

**Advanced GCE
GCE CLASSICS**

Unit L4: Latin Prose

Specimen Paper

Additional Materials: Answer Booklet (8 pages)

F364 QP

Morning/Afternoon

Time: 2 hours



INSTRUCTIONS TO CANDIDATES

- Answer Section A and **one** question from Section B.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **7** printed pages and **1** blank page.

Answer Section A and **one** question from Section B.

Section A: Prescribed Literature

1 Read the passages and answer all the questions.

- (i) obsidio deinde per paucos dies magis quam oppugnatio fuit, dum volnus ducis curaretur. per quod tempus ut quies certaminum erat ita ab apparatu operum ac munitionum nihil cessatum. itaque acrius de integro coortum est bellum, pluribusque partibus, vix accipientibus quibusdam opera locis, vineae coeptae agi admoverique aries. abundabat multitudine hominum Poenus; ad centum quinquaginta milia habuisse in armis satis creditur; oppidani ad omnia tuenda atque obeunda multifariam distineri coepti, non sufficiebant. itaque iam feriebantur arietibus muri, quassataeque multae partes erant; una continentibus ruinis nudaverat urbem: tres deinceps turres quantumque inter eas muri erat cum fragore ingenti prociderunt. captum oppidum ea ruina crediderant Poeni, qua, velut si pariter utrosque murus texisset, ita utrimque in pugnam procursum est. nihil tumultuariae pugnae simile erat, quales in oppugnationibus urbium per occasionem partis alterius conseri solent, sed iustae acies velut patenti campo inter ruinas muri tectaque urbis modico distantia intervallo constiterant. hinc spes, hinc desperatio animos inritat, Poeno cepisse iam se urbem, si paulum adnitatur, credente, Saguntinis pro nudata moenibus patria corpora opponentibus nec ullo pedem referente, ne in relictum a se locum hostem immitteret. itaque quo acrius et confertim magis utrimque pugnabant, eo plures vulnerabantur nullo inter arma corporaque vano intercidente telo.

Livy, XXI. 8.1-8.9

- (a) How does Livy make his description of this battle scene lively and dramatic? [25]

You are reminded that marks are awarded for the quality of written communication of your answer.

- (ii) 'vobiscum una disceptatio est, licueritne per foedus fieri. itaque quoniam discerni placet quid publico consilio quid sua sponte imperatores faciant, nobis vobiscum foedus est a C. Lutatio consule ictum, in quo cum caveretur utrorumque sociis, nihil de Saguntinis – necdum enim erant socii vestri – cautum est. at enim eo foedere quod cum Hasdrubale ictum est Saguntini excipiuntur. adversus quod ego nihil dicturus sum nisi quod a vobis didici. vos enim quod C. Lutatus consul primo nobiscum foedus ictum, quia neque auctoritate patrum nec populi iussu ictum erat, negastis vos eo teneri; itaque aliud de integro foedus publico consilio ictum est. si vos non tenent foedera vestra nisi ex auctoritate aut iussu vestro icta, ne nos quidem Hasdrubalis foedus, quod nobis insciis ictum, obligare potuit. proinde omittite Sagunti atque Hiberi mentionem facere et quod diu parturit animus vester aliquando pariat!'

Livy, XXI. 18.7-18.12

- (b) How does the speaker show especial skill in arguing the Carthaginians' case in this passage? [25]

You are reminded that marks are awarded for the quality of written communication of your answer.

Section A Total [50]

Section B: Language

Answer **either** Question 2 **or** Question 3.

Unprepared Translation and Comprehension

2 Read the passage and answer all the questions.

Caesar describes the customs of the Suebi, a warlike German tribe.

The following winter, two German tribes crossed the Rhine because, having been harassed by the Suebi, they were constantly engaged in warfare.

