

Generic Matrix for Written Exam LATIN Baccalaureate (EN version)

Task	Competences	Learning Objective <i>The student is able to ...</i>	Question(s)	Evaluation Marking	Weight in points	Weight of final mark in %
PART I 30 points Comprehension of an UNSEEN text	Understanding of a short non-literary text	Independent translation	I. a) NON-LITERARY text	Marking Scheme/Rubric	6/30	6%
	A/ Understanding the meaning of a literary text B/ Identify the syntactical structures of the text C/ Establish a text which * respects normal standards of spelling, syntax and expression, * respects the register of the text	Independent translation	I. b) LITERARY text	Marking Scheme/Rubric	24/30	24%
	Total of assessment of part I				30/30	30%
PART II 40 points Comprehension of set Latin texts READ in class	A/ Analyse one or more grammatical forms	Show knowledge of morphological and grammatical structures	II. 1. a)	Marking Scheme/Rubric	5/40	5%
	B/ Analyse lexical forms using their etymology	Show an advanced knowledge of vocabulary and etymology	II. 1. b)	Marking Scheme/Rubric	5/40	5%
	C/ Critical analysis of the sense and form of a literary text	Write a critical analysis of a text exploring its explicit and implicit meanings	II. 2	Marking Scheme/Rubric	20/40	20%
	D/ Comparison of translations	Compare translations and make a critical judgement	II. 3	Marking Scheme/Rubric	10/40	10%

Task	Competences	Learning Objective <i>The student is able to ...</i>	Question(s)	Evaluation Marking	Weight in points	Weight of final mark in %
	Total of assessment of part II				40/40	40%
PART III 30 points Essay	A/ Establish a text in response to the question posed	Show an advanced knowledge of the ancient Roman world	III	Marking Scheme/Rubric	3/30	3%
	B/ Show knowledge of the set texts and themes of the programme	Show in a precise and balanced way an appreciation of the reception of the Classical world in its different dimensions	III	Marking Scheme/Rubric	15/30	15%
	C/ Express a personal opinion within a coherent argument	Use the culture of the ancient world to construct a personal reflection including political, philosophical and aesthetic elements	III	Marking Scheme/Rubric	7,5/30	7,5%
	D/ Write a correct and controlled text	Respect normal standards of spelling, syntax and expression	III	Marking Scheme/Rubric	4,5/30	4,5%
	Total of assessment of part III				30/30	30%
TOTAL					100 (30+40+30)	100%

EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	SUFFICIENT	WEAK	VERY WEAK
100-90	89-80	79-70	69-60	59-50	49-21	20-0

Paper specific Matrix for the Written exam LATIN Baccalaureate (EN version)

	Task	Competences	Learning Objective <i>The student is able to ...</i>	Question(s)	Evaluation Marking	Weight in points	Weight of final mark in %
PART I 30 points	Comprehension of an UNSEEN text	Understanding of a short non-literary text	Independent translation	I. a) NON- LITERARY text	6 points > 4 points: establishing the overall sense > 2 points: quality of expression	6/30	6%
		A/ Understanding the meaning of a literary text B/ Identify the syntactical structures of the text C/ Establish a text which * respects normal standards of spelling, syntax and expression, * respects the register of the text	Independent translation	I. b) LITERARY text	24 points > A/: 10 points > B/: 10 points > C/: 4 points	24/30	24%
	Total of assessment of part I					30/30	30%
PART II 40 points	Comprehension of set Latin texts READ in class	A/ Analyse one or more grammatical forms	Show knowledge of morphological and grammatical structures	II. 1. a)	5 points	5/40	5%
		B/ Analyse lexical forms using their etymology	Show an advanced knowledge of vocabulary and etymology	II. 1. b)	5 points	5/40	5%

