



WJEC Level 1 Certificate in

**Latin Literature
(9530/01)**

Specimen Assessment Materials

**For Teaching from 2009
For Award from 2011**

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Candidate Name	Centre Number					Candidate Number				
						0				



PATHWAYS

LATIN LITERATURE

LEVEL 1

UNIT 9531 SPECIMEN PAPER

1 hour

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **either** Theme A **or** Theme B.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The total mark available in this paper is 50.

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing, i.e. question x in Theme A and question 3(d) in Theme B.

Level 1 Latin Literature: Unit 9531 Specimen Paper

You should answer **either** on Theme A (*otium*) **or** Theme B (*Love and Marriage*).

Make sure that you have the text and vocabulary booklet provided for use in this examination.

Assessment will take into account the quality of written communication in your answer to questions worth 10 marks.

Theme A: *otium*

Please note:

Due to the limited quantity of text set for study in the original Latin at Level 1 and the fact that that text is set for only one or two years, this Unit provides indicative content for Theme B only. The approach taken in Theme A will be the same as that taken in the Theme B sample provided here. As in Theme B, only one 10-mark question will be set in Theme A and therefore Quality of Written Communication (QWC) will be assessed in only one question per theme.

Theme B : *Love and Marriage*

Answer **all** the following questions, referring to the text and vocabulary provided.

1. Refer to 'Epitaph for Claudia'.

(a) This poem was originally written on Claudia's tomb, which was alongside a road. In **line 1**, what **two** things does the writer want people going past the tomb to do? [2]

(i)

(ii)

(b) In **line 2**:

(i) How does the writer describe Claudia? [1]

.....

(ii) What does he describe as *hau pulcrum*? [1]

.....

(iii) Why do you think he has used the same word twice? [1]

.....

(c) According to **line 4**, how much did Claudia love her husband? [1]

.....

(d) What do **lines 5-6** tell us about Claudia's family? Make **three** points. [3]

(i)

(ii)

(iii)

(e) From **lines 7-8** give **three** things which the writer admired about Claudia. [3]

(i)

(ii)

(iii)

(f) Do you think *abei* makes a good ending to the epitaph? [1]

.....

2. Refer to PLINY, *To Calpurnia Hispulla, his wife's aunt*.

(a) What reasons can you find in this letter for the success of Pliny's marriage to Calpurnia? Give **five**. [5]

(i)

(ii)

(iii)

(iv)

(v)

Now refer to CICERO, *Letter to his friend Atticus*.

(b) In this passage, the marriage between Quintus and Pomponia seems to be under strain. Who do you think is more to blame for the difficulties – Quintus or Pomponia? You should refer to **three** incidents described in the passage [6]

(i)

(ii)

(iii)

(c) Why do you think Cicero wrote to Atticus about the problems of this marriage? Make **two** points. [2]

(i)

(ii)

Now refer to MARTIAL, *Marital equality*.

(d) What does Martial say is essential for a successful marriage? [2]

.....

.....

(e) Do the marriages of Quintus and Pliny suggest that Martial is correct? Give reasons for your opinion, referring to **both** marriages. [4]

.....

.....

.....

.....

3. Refer to CATULLUS, **Poem 70**.

(a) What does Catullus' girl-friend say about her love for him? [3]

.....
.....

(b) What is Catullus' response to this expression of love? Tick the answer which most closely matches what he says in the poem. [1]

- (i) It is as important as wind and air.
- (ii) It should be written down rapidly.
- (iii) It shouldn't be taken seriously.
- (iv) The god Cupid is responsible for it.

(c) Explain how the following words help to emphasise Catullus' feelings.

(i) The repetition of *dicit* [2]

.....
.....

(ii) *cupido amanti* [2]

.....
.....

(d) Referring to the other poems by Catullus that you have studied, show how his feelings towards this girl changed during the time of their affair. You should support your answer by referring (in English) to details from **at least two** of Poems 5, 8, 72 and 83. [10]

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[Total marks: 50]

Candidate Name	Centre Number					Candidate Number				
						0				



PATHWAYS

LATIN LITERATURE

LEVEL 1

UNIT 9532 SPECIMEN PAPER

1 hour

INSTRUCTIONS TO CANDIDATES

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **either** Section A **or** Section B.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The total mark available in this paper is 50.

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing, i.e. question x in Section A and question 5 in Section B.

Level 1 Latin Literature: Unit 9532 Specimen Paper

You should answer **either** on Section A (Tacitus, *Nero et Agrippina*) **or** Section B (Virgil, *Aeneid 2*).

