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Accredited

GCSE (9–1) Latin
J282/04 – Verse Literature A
 Sample Question Paper

Version 1.1

Date – Morning/Afternoon

Time allowed: 1 hour



Do not use:
 • a dictionary



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|---------------|--|--|--|--|--|--|------------------|--|--|--|--|
| First name | | | | | | | | | | | |
| Last name | | | | | | | | | | | |
| Centre number | | | | | | | Candidate 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.
- 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 bar codes.

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 **12** pages.

Answer **all** the questions.

1 Read the passage and answer the questions.

...mihi Tantalus auctor,
cui licuit soli superorum tangere mensas;
Pleiadum soror est genetrix mea; maximus Atlas
est avus, aetherium qui fert cervicibus axem;
Iuppiter alter avus; socero quoque glorior illo. 5

Ovid, *Niobe's pride brings about her downfall*, lines 8–12

(a) Who is Niobe talking to here?

..... [1]

(b) What does Niobe tell us about her family in these lines? Make **four** points.

.....
.....
.....
..... [4]

(c) Why is Niobe saying this?

..... [1]

2 Read the passage and answer the question.

in quamcumque domus adverti lumina partem,
immensa spectantur opes; accedit eodem
digna dea facies; huc natas adice septem
et totidem iuvenes et mox generosque nurusque.

Translation:

In whatever part of the house I turn my eyes, endless wealth is seen; there is added also beauty worthy of a goddess; add to this seven daughters and the same number of young men and soon sons-in-law and daughters-in-law.

Ovid, *Niobe's pride brings about her downfall*, lines 16–19

How does Ovid, by his style of writing, show that Niobe is fortunate? You should make **two** points and refer to the **Latin**.

[4]

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3 Read the passage and answer the questions.

'pascere, crudelis, nostro, Latona, dolore,
pascere' ait 'satiaque meo tua pectora luctu!
corque ferum satia!' dixit. 'per funera septem
efferor; exulta victrixque inimica triumphal!
cur autem victrix? miserae mihi plura supersunt
quam tibi felici; post tot quoque funera vinco.'

5

Ovid, *Niobe's pride brings about her downfall*, lines 46–51

(a) What does Niobe ask Latona to do?

.....
.....
.....
.....

[4]

(b) Why does Niobe say that she is victorious over Latona at this point?

..... [1]

(c) What is your opinion of Niobe from her speech? Give a reason for your answer.

.....
.....

[2]

4* Read the passage and answer the question.

e quibus una trahens haerentia viscere tela
 imposito fratri moribunda relanguit ore.
 haec frustra fugiens conlabitur, illa sorori
 immoritur; latet haec, illam trepidare videres.
 sexque datis leto diversaque vulnera passis
 ultima restabat; quam toto corpore mater,
 tota veste tegens 'unam minimamque relinque;
 de multis minimam posco' clamavit 'et unam.'
 dumque rogat, pro qua rogat, occidit. 5

Ovid, *Niobe's pride brings about her downfall*, lines 56–64

How does Ovid make this passage dramatic?

In your answer you may wish to consider:

- how the deaths of Niobe's daughters are described
- Niobe's reaction to their deaths.

You must refer to the **Latin** and discuss a range of stylistic features such as choice, sound and position of words.

[8]

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5 Read the passage and answer the question.

ipsa quoque interius cum duro lingua palato
congelat, et venae desistunt posse moveri;
nec flecti cervix nec bracchia reddere motus
nec pes ire potest; intra quoque viscera saxum est.

Ovid, *Niobe's pride brings about her downfall*, lines 69–72

Translate this passage into English.

.....
.....
.....
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.....
.....
.....

[5]

6 Read the passage and answer the questions.

largior hic campos aether et lumine vestit
purpureo, solemque suum, sua sidera norunt.
pars in gramineis exercent membra palaestris,
contendunt ludo et fulva luctantur harena;
pars pedibus plaudunt choreas et carmina dicunt. 5
nec non Threicius longa cum veste sacerdos
obloquitur numeris septem discrimina vocum,
iamque eadem digitis, iam pectine pulsat eburno.

