



# General Certificate of Secondary Education

## Latin 3027

*3027/1F*

## Mark Scheme

*2005 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

## Latin Paper 1 Tier F

### 1 Gang fighting in Rome ends in murder

#### Passage A

- (a) **What two things do we learn about Clodius in the first sentence?**  
Roman citizen – wanted to be very powerful / most powerful  
*(2 marks)*
- (b) **Look at lines 1-2 (*itaque panem...obtineret*).**
- (i) **Which two things was Clodius accustomed to give to the people?**  
bread – money  
*(2 marks)*
- (ii) **Why did he do this?**  
to gain – influence  
Allowed: to gain their influence  
Deductions : to influence them –1 to get them on his side -1  
*(2 marks)*
- (c) **In line 2 what are we told about Milo's feelings towards Clodius?**  
Milo didn't like/love Clodius / they were enemies/he was his enemy  
Not allowed: they are not friends  
*(1 mark)*
- (d) **Look at lines 2-3 (*Milo sciebat...auxilium darent*).**
- (i) **State what Milo knew about Clodius.**  
Clodius wanted – to kill him  
*(2 mark)*
- (ii) **What did Milo ask his friends to do?**  
to give help / to help him  
*(1 mark)*

**Passage B**

One day Milo wanted to go to a nearby town. Accepted: nearest very near nearby	<b>6</b>
Therefore Clodius left Rome at first light/dawn Deductions: left -1	<b>6</b>
to prepare an ambush. Deductions: to ambush him -2 to prepare to ambush him -1 so that he could prepare -1	<b>3</b>
His friends were journeying with him and Clodius ordered them Accepted: journeyed	<b>8</b>
to hide in the woods near the road. Accepted: in the forest path Deductions: in the wood -1 street -1	<b>6</b>
In a short time Milo came along the same road. Deductions: after a short time -1 shortly after -1 soon -2 through the road -1 went -1	<b>6</b>
When Clodius had caught sight of him, he shouted Deductions: saw -1	<b>6</b>
“Attack immediately, my friends!” Deductions: omission of comma -1 fight! -1	<b>4</b>
Milo heard his shouting Deductions: shouts -1	<b>4</b>
and quickly climbed down out of his carriage and fought very boldly. Accepted : began to fight was fighting very daringly Deductions : attacked -1 very bravely -1 boldly -1 bravely -2	<b>7</b>

**56 scaled to 15**

**Passage C**

Milo’s slaves defended their master so bravely Accepted: were defending strongly	6
that at length Clodius fled, wounded. Deductions: with a wound -1 with wounds -2	6
Clodius ran to a nearby inn Accepted: nearest very near next	4
and urged the innkeeper to help him. Accepted: encouraged Deductions: in order to help him -2 begged -1	6
When Milo found out where Clodius was, Accepted: realised	7
he followed him.	2
He wanted to kill his old enemy. Accepted – he was wanting	4
Milo reached the inn and shouted in a loud voice Accepted: got to the inn in a big/great voice loudly Deductions: came to the inn -1	8
“Innkeeper, do not save that extremely evil man. Accepted: very bad worst of men that wretch of a man Deductions: worst man -1	7
If you open the door, I will give you a very big reward.” Accepted: will have opened will open greatest of rewards huge reward	8
The innkeeper was scared of Milo and obeyed him. Accepted: feared	6
Milo dragged Clodius outside and killed him.	8
Then his friends carried the dead Clodius to the city to bury the body. Accepted: carried brought Deductions: brought back -1	11

**83 scaled to 25**

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**2 Cambridge Latin Anthology**

- (a)
- (i) **To which island were the soldiers crossing in this passage?**  
Mona / Anglesey / Ymys Mon  
(1 mark)
- (ii) **Using the first sentence, state the two ways in which the cavalry reached this island.**  
went through shallow water / waded across – swam with their horses  
Disallowed: swam  
(2 marks)
- (b) **Using lines 2-3 (*intercursantibus...praeferebant*), give three pieces of information about the women on the shore which you think made them look strange and frightening.**  
Three from: - they were running about (among the warriors) – they wore black clothes – their hair was dishevelled – they held torches  
(3 marks)
- (c) **Look at lines 3-4 (*Druidesque...fundentes*) and state what two actions the Druids were doing.**  
holding their hands – to heaven – pouring forth – dreadful prayers  
(4 marks)
- (d)
- (i) **Quote and translate the two Latin words in line 4 which explain what overawed the Roman soldiers.**  
*novitate aspectus* – ( by) the strangeness of the sight / the strange sight  
(2 marks)
- (ii) **What was the immediate result of the soldiers being overawed?**  
their limbs were paralysed / their bodies didn't move – leaving them open to wounds  
(2 marks)

