

General Certification of Secondary Education
Latin
Latin Prose Literature (Higher Tier)
Specimen Paper

H

A403

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

None

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- You should answer this paper only if you have entered for the Higher Tier.
- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **either** Section A **or** Section B.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

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 **50**.

This document consists of **16** printed pages.

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

Section A: Pliny

Answer all the questions.

Passage 1

properat illuc unde alii fugiunt, rectumque cursum recta gubernacula in periculum tenet adeo solutus metu, ut omnes illius mali motus omnes figuras ut deprenderat oculis dictaret enotaretque.

Letter 6.16 section 10

1 *properat illuc*: what had made the elder Pliny set out on this journey? Give **two** details.

.....
.....
.....
.....[2]

2 *properat illuc unde alii fugiunt*: what contrast is Pliny making here?

.....
.....
.....
.....[2]

3 Write down and translate the Latin phrase that best describes the mood of the elder Pliny at this point.

.....
.....
.....
.....[2]

4 What was the elder Pliny particularly interested in?

.....
.....[1]

Passage 4

intuenti mihi et fortunae tuae et animi magnitudinem convenientissimum videtur demonstrari opera non minus aeternitate tua quam gloria digna, quantumque pulchritudinis tantum utilitatis habitura.

Letter 10.41 section 1

8 How does Pliny try to win the favour of Trajan? Give **three** details.

.....
.....
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.....
.....
.....
.....[3]

Passage 5

est in Nicomedensium finibus amplissimus lacus. per hunc marmora fructus ligna materiae et sumptu modico et labore usque ad viam navibus, inde magno labore maiore impendio vehiculis ad mare devehuntur.

Letter 10.41 section 2

9 Write down and translate the Latin adjective that describes the lake.

.....[2]

10 Name two products that are transported across the lake.

.....
.....[2]

11 What is the one main advantage of the lake for transport?

.....
.....[1]

12 What problem does he identify with the second stage of the transportation? Make **two** points.

.....
.....
.....[2]

Passage 6

hoc opus multas manus poscit. at eae porro non desunt. nam et in agris magna copia est hominum et maxima in civitate, certaue spes omnes libentissime adgressuros opus omnibus fructuosum. superest ut tu libratores vel architectum si tibi videbitur mittas, qui diligenter exploret, sitne lacus altior mari, quem artifices regionis huius quadraginta cubitis altiores esse contendunt.

Letter 10.41 sections 2-3

13 (a) *hoc opus ... fructuosum* (line 1-3): how, by his style of writing, does Pliny emphasise the availability of manpower and the potential benefit of the project? Make two points and refer to the **Latin**.

.....
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.....
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.....
.....
..... [4]

(b) *libratores vel architectum* (line 3): why would one of these be needed?

.....
.....
.....
.....
.....
..... [3]

(c) *artifices regionis huius* (line 4): give the meaning of this phrase **and** say what they were saying about the lake.

.....
.....
.....
.....
.....
..... [3]

Section A Total [50]

[Turn over

Do **not** answer Section B if you have already answered Section A.

Section B: Livy and Caesar

Answer all the questions.

Passage 1

tum vero simul ab hostibus, simul ab iniquitate locorum Poeni oppugnabantur, plusque inter ipsos, sibi quoque tendente ut periculo prius evaderet, quam cum hostibus certaminis erat.

Livy 21.33

14 *ab hostibus*: who were the enemy and what was the purpose of their attack?

.....
.....
.....
.....[2]

15 *iniquitate locorum*: describe two features of the place where this battle took place.

.....
.....
.....
.....[2]

16 *plusque inter ipsos quam cum hostibus certaminis erat*: what comparison is Livy making here?

.....
.....
.....
.....[2]

17 Write down and translate the Latin word which tells us what the Carthaginians were trying to escape from.

.....[2]

Passage 3

quae quamquam foeda visu erant, stetit parumper tamen Hannibal ac suos continuit, ne tumultum ac trepidationem augetet; deinde, postquam interrumpi agmen vidit, decurrit ex superiore loco.

