

A LEVEL

Examiners' report

LATIN

H443

For first teaching in 2016

H443/02 Summer 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Section A overview

Section A: Comprehension and Grammar

As in previous years, many candidates answered this section. Only a minority of these, however, really seemed to get to grips with the passage as a whole. The sections of Latin used in the questions were mostly quite long and candidates who attempted to pick out answers without taking time to understand the whole of each section soon encountered difficulties.

In a comprehension exercise such as this, unlike a translation paper, a response is either right or it is wrong: answers which are close, even including some of the correct words, but do not show *comprehension* of what is being read do not count. The time allowed should be enough to allow for a thorough reading of the passage *before* responses are committed to paper.

Many produced responses to the Grammar questions which were at variance with their responses earlier to the same parts of the passage. Candidates should be able to make use of the grammar questions as an opportunity to revisit their responses to the comprehension questions, rather than viewing them as something detached from the main part of the exercise.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • had a wide and firm knowledge of vocabulary acquired from reading a range of Latin authors • were able to make plausible guesses at the meaning in context of unfamiliar words • had a robust knowledge of standard <i>accidence</i> and syntax • read and understood the text and questions thoroughly before starting to write down answers to any questions. 	<ul style="list-style-type: none"> • did not know the meanings of quite common words, e.g. those listed on the AS defined vocabulary list • lacked sufficient experience/flexibility to make plausible shots at unfamiliar words • lacked a sufficiently robust knowledge of basic <i>accidence</i> and syntax • did not to study the text as a whole, focusing piecemeal on individual questions.

Question 1 (a)

1 *mihi ... ruinis* (lines 1–2):

(a) what has Pliny been doing recently?

[1]

Candidates generally got off to a good start here, but there were also many incorrect readings of *ubi*, including 'when' (impossible in this context) and 'whether'. A few thought all they needed to do was to copy out the English heading to the passage.

Question 1 (b)

(b) what does he say about the result of his efforts?

[3]

Most understood the general sense here, although the impersonal phrase *placuit locus* tended to be ignored and *deformis ruinis* was not often more precise than 'deformed by ruin'.

Question 2

2 *per hoc ... melius* (lines 2–4): what will be the advantages of Pliny's plan?

[5]

Many scored 5 or at least 4 marks, but understanding was sometimes marred by vocabulary difficulties. More experienced candidates showed the flexibility needed to draw out the metaphorical meanings of several phrases, such as *facies urbis*, *civitas ampliatur*, and *nulla aedificia tollantur* (where examiners felt compelled by the dictionary to accept the improbable, but attested, meaning 'raised – i.e. built up', as frequently as the expected 'removed – i.e. demolished').

Question 3

3 *est autem ... superest* (lines 5–8): describe how this property came to be in its present condition.

[7]

Four or five points seemed straight forward to achieve for the majority of candidates. Many were challenged by word-order, missing how clauses are grammatically interlinked. It made a bad start to reverse Polyaeus in the nominative and Claudius in the dative. Other frequent instances of rough handling of the Latin included *reliqua ex domo* ('having left the house') and *ex ea reditum civitas accepit* ('he received income from the citizens'), while the sense of *spoliata* was rarely recognised. The easily recognised phrase *peristylia collapsa* gave many a good chance of getting back on the right track, although there was much doubt about what to do with *tota, superest*, and especially *nisi situs*.

Question 4

4 *quem si tu ... tuo fiet* (lines 8–12): how does Pliny try to involve Trajan in his project?

[9]

This proved a hard test for many and only the most successful candidates could convey a good picture of what was being built, where, and by whom. Ignoring the initial *quem* or failing to appreciate its reference to the previous sentence left Trajan in many responses with nothing to donate to the citizens, so that their response (*propter ... accipient*) became unclear, especially to those who read *munere* as 'fortify' or 'walls'. Items that saved the day for many were Pliny's building of a bath-house in an empty space, his request for Trajan's permission, and his intention to dedicate *something* to the emperor. Many, however, did not grasp that these were merely *plans* (*cogito ... collocare*) and had not yet been built; *porticibus* regularly appeared as 'gates'; many assumed that *cuius beneficio* indicated kindness being done *to* Trajan; and familiarity with the meaning of *dignum* + ablative *nomine tuo* were rare – reference to 'Trajan's dignity' being common.

Question 5

5 Translate *exemplar ... repetentur* (lines 13–15).

Please write your translation on alternate lines.

