

# Markscheme

**May 2017**

**Latin**

**Standard level**













**Paper 1**


7 pages

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
	Award 0 – automatically awards zero for a given response	Alt+0
	Tick 1 – automatically awards one point for a given response	Alt+1
	Incorrect point	Alt+2
	Ellipse that can be expanded	Alt+3
	Horizontal wavy line that can be expanded	Alt+4
	Highlight tool that can be expanded	Alt+5
	On page comment	Alt+6
	Unclear content or language	Alt+7
	SEEN - every scanned page must be annotated or marked as SEEN	Alt+8
	Good Response/Good Point	Alt+9
	Caret – indicates omission	n/a
	Vertical wavy line that can be expanded	n/a

You **must** make sure you have looked at all pages. Please put the  annotation on any blank page, to indicate that you have seen it.

When using the *On Page Comments* annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the ‘on-page comment’ annotation to the appropriate place.
- Provide all comments in the target language.

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).

Square brackets [ ] indicate that the words in the sense unit have been inserted out of the order of the text.

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

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

<b>Text 1</b>	<b>A</b>	<b>B</b>
1. multo vero maxima pars eorum,		
2. qui in tabernis sunt,		
3. immo vero ... genus hoc universum		
4. id enim potius est dicendum		
5. amantissimum est otii.		
6. etenim omne instrumentum, omnis opera atque quaestus		
7. frequentia civium sustentatur, alitur otio;		
8. quorum si quaestus ... minui solet,		
9. occlusis tabernis		
10. quid tandem ... futurum fuit?		
11. incensis		
12. quae cum ita sint, patres conscripti,		
13. vobis populi Romani praesidia non desunt;		
14. vos ... providete.		
15. ne populo Romano deesse videamini		
	<b>45</b>	<b>45</b>
<b>Total</b>	<b>90</b>	

<b>Text 2</b>	<b>A</b>	<b>B</b>
1. viderat ... Iuppiter illam		
2. a patrio redeuntem ... flumine		
3. et ... dixerat		
4. o virgo Iove digna		
5. tuoque beatum nescio quem factura toro		
6. pete ... umbras aliorum nemorum		
7. et nemorum monstaverat umbras		
8. dum calet et medio sol est altissimus orbe		
9. quodsi sola times		
10. latebras intrare ferarum,		
11. tuta ... nemorum secreta subibis,		
12. praeside ... deo ... nec de plebe deo,		
13. sed qui caelestia magna sceptris manu teneo,		
14. sed qui vaga fulmina mitto.		
15. ne fuge me!		
	<b>45</b>	<b>45</b>
<b>Total</b>	<b>90</b>	