Make sure that you have the text and vocabulary booklet provided for use in this examination.

Assessment will take into account the quality of written communication in your answer to questions worth 10 marks.

Section A : Tacitus, *Nero et Agrippina*

Due to the limited quantity of text set for study in the original Latin at Level 1 and the fact that that text is set for study for only one or two years, this Unit provides indicative content for Section B only. The approach taken in Section A will be the same as that taken in the Section B sample provided here. As in Section B, only one 10-mark question will be set in Section A and therefore Quality of Written Communication (QWC) will be assessed in only one question per section.

Section B: Virgil, Aeneid 2, lines 13-62 and 195-267

Answer **all** the following questions, referring to the text and vocabulary provided.

1. Refer to lines 21-39 ('Within sight of the mainland ... their passions were divided.')
- (a) How does going to the island of Tenedos help the Greeks' plans? [2]
.....
.....
- (b) Where is Mycenae, and why is it mentioned here? [2]
.....
.....
- (c) In lines 26-30 ('The whole of Troy ... they used to fight their battles. '), why do you think the Trojans would enjoy this trip out from their city? Give **two** reasons. [2]
(i)
(ii)
- (d) In the whole of lines 21-39, what hints are given of the trouble that was to come later to Troy? Write down **two** examples. [2]
(i)
(ii)

2. Refer to lines 40-49 (*primus ibi ... ferentes*).

(a) Who is Laocoon? [1]

.....

(b) How do lines 40-42 (*primus ibi ... procul*) show that he has something urgent to say? Make **three** points. [3]

(i)

(ii)

(iii)

(c) In lines 43-44 (*aut ulla ... Ulixes*):

(i) What is Laocoon suggesting about the horse? [1]

.....

(ii) Why does he pick out Ulixes for special mention? [1]

.....

(d) In lines 45-47, what fears does Laocoon have about the horse? Make **four** points. [4]

(i)

(ii)

(iii)

(iv)

(e) In line 49, which of the following is the best translation of the words *timeo Danaos et dona ferentes*? [1]

(i) I fear the Greeks and the gifts they bring.

(ii) I am afraid that the Greeks are bringing gifts.

(iii) The Greeks are afraid to bring gifts.

(iv) I am afraid of the Greeks, even when they bring gifts.

3. Refer to lines 195-215 (*talibus insidiis ... depascitur artus*).

(a) What had Sinon told the Trojans about the horse? [3]

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

(b) From lines 195-196 write down **two Latin** words which show that Sinon's story was untrue, and explain how each of your examples shows this. [2]

(i)

(ii)

(c) (i) How do lines 196-198 (*captique ... carinae*) emphasise how effective Sinon's story was? [3]

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

(ii) Why is Achilles picked out for special mention? [1]

.....

(d) In lines 203-211, what makes the description of the snakes frightening? Make **six** points. You may refer both to details of the story and to features of the style of writing. [6]

(i)

(ii)

(iii)

(iv)

(v)

(vi)

(e) Apart from Laocoon himself, who else do the snakes attack? [1]

.....

Level 1 Latin Literature: Unit 9531 Specimen Mark-Scheme

The mark-scheme which follows is for guidance only. Examiners will also credit other valid points.

Theme A : otium

Due to the limited quantity of text set for study in the original Latin at Level 1 and the fact that that text is set for only one or two years, this Unit provides indicative content for Theme B only. The approach taken in Theme A will be the same as that taken in the Theme B sample provided here. As in Theme B, only one 10-mark question will be set in Theme A and therefore Quality of Written Communication (QWC) will be assessed in only one question per theme.

Theme B : Love and Marriage

1. (a) stop ...
and read the message [2]
- (b) (i) beautiful [1]
(ii) the tomb [1]
(iii) to emphasise that the tomb is not good enough for her (or sim.) [1]
- (c) she loved him with her (own) heart [1]
- (d) she had three sons ...
one is dead ...
one is still alive
Accept any **three** valid points. [3]
- (e) charming conversation
pleasing manner
house-keeping
spinning/weaving
Any **three** of these or other valid points. [3]
- (f) Yes - the reader is told to go on his way now
No – too direct/abrupt an ending
Accept **either** of these or any other valid point. [1]
2. (a) family approval/backing: Pliny was chosen for Calpurnia by her aunt
they are actually in love
she has acquired P's interest in literature
she gets really anxious about his court appearances
sometimes she even listens in herself, incognito
she is setting P's poetry to music
she admires P for his reputation, not just physical attractiveness!
Any **five** of these or other valid examples. [5]
- (b) some argument re. expenditure - ? on food/children/clothes
Q asks P to call in the ladies - P answers back very rudely
Statius went ahead to get lunch ready - P objects that she isn't in charge
Q sends something for P to eat – P sends it back
Any **three** of these or other incidents + comment on Q/P's part in each [6]
- (c) useful for Cicero to talk through his worries with his best friend
Atticus = Pomponia's brother
presumably Cicero hoped that A would have a word with her to put things right!
Any **two** of these or other convincing points. [2]
- (d) the woman should be inferior/subservient ...
to the husband
Accept any **two** valid points. [2]
- (e) Quintus: P too dominant/trying to be equal ...
Q struggling to be nice to her
Pliny: perfect match!
Calpurnia clearly in awe of him + much younger
Accept any **four** valid points. [4]

