



Oxford Cambridge and RSA

AS Level Latin

H043/02 Literature

Friday 19 May 2017 – Morning

Time allowed: 2 hours



You must have:

- the OCR 12-page Answer Booklet
(OCR12 sent with general stationery)

Do not use:

- a dictionary

INSTRUCTIONS

- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- Answer **one** question from Section A and **one** question from Section B.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the barcodes.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **12** pages.

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

Section A: Prose Literature

Answer **either** Question 1 **or** Question 2.

1 Read the following passages and answer the questions.

quonam igitur pacto probari potest insidias Miloni fecisse Clodium? satis est in illa quidem tam audaci, tam nefaria belua docere, magnam ei causam, magnam spem in Milonis morte propositam, magnas utilitates fuisse. itaque illud Cassianum 'cui bono fuerit' in his personis valeat, etsi boni nullo emolumento 5 impelluntur in fraudem, improbi saepe parvo. atqui Milone interfecto Clodius haec adsequebatur, non modo ut praetor esset non eo consule quo sceleris facere nihil posset sed etiam ut eis consulibus praetor esset quibus, si non adiuvantibus, at coniventibus certe speraret se posse eludere in illis suis cogitatis 10 furoribus: cuius illi conatus, ut ipse ratiocinabatur, nec cuperent reprimere, si possent, cum tantum beneficium ei se debere arbitrarentur, et, si vellent, fortasse vix possent frangere hominis sceleratissimi conroboratam iam vetustate audaciam.

Cicero *Pro Milone* 32

- (a) Translate *quonam ... fuisse* (lines 1–4). [5]
- (b) *cui bono fuerit* (lines 4–5): what does Cicero suggest the jury should consider? [1]
- (c) *etsi ... parvo* (lines 5–6): what contrast is Cicero making? [3]
- (d) In the election, for what office was Milo standing? [1]
- (e) *atqui ... audaciam* (lines 6–14): how does Cicero make his argument convincing here? [8]
- Make **four** points and support your answer with reference to the Latin text.

quid? quod caput est audaciae, iudices, quis ignorat maximam inlecebram esse peccandi impunitatis spem? in utro igitur haec fuit? in Milone qui etiam nunc reus est facti aut praeclari aut certe necessarii, an in Clodio qui ita iudicia poenamque contempserat ut eum nihil delectaret quod aut per naturam fas esset aut per leges liceret? 5

sed quid ego argumentor, quid plura disputo? te, Quinte Petili, appello, optimum et fortissimum civem: te, Marce Cato, testor, quos mihi divina quaedam sors dedit iudices. vos ex Marco Favonio audistis Clodium sibi dixisse, et audistis vivo Clodio, periturum Milonem triduo. post diem tertium gesta res est quam dixerat. cum ille non dubitarit aperire quid cogitaret, vos potestis dubitare quid fecerit? 10

Cicero *Pro Milone* 43–44

(f) *quid ... liceret* (lines 1–6): how, by his use of language, does Cicero add force to his argument?

Make **three** points and support your answer with reference to the Latin text. [6]

(g) *quos mihi ... iudices* (line 9): what point is Cicero making here? [2]

(h) *vos ex ... fecerit* (lines 9–13): what does Cicero say to convince the jurors that Clodius had been planning to kill Milo? [4]

(i)* In the parts of the speech you have read, how convincing do you find Cicero's efforts to prove Milo's innocence?

In your response you are expected, where relevant, to draw on material from those parts of the text that you have studied in English, as well as those parts you have read in Latin. [10]

Do **not** answer this question if you have already answered Question 1.

2 Read the following passages and answer the questions.

postremo promptis iam et aliis seditionis ministris velut
 contionabundus interrogabat cur paucis centurionibus
 paucioribus tribunis in modum servorum oboedirent. quando
 ausuros exposcere remedia, nisi novum et nutantem adhuc
 principem precibus vel armis adirent? satis per tot annos ignavia 5
 peccatum, quod tricena aut quadragena stipendia senes et
 plerique truncato ex vulneribus corpore tolerent. ne dimissis
 quidem finem esse militiae, sed apud vexillum tendentes alio
 vocabulo eosdem labores perferre. ac si quis tot casus vita
 superaverit, trahi adhuc diversas in terras ubi per nomen agrorum 10
 uligines paludum vel inculta montium accipiant. enimvero militiam
 ipsam gravem, infructuosam: denis in diem assibus animam
 et corpus aestimari: hinc vestem arma tentoria, hinc saevitiam
 centurionum et vacationes munerum redimi. at hercule verbera
 et vulnera, duram hiemem, exercitas aestates, bellum atrox aut 15
 sterilem pacem sempiterna.