Sueborum gens est longe maxima et bellicosissima Germanorum omnium. hi centum pagos¹ habere dicuntur, ex quibus quotannis² mille armatos bellandi causa ex finibus educunt. reliqui qui domi manserunt se atque illos alunt;³ hi in vicem⁴ anno post in armis sunt, illi domi remanent. sic neque agri cultura neque usus belli intermittitur. sed privati ac separati agri apud eos nihil est, neque longius anno remanere uno in loco licet. neque frumento sed lacte atque pecore vivunt, multumque sunt in venationibus;⁵ quae res, et quod a pueris nullo officio aut disciplina assuefacti⁶ nihil omnino contra voluntatem faciunt, et vires alit³ et immani corporum magnitudine homines efficit. 5 10

atque in eam consuetudinem⁷ se adduxerunt ut locis frigidissimis neque vestitus praeter pelles⁸ haberent quicquam, quarum propter exiguitatem⁹ magna est corporis pars aperta, et lavantur in fluminibus. mercatoribus est aditus¹⁰ magis eo ut quae bello ceperint quibus vendant habeant, quam quod ullam rem ad se importari desiderent. equestribus proeliis saepe ex equis desiliunt ac pedibus proeliantur equosque eodem remanere vestigio assuefecerunt, ad quos se celeriter cum usus est recipiunt. vinum ad se omnino importari non sinunt, quod ea re ad laborem ferendam remollescere¹¹ homines atque effeminari arbitrantur. 15

Caesar, *de bello Gallico* 4.1-2

¹pagus, -i m.

²quotannis

³alo, alere, alui, alitus

⁴in vicem

⁵venatio, -onis f.

⁶assuefactus, -a, -um + abl.

⁷consuetudo, -inis f.

⁸pellis, -is f.

⁹exiguitas, -atis f.

¹⁰aditus, -us m.

¹¹remollesco, -ere

district

yearly, every year

I feed

in turn

hunting, hunting expedition

accustomed to

custom, way of life

skin, hide

smallness

access

I grow soft

- (a) Translate the first paragraph (lines 1-10) into English. Remember that extra credit will be given for good English. **Please write your translation on alternate lines.** [30]
- (b) Explain why the following verbs are subjunctive:
- (i) *vendant* (line 14). [1]
- (ii) *desiderent* (line 15). [1]
- (c) State and explain the case of:
- (i) *locis* (line 11). [2]
- (ii) *vestitus* (line 12). [2]
- (iii) *quibus* (line 14). [2]
- (d) Give an idiomatic translation of:
- (i) *aperta* (line 13). [1]
- (ii) *lavantur* (line 13). [1]
- (e) *atque ... fluminibus* (lines 11-13): show how in these lines, by use of language and content, Caesar emphasises the unusual customs and qualities of the Suebi. Make **three** points and refer closely to the Latin in your answer. [6]
- (f) *equestribus ... recipiunt* (lines 15-18): what surprising fact is Caesar remarking on here? [2]
- (g) *vinum ... arbitrantur* (lines 18-19): for what two reasons do the Suebi avoid wine? [2]
- [50]

Do **not** answer this question if you have already answered Question 2.

Prose Composition

- 3** Translate the following passage into Latin prose. **Please write your translation on alternate lines.** You are reminded that marks will be awarded for the style of your translation.

The same year the Cherusci¹ sent envoys to Rome to ask the emperor for a king. After a civil war, the one surviving son of the previous king was Italicus. He had been born and raised² at Rome, yet he was able to use his native language. When the emperor decided that Italicus would be king, he gave him a large sum of money and soldiers to take him safely to his new kingdom. At first Italicus was popular, since he treated³ all fairly; but soon wealthy men began to plot against him. Then he became so cruel that he was driven out.

¹ Cherusci

² I raise

³ I treat

Cherusci, Cheruscorum (m pl) – a German tribe

educō, -are

habeo, -ere

[50]

Section B Total [50]

Paper Total [100]

