



Cambridge Assessment International Education
Cambridge Pre-U Certificate

LATIN

9788/04

Paper 4 Prose

May/June 2019

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **7** printed pages.



Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Principles of Marking

- (a) Full marks for each section should only be awarded if grammar and vocabulary are entirely correct.
- (b) The number of marks awarded for each section reflects the length of the section and its (grammatical) difficulty.
- (c) More specifically, examiners should check that verbs – tense, mood, voice and person (if appropriate); nouns and adjectives – case, number and gender are written or identified correctly. They should also check for the correct translations of comparatives and superlatives.
- (d) Where more than one mark is given for a word, some but not full marks should be awarded for what has been correctly written or identified (e.g. the tense but not the person).
- (e) Ticks should be marked on the script for particularly good Latin, e.g. appropriate subordination (such as use of participles), for accomplished use of syntax and effective choice of vocabulary; 15–16 ticks will be awarded 8 marks, 13–14, 7 marks, and so on (see table below).

Question	Answer	Marks
Prose Composition		
1	1 2 1 1 1 2 At this sight all military action ceased.	8
	1 1 2 1 1 1 The Roman soldiers, laying aside their enthusiasm for fighting, wished to get 2 2 1 to know the proposals of the enemy.	12
	1 1 1 1 1 2 1 1 When the inhabitants reached the Roman officers they threw themselves at 1 1 2 1 2 1 1 their feet, begging them to await Caesar's arrival:	18
	2 1 2 1 1 2 1 1 2 they realised that they could no longer resist and therefore did not intend to 1 1 defend their city;	15
	1 1 1 1 2 2 2 they added that, if the whole <u>tower</u> were destroyed, they could not prevent 1 1 2 1 2 1 the soldiers from breaking into the town in search of plunder.	18
	1 1 1 1 1 1 1 1 They said these words and more of the same kind with much weeping. 2 1 1 1 1 2 Moved by this the Roman officers ordered the attackers to withdraw.	16
	1 1 2 1 1 1 1 1 1 2 No weapon was fired either from the wall or by the Romans; everyone left 1 1 1 2 their posts as if peace had been restored.	17

Question	Answer	Marks												
1	<p>8 marks for style and fluency as outlined below.</p> <p><i>In consideration of the whole passage, eight marks for style and fluency are awarded according to the following grid:</i></p> <p>Where there are two marks within a band, the top mark should be awarded when the work consistently shows the characteristics described in the band. When the work mainly shows the characteristics described in the band, the lower mark in the band should be awarded.</p> <table border="1" data-bbox="316 584 1313 1088"> <tbody> <tr> <td data-bbox="316 584 416 649">7-8</td> <td data-bbox="416 584 1313 649">Comprehensively fluent and idiomatic.</td> </tr> <tr> <td data-bbox="316 649 416 750">5-6</td> <td data-bbox="416 649 1313 750">Judicious recasting of the English with good choice of vocabulary in accordance with appropriate idiom.</td> </tr> <tr> <td data-bbox="316 750 416 851">3-4</td> <td data-bbox="416 750 1313 851">Some attempt to move beyond the literal to an idiomatic rendering of the text through use of more complex grammatical structures.</td> </tr> <tr> <td data-bbox="316 851 416 918">2</td> <td data-bbox="416 851 1313 918">Some evidence of use of idiom, e.g. connectives, word order.</td> </tr> <tr> <td data-bbox="316 918 416 1019">1</td> <td data-bbox="416 918 1313 1019">Very literal translation with only occasional attempt to capture idiom</td> </tr> <tr> <td data-bbox="316 1019 416 1088">0</td> <td data-bbox="416 1019 1313 1088">Very literal translation with no attempt to capture idiom.</td> </tr> </tbody> </table>	7-8	Comprehensively fluent and idiomatic.	5-6	Judicious recasting of the English with good choice of vocabulary in accordance with appropriate idiom.	3-4	Some attempt to move beyond the literal to an idiomatic rendering of the text through use of more complex grammatical structures.	2	Some evidence of use of idiom, e.g. connectives, word order.	1	Very literal translation with only occasional attempt to capture idiom	0	Very literal translation with no attempt to capture idiom.	8
7-8	Comprehensively fluent and idiomatic.													
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3-4	Some attempt to move beyond the literal to an idiomatic rendering of the text through use of more complex grammatical structures.													
2	Some evidence of use of idiom, e.g. connectives, word order.													
1	Very literal translation with only occasional attempt to capture idiom													
0	Very literal translation with no attempt to capture idiom.													
	Total (=104/2 = 52 + 8 marks for style and fluency)	60												

Question	Answer	Marks
Comprehension		
Alternative suitable answers can be accepted provided the meaning remains the same.		
2(a)	(Cimon had been sent) with 200 ships	1
	to Cyprus as commander	1
	he had conquered	1
	the majority of the island	1
	Total	4
2(b)	The Athenians missed him for a long time	1
	Not only in (time of) war	1
	but also in (time of) peace	1
	Total	3
2(c)	He owned estates and gardens	1
	in several places	1
	Total	2
2(d)	He never set a guard	1
	over his property	1
	For the sake of protecting his produce	1
	In case / for fear that anyone	1
	might be prevented	1
	from enjoying his property / possessions	1
	whatever each wished [Any SIX points]	1
	Total	6
2(e)	Attendants / people escorting him (on foot)	1
2(f)	If anyone required	1
	his help	1
	he would have something	1
	to give to them immediately	1
	in case by putting it off / delaying	1

Question	Answer	Marks
	he would appear to be refusing them	1
	Total	6
2(g)	Anyone afflicted by misfortune	1
	less well	1
	dressed	1
	Total	3
2(h)(i)	Cimon might invite	1
	anyone he saw in the forum	1
	(previously) uninvited	1
	Total	3
2(h)(ii)	<i>cotidie</i> = daily	1
	<i>omnes</i> = all	1
	<i>nullo die</i> = on no day	1
	Total	3
2(i)(i)	<i>fides</i> : allegiance / promise / protection	1
2(i)(ii)	<i>opera</i> : assistance / service	1
2(i)(iii)	<i>res familiaris</i> : resources / means	1
2(j)	He paid for the funeral	1
	of a number of poor people	1
	who had not left enough money to pay for it	1
	Total	3
2(k)	It is hardly surprising	1
	that his life was trouble free	1
	and his death bitterly felt	1
	Total	3
2(l)(i)	result clause	1
2(l)(ii)	after <i>quo minus</i> following a verb of hindering	1
2(l)(iii)	<i>cum</i> = when	1

Question	Answer	Marks
2(l)(iv)	generic / causal 'qui'	1
2(m)(i)	accusative: expressing motion towards	1
2(m)(ii)	ablative: ablative of description	1
2(m)(iii)	dative: (was being cooked) for him	1
2(m)(iv)	dative: failed for nobody	1
2(n)(i)	<i>mittere</i>	1
2(n)(ii)	<i>velle</i>	1
2(n)(iii)	<i>efferre</i>	1
2(o)(i)	<i>maiolem</i> (line 1)	1
2(o)(ii)	<i>minus</i> (line 6, 9)	1
2(o)(iii)	<i>minime</i> (line 14)	1
2(p)(i)	gerundive	1
	genitive of gerundive after <i>gratia</i> (allow gerund)	1
	Total	2
2(p)(ii)	gerund	1
	ablative of instrument	1
	Total	2
2(p)(iii)	infinitive	1
	after <i>videretur</i> / he might appear <u>to be refusing</u>	1
	Total	2