	Task	Competences	Learning Objective <i>The student is able to ...</i>	Question(s)	Evaluation Marking	Weight in points	Weight of final mark in %
		C/ Critical analysis of the sense and form of a literary text	Write a critical analysis of a text exploring its explicit and implicit meanings	II. 2	20 points	20/40	20%
		D/ Comparison of translations	Compare translations and make a critical judgement	II. 3	10 points	10/40	10%
	Total of assessment of part II					40/40	40%
PART III	Essay	A/ Establish a text in response to the question posed	Show an advanced knowledge of the ancient Roman world	III	3 points	3/30	3%
30 points		B/ Show knowledge of the set texts and themes of the programme	Show in a precise and balanced way an appreciation of the reception of the Classical world in its different dimensions	III	15 points	15/30	15%
		C/ Express a personal opinion within a coherent argument	Use the culture of the ancient world to construct a personal reflection including political, philosophical and aesthetic elements	III	7,5 points	7,5/30	7,5%
		D/ Write a correct and controlled text	Respect normal standards of spelling, syntax and expression	III	4,5 points	4,5/30	4,5%
	Total of assessment of part III					30/30	30%
	TOTAL					100	100%

EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	SUFFICIENT	WEAK	VERY WEAK
100-90	89-80	79-70	69-60	59-50	49-21	20-0



BACCALAUREATUS EUROPAEUS MMXXI

LINGUA LATINA

DATE: .../.../ 2021

LENGTH OF THE EXAMINATION: 3 HOURS (180 minutes)

**PERMITTED EQUIPMENT: DICTIONARY
CONSPECTUS GRAMMATICALIS**

SPECIAL REMARKS: ANSWER PARTS I, II and III

I. **(30 points) READING SKILLS: UNSEEN TEXTS**

a) (10 points) NON-LITERARY TEXT

Express this text in your own words.

“Invidiosum esse praestat quam miserabilem.” (P. Syrus, *Sententiae*, v. 395)

b) (20 points) LITERARY TEXT

Read the introduction and then translate the following text.

Cyparissus has accidentally killed his favourite stag. In despair and wishing to die, he addresses a prayer to the gods.

[...] Gemit ille tamen munusque supremum
hoc petit a superis¹, ut tempore lugeat omni.
Iamque per immensos egesto² sanguine fletus,
in viridem verti coeperunt membra colorem
et modo³ qui nivea pendebant fronte capilli,
horrida caesaries⁴ fieri.

[...]

Ingemuit tristisque deus⁵: “lugebere⁶ nobis
lugebisque alios aderisque dolentibus” inquit.

OVID, *Metamorphoses* 10, 134-139; 141-142

1. *superi, -orum, m*: the gods (on high).

2. *egero, egerere, egressi, egestum*: carry out, discharge.

3. *modo*: just now, at that moment.

4. *caesaries, ei, f*: long, flowing hair.

5. *deus*: the god, here Apollo.

6. *lugebere: lugeberis*.

II. (40 points) COMPREHENSION OF A LITERARY TEXT

Read the following text and answer the questions.

5	Meliboeus	<p>Fortunate senex, ergo tua rura manebunt et tibi magna satis, quamvis lapis omnia nudus limosoque palus obducat pascua iunco. non insueta gravis temptabunt pabula fetas nec mala vicini pecoris contagia laedent. fortunate senex, hic inter flumina nota et fontis sacros frigus captabis opacum; hinc tibi, quae semper, vicino ab limite saepes Hyblaeis apibus florem depasta salicti</p>
10		<p>saepe levi somnum suadebit inire susurro; hinc <u>alta</u> sub rupe canet frondator ad auras, nec tamen interea raucae, tua <u>cura</u>, palumbes nec gemere aera cessabit turtur ab ulmo.</p>
15	Tityrus	<p>Ante leves ergo pascentur in aethere cervi et freta destituent nudos in litore pisces, ante pererratis amborum finibus exsul aut Ararim Parthus bibet aut Germania Tigrim, quam nostro illius labatur pectore vultus.</p>
20	Meliboeus	<p>At nos hinc alii sitientis ibimus Afros, pars Scythiam et rapidum cretae veniemus Oaxen et penitus toto divisos orbe Britannos. en umquam patrios longo post tempore finis pauperis et tuguri congestum caespite culmen, post aliquot, mea regna, videns <u>mirabor</u> aristas? impius haec tam culta novalia miles habebit, barbarus has segetes. en quo discordia civis produxit miseros; his nos consevimus agros!</p>
25		<p style="text-align: right;">VERGILIUS, <i>Eclogues</i> or <i>Bucolics</i>, I v 46-72 VIRGILE, <i>Églogues</i> ou <i>Les Bucoliques</i>, I, v. 46 à 72</p>

1. (5 points) GRAMMAR

Analyse the grammatical form of the following:

alta (11)

mirabor (24)

2. (5 points) DERIVATION

What is the meaning of *cura* (12) in the text?