**Extract B**

- (e) **Look at lines 1-2 (*acerrimum...appellabant*).**
- (i) **How did the Trinobantes feel about the veterans?**  
they hated them  
(1 mark)
- (ii) **Quote the Latin word which tells you this.**  
*odium*  
(1 mark)
- (iii) **State the three hardships which the Trinobantes suffered.**  
they were driven from their homes – they were forcibly expelled from their land – they were called prisoners or slaves  
(3 marks)

- (f) **Look at lines 2-3 (*militesque...licentiae*)**
- (i) **What two aspects of the veterans' behaviour did the soldiers encourage?**  
their insolent behaviour / arrogance / insolence – and violence / savagery / hooliganism  
(2 marks)
- (ii) **State the two reasons that Tacitus gives for the soldiers' reaction.**  
they lived their lives in a similar way – they hoped – for the same freedom to misbehave  
(3 marks)
- (g) **Why was a temple built for Claudius?**  
One from: - he was a Roman emperor – who had ordered invasion of Britain – who had been deified.  
Other plausible answers accepted.  
(1 marks)
- (h) (*templum...aspiciebatur*) **line 4. Explain in your own words what the Britons thought the temple to Claudius represented.**  
that the tyranny of the Romans – would never end (or similar wording)  
(2 marks)
- (i) **Give three reasons why the Druids could be seen as practising an evil religion. In your answer you may refer to all of the set text you have read.**  
Three from: - animal sacrifice – human sacrifice – believed only way to save a life is by taking another life – burnt people alive – even innocent people – consulted the gods using human entrails – evidence is provided by the Romans who are a biased source  
(3 marks)

**3 Ecce Scriptores Romani**

- (a) **Oceano (line 1). What do we call this stretch of sea today?**  
Atlantic / English Channel / The Channel / Straits of Dover  
(1 mark)
- (b)
- (i) **According to line 1, what had caused the high tide?**  
full moon  
(1 mark)
- (ii) **Do you think Caesar is telling the truth when he says the Romans did not know about the tide? You should make two points to support your answer.**  
Allow any two of the following points in any combination:  
Yes – Mediterranean – not a tidal sea  
No – some of crew were Gauls – and would have known about tides – but may not have told Caesar – Caesar may have ignored information – in haste to complete his reconnaissance  
(2 marks)
- (c) **Look at lines 2-4 (*ita uno...adflictabat*).**
- (i) **For what had Caesar used his warships?**  
to transport the army  
(1 mark)

- (ii) **On the night of the storm where were the warships and what happened to them?**  
on sand / beach / dry land – filled by tide  
(2 marks)
- (iii) **Where were his transport ships and what became of them?**  
at anchor / in the sea– battered / damaged by storm  
(2 marks)
- (d) **Look at lines 5-6 (*compluribus...inutiles*).**
- (i) **How many ships were wrecked?**  
several  
(1 mark)
- (ii) **Give two reasons why the other ships were useless for sailing.**  
Two from: - had lost ropes – anchors – rest of tackle  
(2 marks)
- (e) **In lines 6-7 (*magna...facta est*), what does Caesar say happened as a result of the storm?**  
There was great panic / confusion – in all the army  
(2 marks)

**Extract B**

- (f)
- (i) **What had been reported to Caesar immediately before this passage to make him suspicious?**  
there was a great amount of dust – in area where legion had gone  
(2 marks)
- (ii) **In line 1 (*Caesar...consilii*), what are we told that he suspected?**  
barbarians – had new plan  
(2 marks)
- (g) **Using lines 1-3 (*cohortes...iussit*), state in English any three of Caesar's orders.**  
Three from: - cohorts on sentry duty to go with him – two of others to replace them – the rest to be armed – and follow him immediately  
(3 marks)
- (h) **Look at lines 3-4 (*cum paulo...animadvertit*).**
- (i) **Where was Caesar when he saw the attack on his men?**  
not far / a little further – from his camp  
(2 marks)
- (ii) **Quote and translate the Latin for any two of the things Caesar noticed.**  
Two from: - *suos ab hostibus premi* / his men were being overwhelmed by the enemy –  
*aegre sustinere* / they were holding out with difficulty –  
*conferta legione* / the legion was crowded together –  
*ex omnibus partibus tela conici* / spears were thrown from all sides  
(4 marks)

- (i) **From your reading of the whole of the set text do you think the Britons were dangerous opponents of Caesar? You should make three points in your answer and refer to the set text. Do not use any information from the passages printed on this paper.**

Three from: - took advantage of storm – reconnoitred Caesar's troops – realised defeat for Caesar would have good consequences for future – leaders worked together – stealthily withdrew from fields – worked out where legion would be for ambush – excellent chariot fighting – well practised – but unable to withstand Roman attack – quickly fled.