Virgil, *The Elysian Fields, resting place of the virtuous*, lines 4–11

(a) Pick out and translate a **Latin** word which describes the sky (*aether*).

| |
|--------------------------------|
| Latin word: |
| English translation: [2] |

(b) *largior ... dicunt* (lines 1–5): how does Virgil present Elysium as an attractive and appealing place? Make **three** points, each referring to the **Latin**.

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

[6]

(c) (i) Who is the Thracian priest (*Threicius sacerdos*)?

..... [1]

(ii) How is he playing his musical instrument? Give **one** detail.

..... [1]

7* 'The good are rewarded fairly and the bad are punished fairly.' How far do you think this is true in the works of Ovid, Virgil and Plautus you have studied?

In your answer you may refer to the passages printed in this question paper, but you should also refer to the other prescribed texts you have read.

[10]

Summary of updates

| Date | Version | Details |
|---------------|---------|-------------------------------------|
| February 2022 | 1.1 | Updated copyright acknowledgements. |

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...day June 20XX – Morning/Afternoon

GCSE (9–1) Latin
J282/04 Verse Literature A

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50



This document consists of 12 pages

MARK SCHEME

| Question | | | Answer | Marks | Guidance | | | | | | |
|----------|---|--|--|----------|---|---|--|---|---------------------------------------|----------|--|
| 1 | a | | The Thebans / her people. | AO2 1 | | | | | | | |
| 1 | b | | Accept any four points. Her father is Tantalus (1). Tantalus alone was allowed to touch the tables of the gods / eat with the gods (1). Her mother is a sister of the Pleiades / her aunts are the Pleiades (1). Atlas is her grandfather (1). Atlas carries the sky (1). Jupiter is her grandfather (1). Jupiter is her father-in-law (1). | AO2 4 | | | | | | | |
| 1 | c | | To show how important she is / to convince her people that she should be worshipped as a goddess. | AO2 1 | | | | | | | |
| 2 | | | Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. <table border="1" data-bbox="370 1008 1313 1310"> <tr> <td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr> <tr> <td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td></tr> <tr> <td>0</td><td>Point is not valid, or none are drawn</td></tr> </table> | 2 | expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin | 1 | expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin | 0 | Point is not valid, or none are drawn | AO3 4 | |
| 2 | expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin | | | | | | | | | | |
| 1 | expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin | | | | | | | | | | |
| 0 | Point is not valid, or none are drawn | | | | | | | | | | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|----------|---|
| | | <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>quamcumque ... partem and immensa ... opes</i> emphasise the extent of her wealth • focus on her own beauty and appearance '<i>digna dea facies'</i> • listing effect created with '<i>accedit</i>' and '<i>adice</i>' which stress her fortunes even more • <i>septem</i> and <i>totidem</i> show her large number of children, and she also includes the sons-in-law and daughters-in-law in her list to increase the total number. | | |
| 3 | a | <p>Feed on (1) my/our pain (1). Sate/satisfy (1) your chest with my grief / your cruel heart (1).</p> | AO2 4 | Accept 'heart' or 'breast' for <i>pectora</i> . |
| 3 | b | <p>She still has more than Latona / her seven daughters still survive (1).</p> | AO2 1 | |
| 3 | c | <p>Award one mark for a relevant opinion and another for supporting that opinion. Candidates might comment on:</p> <ul style="list-style-type: none"> • the sympathy (1) that is created for Niobe as she grieves for her sons (1) • her continued arrogance (1) in boasting that she has more than Latona. (1) | AO3 2 | |

Guidance on applying the marking grids for the 8-mark extended response

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

| 8-mark grid for the extended response question | | AO3 = 8 marks = Analyse, evaluate and respond to literature |
|--|-------|--|
| Level | Marks | Description |
| 4 | 7–8 | <ul style="list-style-type: none"> • very good engagement with the question • expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p> |
| 3 | 5–6 | <ul style="list-style-type: none"> • good engagement with the question • expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion <p><i>The response is well structured with a clear line of reasoning.</i></p> |
| 2 | 3–4 | <ul style="list-style-type: none"> • some engagement with the question • expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion • <i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i> |
| 1 | 1–2 | <ul style="list-style-type: none"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text • <i>The information is communicated in an unstructured way.</i> |