Livy 21.33

19 Livy describes the chaotic fighting as *foeda visu*: what does this tell us about it?

Put a tick (✓) in the correct box.

The fighting

- A created a terrible din.
- B obscured the soldiers' vision.
- C provided a terrible spectacle.
- D seemed fierce.

[1]

20 *suos continuit*: what does this phrase tell us about Hannibal's actions at this point?

Put a tick (✓) in the correct box.

- A He contained his anger.
- B He continued with his men.
- C He held his men back.
- D He held back his feelings.

[1]

21 *decurrit*: what made him do this?

.....[2]

22 From your knowledge of the rest of this passage, give **two** effects of this action.

.....
.....
.....
.....[2]

Passage 6

quod cum animadvertisset Caesar, scaphas longarum navium, item speculatoria navigia militibus compleri iussit et, quos laborantes conspexerat, his subsidia summittebat. nostri, simul in arido constiterant, suis omnibus consecutis, in hostes impetum fecerunt atque eos in fugam dederunt; neque longius prosequi potuerunt, quod equites cursum tenere atque insulam capere non potuerant. hoc unum ad pristinam fortunam Caesari defuit.

Caesar de Bello Gallico 4.26

27 (a) *scaphas* (line 1): what were these **and** what orders did Caesar give concerning them?

.....
.....
.....
.....
.....
..... [3]

(b) What happened when Caesar's men reached dry land?

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.....
.....
..... [3]

(c) How, by his style of writing, does Caesar emphasise the difficulties of the battle and the success of the Romans in this passage? Make two points and refer to the **Latin**.

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..... [4]

Section B Total [50]

Paper Total [50]

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Copyright Acknowledgements:

Sources

Section A

Selections from Pliny's Letters, MB Fisher & MR Griffin, Cambridge Latin Texts CUP, ISBN 0521202981 pp. 28 & 58

Pliny Letters 6.16

Pliny Letters 10.41

Section B

Livy from *Oxford Latin Reader* Oxford University Press ISBN 0195212096 p. 178

Livy 21.33

Caesar from *Oxford Latin Reader* p. 62

Caesar *de Bello Gallico* 4.26

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

LATIN

A403

Unit A403: Latin Prose Literature (Higher Tier)

Specimen Mark Scheme

The maximum mark for this paper is **50**.

This document consists of **12** printed pages.

| Section A: Pliny | | |
|------------------|---|----------|
| Question Number | Answer | Max Mark |
| 1 | <i>properat illuc</i>: what had made the elder Pliny set out on this journey? Give two details. the eruption of Vesuvius (1) letter from Rectina (1) | [2] |
| 2 | <i>properat illuc unde alii fugiunt</i>: what contrast is Pliny making here? he was heading into danger (1) everyone else was fleeing from it (1) | [2] |
| 3 | Write down and translate the Latin phrase that best describes the mood of the elder Pliny at this point. <i>solutus metu</i> (1) free from fear (1) | [2] |
| 4 | What was the elder Pliny particularly interested in? all the movements / manifestations of the catastrophe | [1] |
| 5 | How does Pliny make this a vivid and dramatic passage? Vivid and dramatic features of the passage: <i>calidior et densior</i> - use of descriptive adjectives: the ash was hotter and thicker <i>quo propius accederent</i> - suspense: the dangers increased the nearer they got <i>iam ... iam</i> - anaphora suggests mounting tension <i>nigrique et ambusti et fracti igne lapides</i> - tricolon of adjectives give visual detail (black, charred and broken by the fire) <i>ruina montis</i> - vivid phrase to describe the collapse of the mountain <i>cunctatus paulum</i> - a key moment as the elder Pliny briefly pauses. Will he turn back? <i>gubernatori ut ita faceret monenti</i> - danger emphasised (the helmsman was advising turning back) <i>fortes fortuna iuvat</i> - vivid use of direct speech and proverbial phrase (fortune favours the brave) <i>Pomponianum pete</i> - imperative suggests elder Pliny's decisive response ('make for Pomponianus!') | [10] |
| | The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band. | |

