



## Cambridge Pre-U

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LATIN

9788/04

Paper 4 Prose Composition or Comprehension

May/June 2022

MARK SCHEME

Maximum Mark: 60

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**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.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

**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
1	<b>Prose Composition</b>	<b>60</b>
	<p>1 1 1 1 2 1 1 2</p> <p>After these misfortunes, the <u>Carthaginians</u> demanded that Regulus go to</p> <p>1 1 2 1</p> <p>Rome to arrange a treaty.</p>	<b>15</b>
	<p>2 1 2 1 1 1</p> <p>On arriving there Regulus was admitted into the senate, where he</p> <p>2 1 1 1 2 1</p> <p>declared that from the day when he had fallen into the hands of the</p> <p>1 1 1 1 1</p> <p><u>Africans</u> he had ceased to be a Roman.</p>	<b>21</b>
	<p>2 1 1 1 2 1 1 1</p> <p>He repelled his wife's embrace and advised the Romans not to make</p> <p>1 1 1</p> <p>peace with the <u>Carthaginians</u>;</p>	<b>13</b>
	<p>1 1 2 1 1 1 1 1 1 1</p> <p>for they, demoralised by so great losses, had no hope left; he himself, an</p> <p>1 1 1 1 1 1 1 1 1 1</p> <p>old man, was not of such importance, that so many thousands of captives</p> <p>2 1 1 1</p> <p>should be given back on his account alone.</p>	<b>25</b>
	<p>2 2 1 1 1 2 2 1</p> <p>The Romans offered to keep him in Rome but he refused to stay in a city</p> <p>1 1 1 2 1 1</p> <p>in which, as one who had been imprisoned in <u>Africa</u>, it was impossible</p> <p>1 2 1 1 1 2</p> <p>for him to retain the dignity of an honourable citizen. On his return</p> <p>1 2</p> <p>to <u>Africa</u> he was put to death.</p>	<b>30</b>

Question	Answer	Marks												
1	<p><b>Total = 104 divided by 2 = 52</b></p> <p>In consideration of the whole passage, eight marks for style and fluency are awarded according to the following grid:</p> <p><b>Style and fluency mark descriptors</b></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"> <tbody> <tr> <td>7–8</td> <td>Comprehensively fluent and idiomatic.</td> </tr> <tr> <td>5–6</td> <td>Judicious recasting of the English with good choice of vocabulary in accordance with appropriate idiom.</td> </tr> <tr> <td>3–4</td> <td>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>2</td> <td>Some evidence of use of idiom, e.g. connectives, word order.</td> </tr> <tr> <td>1</td> <td>Very literal translation with only occasional attempt to capture idiom.</td> </tr> <tr> <td>0</td> <td>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.	
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Question	Answer	Marks
<p><b>Caesar, <i>Bellum Gallicum</i> 7. 77 (with omissions) Comprehension</b></p> <p><b>Alternative suitable answers can be accepted provided the meaning remains the same.</b></p>		
(2)(a)	<p><b>Lines 1–3 (<i>at ei ... consultabant</i>): for what <u>three</u> reasons was a meeting held?</b></p> <p>the day had passed [1]  on which they had expected reinforcements [1]  all their corn [1]  had been consumed [1]  they didn't know [1]  what was going on amongst the Aedui [1]</p>	6
(2)(b)	<p><b>Lines 3–4 (<i>ac variis ... censebat</i>): what were the <u>two</u> main proposals?</b></p> <p>Surrender [1]  a break-out [1]  while their strength was sufficient [1]</p>	3

