



Oxford Cambridge and RSA

A Level Latin

H443/02 Prose Composition or Comprehension

Sample Question Paper

Version 1.2

Date – Morning/Afternoon

Time allowed: 1 hour 15 minutes



You must have:

- the OCR 4-page A Level Latin Answer Booklet
(sent with general stationery)

Do not use:

- a dictionary

Other materials required:

- none



INSTRUCTIONS

- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- Answer **either** Section A **or** Section B
- Write the number of each question clearly in the margin.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- This document consists of **8** pages.

Answer **either** Section A **or** Section B

Section A: Comprehension and Grammar

Read the passage below carefully and answer the questions which follow.

Pliny describes a visit to the former home of Verginius Rufus, where he finds that his tomb has been sadly neglected.

cum venissem in socrus¹ meae villam Alsiensem, quae aliquamdiu² Rufi Vergini fuit, ipse locus mihi desiderium³ illius optimi et maximi viri non sine dolore renovavit. hunc enim colere⁴ secessum⁵ atque etiam senectutis suae nidulum⁶ vocare solebat. quocumque me contulissem, illum animus illum oculi quaerebant. cupiebam etiam monumentum eius videre, sed vidisse paenituit⁷. est enim adhuc 5 imperfectum, nec difficultas operis in causa, modici ac exigui, sed inertia eius cui cura mandata est. subit indignatio cum miseratione, post decimum mortis annum reliquias⁸ neglectumque cinerem⁹ sine titulo¹⁰ sine nomine iacere, cuius memoria orbem terrarum pervagetur¹¹. at ille mandaverat caveratque¹², ut divinum illud et 10 immortale factum versibus inscriberetur:

Hic situs est Rufus, pulso qui Vindice quondam imperium adseruit¹³ non sibi sed patriae.

tam rara in amicitiiis fides, tam parata oblivio¹⁴ mortuorum, ut ipsi nobis debeamus etiam conditoria¹⁵ exstruere omniaque heredum officia praesumere¹⁶. nam cui non est verendum, quod videmus accidisse Verginio? vale. 15

Pliny, *Letters* VI.10 (adapted)

Names

<i>Alsiensis</i> , -e	at Alsium (a town in Italy)
<i>Rufus Verginius</i> , -i (m)	Verginius Rufus
<i>Vindex</i> , <i>Vindicis</i> (m)	Vindex (a Roman provincial governor, whose revolt against Nero in AD 68 was crushed by Verginius Rufus)

Words

¹ <i>socrus</i> , -us (f)	mother-in-law
² <i>aliquamdiu</i>	for a considerable time
³ <i>desiderium</i> , -i (n)	sense of loss, a longing
⁴ <i>colo</i> , -ere	I frequent
⁵ <i>secessus</i> , -us (m)	retreat
⁶ <i>nidulus</i> , -i (m)	little nest
⁷ (me) <i>paenitet</i> , -ere, -uit	I regret
⁸ <i>reliquiae</i> , -arum (f pl)	remains
⁹ <i>cinis</i> , <i>cineris</i> (m)	ashes
¹⁰ <i>titulus</i> , -i (m)	inscription
¹¹ <i>pervagor</i> , -ari	I spread across
¹² <i>caveo</i> , -ere, <i>cavi</i>	I take precautions, give instructions (e.g. in a will)
¹³ <i>adsero</i> , -ere, -serui	I claim
¹⁴ <i>oblivio</i> , -onis (f)	forgetfulness, neglect
¹⁵ <i>conditorium</i> , -i (n)	tomb
¹⁶ <i>praesumo</i> , -ere	I carry out in advance, perform in advance

