CLASSICS ADMISSIONS ASSESSMENT

THREE- AND FOUR-YEAR COURSES

CONTENT SPECIFICATION

2017

Table of Contents

Classics: Three-Year Course At-interview Assessment

This specimen is designed to give students offering an A Level or the equivalent in Latin an idea of what to expect for their at-interview assessment. The passage has been glossed according to the OCR vocabulary list (available here); occasionally very obvious derivative forms (such as adverbs from adjectives) or very obvious compound forms (such as verbs with prepositional prefixes) will not be glossed, in order to encourage intelligent guessing.

You have one hour to translate the following passage into English. Words underlined have been glossed at the bottom half of the page; the English translations there are simply suggestions and need not be followed literally.

In the midst of mounting a defence for the liberal arts (in the Pro Archia *of 62 BC), Cicero admits that many distinguished historical figures enjoyed no formal education at all, but that the combination of virtue and education results in something outstanding.*

Quaeret quispiam: 'quid? illi ipsi summi viri quorum virtutes litteris proditae sunt istane doctrina quam tu effers laudibus eruditi fuerunt?' Difficile est hoc de omnibus confirmare, sed tamen est certum quid respondeam. Ego multos homines excellenti animo ac virtute fuisse sine doctrina, et naturae ipsius habitu prope divino per se ipsos et moderatos et gravis exstitisse fateor; etiam illud adiungo, saepius ad laudem atque virtutem naturam sine doctrina quam sine natura valuisse doctrinam. Atque idem ego contendo, cum ad naturam eximiam atque inlustrem accesserit ratio quaedam conformatioque doctrinae, tum illud nescio quid praeclarum ac singulare solere exsistere. Ex hoc esse hunc numero, quem patres nostri viderunt, divinum hominem Africanum; ex hoc C. Laelium, L. Furium, moderatissimos homines et continentissimos; ex hoc fortissimum virum et illis temporibus doctissimum, M. Catonem illum senem: qui profecto si nihil ad percipiendam virtutem litteris adiuvarentur, numquam se ad earum studium contulissent.

<div align="right">Cicero <i>Pro Archia</i> 15-16</div>

quispiam: indefinite pronoun (like *aliquis*) in the masculine nominative singular
litterae (in pl.) = 'literature', 'the liberal arts'
prodo (3): here 'pass down'
doctrina, *-ae*, f.: 'erudition', 'formal training'
erudio (4): 'instruct'
confirmo (1): 'establish'
habitus, *-us*, m.: 'quality', 'state'
prope: (adv.) 'nearly', 'practically'
gravis = *graves* (here accusative plural)
exstitisse = *fuisse*

adiungo (here = 'add') introduces indirect speech here with accusative + infinitive
valeo (2): 'be strong', 'be effective'
contendo (3): 'assert', 'maintain' (introduces indirect speech)
eximius, -*a*, -*um*: 'distinguished'
inlustris, -*e*: 'honorable'
accedo (3): 'be added to'
conformatio, -*onis*, f.: 'a fashioning', 'a shaping'
nescio quid: take as one word in English: 'something'
praeclarus, -*a*, -*um*: 'outstanding'
singularis, -*e*: 'unique'
moderatus, -*a*, -*um*: 'self-controlled'
continens: 'temperate'
profecto: 'really', 'actually'
percipio (3): 'obtain'

Classics: Three-Year Course At-interview Assessment

This specimen is designed to give students offering an A Level or the equivalent in Ancient Greek, but who do not offer an A Level or equivalent in Latin, an idea of what to expect for their at-interview assessment. The passage has been glossed according to the OCR vocabulary list (available here); occasionally very obvious derivative forms (such as adverbs from adjectives) or very obvious compound forms (such as verbs with prepositional prefixes) will not be glossed, in order to encourage intelligent guessing.

You have one hour to translate the following passage into English. Words underlined have been glossed at the bottom half of the page; the English translations there are simply suggestions and need not be followed literally.

Socrates' executioner expresses his admiration for the philosopher in the midst of a tearful farewell.