Tacitus *Annals* I.17

- (a) Name the soldier who is making the complaints in this passage. [1]
- (b) Translate *postremo ... adirent* (lines 1–5). [5]
- (c) *satis ... perferre* (lines 5–9): what does the soldier say about military service? [3]
- (d) *ac si quis ... sempiterna* (lines 9–16): how does the speaker's language emphasise the negative aspects of being a soldier? [8]
- Make **four** points and support your answer with reference to the Latin text. [8]

Druso propinqui quasi per officium obviam fuere legiones, non laetae, ut adsolet, neque insignibus fulgentes, sed inlucida deformi et vultu, quamquam maestitiam imitarentur, contumaciae propiores.

postquam vallum introiit, portas stationibus firmant, globos 5
armatorum certis castrorum locis opperiri iubent: ceteri tribunali
ingenti agmine circumveniunt. stabat Drusus silentium manu
poscens. illi quoties oculos ad multitudinem retulerant, vocibus
truculentis strepere, rursum viso Caesare trepidare; murmur
incertum, atrox clamor et repente quies; diversis animorum 10
motibus pavebant terrebantque. tandem interrupto tumultu
litteras patris recitat, in quibus perscriptum erat, praecipuam
ipsi fortissimarum legionum curam, quibuscum plurima bella
toleravisset; ubi primum a luctu requiescet animus, acturum
apud patres de postulatis eorum; misisse interim filium ut sine 15
cunctatione concederet quae statim tribui possent; cetera senatui
servanda quem neque gratiae neque severitatis expertem haberi
par esset.

Tacitus *Annals* I.24–25

- (e) *Druso ... iubent* (lines 1–6): what does Tacitus say about the appearance of the soldiers greeting Drusus? Make **three** points. [3]
- (f) *ceteri ... terrebantque* (lines 6–11): how does Tacitus make his description of this scene vivid and dramatic?
Make **three** points and support your answer with reference to the Latin text. [6]
- (g) *misisse ... possent* (lines 15–16): according to Tiberius' letter, why had he sent Drusus to the camp? [2]
- (h) *cetera ... esset* (lines 16–18): what does Tiberius say about the senate here? [2]
- (i)* In the sections of the *Annals* you have read, in what ways does Tacitus create a vivid picture of the breakdown of military discipline in the army?

In your response you are expected, where relevant, to draw on material from those parts of the text that you have studied in English, as well as those parts you have read in Latin. [10]

Section B: Verse Literature

Answer **either** Question 3 **or** Question 4.

3 Read the following passages and answer the questions.

forte die sollemnem illo rex Arcas honorem
 Amphitryoniadae magno divisque ferebat
 ante urbem in luco. Pallas huic filius una,
 una omnes iuvenum primi pauperque senatus
 tura dabant, tepidusque cruor fumabat ad aras. 5
 ut celsas videre rates atque inter opacum
 adlabi nemus et tacitos incumbere remis,
 terrentur visu subito cunctique relictis
 consurgunt mensis. audax quos rumpere Pallas
 sacra vetat raptoque volat telo obvius ipse, 10
 et procul e tumulo: 'iuvenes, quae causa subegit
 ignotas temptare vias? quo tenditis?' inquit.
 'qui genus? unde domo? pacemne huc fertis an arma?'
 tum pater Aeneas puppi sic fatur ab alta
 paciferaeque manu ramum praetendit olivae: 15
 'Troiuogenas ac tela vides inimica Latinis,
 quos illi bello profugos egere superbo.
 Euandrum petimus. ferte haec et dicite lectos
 Dardaniae venisse duces socia arma rogantes.'

Virgil *Aeneid* VIII.102–120

- (a) *forte ... aras* (lines 1–5): what was happening in the grove in front of the city? [4]
- (b) *ut celsas ... an arma* (lines 6–13): how does Virgil draw attention to **both** the alarm of the Arcadians **and** the courage of Pallas?
 Make **four** points and support your answer with reference to the Latin text. [8]
- (c) Translate *Troiugenas ... rogantes* (lines 16–19). [5]

ille autem, neque enim fuga iam super ulla pericli,
 faucibus ingentem fumum (mirabile dictu)
 evomit involvitque domum caligine caeca
 prospectum eripiens oculis, glomeratque sub antro
 fumiferam noctem commixtis igne tenebris. 5
 non tulit Alcides animis, seque ipse per ignem
 praecipiti iecit saltu, qua plurimus undam
 fumus agit nebulaque ingens specus aestuat atra.
 hic Cacus in tenebris incendia vana vomentem
 corripit in nodum complexus, et angit inhaerens 10
 elisos oculos et siccum sanguine guttur.
 panditur extemplo foribus domus atra revulsis
 abstractaeque boves abiurataeque rapinae
 caelo ostenduntur, pedibusque informe cadaver
 protrahitur. nequeunt expleri corda tuendo 15
 terribiles oculos, vultum villosaque saetis
 pectora semiferi atque extinctos faucibus ignes.