| Section A: Pliny | | |
|------------------|--|----------|
| Question Number | Answer | Max Mark |
| 6 | <p>Translate these lines.</p> <p>Use the marking grid at the end of the mark scheme.</p> | [5] |
| 7 | <p>From your reading of Letter 6.16, what picture of Pliny the Elder emerges?</p> <p>Use the 8-mark marking grid at the end of the mark scheme.</p> <p>Picture of Pliny the Elder:</p> <p>Accept any sensible points, including the following:</p> <ul style="list-style-type: none"> he is brave, going into danger he is altruistic, wanting to rescue Rectina/Pomponianus he is fearless (<i>solutus metu</i>) he is curious about the eruption/does not want to miss anything he refuses to give up: goes to Stabiae when he can't get to Pompeii he is a tower of strength, offering support to those around him he is insensitive to danger (e.g. taking a bath) he would not listen to advice (e.g. the helmsman). | [8] |
| 8 | <p>How does Pliny try to win the favour of Trajan? Give three details.</p> <ul style="list-style-type: none"> he flatters him (1) he praises his good fortune (1) he praises his greatness of mind (1) he says his name is eternal (1) the project is worthy of his name (1) the emperor has glory (1) he stresses both utility and beauty of the work (1) <p>Accept any three points.</p> | [3] |
| 9 | <p>Write down and translate the Latin adjective that describes the lake.</p> <p><i>amplissimus</i> (1) very large (1)</p> | [2] |
| 10 | <p>Name two products that are transported across the lake.</p> <p>marble (1) fruit (1) wood (1) Any two of these.</p> | [2] |
| 11 | <p>What is the one main advantage of the lake for transport?</p> <p>Goods can be conveyed cheaply (1) easily (1) Any one of these.</p> | [1] |

| Section A: Pliny | | |
|------------------------|--|-------------|
| Question Number | Answer | Max Mark |
| 12 | <p>What problem does he identify with the second stage of the transportation? Make two points.</p> <p>It is more expensive (1) and more labour-intensive (1)</p> | [2] |
| 13(a) | <p><i>hoc opus ... fructuosum</i> (line 1-3): how, by his style of writing, does Pliny emphasise the availability of manpower and the potential benefit of the project?</p> <p><i>multas manus ... ea porro non desunt</i> – balanced phrase to show that the job requires ‘many hands’ but there is no shortage <i>magna copia</i> - there is a great supply <i>et in agris ... et maxima in civitate – et ... et ...</i> emphasises ‘<u>not only</u> in the country <u>but also</u> in the city’ <i>certainque spes</i> – position of the adjective <i>certa</i> stresses there is no doubt that men will want to help <i>libentissime</i> - superlative to show willingness of men to help <i>omnes ... omnibus</i> - emphatic repetition: <u>everyone</u> will be willing to help on a project which will benefit <u>everyone</u></p> <p>Any two points: one mark for reference to the Latin, one for appropriate comment.</p> | [4] |
| 13(b) | <p><i>libratorem vel architectum</i> (line 3): why would one of these be needed?</p> <p>to make a survey (1) of whether the lake (1) was higher than the sea (1)</p> | [3] |
| 13(c) | <p><i>artifices regionis huius</i> (line 4): give the meaning of this phrase and say what they were saying about the lake.</p> <p>the experts of this region (1) say that the lake is higher (1) by 40 cubits (1)</p> | [3] |
| Section A Total | | [50] |