[10]

Many knew enough vocabulary to translate this piece – apart from some doubt about *testamenti* (penalised here, but not in Question 3). As in Question 4, however, grammar was often overlooked. Early symptoms of this were not diagnosing the future tense *cognosces* (regularly guessed as subjunctive) and the perfect tense *misi*. After that, the indirect statement (*Polyaenum ... reliquisse*) was frequently missed, as was the purpose clause formed by *ad* + gerundive – a construction which is common enough at GCSE level. Handling of *eundem* was often uncertain – sometimes masquerading as the gerundive from *ire* – and *ut domus ipsa* turned into the start of some result or purpose clause.

The second half of the sentence was perhaps challenging to render in fluent English. Many candidates would have done better if they had observed the connection between *quae ... perierunt* and its antecedent *multas res*, as well as the tense and number of *repetentur*. If these fundamentals went awry, candidates could rarely sense how *in quantum potuerit* fitted in.

Grammar questions: '... using a translation if you think it is helpful'

The question asks candidates to state **and explain** the case of each example. The option of providing a translation is sometimes the most effective way of showing understanding of the case used – especially for those confused by the range of grammatical terms found in books – but the translation must make clear **why** the case is appropriate. This will usually entail providing a little extra context within which to set the word concerned, not simply a bare translation of the word itself.

Question 6(c) below provides a good example of what is expected. Here 'to him', while a grammatically correct rendering of a dative, does not illustrate **why** a dative is required, and so did not earn marks. What examiners were looking for was something like 'made for him' or 'built for Claudius'.

Candidates should take care that a translation, if offered *in addition* to a grammatical explanation, matches the explanation: conflicting attempts to have two goes at the same question are liable to be discounted altogether (note the general instructions at the start of the mark-scheme). Advice is to offer **either** a grammatical explanation **or** a translation but not both.

Question 6 (a), (b), (c), (d)

6 State and explain the case of the following, using a translation if you think it is helpful:

- | | |
|--------------------------------|-----|
| (a) <i>quaerenti</i> (line 1) | [2] |
| (b) <i>huius</i> (line 5) | [2] |
| (c) <i>ei</i> (line 6) | [2] |
| (d) <i>beneficio</i> (line 11) | [2] |

Although many found no difficulty in specifying the four cases for this section, others produced a broad range of responses, and explanations – whether in the form of technical terms or translations – were often created without taking much account of how each example fits into its context.

Question 7 (a), (b), (c)

7 Which part of the verb are the following:

- | | |
|---------------------------------|-----|
| (a) <i>efficiemus</i> (line 3)? | [1] |
| (b) <i>fieri</i> (line 6)? | [1] |
| (c) <i>donaveris</i> (line 9)? | [1] |

The (present) infinitive in (b) was recognised by most: further details (e.g. semi-deponent) were not required, but guesses, such as perfect or future infinitive, ruled themselves out. The future (simple) in (a) was a little less consistent, but distinctly the 'poor relation' was the future-perfect in (c) which was just as often said to be subjunctive, despite there being no reason for one in the conditional of lines 8–9.

Question 8 (a), (b)

8 Give the present active infinitive of the following:

- | | |
|---------------------------------|-----|
| (a) <i>accepit</i> (line 7) | [1] |
| (b) <i>reliquisse</i> (line 14) | [1] |

Both verbs seemed familiar to candidates but, as every year, many either did not write an infinitive, as requested, or showed a lack of precision over the formation of the verb stems.

Question 9 (a), (b)

9 Explain why the following verbs need to be subjunctive, using a translation if you think it is helpful:

- | | |
|-------------------------------|-----|
| (a) <i>posset</i> (line 1) | [1] |
| (b) <i>renovetur</i> (line 3) | [1] |

Most recognised the very clear indirect question in (a), which was the only response accepted as correct, but a surprisingly large number chose a 'potential subjunctive'. It was recognised that grammar books are divided on whether purpose or result is the more appropriate way of looking at the construction after *efficiemus*, and both were accepted equally.

Section B overview

Section B: Prose Composition

The passage posed several challenges for many regarding finding an appropriate Latin way to convey English idiom, and involved using a wide range of standard constructions. There were, however, a small number of really expert versions.

Most candidates seized opportunities for more stylish writing – idiomatic phrases, for example, or the choice of apt vocabulary or positioning of particular words – and many earned all of the 5 marks available. A small number of capable Latinists often forfeited marks by trying to introduce exotic variations which did not work as well as the standard constructions and often led to further unnecessary errors.

Question 10

10 Translate this passage into Latin prose.

You are reminded that marks will be awarded for the style of your translation.

Please write your translation on alternate lines.