(3 marks)

**4 Roman Britain (Cambridge Latin Course)**

- (a) **The picture shows a *defixio* or curse tablet. Explain how such a tablet was used.**

Three from: - name of offender (if known) and crime written on tablet – punishment was requested -tablet dedicated to a god – tablet fastened to tomb / thrown into well – curse lifted when amends made

(3 marks)

- (b) **State two things a *haruspex* might observe at a sacrifice in order to tell the future.**

Two from: - way an animal fell / died – smoke / flames when victim burnt on altar – entrails (liver)

(2 marks)

- (c) **How did a person who practised augury tell the future?**

from flight / behaviour of birds

(1 mark)

- (d) **What was the general attitude of the Romans towards the native religions they found in the provinces?**

Two from: - beliefs tolerated – unless threat to Rome – provincials encouraged to identify their gods with Roman gods

(2 marks)

- (e) **Give two reasons why the Romans promoted Roman religion and emperor worship throughout the Empire.**

Two from: - helped to make Roman rule acceptable – reduced chance of uprising – encouraged loyalty to emperor – gave people a sense of belonging to one empire – popular with upper and middle classes – gave them a way of getting on with their conquerors

(2 marks)

- (f) **State three ways in which Roman influence can be seen in the palace of Fishbourne.**

Three from: - mosaics / marble floors – wall paintings – formal gardens – fountains – statues – baths – plants – use of imported materials – architectural style

(3 marks)

- (g) (i) **According to a Stoic how should people live? You should make two points in your answer.**

Two from: - correct behaviour (Virtue) – more important than pleasure / material possessions – accept adversity calmly

(2 marks)



- (ii) **Name one famous Stoic.**  
Seneca or Epictetus (give credit if candidates know of other Stoics) *(1 mark)*
- (iii) **Give two reasons why Stoics were regarded as a danger to the Emperors.**  
Two from: - disapproved of one man rule – preferred idea of Republic – didn't believe power should be inherited – believed rulers should aim to benefit all subjects and not just a few. *(2 marks)*
- (h) **Name two religions from the east of the Empire which were adopted by the Romans.**  
Two from: - worship of Isis – Mithras – Christianity (not Catholicism) *(2 marks)*

## 5 These Were the Romans

- (a)
- (i) **What was the purpose of the object in the picture above?**  
held cremated ashes *(1 mark)*
- (ii) **How does this object help archaeologists?**  
helps them reconstruct / give idea of – primitive houses *(2 marks)*
- (b) **State two ways in which the dates given by the historian Livy can be checked.**  
by dates of eclipses – using histories of other nations (Greeks, Egyptians) *(2 marks)*
- (c) **Choose two of the following dates and say why each of them was important in Rome's history.**  
**753 B.C.**                      **510 B.C.**                      **390 B.C.**  
Two from: - 753 Founding of Rome – 510 Expulsion of kings / start of Republic – 390 Rome burnt down by Gauls. *(2 marks)*
- (d) **Give three reasons why Rome was able to gain and keep control of Italy.**  
Three from: - superior army – separate favourable treaties with allied states – colonies founded – building of roads *(3 marks)*
- (e)
- (i) **What position was held by Gaius Verres?**  
Governor of Sicily / provincial governor  
(Also allow – quaestor, legate, pro quaestor of Dolabella, praetor urbanus, pro praetor of Sicily)  
Not allowed : Roman governor *(1 mark)*
- (ii) **State any two of his crimes.**  
Two from: - exported contraband – extorted money / overtaxation – took treasures from temples – stole works of art – crucified Roman citizens – bribed jury of extortion court *(2 marks)*

- (f) **Explain why the system of collecting taxes was so corrupt in the Roman Republic.**  
Three from: - no government department for tax collecting – so used finance companies / *equites* – who bid for right to collect tax – and then had to tax heavily to make a profit – provincials often had to borrow money to pay tax – at high interest rates – governor often colluded with *publicani* – corrupt governors rarely punished  
(3 marks)
- (g) **What was introduced by the Emperor Augustus to make the tax system fairer?**  
census  
(1 mark)
- (h) **State three advantages of living in a province of the Roman Empire.**  
Three from: - peace – defended by Roman army – many communities self-governing – Romans built roads, bridges etc – trade easier / more profitable – Roman law – for some people tax was lower than under previous rulers – could travel – be promoted in imperial civil service – aid in times of disaster – better housing – amenities in towns – new imported foods – diverse entertainment etc.  
(3 marks)