| Section B: Livy and Caesar | | |
|----------------------------|---|----------|
| Question Number | Answer | Max Mark |
| 14 | <p><i>ab hostibus</i>: who were the enemy and what was the purpose of their attack?</p> <p>the Gauls (1) or mountain people (1) to eject the Carthaginians from the pass (1)</p> | [2] |
| 15 | <p><i>iniquitate locorum</i>: describe two features of the place where this battle took place.</p> <p>cliffs on both sides (1) trackless places (1) narrow defile (1) Accept any two points.</p> | [2] |
| 16 | <p><i>plusque inter ipsos quam cum hostibus certaminis erat</i>: what comparison is Livy making here?</p> <p>they struggled more among themselves (1) than with the enemy (1)</p> | [2] |
| 17 | <p>Write down and translate the Latin word which tells us what the Carthaginians were trying to escape from.</p> <p><i>periculo</i> (1) danger (1)</p> | [2] |
| 18 | <p>How does Livy make this a vivid and dramatic passage?</p> <p>Vivid and dramatic features of the passage:</p> <p><i>maxime</i> - use of superlative to show how dangerous the horses were making things <i>clamoribus ... augebant</i> - detailed description of the sound made by the horses (amplified by the groves and valleys) <i>territi trepidabant</i> - alliteration and repetition of idea of fear <i>adeo consternabantur ut</i> - shows extent of their fear <i>stragem ingentem</i> - vivid phrase to describe the havoc caused <i>praecipites deruptaeque utrimque angustiae</i> - detailed description of geographical features (the pass was narrow and steep on both sides) <i>multos</i> - emphatic position to show how many were thrown down <i>in immensum altitudinis</i> - vivid phrase to describe how far they fell <i>devolvebantur</i> - vivid verb to describe animals tumbling down</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> | [10] |

| Section B: Livy and Caesar | | |
|----------------------------|--|----------|
| Question Number | Answer | Max Mark |
| 19 | <p>Livy describes the chaotic fighting as <i>foeda visu</i>: what does this tell us about it?</p> <p>C - The fighting provided a terrible spectacle.</p> | [1] |
| 20 | <p><i>suos continuit</i>: what does this phrase tell us about Hannibal's actions at this point?</p> <p>C - He held his men back.</p> | [1] |
| 21 | <p><i>decurrit</i>: what made him do this?</p> <p>he saw his column (1) broken apart (1)</p> | [2] |
| 22 | <p>From your knowledge of the rest of this passage, give two effects of this action.</p> <p>he routed the enemy (1) he added to the confusion of his own men (1)</p> | [2] |
| 23 | <p>In Livy's account of Hannibal's journey, what picture of Hannibal have you formed?</p> <p>Use the 8-mark marking grid at the end of the mark scheme.</p> | [8] |

| Section B: Livy and Caesar | | |
|----------------------------|--|----------|
| Question Number | Answer | Max Mark |
| 23 Cont'd | Picture of Hannibal: Accept any sensible points, including the following: he is careful, sending Gauls out to reconnoitre he is cunning, sending Gauls to spy on their fellows he is quick to take advantage of opportunities (e.g. occupying the pass) he shows good leadership in caring for the baggage he is calm in a crisis, holding his men back at first he quickly intervenes when his line is broken he shows good control of his men, leading them over the pass in silence he thinks of his men, ensuring that they have enough food. | |
| 24 | Write down and translate the Latin adverb that describes how both sides fought. <i>acriter</i> (1) keenly (1) | [2] |
| 25 | What was the result of their inability to keep ranks, keep their footing and follow the standards? they became mixed up (1) or they were thrown into confusion (1) | [1] |
| 26 | Translate these lines. Use the marking grid at the end of the mark scheme. | [5] |
| 27(a) | <i>scaphas</i> (line 1): what were these and what orders did Caesar give concerning them? dinghies (1); [Caesar ordered them] to be manned (1) with soldiers (1) | [3] |
| 27(b) | What happened when Caesar's men reached dry land? everyone followed them (1); they attacked the enemy (1) and routed them (1) | [3] |

