

# OCR

Oxford Cambridge and RSA

# SPECIMEN

## AS GCE CLASSICS

Unit L2: Latin Verse and Prose Literature

### Specimen Paper

## F362 QP

Morning/Afternoon

Time: 1 hour 30 minutes



### INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces provided on the Answer Booklet. Please write clearly and in capital letters.
- Use black ink.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Do not write in the bar codes.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- This document consists of **8** pages. Any blank pages are indicated.

Answer **both** Section A **and** Section B.

**Section A: Prescribed Prose Literature**

You are advised to spend no more than 30 minutes answering questions **(a)** to **(f)**.

1 Read the following passages and answer the questions.

Sex. Roscius, pater huiusce, municeps Amerinus fuit, cum genere et nobilitate et pecunia non modo sui municipii, verum etiam eius vicinitatis facile primus, tum gratia atque hospitiis florens hominum nobilissimorum. nam cum Metellis, Serviliis, Scipionibus erat ei non modo hospitium, verum etiam domesticus usus et consuetudo, quas, ut aequum est, 5 familias honestatis amplitudinisque gratia nomino. itaque ex suis omnibus commodis hoc solum filio reliquit: nam patrimonium domestici praedones vi ereptum possident, fama et vita innocentis ab hospitibus amicisque paternis defenditur. is cum omni tempore nobilitatis fautor fuisset, tum hoc tumultu proximo, cum omnium nobilium dignitas et salus 10 in discrimen veniret, praeter ceteros in ea vicinitate eam partem causamque opera, studio, auctoritate defendit; etenim rectum putabat pro eorum honestate se pugnare, propter quos ipse honestissimus inter suos numerabatur.

*Cicero: Pro Roscio Amerino VI. 15-16.* Duckworth Publishers.

- (a)** In lines 1-3 (*Sex. ... nobilissimorum*), how does Cicero emphasise the good qualities of the elder Sextus Roscius?

You should refer to **both** the content **and** style of the Latin and support your answer with **three examples** from the Latin text. **[6]**

- (b)** Translate lines 4-7 (*nam cum ... reliquit*).

**Please write your translation on alternate lines.** **[15]**

- (c)** Whose side was the elder Roscius on in the event referred to as *hoc tumultu proximo* (line 10)? **[1]**

- (d)** In lines 10-14 (*cum omnium ... numerabatur*), how does Cicero emphasise the strength of Roscius' support for this side?

You should refer to **both** the content **and** style of the Latin and support your answer with **three examples** from the Latin text. **[6]**

posteaquam victoria constituta est ab armisque recessimus, cum prosciberentur homines atque ex omni regione caperentur ii, qui adversarii fuisse putabantur, erat ille Romae frequens atque in foro et in ore omnium cotidie versabatur, magis ut exsultare victoria nobilitatis videretur quam timere, ne quid ex ea calamitatis sibi accideret. erant ei 5 veteres inimicitiae cum duobus Rosciis Amerinis, quorum alterum sedere in accusatorum subselliis video, alterum tria huiusce praedia possidere audio: quas inimicitias si tam cavere potuisset, quam metuere solebat, viveret; neque enim, iudices, iniuria metuebat. nam duo isti sunt T. Roscii – quorum alteri Capitoni cognomen est, iste qui adest Magnus vocatur – 10 homines huius modi: alter plurimarum palmarum vetus ac nobilis gladiator habetur, hic autem nuper se ad eum lanistam contulit, quique ante hanc pugnam tiro esset, quod sciam, facile ipsum magistrum scelere audaciaque superavit.

From Cicero, *Pro Roscio Amerino* VI. 16-17. Duckworth Publishers.

- (e) In lines 3-5 (*erat ille ... accideret*), how does Cicero try to show that Roscius was not afraid of being a victim of the proscriptions?

Make **three** points and support your answer with reference to the Latin text. [6]

- (f) In lines 9-14 (*nam duo ... superavit*), how does Cicero try to turn the jury against the two Roscii called Magnus and Capito?

Make **three** points and support your answer with reference to the Latin text. [6]

- (g) How persuasive do you find Cicero's defence of Roscius?  
Explain your answer with reference to the rest of the set text.