'ὦ Σώκρατες', ἔφη, 'οὐ καταγνώσομαί γε σοῦ ὅπερ ἄλλων καταγιγνώσκω, ὅτι μοι χαλεπαίνουσι καὶ καταρῶνται ἐπειδὰν αὐτοῖς παραγγείλω πίνειν τὸ φάρμακον ἀναγκαζόντων τῶν ἀρχόντων. σὲ δὲ ἐγὼ καὶ ἄλλως ἔγνωκα ἐν τούτῳ τῷ χρόνῳ γενναιότατον καὶ πρᾳότατον καὶ ἄριστον ἄνδρα ὄντα τῶν πώποτε δεῦρο ἀφικομένων, καὶ δὴ καὶ νῦν εὖ οἶδ' ὅτι οὐκ ἐμοὶ χαλεπαίνεις, γιγνώσκεις γὰρ τοὺς αἰτίους, ἀλλὰ ἐκείνοις. νῦν οὖν, οἶσθα γὰρ ἃ ἦλθον ἀγγέλλων, χαῖρέ τε καὶ πειρῶ ὡς ῥᾷστα φέρειν τὰ ἀναγκαῖα'. καὶ ἅμα δακρύσας μεταστρεφόμενος ἀπῄει. καὶ ὁ Σωκράτης ἀναβλέψας πρὸς αὐτόν, 'καὶ σύ', ἔφη, 'χαῖρε, καὶ ἡμεῖς ταῦτα ποιήσομεν'. καὶ ἅμα πρὸς ἡμᾶς 'ὡς ἀστεῖος', ἔφη, 'ὁ ἄνθρωπος· καὶ παρὰ πάντα μοι τὸν χρόνον προσῄει καὶ διελέγετο ἐνίοτε καὶ ἦν ἀνδρῶν λῷστος, καὶ νῦν ὡς γενναίως με ἀποδακρύει'.

PLATO *Phaedo* 116c-d

καταγιγνώσκω: 'condemn'
χαλεπαίνω: 'be angry'
καταράομαι: 'curse'

παραγγέλλω: 'order'
φάρμακον, τό: 'poison'
γενναῖος: 'noble'
πρᾶος: 'gentle'
ἀναγκαῖος: 'necessary'
μεταστρέφω: 'turn around'
ἀστεῖος: 'polite', 'charming'
διαλέγομαι: 'converse'
λῷστος: 'best'

Classics: Marking Scheme for the Three-Year Course At-interview Assessment

[9-10] Excellent understanding of the passage. Few, if any, mistakes in accidence/syntax or gaps in vocabulary. Consistently successful improvements on a literal translation. Meaning conveyed stylishly and fluently throughout.

[7-8] Good understanding of the passage. Some mistakes in accidence/syntax and some gaps in vocabulary, but not significant enough to prevent basic comprehension. Some improvements on a literal translation and good overall fluency of English.

[5-6] Incomplete understanding of the passage. Several mistakes in accidence/syntax and/or gaps in vocabulary with some affecting comprehension in crucial places. Translation mostly literal and lacking fluency of English.

[3-4] Limited understanding of the passage. Mistakes in accidence/syntax and gaps in vocabulary throughout, serious and numerous enough to prevent accurate comprehension in most places.

[1-2] Little or no understanding of the passage. Only shows knowledge of isolated vocabulary and accidence/syntax.

1a. They lifted Maddy to the roof.

1b. Maddy was lifted to the roof by them.

1c. Lifted by hope, Maddy made her way home.

How is the word 'lifted' used in these sentences?

2a. Exercising is good for you.

2b. Exercising regularly, Mark got into shape.

2c. By exercising regularly, Mark got into shape.

2d. I found Mark exercising in the gym.

2e. I find exercising in the gym difficult.

How is the word 'exercising' used in these sentences?

3a. I sing. I sang. I have sung.

3b. I blog. I blogged. I have blogged.

3c. I go. I went. I have gone.

How and why do the verbs here differ in representing different tenses?

4a. child

4b. woman

4c. foot

4d. car

Form the plurals of these words. How and why do they differ?

[1] I am	[4] we are
[2] you are	[5] you are
[3] she is	[6] they are

[1] jag är	[4] vi är
[2] du är	[5] ni är
[3] hon är	[6] de är

[1] ásmi	[4] smás
[2] ási	[5] sthá
[3] ásti	[6] sánti

Each box means the same thing as the corresponding box across these tables. How are these forms similar, and how are they different?

The story of Cupid and Psyche (based on Apuleius' *Metamorphoses)*

1. rex et regina urbem magnam bonamque habitabant.

2. tres habebant filias; filia minima multo pulchrior sororibus suis erat.

3. itaque populus omnis eam laudabat, multi veniunt ut eam videant, et sorores invidiosae fiebant.

4. etenim inter se dixerunt: 'sororis nostrae amor omnis homines cepit! ab omnibus amatur! nunc nos isti puellae mortem paremus!'

5. sed non sciebant hae sorores Venerem ipsam, matrem Amoris divinam, etiam invidiosam esse.

6. iam sorores iratae et dea ingens mortem tristem puellae parabant.

7. nemo autem harum scivit Amorem deum ipsum, Veneris filium, puellam illam amare.

8. nam deus puellam vidit et, quamquam homo erat, tamen eam in matrimonium ducere volebat.

