



# Cambridge Pre-U

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**LATIN**

**9788/04**

Paper 4 Prose Composition or Comprehension

**For examination from 2020**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

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This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document has **8** pages. Blank pages are indicated.

**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 to 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
<b>Prose Composition</b>		
1	<p>1 1 1 1 1 1 1 1 1 1</p> <p>So the great army, under its seven leaders, camped in front of the seven</p> <p>1 1</p> <p>gates of <u>Thebes</u>.</p>	11
	<p>1 1 1 1</p> <p>Eteocles awaited the attack inside the walls.</p>	4
	<p>1 1 1 2 1 1 1 1 1 1</p> <p>Before the battle he was so worried that he consulted the old <u>prophet Tiresias</u>,</p>	10
	<p>1 1 1 1 1 1 1 1 1</p> <p>who answered “Great indeed is the army that is attacking you.</p>	9
	<p>1 2 1 2 1 1 1 1</p> <p>If you were to sacrifice Cadmus’ youngest child, then perhaps <u>Thebes</u> would</p> <p>2</p> <p>be saved.”</p>	12
	<p>2 1 1 1 1 1</p> <p>Creon heard these words with fear and horror.</p>	7
	<p>2 1 1 1 1 1 1</p> <p>He knew that his own son was the youngest descendant of Cadmus,</p>	8
	<p>1 1 1 1 1 1 1</p> <p>and he planned to send the boy out of the city to safety.</p>	8
	<p>1 1 1 1 2 1</p> <p>But, when the boy himself heard the prophecy,</p>	7
	<p>1 1 1 2 2</p> <p>he said that he was too weak to fight,</p>	7

Question	Answer	Marks												
1	1 1 2 2 1 1 1 1 1 but that he could be of more good to his country than the bravest soldier.	11												
	1 1 1 1 1 1 1 1 1 1 Then he ran to the wall and hurled himself to his death.	10												
	<p><b>8 marks for style and fluency as outlined below.</b></p> <p><i>In consideration of the whole passage, eight marks for style and fluency are awarded according to the following grid:</i></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.	8
7–8	Comprehensively fluent and idiomatic.													
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1	Very literal translation with only occasional attempt to capture idiom.													
0	Very literal translation with no attempt to capture idiom.													
	Total (= 104/2 = 52 + 8 marks for style and fluency)	<b>60</b>												

Question	Answer	Marks
<b>Comprehension</b>		
Alternative suitable answers can be accepted providing the meaning remains the same.		
2(a)	Staying in the palace,	1
	using the slaves,	1
	as a shield,	1
	blocking entrances,	1
	not going out	1
	among angry people.	1
	<b>Total</b>	<b>6</b>
2(b)	He should give space and time	1
	for the bad to regret their actions	1
	and for the agreement of the good.	1
	<b>Total</b>	<b>3</b>
2(c)	Crimes gain by hasty action,	1
	good policies by delay,	1
	any plan to go out,	1
	will have the same opportunity.	1
	If Galba were to regret it,	1
	any return would depend	1
	on others' power.	1
<b>Total</b>	<b>7</b>	
2(d)	To act before	1
	the conspiracy grew larger;	1
	conspiracy currently weak	1
	and with only a few plotters.	1
	<b>Total</b>	<b>4</b>
2(e)	He would be panicking	1
	because he had left secretly	1
	carried off to people	1
	who didn't know him.	1
	<b>Total</b>	<b>4</b>
2(f)	Learn to imitate the emperor,	1
	control the barracks,	1
	invade the forum,	1
	approach the Capitol.	1
	<b>Total</b>	<b>4</b>

Question	Answer	Marks
2(g)	(By saying that he thinks he can) hold out (endure a siege)	1
	by barricading the doors of the house.	1
	The sarcastic use of <i>egregius</i>	1
	and <i>fortibus</i> .	1
	Total	4
2(h)	Slaves' help is unreliable	1
	if consensus starts to flag	1
	and, which is most important,	1
	the first burst of anger.	1
	Total	4
2(i)	Any <b>two</b> out of: <ul style="list-style-type: none"> <li>• <i>indecora</i> – inglorious (1)</li> <li>• or <i>invidiosius</i> – more infamous (1)</li> <li>• or <i>honestum</i> – honourable. (1)</li> </ul>	2
2(j)	as threatening	1
	and caused by private hatred.	1
	Total	2
2(k)	Obligation	1
2(l)(i)	<b>One</b> mark for correct identification of mood; <b>one</b> for the explanation. <i>daret</i> : subjunctive (1) – indirect command (1)	2
2(l)(ii)	<b>One</b> mark for correct identification of mood; <b>one</b> for the explanation. <i>valescere</i> : infinitive (1) – indirect statement (1)	2
2(l)(iii)	<b>One</b> mark for correct identification of mood; <b>one</b> for the explanation. <i>cresceret</i> : <b>either</b> subjunctive (1) – temporal clause within indirect speech (1) <b>or</b> subjunctive (1) used in temporal clause when something that needs to be prevented is described (1)	2
2(l)(iv)	<b>One</b> mark for correct identification of mood; <b>one</b> for the explanation. <i>discat</i> : subjunctive (1) – subordinate clause within indirect speech (1).	2
2(m)(i)	gerund – <i>eundi</i>	1
2(m)(ii)	ablative absolute: <i>prospectante Galba/stimulante Icelo</i> .	1
2(n)(i)	impersonal verb – <i>paeniteat</i>	1
2(n)(ii)	comparative adjective – <i>invidiosius</i> .	1
2(o)(i)	<b>One</b> mark for correct identification of case; <b>one</b> for explanation. <i>consensui</i> – dative (1) of purpose after <i>spatium</i> (1) (or dative meaning 'for')	2
2(o)(ii)	<b>One</b> mark for correct identification of case; <b>one</b> for explanation. <i>mora</i> – ablative (1) (through delay) = ablative of cause (1)	2

Question	Answer	Marks
2(o)(iii)	<b>One</b> mark for correct identification of case; <b>one</b> for explanation.  <i>discrimini</i> – dative (1) after <i>occurro</i> (1).	<b>2</b>
2(p)	There are many instances, e.g.: <ul style="list-style-type: none"><li>• <i>manendum</i> (line 1)</li><li>• <i>eundum</i> (line 2)</li><li>• <i>festinandum</i> (line 5).</li></ul>	<b>1</b>

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