- 1 Translate *cum venissem ... renovavit* (lines 1–3). [10]
- 2 *hunc enim ... solebat* (lines 3–4): how can we tell from Pliny's words that Verginius Rufus was very fond of the house? [3]
- 3 *quocumque ... pervagetur* (lines 4–9): describe the thoughts and feelings that Pliny had as he went round the house. [10]
- 4 *at ille ... patriae* (lines 9–12).
- (a) Who arranged for the writing of the inscription? [1]
- (b) According to the inscription, how did Verginius Rufus behave after crushing the revolt? [3]
- 5 *tam rara ... praesumere* (lines 13–14).
- (a) *ut ipsi ... officia praesumere* (lines 13–14): what does Pliny say we should all do? [3]
- (b) What reasons does he give for saying this? [2]
- 6 *nam cui non est verendum, quod videmus accidisse Verginio?* (line 15): what question does Pliny ask? [3]
- 7 Explain the case of the following words:
- (a) *monimentum* (line 5) [1]
- (b) *cui* (line 7) [1]
- (c) *pulso* (line 11) [1]
- 8 Give the 1st person singular of the following verbs:
- (a) *contulisse* (line 4) [1]
- (b) *iacere* (line 9) [1]
- 9 Explain the grammar of the following verbs:
- (a) *inscriberetur* (line 10) [3]
- (b) *debeamus* (line 14) [3]
- 10 Explain the grammar of the following words:
- (a) *verendum* (line 15) [2]
- (b) *accidisse* (line 15) [2]

Section B: Prose Composition

Do not answer this section if you have already answered Section A.

11 Translate this passage into Latin prose.

[50]

You are reminded that marks will be awarded for the style of your translation.

Please write your translation on alternate lines.

For many years the Spartans had tried to defeat the Messenians. They went to Delphi to consult the oracle¹, and learned that only an Athenian could teach them how they could win. So they immediately sent ambassadors to Athens to ask for an adviser².

The Athenians were afraid that the Spartans would very easily capture the richest part of Greece, but they had to obey the god. Therefore they decided to send the Spartans a lame³ poet called Tyrtaeus: they thought that a man like that, who had never been in a battle, would give the Spartans very bad advice.

When he arrived there, by reciting warlike⁴ poems Tyrtaeus restored the soldiers' courage. With his help, the Spartans fought so much better that they at last brought the Messenians under their control.

Names

Spartans	<i>Lacedaemonii, -orum</i> (m pl)
Messenians	<i>Messenenses, -ium</i> (m pl)
Delphi	<i>Delphi, -orum</i> (m pl)
Athenian	<i>Atheniensis, -is</i> (m)
Athens	<i>Athenae, -arum</i> (f pl)
Tyrtaeus	<i>Tyrtaeus, -i</i> (m)

Words

¹ oracle	<i>oraculum, -i</i> (n)
² adviser	<i>consultor, -oris</i> (m)
³ lame	<i>claudus, -a, -um</i>
⁴ warlike	<i>bellicosus, -a, -um</i>

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Summary of updates

Date	Version	Details
September 2021	1.2	Updated copyright acknowledgements.

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...day June 20XX – Morning/Afternoon

A Level Latin

H443/02 Prose Composition or Comprehension

SAMPLE MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 50

DRAFT

This document consists of 12 pages

Section A: Comprehension and grammar**Guidance on applying the marking grids**

The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved.

One approach for each section is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the Latin – the crucial consideration being the extent to which every Latin word is satisfactorily rendered in some way in the English.

The determination of what a “slight” error is only necessary when it is the only error in a translation; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term “major” error has been used here to determine an error which is more serious than a “slight” error.

The classification below should be seen only as a general guide, the intention of which is to maintain standards year-on-year. Lead markers should consider each instance on its own merits in the context of the passage and the section.

1. Wrong past tenses are generally considered a “slight” error, but other tense errors are “major”. Note, however, that perfect participles can often be correctly translated as present. Note also that allowance must be made for differences of idiom (e.g. *ubi venerunt*: ‘when they had come’ would be correct; similarly ‘when they came’ for *cum venissent*). Where there are historic presents, the candidate should consistently use the past or present; if the candidate is inconsistent, the error should be counted once only, as a “slight” error. If a candidate repeatedly makes the same error of tense, the error should be counted once only.
2. Vocabulary errors that are close to the right meaning are “slight” errors; any wrong meaning that alters the sense is “major”. (e.g. *amicis suasit*: ‘he persuaded his friends’ would be a “slight” error; ‘he spoke to his friends’ would be “major”).
3. Omission of particles (e.g. conjunctions) that add nothing to the sense (e.g. *autem*) may be ignored; those that add little to the sense (e.g. *sed, tamen, igitur*) are “slight” errors; omission of other words is generally a “major” error. All likely omissions should be categorised at Standardisation.
4. Errors of number are usually “major”, but where the difference is minimal, they are “slight” (e.g. *vinis consumptis*: ‘the wine having been consumed’); sometimes they can be ignored altogether (e.g. *haec dixit* ‘he said this’; *maximi labores* ‘very great work’; *curae iraeque* ‘anxiety and anger’). Each instance should be categorised at Standardisation.
5. Errors of construction are always “major”, unless a construction has been successfully paraphrased (e.g. *promisit se celeriter adventurum esse*: ‘he promised a swift arrival’).
6. Errors of case are always “major”, unless the containing clause has been successfully paraphrased. (e.g. *tribus cum legionibus venit*: ‘he brought three legions with him’).
7. Change from active to passive is allowable if the agent is expressed or if the agent is omitted and the sense is not compromised. If the agent is omitted and the sense is compromised, it is a “slight” error (e.g. *regem interfecerunt*: ‘the king was killed’ would be allowable if it were obvious from the preceding sentence who killed the king; if it were not clear who killed him, a “slight” error should be indicated).

