

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 **14** printed pages and **2** blank 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.

.....
.....
.....
.....
.....
.....
.....[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]

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]

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 **14** 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? <ul style="list-style-type: none"> • the dangers threatening them <i>cinis incidebat</i> – ash was falling <i>calidior et densior</i> – hotter and thicker <i>propius ... calidior / densior</i> – use of comparatives <i>iam ... iam</i> – anaphora of ‘now’ <i>nigri et ambusti et fracti igne</i> – ascending tricolon / descriptive <i>lapides</i> – deferred subject <i>vadum subitum</i> – sudden shallows ellipsis of verb – stark language <i>ruina montis</i> – ruin of the mountain – hyperbole • the elder Pliny’s plans <i>cunctatus</i> – hesitated <i>paulum</i> – only briefly <i>Pomponianum pete</i> – make for Pomponianus – alliteration • his determination <i>gubernatori ... monenti</i> – gave orders to advance despite helmsman <i>fortes fortuna iuvat</i> – fortune favours the brave. <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 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>Accept any sensible points, including the following:</p> <p>he is brave, going into danger</p> <p>he is altruistic, wanting to rescue Rectina/Pomponianus</p> <p>he is fearless (<i>solutus metu</i>)</p> <p>he is curious about the eruption/does not want to miss anything</p> <p>he refuses to give up: goes to Stabiae when he can't get to Pompeii</p> <p>he is a tower of strength, offering support to those around him</p> <p>he is insensitive to danger (e.g. taking a bath)</p> <p>he would not listen to advice (e.g. the helmsman).</p>	[8]
8	<p>How does Pliny try to win the favour of Trajan? Give three details.</p> <p>he flatters him (1)</p> <p>he praises his good fortune (1)</p> <p>he praises his greatness of mind (1)</p> <p>he says his name is eternal (1)</p> <p>the project is worthy of his name (1)</p> <p>the emperor has glory (1)</p> <p>he stresses both utility and beauty of the work (1)</p> <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]

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	<p>Show how Pliny uses forceful language to persuade Trajan that he should support the proposed project.</p> <ul style="list-style-type: none"> • the availability of workers <i>at</i> – strong contrast <i>non desunt</i> – litotes <i>magna copia</i> – great abundance <i>magna ... maxima</i> – crescendo <i>maxima (copia)</i> – very great abundance - superlative <i>libentissime</i> – superlative <i>libentissime</i> – they will be willing • the benefit of the task <i>omnibus fructuosum</i> – profitable for all <i>omnes ... omnibus</i> – anaphora • the need for surveying <i>libratorem vel architectum</i> – surveyor or architect <i>diligenter</i> – carefully <i>sitne lacus altior mari</i> – relative height of the lake <i>quadraginta cubitis</i> – a large height difference <i>contendant</i> – they are confident <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 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> <ul style="list-style-type: none"> • the fear of the horses <i>maxime infestum agmen faciebant</i> – they made the column particularly dangerous <i>clamoribus dissonis territi</i> – terrified by the raucous shouts <i>territi trepidabant</i> – alliteration <i>trepidabant</i> – they panicked <i>icti aut vulnerati</i> – injured <i>consternabantur</i> – they were crazed • the effects of the location <i>repercussae valles</i> – echoing valleys <i>auebant</i> – the valleys amplified the sound <i>praecipites</i> – steep <i>utrimque angustiae</i> – narrow on both sides <i>immensum altitudinis</i> – immense depth 	[10]

Section B: Livy and Caesar		
Question Number	Answer	Max Mark
18 Cont'd	<ul style="list-style-type: none"> the destruction caused <p><i>stragem ingentem</i> – huge destruction <i>multos turba deiecit</i> – the confusion cast down many <i>multos</i> – emphatic position <i>iumenta devolvebantur</i> – baggage animals went tumbling down <i>cum oneribus</i> – along with their burdens</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>	
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 Con'd	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	How does Caesar show his leadership qualities? <ul style="list-style-type: none"> • his prompt action to protect his men <i>scaphas compleri iussit</i> – ordered the dinghies to be filled <i>item speculatoria navigia</i> – also the scouting boats <i>subsidia summittebat</i> – sent help <i>subsidia summittebat</i> – alliteration • how his men achieved victory <i>simul</i> – prompt action <i>suis omnibus consecutis</i> – all followed <i>impetum fecerunt</i> – attacked <i>eos in fugam dederunt</i> – routed them 	[10]

Section B: Livy and Caesar		
Question Number	Answer	Max Mark
27 Con'd	<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>	
Section B Total		[50]
Paper Total		[50]

Marking grid for 10-mark questions (Higher Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Coverage of the bullet points in the question; • Choice and use of evidence; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation of answer.
4	9-10	<ul style="list-style-type: none"> • All three bullet points covered, at least two in detail; • A good range of accurate Latin quotation with developed discussion of this; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument.
3	6-8	<ul style="list-style-type: none"> • Two or three bullet points covered, at least one in detail; • Some accurate Latin quotation with relevant discussion; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised.
2	3-5	<ul style="list-style-type: none"> • One bullet point covered in detail, or two or three bullet points covered sketchily; • Limited Latin quotation which might not be discussed in detail; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped.
1	0-2	<ul style="list-style-type: none"> • One bullet point covered sketchily, or two or three bullet points hardly covered at all; • Very little or no Latin quotation and/or no discussion of evidence; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • 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 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 (Higher Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Choice and use of evidence; • Engagement with the question; • 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"> • A good range of well-chosen points covered in detail; • Answer well-directed at the question; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument.
3	4-6	<ul style="list-style-type: none"> • An adequate range of relevant points; • Answers slightly less focused on the question; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised.
2	2-3	<ul style="list-style-type: none"> • Few relevant points; • Limited engagement with the question; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped.
1	0-1	<ul style="list-style-type: none"> • One or two points made, which may be irrelevant; • Little or no engagement with the question; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • 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] Perfectly accurate

[4] Overall sense correct; up to 2 minor errors (eg tense, number) or a single major error or omission

[3] Overall sense correct, with several serious errors or omissions

[2] Parts correct; a few correct phrases but overall sense lacking or unclear

[1] Isolated knowledge of vocabulary only

[0] Totally incorrect or omitted

N.B. Consequential errors should not be penalised.

Assessment Objectives Grid (includes QWC)

Question	AO2	Total
1-27	50	50
Total	50	50