9. Amor ipse quidem eam servare voluit, timens matrem suam malum facientem.

10. multa enim pericula puella passa est et paene est mortua.

11. tandem deus fortis celeriter de caelo descendens iussit matrem sororesque ne plus mali ei facerent.

12. clamabat ille voce tristi 'cur, o feminae, puellam tam pulchram necare vultis? nolite eam tangere!'

13. his verbis dictis Amor deinde puellam pulcherrimam, cui nomen Psyche erat, in matrimonium duxit.

14. eis deinde filiola fuit, quam hodie Voluptatem vocamus.

The story of Cupid and Psyche (based on Apuleius' *Metamorphoses)*

1. βασιλεὺς καὶ βασίλεια πάλαι πόλιν μεγάλην καλήν τε οἰκοῦσιν.

2. ἔχουσι μὲν τρεῖς θυγατέρας, ἡ δὲ θυγάτηρ ἡ μικροτάτη πολλῷ καλλίων τῶν ἀδελφῶν ἦν.

3. πᾶς οὖν ὁ δῆμος αὐτὴν ἐπαινεῖ, πολλοὶ ἔρχονται ἵνα αὐτὴν ὁρῶσιν, καὶ αἱ ἀδελφαὶ ἐπίφθονοι ἐγίγνοντο.

4. καὶ γὰρ πρὸς ἀλλήλας ἔλεγον ὅτι "τῆς ἀδελφῆς τῆς ἡμετέρας ἔρως πάντας ἀνθρώπους κατέχει! φιλεῖται γὰρ ὑπὸ πάντων! νῦν ἡμεῖς θάνατον αὐτῇ παρασκευάζωμεν!"

5. ἀλλ᾽ οὐ γιγνώσκουσιν αὗται αἱ ἀδελφαὶ ὅτι ἡ Ἀφροδίτη αὐτή, ἡ τοῦ Ἔρωτος μήτηρ, καὶ ἐπίφθονος ἦν.

6. αἱ οὖν ἀδελφαὶ ὀργιζόμεναι τε καὶ ἡ θεὰ δεινὴ θάνατον δυστυχῆ τῇ κόρῃ παρεσκεύαζον.

7. ἀλλ᾽ οὐδεμία αὐτῶν ᾔδη ὅτι ὁ Ἔρως, θεὸς αὐτὸς καὶ υἱὸς τῆς Ἀφροδίτης, τὴν κόρην ἐκείνην ἐφίλει.

8. θεὸς γὰρ κόρην εἶδεν, καὶ αὐτὴν ἄνθρωπον οὖσαν, ὅμως ἐπὶ γάμῳ ἄγειν ἤθελεν.

9. ὁ Ἔρως αὐτὸς δὴ αὐτὴν σῶσαι ἐβουλήθη φοβούμενος τὴν μητέρα κακῶς ποιοῦσαν.

10. πολλοὺς γὰρ κινδύνους ἡ κόρη ἔπαθε καὶ ὀλίγου ἔθανεν.

11. διὰ δὲ χρόνου ὁ ἀγαθὸς θεὸς ταχέως κατ᾽ Ὀλύμπου καταβαίνων ἐκέλευσε τὴν μητέρα καὶ τὰς ἀδελφὰς μὴ πλέον κακῶς αὐτὴν ποιεῖν.

12. ἐκάλεσε δὲ βοῇ οὐ μικρᾷ ὅτι "διὰ τί κόρην οὕτω καλὴν διαφθείρειν βούλεσθε; μὴ αὐτῆς ἅψησθε!"

13. τούτων τῶν λόγων λεχθέντων ὁ Ἔρως τὴν κόρην, ᾗ τὸ ὄνομα ἦν Ψυχή, ἐπὶ γάμῳ ἤγαγεν.

14. τούτοις μετὰ τοῦτο παιδίον ἐγένετο, ὃ τήμερον Ἡδονὴν καλοῦμεν.

Classics: Marking Scheme for the Four-Year Course At-interview Assessment

[9-10] Excellent understanding of the sentences and/or excellent answers to questions at assessment. Able accurately to distinguish different grammatical features or constructions featured in the sentences. Shows a sensitivity to meanings and nuances of words. Grasps meaning of new concepts with rapid intelligence and shows a readiness to apply them to new material.

[7-8] Good understanding of the sentences and/or good answers to questions at assessment. Some mistakes, but not significant enough to prevent a solid understanding of the material.

[5-6] An incomplete understanding of the sentences and material at large. Several mistakes affecting comprehension in crucial places.

[3-4] Limited understanding of the sentences and material at large. Mistakes throughout, serious and numerous enough to prevent accurate comprehension in most places.

[1-2] Little or no understanding of the sentences and material at large.