What other meanings does this word have?

Find at least three derivations of this word in the European languages which you have studied.

3. (20 points) ANALYSIS OF A PART OF THE TEXT

How does Vergil depict the happiness of Tityrus in lines 1 to 13?

Comment on the elements of the composition and on the stylistic devices which Vergil uses to highlight it?

Your answer should be structured and justified by precise references to the Latin text.

4. (10 points) COMPARISON OF TRANSLATIONS

Read the following translations of lines 11-13:

*hinc alta sub rupe canet frondator ad auras,
nec tamen interea raucae, tua cura, palumbes
nec gemere aera cessabit turtur ab ulmo.*

Choose any two of these translations.

You should compare the translations with each other, say which you prefer and comment on the way in which each translation deals with the original Latin text.

- a) D'ici, de sous la haute roche, l'émondeur chantera pour le vent ;
et en même temps les rauques palombes, ta passion,
et la tourterelle ne cesseront de gémir du sommet de l'orme aérien.

Jeanne DION et Philippe HEUZE (2015)

- b) Et tandis que du haut de la roche l'émondeur poussera son chant dans les airs,
tes chers ramiers ne cesseront de roucouler, la tourterelle de gémir, sur les
grands ormeaux.

Désiré NISARD (1850)

- c) And we will sit upon the Rocks,
Seeing the Shepherds feed their flocks,
By shallow Rivers to whose falls
Melodious birds sing Madrigals.

Christopher MARLOWE, *The Passionate Shepherd to His Love* (1599)

d) Under the ledge of that high outcropping of rock,
The song of the woodman pruning the tress can be heard;
And always you can hear your pigeons throating
And the moaning of the doves high on the elm tree.

David FERRY (1999)

e) Hier unterm Felshang singt Laubscherer hell in die Lüfte
rauh aber rufen dazu ohne Ruh, die du lieb hast, die Tauben,
gurrts die Turteltaube im hohen Wipfel des Ulmbaums.

Johannes und Maria GÖTTE (1970)

f) Hier wird der Baumscherer am Fuß des hohen Felsens sein Lied in die Lüfte
erklingen lassen,
und dennoch werden währenddessen weder die dumpf gurrenden
Ringeltauben, die du so liebst,
noch die Turteltaube von der luftigen Ulme zu gurren aufhören.

Tilman BECHTHOLD-HENGELHAUPT (2015)

III. (30 points) WRITTEN ESSAY

Choose one of the following questions:

QUESTION 1:

What picture do Ovid and Virgil give of the *locus amoenus*? How far do this fresco and this painting correspond to their representation?

You should base your answer on your knowledge of the texts and the works you have studied.



Fresco, Casa del Bracciale d'ora, Pompeii, summer triclinium, Pompeii 30-35 CE / Jardins de Pompeii, fresque, Maison du bracelet d'or / Pompeianischer Garten



Thomas Cole, *The Course of Empire: The Pastoral or Arcadian State*, 1834, New-York Historical Society.

QUESTION 2 :

What are the main characteristics of the description of the *locus terribilis* in the texts of the pensum?

You should base your answer on your knowledge of the texts and the works you have studied.