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

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Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance.	
1(a)	<p>How does Livy make his description of this battle scene lively and dramatic?</p> <p>build-up shown by the following:</p> <ul style="list-style-type: none"> • <i>obsidio ... magis quam oppugnatio</i>: static siege because of wound • <i>quies certaminum</i>: no fighting...but... • <i>nihil cessatum</i>: no respite from preparations • <i>ut ... ita</i>: balanced clauses for contrast • <i>acrius</i>: emphatic to show contrast with previous lack of action • <i>pluribusque partibus</i>: not just in one place any more • <i>vineae ... aries</i>: chiasmus to highlight the imminent assault • <i>abundabat</i>: first word to emphasise numbers of Carthaginians • <i>abundabat Poenus ... oppidani non sufficiebant</i>: chiasmus to emphasise contrast • <i>abundabat multitudine</i>: tautologous to emphasise numbers • <i>satis creditur</i>: no idle guess • <i>non sufficiebant</i>: in contrast with the Carthaginians • <i>multae partes ... una</i>: antithesis to focus in on key section • <i>tres deinceps</i>: contrast with <i>una</i>; <i>deinceps</i> shows rapid succession • <i>captum oppidum</i>: emphatic: the immediate thought of the Carthaginians • <i>utrimque ... cursum est</i>: both sides were the assailants • <i>velutsi ... texisset</i>: detail to show equality between the two sides • <i>nihil tumultuariae pugnae</i>: contrast with usual siege battles • <i>iustae acies</i>: not at all like a siege battle • <i>velut patenti campo</i>: vivid comparison • <i>hinc spes, hinc desperatio</i>: anaphora for heightened contrast between sides • <i>cepisse</i>: perfect infinitive as if they had already succeeded • <i>Poenos ... Saguntinis</i>: balanced phrases for contrast • <i>nec ullo pedem referente</i>: determined resistance • <i>quo acrius et ... magis ... eo plures</i>: balanced comparatives to show escalation of action • <i>nullo ... vano ... telo</i>: interwoven word order to reflect missile pattern; exaggeration to emphasise intensity of the action. 	[25]

Section A		
Question Number	Answer	Max Mark
	Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance.	
1(b)	<p>How does the speaker show especial skill in arguing the Carthaginians' case in this passage?</p> <p>skilful argument is shown by:</p> <ul style="list-style-type: none"> • <i>una disceptatio</i>: immediately limiting the scope of the discussion to suit the Carthaginian perspective • <i>quoniam discerni placet</i>: preparing to turn the tables on the Romans by using their own argument • <i>quid ... quid</i>: anaphora to balance argument • <i>nihil de Saguntinis</i>: shock tactic: the Saguntines were not allies of Rome • <i>at enim</i>: anticipating the Romans' likely objection to the argument • <i>nihil nisi quod a vobis didici</i>: by quoting the Romans' own arguments, he makes it difficult for them to counter • <i>vobis ... vos ... vos</i>: anaphora to point the finger of accusation at the Romans • <i>auctoritate patrum nec populi iussu</i>: chiasmus to emphasise lack of authority • <i>negastis eo teneri</i>: the Romans used the same argument that now the Carthaginians could use • <i>vos ... vestra ... vestro</i>: anaphora as above • <i>ne nos quidem</i>: emphatic contrast of <i>nos</i> with <i>vos</i> • <i>obligare potuit proinde omittite</i>: chiastic alliteration to strengthen effect • <i>omittite</i>: peremptory command • <i>parturit ... pariat</i>: alliterative metaphor almost sarcastic 	[25]
Section A Total		[50]

Section B		
Question Number	Answer	Max Mark
2(a)	<p>Translate the first paragraph (lines 1-10) into English. Remember that extra credit will be given for good English. Please write your translation on alternate lines.</p> <p>1 Sueborum gens est longe maxima et bellicosissima Germanorum omnium.</p> <p>2 hi centum pagos habere dicuntur, ex quibus quotannis mille armatos bellandi causa ex finibus educunt.</p> <p>3 reliqui qui domi manserunt se atque illos alunt; hi in vicem anno post in armis sunt, illi domi remanent.</p> <p>4 sic neque agri cultura neque usus belli intermittitur.</p> <p>5 sed privati ac separati agri apud eos nihil est, neque longius anno remanere uno in loco licet.</p> <p>6 neque frumento sed lacte atque pecore vivunt, multumque sunt in venationibus;</p> <p>7 quae res, et quod a pueris nullo officio aut disciplina assuefacti nihil omnino contra voluntatem faciunt, et vires alit et immani corporum magnitudine homines efficit.</p> <p>The passage above has been divided into 7 sections, each worth 4 marks. Please write the marks awarded for each section in the body of the script, at the end of the section. Draw a vertical line through the text to indicate where each section ends. Add up the sectional marks to give a subtotal out of 28, add marks for fluency of translation to give a total out of 30. Write the total in the right-hand margin. Ring the total.</p> <p>Marks for each section should be awarded as follows:</p> <p>[4] All or almost all of the meaning conveyed (as agreed at Standardisation)</p> <p>[3] Most of the meaning conveyed</p> <p>[2] Half the meaning conveyed; the rest seriously flawed</p> <p>[1] Very little meaning conveyed, or isolated words known</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> <p>Marks for fluency of English should be awarded as follows:</p> <p>[2] Expressed fluently and stylishly. Consistently successful improvements on a literal translation</p> <p>[1] Occasional improvements on a literal translation</p> <p>[0] No or very little improvement on a literal translation</p>	[30]

