	111	89	78	n/a	n/a
Cumulative Percentage in Grade		28.3	62	78.6	89.1	96.7	98.6	n/a	n/a

The total entry for the examination was 276

Option HE (06, 21, 22, 24)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	170	150	130	110	88	77	n/a	n/a
Cumulative Percentage in Grade		26.4	54.3	72.5	86.0	94.7	96.6	n/a	n/a

The total entry for the examination was 1171

Option HG (21, 22, 24, 86)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	170	150	130	110	88	77	n/a	n/a
Cumulative Percentage in Grade		0	100	100	100	100	100	n/a	n/a

The total entry for the examination was 1

Overall

	A*	A	B	C	D	E	F	G
Cumulative Percentage in Grade	40.3	67.6	81.8	91.3	96.5	98.1	98.5	98.7

The total entry for the examination was 7478

	A*	A	B	C	D	E	F	G