LATIN MARKING SCALE

PART 1: READING SKILL: UNKNOWN TEXTS – Total 30 points

ASSESSMENT CRITERIA							
a) NON-LITERARY text	6 points						
Understanding the overall meaning	6	5	4	3	2-0		
	Excellent understanding of the quote	Very good understanding of the quote	Good understanding of the quote	The quote is partially understood	The quote is insufficiently understood, even with mistakes		
b) LITERARY text	24 points						
Understanding the meaning of the text	10	9	8	7-6	5	4-3	2-0
	Excellent understanding of the text	Very good understanding of the text	Good understanding of the text	Satisfactory understanding of the text	Sufficient understanding of the text	The text is partially understood	The quote is insufficiently understood, even with mistakes
Identification of the syntactical structures of the text	10	9	8	7-6	5	4-3	2-0
	Syntactical structures excellently rendered	Syntactical structures very well rendered	Syntactical structures well rendered	Syntactical structures satisfactorily rendered	Syntactical structures irregularly rendered	Syntactical structures partially rendered	Syntactical structures insufficiently rendered, even with mistakes
Quality of expression	4	3	2		1	0	
	Excellent lexical and syntactical richness Very clear and very correct expression conveying the text register very well	Very good lexical and syntactical richness Clear and correct expression conveying the text register very well	Satisfactory lexical and syntactical richness Satisfactory expression conveying partially the text register very well	Limited lexical and syntactical resources Expression lacking fluidity and fairly not conveying the text register	Poor lexical and syntactical resources Expression very insufficient, with many mistakes		

LATIN MARKING SCALE

PART 2: READING SKILL: KNOWN TEXTS – Total 40 points

ASSESSMENT CRITERIA							
1. Grammar	5 points						
	5	4	3	2	1-0		
	Morphological and syntactical elements are excellently analysed and recognised	Morphological and syntactical elements are very well analysed and recognised	Morphological and syntactical elements are well analysed and recognised	Morphological and syntactical elements are partially analysed and recognised	Morphological and syntactical elements are insufficiently analysed and recognised, even with mistakes		
2. Etymology	5 points						
	5	4	3	2	1-0		
	Lexical elements are excellently analysed	Lexical elements are very well analysed	Lexical elements are well analysed	Lexical elements are partially analysed	Lexical elements are insufficiently analysed		
3. Analysis of one part of the text	20 points						
	20-19	18-17	16-15	14-12	11-9	8-5	4-0
	Excellent awareness of literary and stylistic implications to analyse the text	Very fine awareness of literary and stylistic implications to analyse the text	Good awareness of literary and stylistic implications to analyse the text	Satisfactory awareness of literary and stylistic implications to analyse the text	Sufficient awareness of literary and stylistic implications to analyse the text	Partial awareness of literary and stylistic implications to analyse the text	Very little awareness of literary and stylistic implications to analyse the text t
4. Comparison of translations	10 points						
	10	9	8	7-6	5	4-3	2-0
	Excellent comparison of translations Very accurate judgement	Very good comparison of translations Accurate judgement	Excellent comparison of translations Adequate judgement	Satisfactory comparison of translations Satisfactory judgement	Sufficient comparison of translations Sufficient judgement	Partial comparison of translations Partial judgement	NO comparison and judgement

LATIN MARKING SCALE

PART 3: WRITTEN RESPONSE – Total 30 points

ASSESSMENT CRITERIA							
1. Follow instructions to write a text	3 points						
	3	2	1	0			
	Instructions perfectly followed	Instructions well followed	Instructions partially followed	Instructions not followed			
2. Making use of knowledge of the programme (content, themes, works)	15 points						
	15-14	13-12	11-9	8-7	6-5	4-3	2-0
	Excellent knowledge of the programme	Very good knowledge of the programme	Good knowledge of the programme	Satisfactory knowledge of the programme	Sufficient knowledge of the programme	Partial knowledge of the programme	Very poor knowledge of the programme
3. Express a personal point of view with relevant arguments	7,5 points						
	7,5-7	5-6	4	3-2	1-0		
	The personal point of view is excellently expressed with very relevant arguments	The personal point of view is very well expressed with relevant arguments	The personal point of view is satisfactorily expressed with appropriate arguments	The personal point of view is partially expressed with poor arguments	No point of view, no arguments		
4. Suitable use of language	4,5 points						
	4,5-4	3	2	1-0			
	Excellent use of language	Satisfactorily suitable use of language	Sufficiently proper use of language	Insufficiently proper use of language			