The final decisions on what constitutes a “slight” and “major” error will be made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these decisions will be captured in the final mark scheme for examiners and centres.

Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation or meaning to the Latin

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
1	<p>The passage above has been divided into 2 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid found above.</p> <p>(i) <i>cum venissem in socrus¹ meae villam Alsiensem, quae aliquamdiu² Rufi Vergini fuit,</i> When I came to my mother-in-law's house at Alsium, which for a considerable time belonged to Verginius Rufus ...</p> <p>(ii) <i>ipse locus mihi desiderium³ illius optimi et maximi viri non sine dolore renovavit.</i> the place itself renewed in me my sense of loss, together with sorrow, for that very great and good man.</p>	10	<p>The below are intended as examples of 'slight' and more serious 'major' errors, others may be identified at standardisation.</p> <p>As this is a short section, with two items of vocabulary supplied, almost all errors are likely to be major: e.g. 'when we came'; 'my mother-in-law Aliensem'.</p> <p>As this section is again short, almost all errors are likely to be major: e.g. lack of superlative for <i>optimi et maximi</i> (= one major error); taking <i>illius</i> to agree with <i>desiderium</i>.</p>

Question	Answer	Marks	Guidance
2	<p>Any three of these points.</p> <p>he used to (1) frequent/love this retreat/ treat it as a retreat (1) and call it a little nest (1) of/ for his old age (1)</p>	3	
3	<p>Any ten of these, or other valid points.</p> <p>Wherever he went in the house (1) he was looking for/ imagining Verginius Rufus (1) he was keen to see the tomb (1) but also felt regret (1) because it was still unfinished (1) which cannot be excused by any difficulty (1) as it is modest and quite small (1) but is due to the laziness of the man who was given the job (1) Pliny feels indignation (1) and pity (1) that ten years after his death (1) his remains/ashes are so neglected (1) with no inscription/ not even his name (1) a man whose fame (1) reached every part of the world (1)</p>	10	

Question		Answer	Marks	Guidance
4	a	Verginius Rufus	1	
	b	he did not claim the throne/ empire/ power (1) for himself (1) but for his country (1)	3	
5	a	Any three of these points. We should build tombs (1) for ourselves (1) perform (in advance) the duties (1) of our heirs (1)	3	
	b	you can't rely on your friends (1) it's so easy to forget the dead (1)	2	
6		Who would not/ does not need to fear (1) what we can see (1) has happened to Verginius Rufus? (1)	3	Do not penalise loss of the gerundive - tested in Q10a.
7	a	Accusative: object of <i>videre</i>	1	or translation (e.g. 'it's what he wanted to see')
	b	Dative: ' <u>to whom</u> the task was given'	1	or ' <u>whose</u> task it was'/ Dative of possession
	c	Ablative Absolute	1	or precise translation: e.g. 'Vindex having been crushed'

Question		Answer	Marks	Guidance
8	a	<i>Confero</i>	1	
	b	<i>laceo</i>	1	
9	a	imperfect subjunctive (1) historic sequence/ after pluperfect tense introductory verb (1) indirect command (1)	3	or: 'indirect command' may be replaced by a translation which shows understanding of the construction: (e.g. 'he left orders that ... should be written').
	b	present subjunctive (1) primary sequence/ after present tense introductory verb (1) result/ consecutive clause (1)	3	or: 'result/consecutive clause' may be replaced by a translation which shows understanding of the construction (e.g. 'so rarely are friends reliable ... that we should build tombs for ourselves').
10	a	gerundive (1) obligation construction (1)	2	or: 'obligation construction' may be replaced by a translation which shows understanding of the construction (e.g. 'who does not have to fear').
	b	perfect infinitive (1) in indirect speech (1)	2	or: 'indirect speech' may be replaced by a translation which shows understanding of the construction (e.g. 'what we see happened').

