

MARKSCHEME

May 2004

LATIN

Higher Level

Paper 2

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SECTION A

[30 marks]

1.(a)

- (i) Mark only for length of syllables. One mark for each all-correct line; no mark otherwise.
- (ii) The Trojans believe that the Greeks have gone home [1 mark] but they are in fact waiting to return when the Trojan Horse trick has worked [1 mark].
- (iii) *tendebant* and *solebant* are imperfect [1 mark], *stupet*, *mirantur* and *hortatur* are present [1 mark]. The imperfect verbs set the scene, the presents continue the narrative [1 mark]. Other answers on their merits but a bald ‘more vivid’ will not do.
- (iv) Trickery [1 mark] and fate [1 mark]. The effect is to underline the absence of any good possibility; some candidates may mention the contrast between the reader’s knowledge and Aeneas’, i.e. dramatic irony. One of those or any plausible view should attract the third mark.

1.(b)

- (i) There is a good choice; award [1 mark] for each well explained word or phrase up to a maximum of [3 marks].
- (ii) *soceros* refers to Andromache’s parents-in-laws, Priam [1 mark] and Hecuba [1 mark]; *avo* refers to Astyanax’ grandfather, Priam [1 mark].
- (iii) *miseri* [1 mark] and *inrita* [1 mark].
- (iv) Mark 467 only for length of syllables. [1 mark] if all-correct line; no mark otherwise. The enjambment (technical term not required) of *incidit* clearly brings out the sense of the previous line [1 mark].

2.(a)

- (i) Any three of: *supplicationes, templumque fecunditatis, certamen ad exemplar Actiacae religionis, Fortunarum effigies aureae, ludicrum circense*. English translations also acceptable. Other suggestions on their merits.
- (ii) A *votum* is a promise to perform some service to a god if (s)he grants a favour requested. They are multiplied **[1 mark]** and paid **[1 mark]**.
- (iii) I would expect answers such as the way the incident reveals character flaws in Nero **[1 mark]**, and extreme sycophancy in the Senate **[1 mark]**. Other suggestions on their merits.
- (iv) **[3 marks]** for a correct translation (or one with a minor error); **[2 marks]** for a translation with one major error or with two minor errors; **[1 mark]** for a translation with two major errors or with three minor errors (or one of a similar quality). Otherwise, award no mark.

2.(b)

- (i) The Pisonian conspiracy **[1 mark]**.
- (ii) Nero sought to avoid criticism by speaking to the Senate, publishing an edict to the people, and publishing documents establishing guilt. Any two of those for **[2 marks]**. Tacitus supports Nero by pointing out that no one at the time doubted that there was a conspiracy **[1 mark]** and by pointing out that many exiles later confirmed the fact **[1 mark]**.
- (iii) Because of the fate of his brother, Seneca **[1 mark]**.
- (iv) They thought he was using public affairs **[1 mark]** to pursue private hatred **[1 mark]**; now that Nero had calmed down **[1 mark]**, they did not want him roused up again **[1 mark]**.

3.(a)

- (i) **[3 marks]** for a correct translation (or one with a minor error); **[2 marks]** for a translation with one major error or with two minor errors; one mark for a translation with two major errors or with three minor errors (or one of a similar quality). Otherwise, award no mark.
- (ii) Ptolemy Auletes was the murderer **[1 mark]** who did not fear prosecution because he was a king **[1 mark]**.
- (iii) Complicity with Asicius in the murder of Dio **[1 mark]**. That Asicius' acquittal was achieved by collusion **[1 mark]**.
- (iv) There is a wide choice. Award **[1 mark]** for a good example and up to **[2 marks]** for the explanation.

3.(b)

- (i) The *barbarti* are the traditional severe males with full beard **[1 mark]**. The *barbula* is the small beard worn by the smart men around Clodia **[1 mark]**. The humour is in the fact that the obvious preference of Clodia is revealed **[1 mark]**.
- (ii) His blindness. **[1 mark]**
- (iii) That Clodia lent money to Caelius **[1 mark]**; that Caelius wished to poison Clodia **[1 mark]**.
- (iv) The long list of emotive words **[1 mark]** gives way to description **[1 mark]**, but both are making the same point **[2 marks]**.