**Marks are awarded for the quality of written communication of your answer.** [10]

[Section A Total: 50 marks]



- (f) Translate lines 20–25 (*sustulit illa ... pinum*). **Please write your translation on alternate lines.** [15]
- (g) What makes Ovid such an effective storyteller?  
Support your answer with examples from the rest of your reading of *Metamorphoses XI*.  
**Marks are awarded for the quality of written communication of your answer.** [10]

[Section B Total: 50 marks]

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**BLANK PAGE***Copyright Acknowledgements:**Sources*

1. From *Cicero: Pro Roscio Amerino VI. 15-16*, Duckworth Publishers, ISBN: 0-8692-184-8, pp7-8
2. From *Metamorphoses, Book XI*. By Ovid edited by Murphy G.M.H, Oxford University Press, 1972, pp32-33

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

**AS GCE CLASSICS**

**F362 MS**

Unit L2: Latin Verse and Prose Literature

**Specimen Mark Scheme**

The maximum mark for this paper is **100**.

This document consists of **10** printed pages.

Section A		
Question Number	Answer	Marks
1	<p>Read the passages and answer the questions.</p> <p>1(a) In lines 1-3 (<i>Sex. ....nobilissimorum</i>) how does Cicero emphasise the good qualities of the elder Sextus Roscius?            You should refer to both the content and style of the Latin and support your answer with three examples from the Latin text.</p> <p><b>Style</b></p> <p><i>primus</i> effectively placed at the end of its clause</p> <p><i>genere et nobilitate et pecunia</i> tricolon</p> <p><i>cum... tum ... non modo ... sed etiam</i> 'not only but also' adds to emphasis variation in the two expressions</p> <p><i>nobilissimorum</i> superlative adjective and at end of sentence</p> <p><b>Content</b></p> <p>Roscius was <i>facile primus</i> easily the first in birth nobility and wealth</p> <p>not only in <i>sui municipii</i> own town but in <i>eius vicinitatis</i> that neighbourhood</p> <p>he was <i>florens</i> flourishing</p> <p>in <i>gratia</i> and <i>hospitiis</i> of <i>nobilissimorum</i> in the favour and guest friendships of the noblest people</p> <p>Both style and content are requested; if style discussion is absent from answer, no more than 4/6 to be awarded. 1 mark for each Latin point quoted and 1 for discussion up to maximum of 6.</p>	[6]
1(b)	<p><b>Translate lines 4-7 (<i>nam cum ... reliquit</i>). Please write your translation on alternate lines.</b></p> <p><b>1 nam cum Metellis ... verum etiam domesticus usus et consuetudo,</b>  <b>2 quas, ut aequum est, familias honestatis amplitudinisque gratia nomino.</b>  <b>3 itaque ex suis omnibus commodis hoc solum filio reliquit</b></p> <p>The passage has been divided into 3 sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid.</p> <p>[5] Correct translation (as agreed at standardisation), with one minor error allowed</p> <p>[4] One serious error or two minor errors, otherwise the meaning is conveyed</p> <p>[3] Most of the meaning conveyed, but several errors</p> <p>[2] Half the meaning conveyed; the rest seriously flawed</p> <p>[1] A minority of meaning conveyed</p> <p>[0] No elements of meaning conveyed; no relation to Latin at all</p> <p>N.B. Consequential errors should not be penalised.</p>	[15]