| Section B: Livy and Caesar | | |
|----------------------------|---|-------------|
| Question Number | Answer | Max Mark |
| 27(c) | <p>How, by his style of writing, does Caesar emphasise the difficulties of the battle and the success of the Romans in this passage? Make two points and refer to the Latin.</p> <p><i>quos laborantes conspexerat his subsidia summittebat</i> – balanced phrase to contrast struggling men (<i>laborantes</i>) and the reinforcements Caesar sent them (<i>subsidia</i>).</p> <p>rapid success of the Romans suggested through use of <i>simul</i> (no sooner had they set foot on dry land ..), <i>omnibus</i> (everyone followed) and the matter of fact main verbs (<i>impetum fecerunt ... in fugam dederunt</i>) contrast of <i>in fugam dederunt</i> followed immediately by the negative phrase <i>neque longius prosequi potuerunt</i> to show limitation of their success (they could not pursue them further)</p> <p><i>hoc unum ad pristinam fortunam Caesari defuit</i> – pithy observation to show that the rout was not as complete as Caesar’s usual good fortune</p> <p>Any two points: one mark for reference to the Latin, one for appropriate comment.</p> <ul style="list-style-type: none"> • the lack of cavalry <p><i>neque longius prosequi potuerunt</i> – no further pursuit <i>prosequi potuerunt</i> - alliteration <i>equites ... potuerant</i> – cavalry not arrived <i>hoc unum defuit</i> – this alone missing <i>pristinam fortunam Caesari</i> – Caesar’s accustomed fortune</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> | [4] |
| Section B Total | | [50] |
| Paper Total | | [50] |

Marking grid for 10-mark questions

| Level | Mark ranges | Characteristics of performance |
|-------|-------------|---|
| | | <ul style="list-style-type: none"> • Engagement with the question; • Selection and coverage of supporting points; • Choice and use of evidence from the Latin text; • Accuracy of writing; • Control of appropriate form and register; • Organisation of answer. |
| 4 | 9-10 | <ul style="list-style-type: none"> • Good engagement with the question; • A range of relevant points, with development; • A good range of appropriate Latin quotation with relevant discussion; • Legible, fluent and very accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised. |
| 3 | 6-8 | <ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant points, with some development; • Some appropriate Latin quotation with some relevant discussion; • Legible and accurate writing, conveying meaning clearly; • Some control of appropriate form and register; • Argument is organised. |
| 2 | 3-5 | <ul style="list-style-type: none"> • Limited engagement with the question; • A few relevant points; • Limited Latin quotation with limited relevant discussion; • Legible and generally accurate writing, conveying meaning; • Limited control of form and register; • Argument apparent in places, even if underdeveloped. |
| 1 | 0-2 | <ul style="list-style-type: none"> • Little or no engagement with the question; • Any points made are of little or no relevance; • Very little or no appropriate Latin quotation or relevant discussion; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear; • Very limited control of form and register; • Argument difficult to discern. |

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking grid for 8-mark questions

| Level | Mark ranges | Characteristics of performance |
|-------|-------------|--|
| | | <ul style="list-style-type: none"> • Engagement with the question; • Selection and coverage of supporting points; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and register; • Organisation of answer. |
| 4 | 7-8 | <ul style="list-style-type: none"> • Good engagement with the question; • A good range of relevant points with development; • A good understanding and appreciation of the set text; • Legible, fluent and very accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised. |
| 3 | 4-6 | <ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant points, with some development; • A general understanding and appreciation of the set text; • Legible and accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument organised. |
| 2 | 2-3 | <ul style="list-style-type: none"> • Limited engagement with the question; • A few relevant points; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning; • Very limited control of form and register; • Argument apparent in places, even if underdeveloped. |
| 1 | 0-1 | <ul style="list-style-type: none"> • Little or no engagement with the question; • Any points made are of little or no relevance; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear; • Little control of form and register; • Argument difficult to discern. |

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark

Marking grid for set text translation 5-mark questions (Higher Tier)

- [5]** All of the meaning conveyed, with one minor error allowed
- [4]** Most of the meaning conveyed, with two errors (which may include a major error) or three minor errors allowed
- [3]** Part of the meaning conveyed, but with two or more major errors or omissions allowed
- [2]** A limited amount of the meaning conveyed
- [1]** A very limited amount of the meaning conveyed
- [0]** None of the meaning conveyed

N.B. Consequential errors should not be penalised.

Assessment Objectives Grid (includes QWC)

| Question | AO2 | Total |
|-----------------|------------|--------------|
| 1-27 | 50 | 50 |
| Total | 50 | 50 |