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Introduction

OCR has produced this resource to support teachers in interpreting the assessment criteria for the new GCSE (9–1) Latin specifications and to bridge the gap between new specification release for first teaching from September 2016 and availability of exemplar candidate work following first examination in summer 2018.

The passages and questions in this resource have been taken from the A403 and A404 Literature papers sat in June 2015 which can be found on the OCR website. The answers in this resource have been written by students in Year 11 under exam conditions. They are supported by an examiner commentary to illustrate how the new marking criteria might be applied for the 4/6-mark point-by-point analysis question, the 8-mark passage analysis question and the 10-mark mini essay question.

As these responses have not been through full standardisation ahead of formal grade setting for the new specification, they have not been graded. There are instead, indications of what a high level response might include, in accordance with the mark scheme.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.
‘nonne’ inquit ‘dabitis consulari viro servos aliquos, quorum e manu cibum capiat, a quibus vestiatur, a quibus calcietur? omnia haec ego sola praestabo.’ non impetravit: conduxit piscatoriam naviculam, ingentemque navem minima secuta est.

Arria, 19–24

‘nonne…praestabo’: How does Pliny, by his style of writing, make the words of Arria persuasive?

Make **two** points, each referring to the Latin.

**Candidate answer**

- The asyndetons in the direct speech ‘quorum e manu cibum capiat, a quibus vestiatur, a quibus calcietur’ increase the pace of the sentence, making her words more persuasive.
- The direct speech begins with (surely you will give) ‘nonne dabitis’ – a question word followed by an early verb to emphasise her point.

**Examiner commentary**

3/4 – 1 mark for the first point – a valid point but no grasp of meaning conveyed; second point: quotation + translation + just enough analysis (referring to ‘early’ verb) to earn 2 marks.
4-mark ‘analysis’ question – Latin Verse

hoc acrior idem
ecce aliud summa telum librabat ab aure.
dum trepidant, it hasta Tago per tempus utrumque
stridens traiectoque haesit tepefacta cerebro.

_Aeneid_ 9, lines 416–419

How does Virgil, by his style of writing, make this a dramatic moment?

Make **two** points, each referring to the Latin.

**Candidate answer**

- Virgil uses verbs to make this dramatic, such as the imperative ‘ecce’ (look), making the nominative urgent, and through the word ‘dum’ (while) to show the chaos of the moment as many things happening at once. The use of the present participle ‘stridens’ (whistling) makes the scene more vivid and immediate.

- Virgil uses the harsh alliteration of the ‘t’ sound from ‘it hasta’ to ‘haesit tepefact’ the dissonant sounds mirror the harshness of the actions and build momentum, creating urgency, tension and drama.

**Examiner commentary**

2/4 – *stridens* correctly described as a present participle but explanation needs development, eg. on sound effect; second point correctly identifies alliterative line but doesn’t capitalise on effect.
In Passage B3, how does Pliny the Younger make the account of his uncle’s rescue mission dramatic?

In your answer you may wish to consider:

• the actions of his uncle;
• the volcanic eruption and its effects.

You must refer to the Latin and discuss any stylistic features such as choice, sound and position of words.
Pliny begins by saying ‘deducit quadriremes’ (he launched warships). This launching of warships suggest his uncle is going to war against the volcano, making this account dramatic.

The author uses a chiasmus ‘festinat illus unde alii fugiunt’ (he hurried to that place from which others were fleeing). The chiasmus is used to emphasise the verbs which highlight his uncle’s heroism.

The use of tautology ‘rectumque cursum recta gubernacula’ (he held a straight course and a straight rudder) emphasise his uncle’s fearlessness to the reader.

The comparatives ‘calidior et densior’ (hotter and thicker) build up suspense, suggesting that the eruption will only have more disastrous effects. This effectively sets the scene for the rest of the story.

Pliny uses a tricolon of adjectives separated by polysyndetons to really stress the danger his uncle is putting himself in: ‘lapesque nigri et ambusti et fracti igne’ (and rocks black and scorched and broken with fire).

The anaphora in the second paragraph of the word ‘iam’ (now) makes the scene more vivid as the conditions are constantly changing. This is further hammered home by the use of the present historic tense to make the text come to life and make the reader feel as if this is currently taking place, ‘tenet’ for example, meaning he holds.

Examiner commentary

In the new specification the stimulus passage would be shorter – i.e., the final sentence might be omitted – and the bullet points would not necessarily determine the structure of the answer.

This response, with five good points, all discussing features of content and literary style, should earn full marks.
How does Virgil convey the powerful emotions of the characters in Passage B6?

In your answer you may wish to consider:

- Volcens’ threats to Euryalus;
- Nisus’ unexpected intervention.

You must refer to the Latin and discuss any stylistic features such as choice, sound and position of words.
Candidate answer

At the start of the passage ‘saevit atrox’, both describe how Volcens is feeling at this point, the fierce Volcens raging shows how angry he is with Nisus as he doesn’t know who he is or where to direct his anger. Using these two words with similar meanings emphasises Volcens passion.