Section B: Prose Composition

The passage has been divided into 9 sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid listed below. The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved.

There are many acceptable ways of turning a piece of English into correct Latin. One approach for each sentence is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the English.

The determination of what a 'slight' error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term "major" error has been used here to determine an error which is more serious than a "slight" error.

The classification below should be seen only as a general guide, the intention of which is to maintain standards year-on-year. Lead markers should consider each instance on its own merits in the context of the passage and the section.

It is likely that some of the errors below may be regarded as "major" if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a "slight" error.

- Errors of construction are always "major".
- Insignificant variation in past tenses (e.g. imperfect for perfect) is generally considered a "slight" error, but other tense errors are "major".
- Abstruse vocabulary or paraphrasing that conveys the required sense are "slight" errors; any wording that distorts the sense is a "major" error. Any wording which is especially apt for the context should qualify for an additional 'style' mark.
- Omission of words is generally a "major" error, unless the word has been effectively taken care of by an idiomatic Latin rephrasing.
- Errors in number are usually "major", but where the difference is minimal, they are "slight"; sometimes they can be ignored altogether. Debatable instances will be categorised at Standardisation.
- Errors of case are always "major", unless the containing clause has been successfully paraphrased.
- Change from active to passive is allowable if the agent is expressed or if the agent is omitted and the sense is not compromised. If the agent is omitted and the sense is compromised, it is a "slight" error

The final decisions on what constitutes a "slight" and "major" error will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

Marking grid for translation into Latin

Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation or meaning to the English

0 = No response or no response worthy of credit.

Additional marks for style

Additional marks (to a maximum of 5) should be awarded for individual instances of stylish Latin writing. Some examples are given (+) in the mark scheme below, but these are by no means the only permissible points. Other attempts at connection and subordination, good choice of words and Latin word order should also be rewarded. Each word or phrase credited with an additional mark should be indicated with +.

In general, each *type* of improvement (e.g. promotion of Subject to first word; *igitur* as 2nd word) should be rewarded once only. Exceptions to this rule include *different* methods of subordination to link clauses together, and the insertion of *different* words (*enim, itaque*, etc.) to aid continuity.

The following code applies to examples listed in the mark-scheme below:

✓ = acceptable alternative / slight error

✘ = major error → max.4 for that section.

+ = specific 'improvement' credited with a 'style mark' (see above)

Part	Answer	Mark	Guidance
(i)	<p><i>For many years the Spartans had tried to defeat the Messenians. They went to Delphi to consult the oracle,</i></p> <p>Lacedaemonii Messenenses superare multos annos conati erant. Delphos advenerunt ut oraculum consulerent,</p>	5	<p>✦ Lacedaemonii promoted to first word subordination of <i>conati</i>, or using <i>cum/ubi/postquam</i> etc. gerundive construction: <i>ad oraculum consulendum</i> subordination of <i>progressi/ profecti</i> or by using <i>cum/ubi/postquam</i> etc.</p> <p>✓ supine, but do not treat as a style point addition of <i>ad</i> with Delphi</p> <p>✗ 'had tried' rendered as perfect/imperfect 'for many years' in Ablative</p>
(ii)	<p><i>and learned that only an Athenian could teach them how they could win.</i></p> <p>et cognoverunt Atheniensem solum se docere posse quomodo vincere possent</p>	5	<p>✦ idiom: <i>victoriam referre</i> idiom: <i>neminem nisi ...</i></p> <p>✓ <i>quomodo vincerent</i></p> <p>✗ <i>eos/hos/illos</i> etc instead of reflexive <i>se</i></p>
(iii)	<p><i>So they immediately sent ambassadors to Athens to ask for an adviser.</i></p> <p>itaque legatos Athenas statim miserunt ut consultorem rogarent.</p>	5	<p>✦ idiom: <i>qui</i> + subjunctive vocab: <i>petent/ poscerent</i> gerundive construction: <i>ad consultorem rogandum</i></p> <p>✓ addition of <i>ad</i> with Athens supine, but do not treat as a style point</p> <p>✗ <i>subito</i> for <i>statim</i> wrong tense/person of subjunctive</p>