| Question | | Indicative content | Marks | Guidance |
|----------|--|---|----------|----------|
| 4 | | <p>Assess against criteria in the 8-mark AO3 grid (see above)</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>trahens haerentia viscere tela</i> - vivid imagery • <i>frustra fugiens</i> creates sympathy for daughter, emphasised by the alliteration of 'f' • enjambement and emphatic position of <i>immoritur</i> • <i>videres</i> draws the reader in • <i>diversa vulnera</i> shows the range of wounds • repetition of <i>toto/tota</i> shows how desperate Niobe was to protect her last daughter • repetition and chiasmus in <i>unam minimam ... minimam ... unam</i> also show Niobe's desperation and reminds us that her daughter is the only one left • superlative <i>minimam</i> creates pathos for youngest daughter • use of <i>relinque</i> (imperative) and <i>posco</i> are dramatic and show the strength of Niobe's feelings • emphatic position of <i>occidit</i> at end of sentence • repetition of <i>rogat</i>. | AO3 8 | |

Guidance on applying the marking grids for the 5-mark set text translation

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

| | |
|---|---|
| 5 | Perfectly accurate with no errors or omissions, or one inconsequential error. |
| 4 | Essentially correct but two inconsequential errors or one more serious error. |
| 3 | Overall meaning clear, but more serious errors or omissions. |
| 2 | Part correct but with overall sense lacking/unclear. |
| 1 | No continuous sense; isolated knowledge of vocabulary only. |

0 = No response or no response worthy of credit.

| Question | Answer | Marks | Guidance |
|----------|--|----------|---|
| 5 | <p>Assess against criteria in the 5-mark AO2 grid (see Appendix 1).</p> <p>Suggested translation: <i>Her/the tongue itself also freezes/froze inside with hard palate and her veins stop(ped) being able to be moved; nor can/could her neck be bent, nor her arms return movement, nor her foot go: her inner organs are/were also stone.</i></p> | AO2 5 | <p>Accept more natural translations of <i>desistunt posse moveri</i> and <i>nec ... reddere motus</i>.</p> <p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error: omission of <i>ipsa</i> omission/mistranslation of <i>quoque</i> <i>nec</i> (line 3) = not <i>pes</i> = feet (number) <i>bracchia</i> = arm (number)</p> <p>More serious error: <i>cum duro lingua</i> = with hard tongue (agreement) <i>posse moveri</i> = moving (omission of <i>posse</i>) <i>flecti</i> and/or <i>reddere</i> taken as main verb(s)</p> |

| Question | | | Answer | Marks | Guidance | | | | | | |
|----------|---|---|---|----------|---|---|--|---|---------------------------------------|----------|--|
| 6 | a | | <p><i>largior</i> (1) broader / more ample / more bountiful (1)</p> | AO2 2 | Insist on the comparative form of the adjective. | | | | | | |
| 6 | b | | <p>Accept any three points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="370 468 1313 770"> <tr> <td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr> <tr> <td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td></tr> <tr> <td>0</td><td>Point is not valid, or none are drawn</td></tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>largior aether</i> shows expanse of sky • <i>solem suum, sua sidera</i> shows not only the scale of Elysium, but suggests it is a special place as it has its own sun and sky • <i>lumine ... purpureo</i> bright imagery and positive associations of purpureo • <i>pars ... pars</i> suggests choice in activities • <i>contendunt ludo</i> suggests fun activity • <i>pars pedibus plaudunt choreas</i> suggests enjoyment and alliteration of 'p' gives indication of the noise being made. | 2 | expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin | 1 | expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin | 0 | Point is not valid, or none are drawn | AO3 6 | |
| 2 | expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin | | | | | | | | | | |
| 1 | expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin | | | | | | | | | | |
| 0 | Point is not valid, or none are drawn | | | | | | | | | | |
| 6 | c | i | Orpheus | AO2 1 | | | | | | | |

| Question | | | Answer | Marks | Guidance |
|----------|---|----|---|----------|----------|
| 6 | c | ii | Accept either translation. Plays/hits with his fingers (1). Plays/hits with the plectrum (1). | AO2 1 | |

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Mark scheme continues on page 10

Guidance on applying the marking grids for the 10-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s).

