



Oxford Cambridge and RSA

**GCSE (9–1) Latin****J282/02** Prose Literature A**Thursday 17 May 2018 – Afternoon****Time allowed: 1 hour****Do not use:**

- a dictionary



First name

Last name

Centre  
numberCandidate  
number**INSTRUCTIONS**

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the barcodes.

**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 consists of **16** pages.



**BLANK PAGE**

**PLEASE DO NOT WRITE ON THIS PAGE**

Answer **all** the questions.

**1** Read the passage and answer the questions.

huic illa ita funus paravit, ita duxit exsequias, ut ignoraret maritus; quin immo quotiens cubiculum eius intraret, vivere filium atque etiam commodiorem esse simulabat, ac persaepe interroganti, quid ageret puer, respondebat; 'bene quievit, libenter cibum sumpsit.'

Pliny, *A close-knit family*, lines 4–8

- (a) *huic illa ita funus paravit, ita duxit exsequias* (line 1): what **two** things did Arria do?

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

- (b) *quin immo ... simulabat* (lines 1–3): how does this show that Arria was deceiving her husband?

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

- (c) *ac persaepe ... cibum sumpsit* (lines 3–4):

- (i) what did Arria's husband keep asking?

..... [1]

- (ii) what **two** lies did Arria give in reply?

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

**2\*** Read the passage and answer the question.

deinde, cum diu cohibitae lacrimae vincerent prorumperentque, egrediebatur; tunc se dolori dabat; satiata siccis oculis composito vultu redibat, tamquam orbitatem foris reliquisset. praeclarum quidem illud eiusdem, ferrum stringere, perfodere pectus, extrahere pugionem, porrigere marito, addere vocem immortalem ac paene divinam: 'Paete, non dolet.' sed tamen ista facienti, ista dicenti, gloria et aeternitas ante oculos erant.

5

Pliny, *A close-knit family*, lines 8–15

### What makes this passage dramatic and moving?

In your answer you may wish to consider:

- the description of Arria's grief
- Arria's actions and words.

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

[8]

[illegible]

[illegible]

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

ut illa patris cervicibus inhaerebat! ut nos amicos paternos et amanter et modeste complectebatur! ut nutrices, ut paedagogos, ut praeceptores pro suo quemque officio diligebat! quam studiose, quam intellegenter lectitabat!

Translation:

*How she used to cling to the neck of her father! How she used to embrace us, the friends of her father, both lovingly and modestly! How she used to love her nurses, her tutors and her teachers, each according to their duties! How enthusiastically, how intelligently she was in the habit of reading!*

Pliny, *An ideal daughter*, lines 6–10

How does Pliny, by his style of writing, show the love of the daughter towards her father? Make **two** points, each referring to the **Latin**.

- .....  
.....  
.....  
.....
- .....  
.....  
.....  
.....

[4]

## 4 Read the passage and answer the questions.

quis enim ignorat et eloquentiam et ceteras artes descivisse ab illa vetere gloria non inopia hominum, sed desidia iuventutis et neglegentia parentum et inscientia praecipientium et oblivione moris antiqui? quae mala primum in urbe nata, mox per Italiam fusa, iam in provincias manant.

Tacitus, *Education within the family*, lines 1–5

(a) *quis ... antiqui* (lines 1–3):

- (i) how does Tacitus suggest that the Romans' decline in eloquence and skills is clear for all to see?

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

- (ii) what do you think Tacitus' feelings were about the causes behind this decline? Give a reason for your answer.

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

(b) *quae mala ... in provincias manant* (lines 3–4): what makes the situation particularly serious?

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

5 Read the passage and answer the question.

nam pridem suus cuique filius, ex casta parente natus, non in cella emptae nutricis  
sed gremio ac sinu matris educabatur, cuius praecipua laus erat tueri domum et  
inservire liberis.

Tacitus, *Education within the family*, lines 10–12

Translate this passage into English.

.....

.....

.....

.....

.....

.....

..... [5]



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

valebat apud vos, iudices, Milonis erga me remque publicam meritorum memoria, valebant preces et lacrimae nostrae, quibus ego tum vos mirifice moveri sentiebam, sed plus multo valebat periculorum impendentium timor. quis enim erat civium qui sibi solutam Publi Clodi praeturam sine maximo rerum novarum metu proponeret?

Cicero, *Bitter hatred*, lines 6–11

How, by his style of writing, does Cicero make this passage persuasive? Make **two** points, each referring to the **Latin**.

- .....  
.....  
.....  
.....
- .....  
.....  
.....  
.....

[4]

## 7 Read the passage and answer the questions.

singularis illa et huic uni concessa gloria quae cotidie augebatur frangendis furoribus Clodianis iam Clodi morte cecidit. vos adepti estis ne quem civem metueretis; hic exercitationem virtutis, suffragationem consulatus, fontem perennem gloriae suae perdidit. itaque Milonis consulatus qui vivo Clodio labefactari non poterat mortuo denique temptari coeptus est. non modo igitur nihil prodest sed obest etiam Clodi mors Miloni.

5

Cicero, *Bitter hatred*, lines 17–23(a) *singularis ... cecidit* (lines 1–2):

(i) why had Milo's glory been increasing day by day?

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

(ii) why had this glory come to an end?

..... [1]

(b) *vos adepti estis ne quem civem metueretis* (line 2): what positive benefit does Cicero claim the citizens had gained?

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

(c) *hic ... perdidit* (lines 2–4): list **two** things that Milo has lost.

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

(d) *non modo ... mors Miloni* (lines 5–6): what has been the overall effect of Clodius' death on Milo?

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

**8\*** From your reading of Pliny, Tacitus and Cicero, what qualities do you think these authors particularly admired in an individual?

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]**

[illegible]

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

.....

**END OF QUESTION PAPER**



[illegible]

This image shows a full page of primary-ruled paper. It features a vertical solid line on the left side, creating a narrow margin. The rest of the page is filled with horizontal dashed lines, providing a guide for handwriting practice. There are no markings or text on the page.

This image shows a blank sheet of white paper designed for writing. It features a series of evenly spaced horizontal blue lines across its entire width. A single vertical red line runs down the left side, creating a narrow margin. The paper is otherwise completely empty, with no text or markings.

### Copyright Information

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.

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.