[50]

(i) Caesar had spent so much money that he was unable to repay his debts

The result clause was usually attempted, although often with the wrong subjunctive tense and confusion between *tot* and *tantus*. There were some good renderings of 'debts' (e.g. *pecuniam quam debebat*), but finding vocabulary for 'spent' and 'repay' caused problems for many: *usus erat* made an acceptable stop-gap, but too often this lacked the obligatory ablative.

(ii) and for that reason the Senate did not allow him to leave for his province.

itaque or *igitur* did not give enough weight to the phrase 'for that reason'. Various solutions to 'did not allow' – *sino*, *permitto*, *prohibeo*, etc. – were equally acceptable but needed care over what followed – either accusative or dative for 'him', and either an infinitive or *ut* + subjunctive construction, as appropriate. 'Left for' caused some unexpected difficulty – *enim*, and a dative for 'province' – and use of demonstratives/reflexives for 'him' and 'his' tended to be rather inconsistent.

(iii) However, Crassus, who was the richest man in Rome, was looking for a powerful ally ...

This section was among the most successful in the passage and most candidates saw an opportunity to score a 'bonus' mark by reversing the order of the first two words. Two drawbacks, however, were the widespread appearance of *divissimus* for 'richest' and not producing a locative for 'in Rome'.

(iv) to support him against his rival Pompey. He was therefore happy to provide Caesar with five hundred gold pieces.

Some negotiated the purpose clause successfully (some idiomatically using *qui* rather than *ut*) but many did not. To produce real Latin, you can neither transpose English 'happy to' into *laetus* + an infinitive, nor do you provide someone (accusative) with something (ablative). Candidates' general inability to write *quingenta* or to form the plural *talenta* correctly was noted.

(v) On his way to Gaul, Caesar stopped at the top of a mountain in a quiet village ...

Many tried to turn the English idiom into impossible Latin, such as in *via ad Galliam*, while more experienced candidates wrote something like *ubi iter faciebat* (thus gaining a 'bonus' mark for the phrase). The Latin idiom of the type in *summo monte* was clearly not familiar to many. Two smaller challenges were knowing how to form *constitit* (sometimes replaced very appropriately with *mansit* or *moratus est*) and finding an adjective (e.g. *tacitus*, *quietus*, *silens*) for 'quiet', often substituted by the noun *quiete*.

(vi) with a tiny number of inhabitants. There he heard one of his companions saying ...

Here too an English idiom was given a word-for-word rendering by many candidates, while more adept Latinists knew better, using a circumlocution such as in *quo paucissimi incolae habitabant*. The next sentence usually came out approximately correct, although there were problems over forming the accusative present participle (sometimes substituted with *qui dixit*).

(vii) that he envied the life of such people, who did not seek great wealth ...

Difficulties here included problems with the reported speech, with its two subordinate clauses (therefore requiring the subjunctive), knowing *invidere* and that it needs the dative, finding a satisfactory word for 'people' (not *gens* or *populus*), and distinguishing *divitiae* from *divites*.

(viii) or compete for power in the state'. Caesar replied to him in a stern voice,

If 'seek' was not made subjunctive in (viii), then 'compete' was likely to follow suit – although this was not always the case: therefore this fault was only penalised once. The section, however, posed many smaller challenges: 'for power' (lots of datives here), declension of *res publica*, the ablative singular of any 3rd declension adjective chosen (e.g. *gravi*, *acri*), down to basics such as the perfect tense of *respondeo* and the dative *huic* or *ei*.

(ix) *I would rather be the first man in this place than second to anyone in Rome*'.

Many gained extra marks for adopting *malō* to deal with 'I would rather', although unfortunately few were able to form its subjunctive correctly. Many wrote *esse* with an accusative *secundum* (with or without *primum*) and, predictably, finding an appropriate pronoun for 'to anyone' was perplexing for some – although some employed serviceable alternatives to the front-runners *cuiquam* or *cuivis*, such as *aliis hominibus* or *ulli viro*.

The following examples illustrate the difference in performance between two versions of Section (ix).

Exemplar 1

		Caesar eum ^{ei} & voce severa respondit,
		'petius primus', respondit, 'in 'petius
		primus in hac loco esse mato' malam'
		respondit, 'quam secundus cuquam
		Romae'

The first, although not quite perfect, was given 5 (see descriptor in mark-scheme, allowing 'one slight error'). Exemplar 2 scored 2 'less than half right'.

Exemplar 2

		^{non} certaverunt certaverunt. Caesar cum respondit in severo voce, 'primum
		virum illi quam secundum ^{ad} quisquam in roma esse malui'.

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