Question	Answer	Marks
(2)(c)	<b>Lines 4–5 (<i>non praetereunda ... crudelitatem</i>): why, according to Caesar, must Critognatus' speech not be omitted?</b>  (on account of) its unique [1] and wicked cruelty [1]	2
(2)(d)	<b>Lines 5–6 (<i>hic summo ... auctoritatis</i>): what are we told about Critognatus here?</b>  he was highly ranked/of high birth (amongst the Arverni) [1] and considered [1] (a man) of great influence/authority/prestige [1]	3
2(e)	<b>Lines 6–8 (<i>nihil ... censeo</i>):</b>	
(2)(e)(i)	<b>what was Critognatus' view of the first main proposal?</b>  he has nothing to say about it [1] surrender is just another name for foul(est) slavery [1]	2
2(e)(ii)	<b>how did he think those who proposed it should be treated?</b>  they should not be treated as citizens [1] they should not be admitted [1] into the council/assembly [1]	3
(2)(f)	<b>Lines 8–10 (<i>cum his ... ferant</i>): what were Critognatus' reflections about the second proposal?</b>  it is a weakness/softness of mind [1] not courage [1] which is unable to put up with a shortage of supplies (for a while) [1] it is easier to find men [1] who are prepared to die [1] than those who can stubbornly endure suffering [1]	6
(2)(g)	<b>Lines 10–14 (<i>atque ego ... subicere</i>): what reasons did Critognatus give for not giving his approval to this view?</b>  it does not involve only the loss of their own lives [1] they need to consider the whole of Gaul [1] which they have summoned to help them [1] it would be stupid/reckless/weak [1] to subject the whole of Gaul [1] to endless slavery [1]	6
2(h)	<b>Lines 14–17 (<i>quid ergo ... tradiderunt</i>):</b>	
2(h)(i)	<b>what were the circumstances of the precedent for his own proposal?</b>  a war in no way as important [1] between their ancestors and German tribes [1] they were driven into their towns [1] and subjected to similar lack of resources [1]	4

Question	Answer	Marks
2(h)(ii)	<p><b>what exactly was the proposal made by Critognatus?</b></p> <p>they should sustain their life [i.e., eat] [1]  on the bodies [1]  of those who due to their (old) age [1]  were useless for the war [1]  and not surrender [1]</p>	5
(2)(i)	<p><b>Explain the gender of <i>praeterita</i> (line 1).</b></p> <p>It is feminine agreeing with <i>die</i> which is here a particular, specified day [1]</p>	1
(2)(j)	<p><b>State and explain the case of the following:</b></p> <p>(i) <b><i>qua</i> (line 1)</b>  ablative [1] expressing time ‘when’, ‘on which’ [1]</p> <p>(i) <b><i>auctoritatis</i> (line 6)</b>  genitive [1] genitive of quality or description [1]</p> <p>(ii) <b><i>morti</i> (line 10)</b>  dative [1] meaning ‘to’ after the verb ‘offerant’ [1]</p>	6
(2)(k)	<p><b>State the part of the following verbs and write down each verb in the 1st person singular of the present indicative tense:</b></p> <p>(i) <b><i>coacto</i> (line 2)</b>  ppp [1]  cogo [1]</p> <p>(ii) <b><i>praetereunda</i> (line 4)</b>  gerundive [1]  praetereo [1]</p> <p>(iii) <b><i>subicere</i> (line 14)</b>  infinitive [1]  subicio [1]</p>	6
(2)(l)	<p><b>Explain why the following verbs are in the subjunctive:</b></p> <p>(i) <b><i>gereretur</i> (line 2)</b>  indirect question [1]</p> <p>(ii) <b><i>offerant</i> (line 10)</b>  generic ‘qui’ or purpose [1]</p> <p>(iii) <b><i>viderem</i> (line 12)</b>  remote present conditional [1]</p> <p>(iv) <b><i>respiciamus</i> (line 12)</b>  jussive [1]</p>	4
(2)(m)	<p><b>Identify an example of each of the following from the passage:</b></p> <p>(i) <b>a future participle</b>  dicturus [1]</p> <p>(ii) <b>a comparative adverb</b>  facilius [1]</p> <p>(iii) <b>a participle of a deponent verb</b>  ortus [1]</p>	3