Section B		
Question Number	Answer	Max Mark
2(b) 2(b)(i)	<p>Explain why the following verbs are subjunctive: <i>vendant</i> (line 14). Purpose</p>	[1]
2(b)(ii)	<p><i>desiderent</i> (line 15). rejected reason</p>	[1]
2(c) 2(c)(i)	<p>State and explain the case of: <i>locis</i> (line 11). ablative [1] place [1]</p>	[2]
2(c)(ii)	<p><i>vestitus</i> (line 12). genitive [1] partitive [1]</p>	[2]
2(c)(iii)	<p><i>quibus</i> (line 14). dative [1] indirect object [1]</p>	[2]
2(d) 2(d)(i)	<p>Give an idiomatic translation of: <i>aperta</i> (line 13). exposed/open/uncovered</p>	[1]
2(d)(ii)	<p><i>lavantur</i> (line 13). they wash/get washed/bathe</p>	[1]
2(e)	<p><i>atque ... fluminibus</i> (lines 11-13): show how in these lines, by use of language and content, Caesar emphasises the unusual customs and qualities of the Suebi. Make three points and refer closely to the Latin in your answer. <i>frigidissimis</i>: superlative to emphasise hardness <i>quicquam</i>: emphatic position to show surprise <i>exiguitatem magna</i>: antithesis to emphasise contrast <i>in fluminibus</i>: climax to show difference from Roman custom 2 marks per valid point well made.</p>	[6]
2(f)	<p><i>equestribus ... recipiunt</i> (lines 15-18): what surprising fact is Caesar remarking on here? they ride horses to battle [1] but then fight on foot [1]</p>	[2]

Section B		
Question Number	Answer	Max Mark
2(g)	<i>vinum ... arbitrantur</i> (lines 18-19): for what two reasons do the Suebi avoid wine? it makes men soft [1] and effeminate [1]	[2]
3	<p>eodem anno Cherusci legatos Romam miserunt [5] ✓ <i>voc</i> ut regem a principe <u>peterent</u>.</p> <p>post bellum <u>internum</u> unus filius regis prioris [5] ✓ <i>voc</i> <u>superstes</u> erat Italicus. ✓ <i>voc</i></p> <p><u>quamquam</u> Romae <u>natus</u> educatus erat, tamen [5] ✓ <i>subor</i>; ✓ <i>subor</i> <u>patrio</u> sermone uti poterat. ✓ <i>voc</i></p> <p><u>princeps</u>, cum constituisset Italicum regem fore, [5] ✓ <i>word order</i> ei multam pecuniam dedit et milites</p> <p><u>qui</u> illum ad novum regnum <u>incolumem</u> [5] ✓ <i>rel</i>; ✓ <i>adj</i> ducerent.</p> <p>primo Italicus populo <u>gratus</u> erat, cum omnes [5] ✓ <i>voc</i> aeque haberet;</p> <p>sed mox divites <u>quidam</u> contra eum [5] ✓ <i>quidam</i> coniurabant.</p> <p>deinde tam crudelis factus est ut <u>expulsus sit</u>. [5] ✓ <i>sequence</i></p> <p style="text-align: right;">8 x 5 = 40 + max. 10 style marks</p> <p>Marks for each section should be awarded as follows:</p> <p>[5] All or almost all correct (as agreed at Standardisation)</p> <p>[4] Minor errors in accidentence or syntax</p> <p>[3] More serious errors in accidentence or syntax</p> <p>[2] Accidentence / syntax seriously faulty, but not without sense</p> <p>[1] A very small proportion of correct accidentence / syntax</p> <p>[0] No recognisable relation to the English</p> <p>Style Ticks</p> <p>The above are only suggestions. Other attempts at connection and subordination, good choice of words and Latinate word order should also be rewarded.</p>	[50]
Section B Total		[50]
Paper Total		[100]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	Total
1(a)	10	15	25
1(b)	10	15	25
2 or 3	20	30	50
Totals	40	60	100

