

Assessment Schedule – 2017

Scholarship Latin (93008)

QUESTION ONE: TRANSLATION OF PASSAGE ONE

The candidate writes an accurate and fluent translation.

Sample Translation

Certainly for someone who lies in wait with malicious intent and for a robber, what violent death can be unjustly inflicted? What is the purpose of our protective escorts, what is the intent of our swords? Owning these would certainly not be allowed if it were in no way allowed to use them. Therefore, gentlemen of the jury, there is this law which is not written down, but born of nature; a law which we have not learned or received or read, but which we have seized, drunk in, pressed out of Nature herself; a law to which we have not been instructed, but created for, not trained to, but steeped in, so that if our life should have fallen into some trap, if it should have fallen among the violence and weapons of either robbers or personal enemies, every method of achieving survival would be honourable.

For laws are silent in the presence of weapons, and they do not command that they be waited for, since an unfair penalty has to be paid by a man who might want to wait for the law, before a fair penalty may be claimed. Although that very law very wisely, and in a certain measure silently, gives the power of self-defence, it does not forbid that a man be killed, but it does forbid being with a weapon with the motive of killing a man. Therefore I do not doubt, gentlemen of the jury, that I shall prove my defence to you, if you remember what you cannot forget, that it is possible for someone lying in wait with malicious intent to be lawfully killed.

QUESTION TWO: CRITICAL APPRECIATION OF PASSAGE ONE

The candidate demonstrates critical appreciation of language, style, and/or content.

Evidence

Discusses how effectively Cicero presents his case in this passage.

The response is supported with Latin evidence from the text.

An example of a point that might be made within a response at Scholarship level:

In the first sentence, *insidiatori vero et latroni quae potest inferri iniusta nex* (a rhetorical question designed to make listeners arrive at the opinion Cicero is postulating, rather than expecting to receive an uttered response), Cicero makes it clear that he is arguing that it is possible for a violent killing to be justifiable. He uses vocabulary for the victim of the killing which will have strongly negative connotations for the jurymen – *insidiatori*, a person who lies in wait intent on doing harm to someone coming innocently along, and *latroni*, a robber, the type of person for whom there is universal dislike, as no one appreciates having their valuable possessions wrenched from them by someone who has no right to them. Cicero wants the jury to think “Of course, such a dreadful person deserves an unpleasant end”.

For Outstanding Scholarship, the response might continue, showing insight:

The arrangement of the words in this first sentence contributes largely to its effect. Cicero puts the most emotive word, *insidiatori*, first, with *latroni* coming very soon afterwards. This causes listeners at the start to focus on the nasty people needing to be dealt to. He nails down this impression by making *vero* – “certainly” – the second word.

The postponement to the end of the sentence of *nex* (violent death), also a word with negative connotations in usual circumstances, forms a logical and desirable conclusion for the despicable behaviour of the *insidiatori* and *latroni*, rather than a shocking event, which the counsel for the prosecution would no doubt emphasise. Cicero therefore makes the point early on in the passage that inflicting such a death would not be *iniusta*, unjustifiable – quite the opposite. He can then move on to discussion of the right to bear arms, knowing that any initial resistance to that, caused by knowledge of the violent effects of weapons, has been weakened.

QUESTION THREE: TRANSLATION OF PASSAGE TWO

The candidate writes an accurate and fluent translation.

Sample Translation

<p>On one side [is] Augustus Caesar, leading the Italians into battle, with the senators and the people, and with the household gods and great gods, standing on the high stern, whose happy forehead emits twin flames and his father's star is shown on his head. On another part [is] towering Agrippa leading his phalanx, with favourable winds and gods, whose brow shines with the beak of his naval crown – a proud badge of war. On the other side, Antony, with barbarous wealth and strange weapons, conqueror from peoples of the East and the red shore, carries with him Egypt and the might of the Orient and furthest Bactra, and his Egyptian consort follows him (the shame!).</p>

<p>All rush forward together and the whole sea foams, churned by the drawn back oars and the three-pronged prows. They seek deep water; you would think that the Cyclades, uprooted, were swimming on the ocean, or that high mountains were clashing with mountains, so great is the mass with which the men attack the towering sterns. Flame from burning flax is scattered by hand, and from engines of war, flying steel, and Neptune's fields grow red with new slaughter. The queen in the middle calls for her phalanxes with her native metal rattle, and she still does not yet look back at the twin snakes at her back.</p>

QUESTION FOUR: CRITICAL APPRECIATION OF PASSAGE TWO

The candidate demonstrates critical appreciation of language, style, and/or content.

Evidence

<p><i>Discusses how Virgil uses various poetic devices to portray his impressions of the battle and the people involved.</i></p>

<p><i>The response is supported with Latin evidence from the text, and any comment on metre is demonstrated by scanned Latin line(s).</i></p>

<p><i>An example of a point that might be made within a response at Scholarship level:</i></p>

<p>Virgil emphasises the glory and honour of Augustus with the alliteration of “p” in line 2 <i>patribus populoque, penatibus</i>, drawing attention to the fact that he has divine favour and help, as well as the firm support of the united Roman senate and people. This is in marked contrast to the depiction of Antony as dishonourable and shameful; he is presented as foreign, barbarian, and un-Roman with deliberately chosen adjectives such as <i>barbarica, variis, and ultima</i>.</p>

<p><i>For Outstanding Scholarship, the response might continue, showing insight:</i></p>

<p>The vocabulary and word position of (<i>nefas!</i>) <i>Aegyptia coniunx</i> in line 11 reinforces the sense of shame and dishonour: she is merely Antony's <i>coniunx</i> (consort rather than wife), so she is relegated to the end of the line despite being the subject of the sentence, and she cannot even be mentioned by name. The first three feet of the line are dactylic. The change to a spondee at the mention of Cleopatra, the caesura after <i>nefas</i>, and the clash of verse ictus with the word stress in <i>nefas</i> draw attention to the shocking woman.</p>

<p><i>Bāctrǎ vē hīt, sěquī tūrquě (ně fās!) Aē gŷptiǎ cōniūnx</i></p>

Mark Allocation**Questions One and Three: Translation**

Evidence							
The translation: • attempts to convey the basic sense of the passage.	The translation: • conveys some of the basic sense of the passage.	The translation: • conveys the basic sense of the passage • shows basic awareness of the complexities of the language.	The translation: • conveys the sense of the passage • shows awareness of the complexities of the language.	The translation: • is mostly accurate and fluent • demonstrates precision in the application of highly developed knowledge and critical thinking.	The translation: • is accurate and fluent • demonstrates high precision in the application of highly developed knowledge and critical thinking.	The translation: • sustains accuracy and fluency at a high level • is communicated in a perceptive and convincing manner.	The translation: • sustains accuracy and fluency at the highest level • is communicated in a perceptive and convincing manner.
1	2	3	4	5	6	7	8

Questions Two and Four: Critical Appreciation

Evidence							
The response provides minimal awareness of aspects of critical appreciation.	The response provides some basic awareness of aspects of critical appreciation.	The response provides basic awareness of aspects of critical appreciation.	The response demonstrates awareness of aspects of critical appreciation.	The response provides analysis, demonstrating synthesis, logical development, precision, and clarity of ideas.	The response provides analysis, demonstrating synthesis, logical development, precision, and clarity of ideas at a high level.	The response sustains insight at a high level, demonstrating sophisticated integration and independent reflection.	The response sustains insight at the highest level, demonstrating sophisticated integration and independent reflection.
1	2	3	4	5	6	7	8