Section A														
Question Number	Answer	Marks												
1(c)	<p><b>Whose side was the elder Roscius on in the event referred to as <i>hoc tumultu proximo</i>? (line 10)</b></p> <p>The Nobility</p>	[1]												
1(d)	<p><b>In lines 10-14 (<i>cum omnium ... numerabatur</i>), how does Cicero emphasise the strength of Roscius' support for this side?</b></p> <p><b>You should refer to both the content and style of the Latin and support your answer with three examples from the Latin text.</b></p> <p>Style:</p> <table border="0"> <tr> <td><i>omnium nobilium dignitas et salus</i></td> <td>doublet and emphatic <i>omnium</i></td> </tr> <tr> <td><i>opera, studio, auctoritate</i></td> <td>tricolon crescendo; asyndeton</td> </tr> <tr> <td><i>honestissimus</i></td> <td>use of the superlative</td> </tr> </table> <p>Content:</p> <table border="0"> <tr> <td><i>omni tempore fautor fuisset</i></td> <td>he supported them the whole time</td> </tr> <tr> <td><i>praeter ceteros</i></td> <td>beyond all the others</td> </tr> <tr> <td><i>rectum putabat se pugnare</i></td> <td>he thought it right to fight (key word)</td> </tr> </table> <p>If no style discussion present, no more than 4/6 to be awarded. 1 mark for each point in Latin, 1 for discussion up to maximum of 6.</p>	<i>omnium nobilium dignitas et salus</i>	doublet and emphatic <i>omnium</i>	<i>opera, studio, auctoritate</i>	tricolon crescendo; asyndeton	<i>honestissimus</i>	use of the superlative	<i>omni tempore fautor fuisset</i>	he supported them the whole time	<i>praeter ceteros</i>	beyond all the others	<i>rectum putabat se pugnare</i>	he thought it right to fight (key word)	[6]
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1(e)	<p><b>In lines 3-5 (<i>erat ille ... accideret</i>), how does Cicero try to show that Roscius was not afraid of being a victim of the proscriptions?</b></p> <p><b>Make three points and support your answer with reference to the Latin text.</b></p> <table border="0"> <tr> <td><i>erat ille Romae frequens</i></td> <td>often at Rome so no fear that he might be proscribed</td> </tr> <tr> <td><i>in foro et in ore omnium versabatur</i></td> <td>he was in public places and went about in full view of everyone so no fear that he might be proscribed</td> </tr> <tr> <td><i>magis exsultare victoria nobilitatis</i></td> <td>seemed to be exulting in noble victory</td> </tr> <tr> <td><i>videretur quam timere ne quid</i></td> <td>more than scared that something bad</td> </tr> <tr> <td><i>ex ea calamitate sibi accideret</i></td> <td>might happen to him</td> </tr> </table> <p>1 mark for each point in Latin, 1 for discussion, up to maximum of 6.</p>	<i>erat ille Romae frequens</i>	often at Rome so no fear that he might be proscribed	<i>in foro et in ore omnium versabatur</i>	he was in public places and went about in full view of everyone so no fear that he might be proscribed	<i>magis exsultare victoria nobilitatis</i>	seemed to be exulting in noble victory	<i>videretur quam timere ne quid</i>	more than scared that something bad	<i>ex ea calamitate sibi accideret</i>	might happen to him	[6]		
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Section A										
Question Number	Answer	Marks								
1(f)	<p><b>In lines 9-14 (<i>nam duo ... superavit</i>), how does Cicero try to turn the jury against the two Roscii called Magnus and Capito?</b></p> <p><b>Make three points and support your answer with reference to the Latin text.</b></p> <table border="0"> <tr> <td><i>neque iniuria metuebat</i></td> <td>he was right to be afraid of them</td> </tr> <tr> <td><i>plurimarum palmarum vetus ac nobilis gladiator lanistam</i></td> <td>low character status is suggested</td> </tr> <tr> <td><i>facile ipsum magistrum scelere audaciaque superavit</i></td> <td>ditto</td> </tr> <tr> <td></td> <td>suggests extent of his criminal nature</td> </tr> </table> <p>1 mark for selecting Latin, 1 for discussion up to maximum of 6.</p>	<i>neque iniuria metuebat</i>	he was right to be afraid of them	<i>plurimarum palmarum vetus ac nobilis gladiator lanistam</i>	low character status is suggested	<i>facile ipsum magistrum scelere audaciaque superavit</i>	ditto		suggests extent of his criminal nature	[6]
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	suggests extent of his criminal nature									
1(g)	<p><b>How persuasive do you find Cicero's defence of Roscius?</b></p> <p><b>Explain your answer with reference to the rest of the set text.</b></p> <p>Answers must be marked using the level descriptors in the 10-mark marking grid below, taking into account QWC when placing the answer within the band.</p> <p>The following points are indicative and offer question specific guidance.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• he paints a glowing picture of Roscius</li> <li>• he argues that Roscius had neither the motive nor the means to kill his father</li> <li>• he attacks Magnus and Capito <ul style="list-style-type: none"> <li>• they involved the rascal Chrysogonus</li> <li>• they deceived the people of America</li> <li>• they created potential criticism for Sulla</li> <li>• they arranged for the murder of the elder Roscius</li> <li>• they took and sold his estates</li> <li>• they put his name down in the list of proscriptions</li> <li>• they made an attempt on the life of the son Roscius</li> <li>• they falsely accused him of the awful crime of parricide</li> </ul> </li> <li>• quality of Cicero's rhetoric (+ examples).</li> </ul>									