Volcens then’s threats Euryalus in attempt to draw out Nisus. The pronouns ‘tu … mihi’ makes it very clear that Volcens is directing at Euryalus, that he will be punished on behalf of both of them for Volcens [illegible] the description ‘calido … sanguine’ hot blood depicts that Volcens threat isn’t empty as the suggestion is that he will kill Euryalus now, which makes it very visual for the audience. ‘ense recluso’, the present tense of drawing his sword is what makes this hateful threat very real which makes Nisus reveal himself; ‘vero externitus amens’, the commas split up the worry and emotions running through Nisus, he can’t come to terms with the truth, the threat Volcen’s proposed and resorts to insanity to save his beloved Euryalus displaying that there is a true connection between them.

‘conclamat’, this pronoun is emphatic, Nisus is shouting out; ‘celere tenebris amplius’, no longer caring about his own safety and what becomes of himself ‘tantum potuit perferre dolorem’ the superlative ‘tantum’ emphasises how great the loss of Euryalus would be to Nisus and how unbearable he would find it.

‘me… me’ this repetition of me, me along with adsum shows that Nisus is desperate to turn the blame on himself. He even uses the gods as witnesses to protect Euryalus ‘caelum hoc et conscia sidera testor’, heaven and stars.

‘infelicem’ creates forshadowing, which creates pathos as it suggests that there will be death despite Nisus’ desperate efforts to save ‘amicum’.

Examiner commentary

A similar length of stimulus passage can be expected in the new spec. One of the bullet points might focus upon how both Volcens and Nisus express their emotions in speech.

Given the shortcomings of this answer, in terms of discussion, development and engagement with the question, it falls on the borderline of Levels 3 and 2.
Summative essay – Latin Prose

How does Pliny the Younger maintain the reader’s interest in his letters? You should refer to the three letters that you have read (A day in the life of Pliny the Elder, The death of Pliny the Elder and Arria) In your answer you may refer to the passages printed in this question paper, but you should also refer to other parts of the passages from Pliny which you have read. [10]

Candidate answer

Pliny the younger maintains the reader’s interest in several ways. He uses many chiasmuses to emphasise action carried out, eg. When Arria is stabbing herself or when in Pliny’s case logic beat logic and in the case of others fear beat fear.

The author also constantly stresses his uncle’s studiousness, this predominantly done in ‘A day in the life of Pliny the Elder’ but also in ‘the death of Pliny the Elder’ when his uncle is sailing towards Pomponianus, this intrigues the reader and makes the audience want to know more.

Pliny the Younger depicts his uncle as a hero, going to save not only Rectina but many and cheering up Pomponianus as well by pretending the fires burning in the night were abandoned by country folk. A hero is irresistible.

The author also uses the present historic to draw the reader in, this makes it easy to feel as we can see his uncle in action.

At the beginning of the Arria story, the author talks about the great qualities of Arria’s dead son. This increases our sense of pathos and pity for Arria. In turn we want to find out more.

Arria is also depicted as a heroine and is shown to be a loyal wife who will stand by her husband. This makes the reader curious about her and maintains the reader’s interest.

Examiner commentary

AO2: there are three detailed references to the prescribed text, including passages not printed on the question paper (eg. the beginning of Arria). Two further points lack evidence, however, and there is only limited mention of the Day in the Life letter.

AO3: a better introduction and clearer line of argument are needed. There is evidence of evaluation and personal response (eg. ‘A hero is irresistible’ and ‘This increases our sense of pathos and pity for Arria’) but not as part of a sustained and coherent line of reasoning. Overall, this response is a borderline Level 4/3 answer.
Summative essay – Latin Verse

‘Nisus and Euryalus deserve pity, but not praise.’ How far do you agree?

In your answer you may refer to the passage printed in this question paper, but you should also refer to other parts of Aeneid 9 that you have studied.

[10]

Candidate answer

I think that Nisus and Euryalus deserve pity because it is obvious in Aeneid 9 that the two men genuinely love each other and are dependent on each other ‘pariter’ they do everything together. Their love story is so sad because at the end when Nisus is begging for Volcens to exchange his life with Euryalus it is hopeless because they both end up dying. Euryalus is killed by Volcens and Nisus throws himself onto enemy swords in desperation and hopelessness.

They do not deserve praise as a pair as they find enjoyment and blood lust in killing defenceless ignorant men and Euryalus is described as a lion with a metaphor ‘leo fames’ which doesn’t make his slaughter seem just. The listing of names of the people he has killed emphasises how pointless their deaths in fact were ‘totum … Abartimque’.

However I think Nisus alone should receive a certain amount of praise from his heroic actions at the end for his love towards Euryalus. Instead of turning and fleeing when he sees his lifeless beloved he strives for vengeance and he takes Volcens life when he himself dies and he finds peace in death being with his beloved Euryalus rather than fleeing and giving up on their love; ‘his amor unus erat’. There should also be a certain amount of praise because Nisus is favoured by the gods in his revenge as his prayer to Diana is answered and she does guide his weapon, any one favoured by the gods surely deserves praise to an extent.

Examiner commentary

AO2: there is good knowledge and understanding shown of the text, though perhaps too much focus upon the end of the story, and some supporting examples lack sufficient detail.

AO3: the response is logically structured, although the argument is not always convincing. Better supporting evidence might have been deployed from earlier in the prescription. A conclusion would help here.

This was felt to be a Level 4 response.
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