



# **MARKSCHEME**

**November 2006**

**LATIN**

**Standard Level**

**Paper 2**

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**SECTION A**

**[30 marks]**

**1. (a)**

- (i) Greece/Mycenae [1 mark]. Tenedos [1 mark] but ‘nearby and out of sight’ will do.
- (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) Thymoetes recommended bringing the horse into Troy [1 mark]; Capys recommended that it be destroyed [1 mark]. Either *sive...ferebant* (line 34) or *et quorum...menti* (line 35) [1 mark].
- (iv) Mark only for length of syllables. [1 mark] per line if all correct, no mark otherwise.

**1 (b)**

- (i) There is a wide choice; [1 mark] for each word, a third mark for a good explanation.
- (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) There is a wide choice; [1 mark] for each word.
- (iv) Mark only for length of syllables. [1 mark] per line if all correct, no mark otherwise.

**2. (a)**

- (i) A firebreak was constructed [*1 mark*] by demolishing buildings [*1 mark*].
- (ii) Less loss of life [*1 mark*] but more loss of religious and public buildings [*1 mark*]. Suspicions arose that the destruction was welcome to (caused by?) Nero to further his plan to found a new capital named after himself [*1 mark*].
- (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; [*1 mark*] for a translation with two major errors or with three minor errors (or one of a similar quality). Otherwise, award no mark.
- (iv) Tigellinus was a friend of Nero [*1 mark*] so that his loss of buildings suggested to some that it may have been designed to further Nero's ambitions to found a new capital [*1 mark*].

**2. (b)**

- (i) The Pisonian conspiracy [*1 mark*].
- (ii) [*1 mark*] for each suggestion.
- (iii) [*1 mark*] for each of two correct suggestions but only if the supporting arguments are well reported.
- (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.

**3. (a)**

- (i) Because Caelius had been a friend of Catiline [*1 mark*] it was claimed that he was a part of the Catilinarian conspiracy [*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) If Caelius had been a part of the conspiracy [*1 mark*] or unless he had been violently opposed to it [*1 mark*] he would not have drawn attention to himself by prosecuting C. Antonius [*1 mark*].
- (iv) [*1 mark*] for each of two valid examples.

**3. (b)**

- (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; [*1 mark*] for a translation with two major errors or with three minor errors (or one of a similar quality). Otherwise, award no mark.
- (ii) The prosecutors act *palam* [*1 mark*] but the real enemy, Clodius and his family, act *clam* [*1 mark*].
- (iii) It suggests something similar to the doctrine of helping your friends [*1 mark*] and hurting your enemies [*1 mark*]. Other responses on their merits.
- (iv) [*1 mark*] for each valid suggestion up to three.

**4 (a)**

- (i) *[1 mark]* for each valid suggestion up to two.
- (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) Catullus' *[1 mark]* unrequited love *[1 mark]*.
- (iv) Atalanta *[1 mark]* lost a race with Milanion *[1 mark]* because he tricked her with golden apples *[1 mark]*.

**4 (b)**

- (i) Chloë clings to her mother *[1 mark]* because she thinks she is not ready for love *[1 mark]*. Horace tries to lure her away *[1 mark]*.
- (ii) *[1 mark]* each (up to two) for every good choice and justification.
- (iii) The *inuleus* is the natural prey *[1 mark]* of lions and tigers *[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.

**5 (a)**

- (i) *Atriden* refers to Domitian [1 mark] and *Picens* refers to the territory in which stood Ancona where the fish was caught [1 mark].
- (ii) [3 marks] for a correct translation (or one with a minor error); [2marks] 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) Domitian's inner council were known as *amici Caesaris* [1 mark] but his contempt for them belied the title [1 mark]; they were all terrified of him [1 mark].
- (iv) Mark only for length of syllables. [1 mark] for each all-correct line; no mark otherwise.

**5 (b)**

- (i) Ancient kings of Rome [1 mark] of great wealth [1 mark].
- (ii) Serving an old client [1 mark], standing [1 mark] when the clients are reclining [1 mark].
- (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; [1 mark] for a translation with two major errors or with three minor errors (or one of a similar quality). Otherwise, award no mark.
- (iv) Mark only for length of syllables. [1 mark] for each all-correct line; no mark otherwise.

**SECTION B**

**[10 marks]**

**A** Knowledge and Understanding

Achievement  
Level

- |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b> | The candidate has not reached level 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>1</b> | The candidate has demonstrated limited knowledge and understanding of the prescribed topic. The essay shows little evidence of wider reading and little familiarity with the texts studied.                                                                                                                                                                                                                                                                                                                                                         |
| <b>2</b> | The candidate has demonstrated some knowledge and understanding of the prescribed topic. The essay shows some evidence of wider reading as well as some familiarity with the texts studied. Where appropriate, the candidate has shown only a little awareness of authors' techniques and styles, and/or has made few connections with other, non-literary, features of Roman civilization.                                                                                                                                                         |
| <b>3</b> | The candidate has demonstrated satisfactory knowledge and understanding of the prescribed topic. The essay draws on other literary knowledge as well as familiarity with the texts studied. Where appropriate, the candidate has shown some awareness of authors' techniques and styles, and/or has made connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown some understanding of the topic from ancient and modern perspectives.                                                     |
| <b>4</b> | The candidate has demonstrated good knowledge and understanding of the prescribed topic. The essay draws on a range of literary knowledge as well as considerable familiarity with the detail of the texts studied. Where appropriate, the candidate has commented on authors' techniques and styles, and/or has made relevant connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown a degree of understanding of the topic from ancient and modern perspectives.                        |
| <b>5</b> | The candidate has demonstrated excellent knowledge and understanding of the prescribed topic. The essay draws on a wide range of literary knowledge as well as great familiarity with the detail of the texts studied. Where appropriate, the candidate has made perceptive comments on authors' techniques and styles, and/or has made relevant connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown a high degree of understanding of the topic from ancient and modern perspectives. |



**B** Quality of Argument

Achievement  
Level

- |          |                                                                                                                                                                                               |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b> | The candidate has not reached level 1.                                                                                                                                                        |
| <b>1</b> | The essay is poorly structured, with arguments either incoherent or unsupported by examples or quotations. The overall impression is very weak.                                               |
| <b>2</b> | The essay has some organization but arguments are supported by few examples or quotations. The overall impression is weak.                                                                    |
| <b>3</b> | The essay is adequately structured, with an argument satisfactorily supported by examples and quotations. The overall impression is sound.                                                    |
| <b>4</b> | The essay is well structured, with a clear line of argument well supported by appropriate examples and quotations. The overall impression is solid and carefully argued.                      |
| <b>5</b> | The essay is very well structured, with a clear, strong line of argument supported by highly appropriate examples and quotations. The overall impression is powerful, precise and persuasive. |
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