<b>Section A</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Marks</b>
<b>1(g) cont'd</b>	<p><b>Level descriptors</b></p> <p><b>[9-10]</b> Comprehensive answer covering most or all of the points in the mark scheme; Highly perceptive response with detailed reference to the rest of the prescription; Argument incisive, very well structured and developed; technical terms accurately and effectively used; Sustained control of appropriate form and register; legible, fluent and technically very accurate writing.</p> <p><b>[6-8]</b> Answer covering some of the points of the mark scheme; Perceptive response with some reference to the rest of the prescription; Argument well structured and developed; technical terms accurately and effectively used; Good control of appropriate form and register; legible and technically accurate writing, conveying meaning well.</p> <p><b>[4-5]</b> A few valid points but some significant omissions; Limited reference to the rest of the prescription; Argument coherent if cumbersome or under-developed; some technical terms accurately used; Basically sound control of appropriate form and register; legible and generally accurate writing, conveying meaning clearly.</p> <p><b>[2-3]</b> Limited response; Little or no meaningful reference to the rest of the prescription; Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately; Basic control of appropriate form and register; legible and generally accurate writing, clarity not obscured.</p> <p><b>[0-1]</b> Work in this band may meet some of the criteria for the band above, but on balance falls below the standard defined for the higher band. Alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher band.</p>	<b>[10]</b>
	<b>Section A Total</b>	<b>[50]</b>

Section B		
Question Number	Answer	Marks
2	<b>Read the passage and answer the questions.</b>	
2(a)	<b>Why is Ceyx referred to as <i>sidereus</i> in line 2?</b> He is the son [1] of Lucifer, the morning star [1]	[2]
2(b)	<b>In lines 1-7 (<i>talibus ... amantem</i>), show how Ovid effectively conveys the mixed feelings of Ceyx.</b> <b>You should refer to both the content and style of the Latin and support your answer with five examples from the Latin text.</b>	
	<b>Content</b> Ceyx is clearly torn in two directions: though he is determined to go he finds it hard to part from Alcyone. <i>dictis lacrimisque movetur</i> he is affected by her words and tears <i>neque ... est</i> he is equally passionate himself <i>sed ... cursus</i> but he does not want not to do the sea crossing he planned <i>nec vult ... pericli</i> and he does not want to put Alcyone in danger <i>multa ... pectus</i> he goes to great lengths to lessen her fears <i>addidit ... amantem</i> he adds another calming statement, the only one which will change her mind as she loves him	
	<b>Style</b> alliteration of s in line 1 and 2 <i>ignis</i> key image for his feelings towards her and a play on words <i>in ipso</i> stresses his <b>personal</b> feeling <i>cursus</i> at end of line <i>pericli</i> key word in emphatic place in line <i>multaque</i> emphatic position <i>timidum pectus</i> in hyperbaton to stress <i>timidum</i> <i>lenimen .. flexit</i> spondaic - serious and thoughtful moment <i>amantem</i> key word in key place at end of line 1 mark for quoting Latin, 1 for discussion of each point up to maximum of 10 marks. Style and content asked for; if style discussion not present, maximum of 6/10.	
		[10]

Section B		
Question Number	Answer	Marks
2(c)	<p><b>In lines 8-10 (<i>longa ... orbem</i>), how does Ceyx try to win Alcyone round?</b></p> <p>He concedes that any time they delay being together is a long time            He shows his resolve by swearing by his father's fires ...            ... that he will be back within two months, i.e. he sets a time limit</p>	[3]
2(d)	<p><b>What is being described in lines 12-13 (<i>protinus ... armamentis</i>)?</b></p> <p>Ceyx orders his boat</p> <ul style="list-style-type: none"> <li>• to be taken from the docks</li> <li>• launched onto the sea</li> <li>• and fitted with its rigging (any two points)</li> </ul>	[2]
2(e)	<p><b>In lines 14-17 (<i>qua ... toto est</i>), show how Ovid effectively conveys Alcyone's distress.</b></p> <p><b>You should refer to both the content and style of the Latin and support your answer with four examples from the Latin text.</b></p> <p><i>qua rursus visa</i>                      spondaic start to line suggests foreboding  <i>veluti praesaga futuri</i>              phrase suggests Alcyone senses something awful is inevitable - indicates her state of mind</p> <p><i>horruit</i>                                      key word in key place at start of line  <i>lacrimas obortas</i>                      <i>obortas</i> gives extra visual detail in key place at end of line</p> <p><i>amplexusque</i>                              spondees suggest sadness at the last embrace</p> <p><i>tristi ore</i>                                      separation of noun and adjective stresses <i>tristi</i></p> <p><i>miserrima</i>                                      superlative suggests extent of her sadness  <i>tandem</i>                                      key word in key place for time she spent in this last embrace before saying goodbye</p> <p><i>conlapsa corpore toto est</i>              <i>conlapsa</i> key word  <i>toto</i> key word            alliteration may be discussed            elision and final monosyllable - rhythm of line collapses as she does</p> <p>1 mark for each Latin phrase, 1 for argument up to maximum 8.            Both style and content asked for, if style not discussed maximum 4/8</p>	[8]

