

Markscheme

May 2016

Latin

Standard level

Paper 1

6 pages

This markscheme is **confidential** and for the exclusive use of examiners in this examination session.

It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of the IB Assessment Centre.

The translation is assessed in its basic units of clause and sentence. To this end, the original text is chunked in a fixed number of sections (or “sense units”), 15 at SL and 30 at HL. Every section is awarded two separate marks according to the two descriptors outlined below.

Each section is awarded 0 to 3 marks for descriptor A (Meaning) and 0 to 3 marks for descriptor B (Vocabulary & Grammar).

The range of marks for each section is therefore 0 to 6, while the maximum number of marks for the whole text is 90 at SL (15 sections × 6 marks).

Criterion A (Meaning) assesses how well the meaning of each sense unit has been communicated.

Criterion B (Vocabulary & Grammar) assesses how correctly vocabulary and grammar have been rendered in relation to each sense unit. The term “grammar” here includes syntax and accidence.

As a guideline, criterion A tends to look at the translation as a whole (*eg* stylistic, literal and idiomatic meanings conveyed), while criterion B tends to assess the conformity of the single section with the original text (*eg* grammatical accuracy of translation, apparent understanding of source language syntax and vocabulary).

While it may not always be possible to give the full range of marks for a single sense unit, the range of marks necessary for differentiation is present over the whole exam.

By way of example, the marking of different translations of the sense unit *causa quae sit videtis* found in a Cicero passage (SL specimen papers) would be as follows:

- “You see what the case is”: A=3, B=3.
- “You don’t see what the case is”: A=2 (the meaning has been partially communicated; errors impair the translation), B=3 (most grammar is rendered accurately).
- “You see the case”: A=3, B=2 (grammar is rendered adequately despite inaccuracies).
- “You saw what the case is”: A=3, B=2 (grammar is rendered adequately despite inaccuracies).
- “You have the case”: A=2 (the meaning has been partially communicated), B=1 (limited grammar is rendered accurately).
- “The reason which is you see”: A=1 (the translation conveys some meaning), B=2 (some vocabulary and some grammar are rendered appropriately).

| (A) Meaning | |
|--|--|
| How well has the student communicated the meaning of each sense unit? | |
| Marks | Level descriptors |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | The meaning has not been communicated adequately. The translation conveys some meaning; errors impair the translation significantly. |
| 2 | The meaning has been partially communicated. The translation is mostly logical; errors impair the translation. |
| 3 | The meaning has been fully communicated. The translation is logical; errors do not impair the translation. |

| (B) Vocabulary & Grammar | |
|--|---|
| How correctly has the student rendered vocabulary and grammar in relation to each sense unit? | |
| Marks | Level descriptors |
| 0 | The work does not reach a standard described by the descriptors below. |
| 1 | Vocabulary and grammar are not rendered adequately. Limited vocabulary is rendered appropriately for the context. Limited grammar is rendered accurately. |
| 2 | Vocabulary and grammar are rendered adequately despite inaccuracies. Some vocabulary is rendered appropriately for the context. Some grammar is rendered accurately and effectively. |
| 3 | Vocabulary and grammar are rendered correctly. Most vocabulary is rendered appropriately for the context. Most grammar is rendered accurately and effectively. |

| Text 1 | A | B |
|--|-----------|-----------|
| 1. quod si probare Caesari possemus | | |
| 2. in Africa Ligarium omnino non fuisse, | | |
| 3. si ... vellemus, | | |
| 4. honesto et misericordi mendacio | | |
| 5. saluti civi calamitoso esse | | |
| 6. tamen hominis non esset | | |
| 7. in tanto discrimine et periculo civis | | |
| 8. refellere et coarguere nostrum mendacium; | | |
| 9. et si esset alicuius, | | |
| 10. eius certe non esset | | |
| 11. qui ... fuisset. | | |
| 12. in eadem causa et fortuna | | |
| 13. sed tamen aliud est | | |
| 14. errare Caesarem nolle, | | |
| 15. aliud est nolle misereri. | | |
| | 45 | 45 |
| Total | 90 | |

| Text 2 | A | B |
|---|-----------|-----------|
| 1. ut lenita dea est, | | |
| 2. vultus capit illa priores | | |
| 3. fitque quod ante fuit. | | |
| 4. fugiunt e corpore saetae, cornua decrescunt, | | |
| 5. fit luminis artior orbis, | | |
| 6. contrahitur rictus, redeunt umerique manusque, | | |
| 7. ungulaque ... dilapsa absumitur. | | |
| 8. in quinos ... ungues. | | |
| 9. de bove nil superest formae | | |
| 10. nisi candor in illa. | | |
| 11. officioque pedum ... duorum | | |
| 12. nymphe contenta ... erigitur | | |
| 13. metuitque loqui, | | |
| 14. ne more iuvencae mugiat, | | |
| 15. et timide verba intermissa retemptat. | | |
| | 45 | 45 |
| Total | 90 | |