

A LEVEL

Examiners' report

LATIN

H443

For first teaching in 2016

H443/01 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 are 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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Paper 1 series overview

In the first full sitting since 2019, when both the Livy and Ovid passages were thought to have been particularly demanding, examiners were pleased that both passages this year proved more accessible to candidates and allowed them to show what they could do. The mean mark was several marks higher than it had been in 2019 and even lower-scoring responses seemed to have followed the main gist of the two passages.

There is no need for candidates to translate the Livy before the Ovid, or the Ovid scansion after the Ovid translation – many choose to tackle the Ovid passage first.

Most, but not all, followed the requirement to write on alternate lines. Some used brackets to show alternative translations – this is discouraged because what appears in the bracket is often different to the translation before it. Exemplar 1 below, which translates *erit* in two different ways, shows this well. It also shows that a candidate's first instinct ('there will be') is often better than their later correction.

Exemplar 1

		fear. And equally we will carry anything
		(lit. will be)
		there will be is, equally we will be carried

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> had a wide knowledge of the sort of vocabulary tested at this level, including vocabulary typical of Livy and Ovid were able to make sensible guesses at the meaning of unfamiliar words (e.g. <i>ponti</i>, <i>pelagi</i>) had a strong knowledge of accidence and syntax, including features particular to Livy and Ovid (e.g. Livy's omission of <i>sum</i> in the perfect passive) understood how to scan lines of Ovid, including taking account of any elisions. 	<ul style="list-style-type: none"> did not know the meaning of some quite common words did not always make sensible guesses at the meaning of unfamiliar words did not have a strong enough knowledge of accidence and syntax to cope well with the more difficult sections were unfamiliar with scansion (e.g. did not know what makes a syllable short or long, or did not know that the hexameter is made up of six feet).

Question 1

- 1 Translate the following passage into English. **Please write your translation on alternate lines.**
[50]

(i): Difficulties in the first sentence included the meaning of *comparo* (often taken as 'prepare'), the force of the gerundive *comparandum*, and how to take the ablatives *virtute*, *robore* and *magnitudine*. For the gerundive *comparandum fuit*, 'was comparable' felt the most natural way to express it in English. It was understandable that many took the ablatives as 'comparable with', but a good number realised that something like 'in terms of' or 'with respect to' was what was wanted. Livy's point was that the Macedonian war was not comparable with the recent war against Carthage in some respects, but it was certainly comparable in terms of the size of the Macedonian empire. Weaker candidates missed the singular form of *ducis* (more than a 'slight error') and/or the meaning of *robore*. Many took *militum* as 'the army' or 'the military' (which were accepted), when 'soldiers' was all that was required.

(ii): 'Empire' rather than 'power' was really needed for *imperii* here – at this level, candidates who pick the right sense of a word in the context are rewarded. *quo* was difficult but a wide variety of versions were accepted. Some missed the pluperfect form of *obtinuerant* or did not know the meaning of *quondam*, which was often confused with *quidem*, *quoniam* and *quidam*. Only stronger candidates saw that *nobilius* was a comparative adjective agreeing with *bellum* ('it was almost more famous') and not an adverb.

(iii): Apart from the meaning of *depositum erat* ('had been ended' was better than the more literal 'had been placed down'), the main difficulty in the first part was the force of *ante*. It was adverbial here ('begun ten years previously'). In what followed, *preces* was not well known and it was not always clear whether candidates were taking *quos* with the Athenians or the *preces*. *compulerat* was sometimes not known – good responses used *in urbem* as a clue that it must be something to do with forcing the Athenians into their city. The last clause was mostly done well and a wide variety of renderings of *renovandum* was accepted.

(iv): Each element of *sub idem fere tempus* caused problems, and some took Attalus as a place rather than a king, despite the glossary. High-scoring candidates know how to use the glossary – they spell names correctly and know that just because a noun is glossed as singular and a verb as active, they may be plural or passive in the passage. The participle *nuntiantes* was widely taken as 'messengers', which then made it hard for candidates to see that *civitates a Philippo sollicitari* was an indirect statement. The present tense form of *sollicitari* was required (i.e. 'were being harassed') and for *civitates* 'cities' was allowed but not 'citizens' or 'citizenships'.

(v): In the first half, *legationibus* needed to be taken as *legatis* not *legiones*, and *fore* need to be recognised as coming from *sum* not *fero*. Attempts to deal with the predicative dative *curae fore* often resulted in clumsiness (e.g. 'were to be a source of anxiety to') but were nevertheless mostly accepted. In contrast, the second half was found much more friendly, though many wrongly took *de bello* as 'of war'. Several renditions of *relata est* were allowed, though not 'sent', which missed the force of the prefix *re-*.

(vi): This was a relatively straightforward section on which most candidates did well, but it was not without its difficulties. Firstly, it is assumed that candidates who have read some Livy in preparation will be used to the omission of parts of *esse*. Examples in this passage were *missi (sunt)*, *victos Poenos (esse)* and *obsecrati (sunt)*. The other thing to trap the unwary was the mood of *agerent* (i.e. also part of the purpose clause after *ut* rather than a main verb).

(vii): *quod* was often taken as *qui*, and *finitimi* was often not known. Better responses sensibly took *in fide mansisset* as 'he had remained loyal' – this is the sort of departure from the literal which is acceptable – but a wide variety of more literal versions were also accepted.