Section B		
Question Number	Answer	Marks
2(f)	<p><b>Translate lines 20–25 (<i>sustulit illa ... pinum</i>). Please write your translation on alternate lines.</b></p> <p><b>1 sustulit illa umentes oculos ... videt redditque notas; 2 ubi terra recessit longius atque oculi nequeunt cognoscere vultus, 3 dum licet, insequitur fugientem lumine pinum.</b></p> <p>The passage has been divided into 3 sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid.</p> <p><b>[5]</b> Correct translation (as agreed at standardisation), with one minor error allowed</p> <p><b>[4]</b> One serious error or two minor errors, otherwise the meaning is conveyed</p> <p><b>[3]</b> Most of the meaning conveyed, but several errors</p> <p><b>[2]</b> Half the meaning conveyed; the rest seriously flawed</p> <p><b>[1]</b> A minority of meaning conveyed</p> <p><b>[0]</b> No elements of meaning conveyed; no relation to Latin at all</p> <p>N.B Consequential errors should not be penalised.</p>	<b>[15]</b>
2(g)	<p><b>What makes Ovid such an effective storyteller?</b></p> <p><b>Support your answer with examples from the rest of your reading of <i>Metamorphoses XI</i>.</b></p> <p>Answers must be marked using the level descriptors in the 10-mark marking grid below, taking into account QWC when placing the answer within the band.</p> <p>The following points are indicative and offer question specific guidance.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• vivid description (e.g. storm)</li> <li>• evocation of scenery, colour etc.</li> <li>• characterisation of Ceyx and Alcyone</li> <li>• use of direct speech</li> <li>• pathos (e.g. loving wife vainly waiting for husband's return, discovery of Ceyx's body)</li> <li>• verbal wit (play on words, double meanings)</li> <li>• literary devices</li> <li>• sound and rhythm.</li> </ul>	



<b>Section B</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Marks</b>
<b>2(g) cont'd</b>	<p><b>Level descriptors</b></p> <p><b>[9-10]</b> Comprehensive answer covering most or all of the points in the mark scheme; Highly perceptive response with detailed reference to the rest of the prescription; Argument incisive, very well structured and developed; technical terms accurately and effectively used; Sustained control of appropriate form and register; legible, fluent and technically very accurate writing.</p> <p><b>[6-8]</b> Answer covering some of the points of the mark scheme; Perceptive response with some reference to the rest of the prescription; Argument well structured and developed; technical terms accurately and effectively used; Good control of appropriate form and register; legible and technically accurate writing, conveying meaning well.</p> <p><b>[4-5]</b> A few valid points but some significant omissions; Limited reference to the rest of the prescription; Argument coherent if cumbersome or under-developed; some technical terms accurately used; Basically sound control of appropriate form and register; legible and generally accurate writing, conveying meaning clearly.</p> <p><b>[2-3]</b> Limited response; Little or no meaningful reference to the rest of the prescription; Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately; Basic control of appropriate form and register; legible and generally accurate writing, clarity not obscured.</p> <p><b>[0-1]</b> Work in this band may meet some of the criteria for the band above, but on balance falls below the standard defined for the higher band. Alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher band.</p>	<b>[10]</b>
	<b>Section B Total</b>	<b>[50]</b>
	<b>Paper Total</b>	<b>[100]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2ab</b>	<b>Total</b>
<b>1</b>	28	22	<b>50</b>
<b>2</b>	22	28	<b>50</b>
<b>Totals</b>	<b>50</b>	<b>50</b>	<b>100</b>