3. (a) she wants to marry no-one ...
 except Catullus ...
 not even Jupiter
 Accept any **three** valid points. [3]
- (b) (iii) It shouldn't be taken seriously [1]
- (c) (i) that's what she says ...
 but she doesn't mean it [2]
 (ii) she thinks a 'passionate lover' ...
 will believe anything he is told [2]
 Accept all valid points.
- (d) Using the marking-grid below, assess for a range of suitable examples across the Catullus selection (min. 2 poems) + clear analysis. Ref. to Latin not required. Credit should be given to all valid and supported responses. [10]
- e.g. at first he was madly in love with her (+ refs. to poem 1 + 2)
 and wasn't put off by her behaviour in front of her husband (poem 5)
 he felt, not just sexual attraction, but genuine affection and love (poem 4)
 but now she has hurt him (*iniuria*, poem 4 → another man?)
 she doesn't seem interested in him any more (poem 2)
 despite all, he still feel passionate about her (poems 2 + 4)
 but he is doing his best to resist her charm in future (poem 2)

[Total marks: 50]

Marking grid for 10-mark questions

These questions should not be assessed on a point-by-point basis. Rather, use the grid below to assess the extent to which responses broadly meet the following requirements:

- appropriate/relevant choice of examples from **content** (and matching Latin quotation, where demanded)
- convincing **interpretation/ personal response** to the examples chosen
- quality of written communication (**QWC**) :
organisation of answer
appropriateness of English expression
legibility and spelling/punctuation/grammar (SPAG).

It is **not** expected that answers will be uniformly successful in each of these respects. Examiners should first assign responses to the mid-point within the level justified by the range of examples and interpretation offered, then adjust up or down for QWC.

	Mark range	Characteristics of performance
Band 4	8-10	<ul style="list-style-type: none"> ▪ good range of examples well chosen to address the question ▪ convincing/perceptive/imaginative interpretation/response to examples ▪ QWC: answer clearly organised/easy to follow fluent and appropriate English expression no problems re legibility + highly proficient SPAG.
Band 3	5-7	<ul style="list-style-type: none"> ▪ several examples well chosen to address the question <ul style="list-style-type: none"> - but either limited in number - or not accompanied by precise ref. to text (Lat/Eng as appropriate) ▪ some acceptable interpretation/personal response to examples but either not very convincing or not supplied for every example ▪ QWC: answer largely coherent – though may be hard to follow in places adequate English expression legible and understandable – despite several SPAG faults.
Band 2	2-4	<ul style="list-style-type: none"> ▪ few examples relevant to the question ▪ some personal response to examples – but slight or largely unconvincing ▪ QWC: answer difficult to follow vague/casual English expression difficult to read – either because writing is illegible or due to SPAG faults.
Band 1	0-1	<ul style="list-style-type: none"> ▪ little or no relevant material cited from text ▪ little or no meaningful interpretation/response to text ▪ QWC: almost impossible to understand little control of English expression writing may be illegible and/or SPAG faults make the written communication impenetrable.

Level 1 Latin Literature: Unit 9532 Specimen Mark-Scheme

The mark-scheme which follows is for guidance only. Examiners will also credit other valid points.

Section A: Tacitus, Nero et Agrippina

Due to the limited quantity of text set for study in the original Latin at Level 1 and the fact that that text is set for study for only one or two years, this Unit provides indicative content for Section B only. The approach taken in Section A will be the same as that taken in the Section B sample provided here. As in Section B, only one 10-mark question will be set in Section A and therefore Quality of Written Communication (QWC) will be assessed in only one question per section.