(iv)	<p><i>The Athenians were afraid that the Spartans would very easily capture the richest part of Greece,</i></p> <p><i>Athenienses timebant ne Lacedaemonii partem ditissimam/divitissimam Graeciae facillime caperent,</i></p>	5	<p>✚ superlative formation: <i>ditissimam</i> subordination, using (e.g.) <i>quamquam</i> or <i>veriti</i> word-order: <i>partem Graeciae divitissimam</i> vocab: <i>potior</i></p> <p>✓ <i>timuerunt / anxii erant</i></p> <p>✘ superlative not rendered for 'very easily' or 'richest' wrong tense/person of subjunctive <i>ut</i> instead of <i>ne</i></p>
(v)	<p><i>but they had to obey the god. Therefore they decided to send the Spartans a lame poet called Tyrtaeus:</i></p> <p><i>sed deo parere debebant. poetam igitur claudum, Tyrtaeum nomine, Lacedaemoniis mittere constituerunt.</i></p>	5	<p>✚ gerundive construction <i>ab eis</i> to avoid double dative idiom: <i>igitur</i> in 2nd position <i>Tyrtaeum nomine/ cui nomen erat</i></p> <p>✓ <i>ad Lacedaemonios</i> supine, but do not treat as a style point</p> <p>✘ <i>poetam claudam</i> <i>parere</i> without Dative</p>
(vi)	<p><i>they thought that a man like that, who had never been in a battle, would give the Spartans very bad advice.</i></p> <p><i>putabant virum talem, qui in proelio numquam fuerat, Lacedaemoniis consilium pessimum daturum esse.</i></p>	5	<p>✚ vocab: <i>eius modi/huus generis</i> etc. use of subjunc in orat.obl: <i>fuisset</i> insertion of <i>nam/enim</i> to improve continuity vocab: <i>militavisset, pugnavisset</i></p> <p>✓ indicative <i>fuerat</i> (or other appropriate verb)</p> <p>✘ superlative not rendered for 'very bad' wrong formation/agreement/tense of infinitive</p>

Part	Answer	Mark	Guidance
(vii)	<p><i>When he arrived there, by reciting warlike poems Tyrtaeus restored the soldiers' courage.</i></p> <p>cum illuc/eo advenisset, Tyrtaeus carmina bellicosa recitans virtutem militum restituit/refecit/renovavit.</p>	5	<p>✚ Tyrtaeus promoted to first word idiom: <i>quo cum advenisset</i> gerund or gerundive construction or abl.absol idiom: <i>virtutem militibus reddidit</i></p> <p>✓ <i>fortitudinem</i> for 'courage'</p> <p>✘ <i>ibi</i> for 'there' wrong tense of subjunctive for <i>advenisset</i></p>
(viii)	<p><i>With his help, the Spartans fought so much better</i></p> <p>auxilio eius, <u>Lacedaemonii</u> adeo melius pugnaverunt</p>	5	<p>✚ abl. absol : <i>Tyrtaeo adiuvante</i> vocab: <i>tanto</i></p> <p>✓ imperfect for 'fought'</p> <p>✘ <i>tam magno/magnum</i> <i>tam bene</i> <i>suo auxilio</i></p>
(ix)	<p><i>that they at last brought the Messenians under their control.</i></p> <p>ut <u>Messenenses</u> in imperium suum tandem duxerint.</p>	5	<p>✚ phrase: <i>in potestatem redigere</i> (or idiomatic alternative)</p> <p>✓ imperfect subjunctive <i>ducerent</i></p> <p>✘ use of <i>capere/ superare</i> for 'brought under their control' wrong tense/person of subjunctive</p>

APPENDIX 1: ASSESSMENT OBJECTIVE GRID

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1 – 10 or 11	50	–	–
Total	50	–	–