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A2 Classics Marking Grid for L3-L4: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

		AO1	AO2
<i>Section A Prescribed Text</i>	Qa	10	15
	Qb	10	15
<i>Section B Language</i>		20	30
<i>Total</i>		40	60
<i>Weighting</i>		40%	60%
<i>Total mark for each A2 unit</i>		100	

Quality of Written Communication (QWC): The QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3 – 5.

There are no separate weightings for AOs 2a and 2b, but in assigning a mark for AO2 examiners should focus first on AO2(a) – i.e. bullet points 1 and 2 to decide the appropriate Level descriptor band. They should then consider the evidence of QWC to help them decide where in the Level descriptor band it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level descriptor band.

A2 Classics Marking Grid for units L3-L4: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>	<i>Characteristics of performance</i>
	10	<ul style="list-style-type: none"> • Recall and application of subject knowledge; • Relevance to question/topic; • Understanding of sources and evidence; • Awareness of context.
Level 5	9-10	<ul style="list-style-type: none"> • Specific factual knowledge, selected with care; • Fully relevant to the question; • Well supported with evidence and reference where required; • Strong awareness of context as appropriate.
Level 4	6-8	<ul style="list-style-type: none"> • Generally well chosen factual knowledge; • Relevant to the question; • Usually supported with evidence and reference where required; • Awareness of context as appropriate.
Level 3	4-5	<ul style="list-style-type: none"> • Some factual knowledge, not always well chosen; • At least partially relevant to the question; • Some supporting evidence and reference where required; • Limited awareness of context.
Level 2	2-3	<ul style="list-style-type: none"> • Restricted selection of factual knowledge, possibly including some inaccurate detail; • Little evidence of relevance to the question; • Occasional use of appropriate supporting evidence; • Context occasionally or very superficially indicated.
Level 1	0-1	Work in this band may meet some of the criteria for Band 4, 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.

A2 Classics Marking Grid for units L3-L4: AO2 (a and b)

<p>(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i></p> <p>(b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i></p>	<p>Max. mark and mark ranges</p>	<p>Characteristics of performance</p>
<p>Level 5</p>	<p>15</p>	<ul style="list-style-type: none"> • Analysis; • Evaluation and response; • Organisation and use of technical vocabulary; • Control of appropriate form and style; • Accuracy of writing.
<p>Level 4</p>	<p>13-15</p>	<ul style="list-style-type: none"> • Perceptive, well supported analysis leading to convincing conclusions; • Very well balanced evaluation based on clear engagement with sources/task; • 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>Level 3</p>	<p>9-12</p>	<ul style="list-style-type: none"> • Careful and thorough analysis leading to generally sound conclusions; • Balanced evaluation based on clear engagement with sources/task; • 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>Level 2</p>	<p>6-8</p>	<ul style="list-style-type: none"> • Attempts at analysis leading to some tenable conclusions; • Limited evaluation but some evidence of engagement with sources/task; • Argument coherent if cumbersome or under-developed; some technical terms accurately used; • Limited control of appropriate form and register; • Legible and generally accurate writing, conveying meaning clearly.
<p>Level 1</p>	<p>3-5</p>	<ul style="list-style-type: none"> • Occasional evidence of analysis gesturing towards acceptable conclusions; • Very limited evaluation or evidence of engagement with topic/task; • Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately; • Very Limited control of appropriate form and register; • Legible and generally accurate writing, clarity not obscured.
<p>Level 1</p>	<p>0-2</p>	<p>Work in this band may meet some of the criteria for Band 4, 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>