

**MARK SCHEME for the May/June 2010 question paper  
for the guidance of teachers**

**9788 LATIN**

**9788/04**

Paper 4 (Prose Composition or Comprehension),  
maximum raw mark 40

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9788	04

### Section A: Prose Composition

When . . . moment:	8
But . . . famine:	7
that . . . suffering:	13
However . . . this:	7
so . . . arise:	5
Suddenly . . . rostra:	9
which . . . magistrate:	8
to explain . . . wants:	8
When . . . clothes:	10
assisted . . . difficulty:	6
In . . . truth:	4
It . . . Italy:	12
are . . . city:	8

= 105 divided by 3 = 35. Resulting marks with 1/3 should be rounded down, with 2/3 rounded up.

2            1    1            1    2                    1            1            1

When they heard these words the mob was quiet for a moment.|| But the people had

2    2            1    1            2            1    1    1            1            2

suffered so long from *famine*|| that they refused to go home until the consul was forced

1    1    2            1            1    1    1    1    2    1    1    1    1

to *relieve* their suffering.|| However, no one knew how to do this,|| so soon a murmur

2            1    1            2    1    1            2

began to arise.|| Suddenly a voice was heard from the crowd, 'Let me mount the

1    1    1            2            1    1    1            1            1

rostra'|| – which no one was permitted to do without leave from a magistrate –|| 'to

2    1            1    1            2            1    1            2    1    1

explain what the people really wants.'|| When Metellus agreed, a man, weak with

1            1            1    1            1    1    1            1            1

hunger and wearing *shabby* clothes,|| assisted by his friends, mounted the steps with

1            1    1            1            1            1    1    1            1            1

great difficulty.|| In plain words he told the truth:|| 'It is your fault, Romans,' he said,

1    1    1            2            1    1    1    1    1            1    1    1

'that we, who once cultivated the soil of Italy,|| are now crowded and starving in this

1            1

wretched city.'

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2010</b>	<b>9788</b>	<b>04</b>

Then, in consideration of the whole passage, five marks for style and fluency are awarded according to the following grid:

5	Comprehensively fluent and idiomatic.
4	Judicious recasting of the English with good choice of vocabulary in accordance with appropriate idiom.
3	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.

[Total: 40]

### Section B: Comprehension

**(i) What reasons does Pliny give for his nervousness?**

Speaking on such a matter/before the Emperor/in such an assembly/often spoke in the senate/nowhere heard in such a kindly fashion. [5]

**(ii) How is the defendant's status described?**

Once of consular rank/once held one of the priesthoods/now neither of these things i.e. fallen in status. [3]

**(iii) Explain what Pliny feels is difficult about the prosecution.**

Difficult to prosecute a man already condemned/as pity for earlier conviction/qualified the atrocity of his crime. [3]

**(iv) How does Pliny describe the start of his speech?**

The approval of the audience was no less than his anxiety. [2]

**(v) For how long does Pliny speak?**

Almost 5 hours. [1]

**(vi) With respect to the Latin, identify and explain the two contrasts made in this sentence.**

*dura . . . adversa* + *secunda*/harsh and adverse contrasted with favourable/*dicturo* + *dicenti*/future participle contrasted with present participle. [4]

**(vii) How does the Emperor demonstrate his concern for Pliny?**

More than once when he thought I was overstraining/more than my physique could endure/he suggested to my freedman/that I should be careful/with my voice and side (lungs?). [5]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9788	04

(viii) Until when was the court adjourned, and why?

The next day/too near night/to start whole new speech. [3]

(ix) What part of the verb is *imaginare*?

Imperative. [1]

(x) Find from the passage a present passive infinitive; a present participle in the genitive case.

*audiri/audientium.* [2]

(xi) Identify two comparative adverbs in the passage.

Two of *benignius/saepius/vehementius.* [2]

(xii) *ut libertum ... admoneret*: what sort of clause is this?

Result. [1]

(xiii) *consulerem*: what part of the verb is this, and why?

Imperfect subjunctive/Indirect command after *admoneret* [2]

(xiv) State and explain the cases of *sollicitudo*; *quae*; *voci*

Nominative – subject of the clause dependent on *imaginare*/accusative – object of *dixi*/dative after *consulo.* [3]

(xv) Explain why the following verbs are in the subjunctive: *putaret*; *posset*; *scinderetur.*

After *cum*/subordinate clause within indirect speech/result. [3]

[Total: 40]