4.(a)

- (i) In the first stanza, the boy thinks that the girl, Lydia, has taken up with a different boy **[1 mark]**; in the second stanza the girl thinks that the boy has taken up with a different girl **[1 mark]**.
- (ii) Ilia (*alias* Rhea Silvia) was the mother of Romulus and Remus **[1 mark]**; here (the tragic part of her story suppressed), she is regarded as an example of great success because of the fame of her son(s) **[1 mark]**.
- (iii) First, the boy reveals that he has indeed taken up with Chloe **[1 mark]**, then the girl reveals her infatuation with Calais **[1 mark]**. This is surprising because of the very different situation described in the first two stanzas **[1 mark]**.
- (iv) Hitherto, we have been led to suppose that the love between Lydia and the boy has been replaced on both sides by another **[1 mark]**; now we learn that the boy believes that Venus will not release him from his first love **[1 mark]** and Lydia, though she is aware of the boy's failings and of Calais' virtues, still prefers to return to the boy **[1 mark]**. The boy is surely not Horace but candidates should not be penalized for thinking that he is.

4.(b)

- (i) She is a good hairdresser **[1 mark]**, she is good at helping to persuade Corinna to come to Ovid **[1 mark]**, she is good in times of trouble **[1 mark]**.
- (ii) Mark only for length of syllables. **[1 mark]** for each all-correct line; no mark otherwise.
- (iii) **[3 marks]** for a correct translation (or one with a minor error); **[2 marks]** for a translation with one major error or with two minor errors; one mark for a translation with two major errors or with three minor errors (or one of a similar quality). Otherwise, award no mark.
- (iv) In 19-20, Ovid expresses a preference for a long letter, filling the whole tablet **[1 mark]**; in 23-4, he will be happy with one word, *ueni* **[1 mark]**.

5.(a)

- (i) Winter and cold weather bring milder fevers **[1 mark]** and help to refrigerate the fish **[1 mark]**.
- (ii) **[3 marks]** for a correct translation (or one with a minor error); **[2 marks]** for a translation with one major error or with two minor errors; **[1 mark]** for a translation with two major errors or with three minor errors (or one of a similar quality). Otherwise, award no mark.
- (iii) The emperor is so impressed by his power **[1 mark]** that he is susceptible to the suggestion that the fish wanted to be caught **[1 mark]**.
- (iv) When the fish is presented to Domitian, the senators are excluded **[1 mark]**; the emperor is openly said to hate the members of the council (*quos oderat ille*) **[1 mark]** and they fear him **[1 mark]**. That Domitian summons the council over so trivial an issue is also worth a mark, if that is needed.

5.(b)

- (i) Obscure academic knowledge is useless **[1 mark]** if not accompanied by practical knowledge **[1 mark]**.
- (ii) ‘Know yourself’ **[1 mark]**; inscribed on Apollo’s temple at Delphi **or** Apollo’s message to Socrates **[1 mark]**.
- (iii) Ulixes had successfully competed for Achilles’ armour **[1 mark]** because, although he did not deserve it on the grounds of heroism, he knew that his rhetoric would win the day **[1 mark]**. Thersites was an uncouth malcontent who knew himself sufficiently not even to consider competing for the armour **[1 mark]**.
- (iv) **[3 marks]** for a correct translation (or one with a minor error); **[2 marks]** for a translation with one major error or with two minor errors; **[1 mark]** for a translation with two major errors or with three minor errors (or one of a similar quality). Otherwise, award no mark.

SECTION B

Questions 6 – 10.

Essays are notoriously hard to mark. Here follows an attempt to characterize what might be expected for a given mark.

The essays are worth only *[10 marks]* each; you should not expect anything very long. Also, please note the syllabus set and do not expect material outside it (although you may reward such material).

- 9 or 10** This suggests an essay which shows a detailed knowledge of the text coupled with a persuasive answer to the question posed.
- 7 or 8** This suggests an essay which shows either a detailed knowledge of the text coupled with a weaker or less well focussed answer to the question posed **OR** one which shows a reasonable knowledge of the text coupled with a persuasive answer to the question posed.
- 5 or 6** This suggests an essay which is competent and worthy but which shows little or no knowledge or understanding beyond the obvious. Occasionally, such a mark will indicate an essay in which gross error is combined with excellent knowledge or judgement.
- 3-4** This suggests an essay which combines pedestrian knowledge and judgement combined with some error.
- 0 – 2** This suggests the essay of a candidate who has read little or nothing of the syllabus.
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