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question '*The good are rewarded fairly and the bad are punished fairly. How far do you think this is true in the works of Ovid, Virgil and Plautus you have studied?*', details of Niobe demanding worship from her people would be evidence of **AO2**, whilst concluding that this demonstrates her arrogance, meaning her punishment is fair and just given the common fate of those who demonstrate this trait, would be evidence of **AO3**.

| 10-mark grid for the extended response question | | | AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature |
|---|-------|---|--|
| Level | Marks | Characteristics of performance | |
| 5 | 9–10 | <ul style="list-style-type: none"> • detailed knowledge and excellent understanding of the set text (AO2) • well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p> | |
| 4 | 7–8 | <ul style="list-style-type: none"> • good knowledge and sound understanding of the set text (AO2) • a good response to the question which is supported by some well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p> | |
| 3 | 5–6 | <ul style="list-style-type: none"> • some knowledge and understanding of the set text (AO2) • a reasonable response to the question which is supported by some examples from the set text (AO3) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p> | |
| 2 | 3–4 | <ul style="list-style-type: none"> • limited knowledge and understanding of the set text (AO2) • a limited response to the question which is occasional supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p> | |
| 1 | 1–2 | <ul style="list-style-type: none"> • very limited knowledge and understanding of the set text (AO2) • a very limited response to the question with very limited reference to the set text (AO3) <p><i>The information is communicated in an unstructured way.</i></p> | |

0 = No response or no response worthy of credit.

| Question | | Indicative content | Marks | Guidance |
|----------|--|--|--|---|
| 7 | | <p>'The good are rewarded fairly and the bad are punished fairly.' How far do you think this is true in the works of Ovid, Virgil and Plautus you have studied?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Candidates may argue both in favour of and against the statement.</p> <p>Candidates might discuss the common fate of being punished in classical mythology for doubting the gods, with reference to Niobe. They may also discuss her arrogance and the common fate of those who demonstrate this trait. Niobe's punishment might be argued to be fair and just. However, candidates may question whether she deserves to lose her children and her husband for her arrogance, or whether her family should be punished because Niobe offended the gods.</p> <p>Virgil's description of the pleasant afterlife could be seen to be a just reward in the afterlife for the good, candidates could argue that the people mentioned by Virgil are those who have done good, and may bring in knowledge of other parts of the underworld where sinners are punished to show the contrasting treatment of those who deserve punishment.</p> <p>The slave woman in Plautus, and her critique of the double standards of male and female behavior, may be used to show how treatment of the two genders is not fair and is not always in line with whether someone is "good" or "bad".</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <ul style="list-style-type: none"> • Niobe is punished for her arrogance in thinking she is equal to or better than the gods. She questions the existence of Latona and other gods (gods you have only heard about), and demands worship from her people. | 10 made up of AO2 = 5 & AO3 = 5 | <p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the 'Guidance on applying the marking grids' section above.</p> |

| Question | | Indicative content | Marks | Guidance |
|----------|--|---|-------|----------|
| | | <ul style="list-style-type: none"> • Niobe also shows arrogance in her status as a powerful and feared ruler • She boasts that she has 14 children to Latona's 2 children, and even when her 7 sons have been killed she still considers herself more fortunate than Latona. Niobe is transformed into a weeping rock. • Virgil shows spirits in the land of Elysium and describes how it is a pleasant place where there is music, dancing and contests. Virgil describes the kind of people who populate Elysium: heroes, those who were chaste, priests, prophets and skilled people. • The slave woman in Plautus points out some of the double standards that men and women face. She complains that men can act badly, for instance through cheating on their wives, and not be punished, whereas women can be punished for simply going out alone. | | |

Assessment Objective Grid

| Question | Distribution of marks for each Assessment Objective | | |
|--------------|---|-----------|-----------|
| | AO1 | AO2 | AO3 |
| 1a | – | 1 | – |
| 1b | – | 4 | – |
| 1c | – | 1 | – |
| 2 | – | – | 4 |
| 3a | – | 4 | – |
| 3b | – | 1 | – |
| 3c | – | – | 2 |
| 4 | – | – | 8 |
| 5 | – | 5 | – |
| 6a | – | 2 | – |
| 6b | – | – | 6 |
| 6 c i & ii | – | 2 | – |
| 7 | – | 5 | 5 |
| Total | – | 25 | 25 |