



Oxford Cambridge and RSA

**Friday 16 May 2025 – Afternoon**

**GCSE (9–1) Latin**

**J282/02 Prose Literature A**

**Time allowed: 1 hour**



**Do not use:**

- a dictionary



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

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### INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **16** pages.

### ADVICE

- Read each question carefully before you start your answer.

# 1 Read the passage and answer the questions.

© Peter Macdonald; Margaret Widdess, GCSE Latin Anthology for OCR, Oxford University Press, 2009. From first line "tam diu in imperio suo classem iste praetor diligens vidit quam diu convivium eius flagitiosissimum praetervecta est" to last line "stetit soleatus praetor populi Romani".

- (a) *convivium eius flagitiosissimum* (lines 1–2): how does Cicero describe Verres' banquet?

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

- (b) Pick out and translate the **Latin** word in line 3 which shows the length of time Verres could be seen by the sailors.

**Latin word:** .....

**English translation:** .....

[2]

- (c) *stetit ... litore* (lines 3–4): how do you think the sailors felt about Verres at this point? Give a reason for your answer.

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

## 2 Read the passage and answer the question.

© Peter Macdonald; Margaret Widdess, GCSE Latin Anthology for OCR, Oxford University Press, 2009. From first line "posteaquam paulum propecta classis est et Pachynum quinto die denique adpulsa" to last line "colligebant et iis miseri perditique alebantur." Item removed due

How does Cicero show the terrible situation of the sailors?

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

1 .....

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2 .....

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**[4]**

### 3 Read the passage and answer the questions.

© Peter Macdonald, Margaret Widdess, GCSE Latin Anthology for OCR, Oxford University Press, 2009. From first line "includuntur in carcerem condemnati" to last line "matresque miserae pernoctabant ad ostium carceris ab extremo conspectu liberum exclusae." It

- (a) *includuntur ... in illos* (line 1): what happened to the condemned men? Make **two** points.

1 .....

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2 .....

.....

**[2]**

- (b) *prohibentur ... ferre* (lines 2–3): what were the parents of the condemned men prevented from doing?

.....

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

- (c) *patres ... exclusae* (lines 3–4): where did the mothers and fathers of the condemned men spend the night?

.....

.....

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

**5**  
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How does Cicero emphasise the terrible nature of the situation?

In your answer you may wish to consider:

- the description of the parents;
- the description of their children.

You should refer to the **Latin** and discuss Cicero's use of language.

[8]

[illegible]



**5** Read the passage and answer the question.

© Peter Macdonald; Margaret Widdess, GCSE Latin Anthology for OCR, Oxford University Press, 2009. From first line "senatum adit." To last line "adprobant patres." Item removed due to third party copyright restrictions.

Translate this passage into English.

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..... [5]

## 6 Read the passage and answer the question.

© Peter Macdonald; Margaret Widdess, GCSE Latin Anthology for OCR, Oxford University Press, 2009. From first line "vadentem inde qua per trepidam turbam cruento mucrone sibi ipse fecerat viam," to last line "Romanus sum" inquit, "civis." Item removed due to third party copyright restric

How does Livy, by his style of writing, make this a vivid and dramatic passage?

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

1 .....

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2 .....

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[4]

## 7 Read the passage and answer the questions.

© Peter Macdonald; Margaret Widdess, GCSE Latin Anthology for OCR, Oxford University Press, 2009. From first line "ergo ita honorata virtute," to last line "sospitesque omnes Romam ad propinquos restituit." Item removed due to third party copyright restrictions.

- (a) *feminae quoque ad publica decora excitatae* (line 1): how does this show the positive effect of Mucius' bravery?

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..... [2]

- (b) *cum castra ... essent* (line 2): what do we learn about the camp of the Etruscans?

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..... [2]

- (c) *dux ... tranavit* (line 3): what made Cloelia's escape across the river Tiber particularly difficult?

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..... [1]

- (d) *sospitesque omnes Romam ad propinquos restituit* (lines 3–4): how does this show that Cloelia was successful?

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..... [3]

You should support your answer with a range of references to the texts you have read, and you may include passages printed on the question paper. **[10]**

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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