Section B: Virgil, Aeneid 2

1. (a) the Greek fleet hid there ...
to make the Trojans think they had sailed home
Accept any **two** valid points. [2]
- (b) in Greece ...
the home city of Agamemnon
Accept any **two** valid points. [2]
- (c) (i) their first chance to get out from being cooped up inside the city
(ii) gloating/satisfaction of thinking they had seen the Greeks off
Accept any **two** valid points. [2]
- (d) the fatal offering
whether the Fates of Troy were already moving towards that end
those of sounder judgment did not trust this offering
Any **two** of these or other valid points. [2]
2. (a) a soothsayer/priest of Neptune
Accept any valid point. [1]
- (b) he comes first/ahead of all the others
emphatic position of *primus*
runs all the way down from the citadel
blazing with anger (*ardens*)
he starts shouting even before he gets near/no time to waste
he calls the people fools (*insania*) and poor souls (*miseri*)
Any **three** of these or other valid points. [3]
- (c) (i) it is most likely a trick [1]
(ii) Ulixes was the arch-deceiver amongst the Greeks (or other valid point) [1]
- (d) there are Greeks hidden inside it
it is some kind of siege-engine
designed to attack the walls of Troy
it is going to spy on the Trojans' homes
and come down on the city from above
Any **four** of these or other valid points. [4]
- (e) (iv) I am afraid of the Greeks, even when they bring gifts. [1]
3. (a) it is an offering by the Greeks to Minerva ...
in atonement for their theft of the Palladium
Troy will be destroyed if the Trojans do the horse any harm ...
but if they take it into the city the defeat of the Greeks will be assured.
Any **three** of these or other valid points. [3]
- (b) Any **two Latin** words and appropriate interpretations.
E.g. *insidiis, periuri, arte, dolis, (lacrimis) coactis* [2]

- (c) (i) those who had not been defeated by 10 years of war ...
by mighty warriors (like Diomedes and Achilles) ...
by 1,000 Greek ships ...
(any **three** of these or other valid examples)
+ were a push-over for Sinon's lies/tears etc. [3]
- (ii) Achilles was the best of the Greek warriors (or other valid point). [1]
- (d) appear suddenly out of a calm sea
with enormous coils
they head towards the shore
breasts rearing up over the waves
blood-red crests
hissing/spitting
alliteration of S in 209-210
burning eyes
flecked with blood and fire
flickering tongues
alliteration of L in *lambabant linguis*

Any **six** of these or other valid observations. [6]
- (e) his two sons [1]
4. (a) he has justly paid the price ...
for wounding the horse (or details)
Reward any **two** valid points. [2]
- (b) (i) *simulacrum* [1]
- (ii) take it up to the citadel/temple
offer it/pray to Minerva
Accept any **two** valid points. [2]
5. Using the marking-grid below, assess for range of the Trojans' actions in lines 234-249 and some analysis of what all these indicate re their feelings/mood. Credit should be given to all valid responses. [10]
- e.g. they knock a hole in the walls to bring in the horse
they all get involved in the work
girls and boys singing sacred rites
the people ignore the clues when the horse gets stuck
they refuse to believe Cassandra's prophecy
they decorate the city as for a festival
→ inspired by Sinon's message?
anxious to make amends for Laocoon?
they are 'blinded by their madness'
too excited/ they assume the war is all over

[Total marks: 50]

Marking grid for 10-mark questions

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- convincing **interpretation/ personal response** to the examples chosen
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Band 2	2-4	<ul style="list-style-type: none"> ▪ few examples relevant to the question ▪ some personal response to examples – but slight or largely unconvincing ▪ QWC: answer difficult to follow vague/casual English expression difficult to read – either because writing is illegible or due to SPAG faults.
Band 1	0-1	<ul style="list-style-type: none"> ▪ little or no relevant material cited from text ▪ little or no meaningful interpretation/response to text ▪ QWC: almost impossible to understand little control of English expression writing may be illegible and/or SPAG faults make the written communication impenetrable.

ASSESSMENT GRID**SUBJECT: Latin Literature (Level 1)**

		AC1	AC2	Raw Mark Total (and UMS)	QWC (✓)
UNIT 9531					
(50%)					
Section A	-				
Section B	Q1	11	2		
	Q2	10	9		
	Q3	4	14		✓
		(25)	(25)	50	
UNIT 9532					
(50%)					
Section A	-				
Section B	Q1	6	2		
	Q2	8	3		
	Q3	6	10		
	Q4	5			
	Q5		10		✓
		(25)	(25)	50	
UNITS 9533, 9534					
(STUDY)	Task 1	10	10		
(50%)	Task 2	15	15		✓
		(25)	(25)	50	