Virgil *Aeneid* VIII.251–267

(d) *ille autem ... guttur* (lines 1–11): how does Virgil make this scene dramatic and horrific?

Make **four** points and support your answer with reference to the Latin text. [8]

(e) *panditur ... protrahitur* (lines 12–15): what does Hercules do after killing Cacus? [3]

(f) *nequeunt ... ignes* (lines 15–17): what does Virgil say to suggest that Cacus' body looked particularly terrible? Make **two** points. [2]

(g)* In the parts of *Aeneid* VIII you have read, how does Virgil create a positive impression of the Arcadians?

In your response you are expected, where relevant, to draw on material from those parts of the text that you have studied in English, as well as those parts you have read in Latin. [10]

Do **not** answer this question if you have already answered Question 3.

4 Read the following passages and answer the questions.

divitias alius fulvo sibi congerat auro
 et teneat culti iugera magna soli,
 quem labor adsiduus vicino terreat hoste,
 Martia cui somnos classica pulsa fugent:
 me mea paupertas vitae traducat inertii, 5
 dum meus adsiduo luceat igne focus.
 ipse seram teneras maturo tempore vites
 rusticus et facili grandia poma manu:
 nec Spes destituat, sed frugum semper acervos
 praebeat et pleno pinguia musta lacu. 10
 nam veneror, seu stipes habet desertus in agris
 seu vetus in trivio floridaserta lapis:
 et quodcumque mihi pomum novus educat annus
 libatum agricolam ponitur ante deum.
 flava Ceres, tibi sit nostro de rure corona 15
 spicea quae templi pendeat ante fores;
 pomosisque ruber custos ponatur in hortis
 terreat ut saeva falce Priapus aves.

Tibullus 1.1, lines 1–18

- (a) *divitias ... fugent* (lines 1–4): what aspects of life as a soldier and its eventual benefits does Tibullus reject here? [4]
- (b) *me mea ... deum* (lines 5–14): how, by his use of language, does Tibullus demonstrate his wish to lead a humble and dutiful country lifestyle?
 Make **four** points and support your answer with reference to the Latin text. [8]
- (c) Translate *flava ... aves* (lines 15–18). [5]

inproba tum vero iungentes oscula vidi
 (illa mihi lingua nexa fuisse liquet),
 qualia non fratri tulerit germana severo,
 sed tulerit cupido mollis amica viro;
 qualia credibile est non Phoebos ferre Dianam, 5
 sed Venerem Marti saepe tulisse suo.
 'quid facis?' exclamo 'quo nunc mea gaudia defers?
 iniciam dominas in mea iura manus.
 haec tibi sunt mecum, mihi sunt communia tecum:
 in bona cur quisquam tertius ista venit?' 10
 haec ego, quaeque dolor linguae dictavit; at illi
 conscia purpureus venit in ora pudor.
 quale coloratum Tithoni coniuge caelum
 subrubet, aut sponso visa puella novo;
 quale rosae fulgent inter sua lilia mixtae 15
 aut, ubi cantatis, Luna, laborat equis;
 aut quod, ne longis flavescere possit ab annis,
 Maeonis Assyrium femina tinxit ebur.

Ovid *Amores* 2.5, lines 23–40

- (d) *inproba ... venit* (lines 1–10): how does Ovid show his outrage at what the girl was doing? Make **four** points and support your answer with reference to the Latin text. [8]
- (e) *haec ego ... pudor* (lines 11–12): the girl blushes. What does the word *conscia* suggest about her blushing? [1]
- (f) *quale coloratum ... ebur* (lines 13–18): what comparisons does Ovid make here to emphasise the colour of the girl's blush? Make **four** points. [4]
- (g)* 'The life of the love poet was not always a happy one'. How does your reading of Propertius, Tibullus and Ovid bear this out?

In your response you are expected, where relevant, to draw on material from those parts of the text that you have studied in English, as well as those parts you have read in Latin. [10]

END OF QUESTION PAPER

OCR

Oxford Cambridge and RSA

Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.