(viii): Good responses spotted that *peterent* was subjunctive and therefore the third verb in the purpose clause after *ut*. Strict sequence in English really required 'if they were to take up war' for *si suscepissent* (pluperfect subjunctive representing a future perfect of direct speech) but a pluperfect in English was accepted. Some missed the person of *conservaret* ('to ask that he kept' rather than 'to seek to keep') and *erga* caused confusion for some. The point was that Ptolemy had previously remained loyal and they hoped that he would maintain the same attitude *towards* the Roman people.

(ix): The two time phrases caused difficulty here, which often resulted in the two events (the start of the war with Philip and the peace being made with the Carthaginians) being in the wrong order. *mensibus* was often mis-taken as *mentibus* or *mensis*, usually with significant damage to the sense. As ever, candidates are urged to ask themselves whether what they have written makes sense in the context. If it doesn't (e.g. 'with a few tables after peace was given') it is almost certainly wrong. *Poenis* needed to be taken as dative to have a chance of a full mark, but many took it as 'given by the Carthaginians'.

(x): *obsecrati (sunt)* was another disguised main verb, but taking it as a participle was considered only a slight error. More serious, however, was missing *di* as the subject ('the gods were begged'). *ut quod bellum populus iussisset*, like a similar use of the delayed relative in the Ovid passage, allowed the very best candidates to show themselves (e.g. 'the war which the people had ordered'). Predictably, even when *obsecro* was glossed, many took *ut* as 'in order to'. It can be difficult to differentiate *ut* being used in a purpose clause from an indirect command, and candidates might usefully be given practice in spotting the difference. Even candidates who made errors in the first half of the sentence often recovered successfully to deal with the clause at the end ('that the war might turn out well and happily').

Question 2 (a)

2 (a) Translate the following passage into English. **Please write your translation on alternate lines.** [45]

(i): The difficulty here was to see that *ora* ('face' not 'shore') was the object of *rigavit* not the subject, and that *querelas* was the object of *interrumpente* ('with sobbing interrupting her dutiful complaints'). A wide variety of translations of *pias* was accepted, including 'noble', 'pious', 'holy', 'tender' and 'loving'.

(ii): Only the minority realised that *quae* must be interrogative: 'what fault of mine ...?'. *vertit* could be taken as present or perfect. The second half was another test of the problem caused by the delay of the relative pronoun (see above on the last section of the Livy). Here *quae cura mei* needed to be taken as *cura mei quae* – 'where is that love for me which used to exist before'. *mei* would be a good example of the objective genitive to teach future candidates: 'care for me' not 'my care'. *solebat*, as usual, was often mis-taken as something to do with *solus*.

(iii): The meaning of *carior* ('more dear' not 'more caring') was problematic, as was the meaning of *ponti* (there were a lot of gloomy bridges). Those who thought that *imago* was a first person verb (e.g. 'I imagine') might have been dissuaded by the fact that neither *ponti* nor *tristis* looked obviously accusative. *tristis* was allowed to be taken with either *pontis* or *imago*.

(iv): For those who recognised the perfect form of *vidi* and the cases/numbers of *tumulis*, *corpore* and *nomina*, this was a straightforward section with the meaning of the unfamiliar *nuper* being the only major obstacle.

(v): The dislocation of *care ... coniunx* was problematic, as was the meaning of *flecti* – only the top scoring responses realised that it was dependent on *potest* and must mean 'to be bent'. *nimum* was also not well known and the gerund *eundi* was a good test ('and if you are too certain of going').

(vi): A variety of renditions of *tolle* was allowed. *nec nisi quae patiar metuum* proved the most difficult test of the paper. Keys to success were taking *nec metuum* as the main verb ('nor shall I fear') and *nisi quae patiar* as dependent on it – 'except the things which I suffer'. Alcyone means that she won't have to worry about anything else if she shares her husband's dangers.

(vii): The tense and mood of *feremus* and *feremur* were often incorrect (future indicative not jussive subjunctive) and *lata* was often taken as a part of *fero* rather than an adjective going with *aequora* ('the broad oceans').

(viii): In the first half, candidates needed to take *Aeolidis* with *dictis lacrimisque* rather than *coniunx* and see that *talibus dictis* was instrumental ablative rather than an ablative absolute. In the second half, over-literal renditions of *neque enim* (e.g. 'and for not') were not accepted. To their credit, many realised that *ignis* was a metaphor for 'passion', but, sadly, *minor* ('there was no less passion in him') was often taken as something to do with 'threatening'.

(ix): The keys were to see that *dimittere* was dependent on *vult* ('he neither wanted to abandon the ocean journey') and that *timidum pectus* was the object of *solantia* rather than the subject of *respondit*.

Question 2 (b)

2 (b) Write out and scan lines 3–4:

'quae mea culpa tuam,' dixit 'carissime, mentem
vertit? ubi est quae cura mei prior esse solebat?

[5]

The scansion question was mostly well answered and should have helped candidates when translating the passage to see that *mea culpa* and *cura* were nominative rather than accusative. If candidates went wrong, it was almost always on the first half of the second line, where many missed the elision of *ub(i) est*.

Many chose to answer the scansion question *before* starting their translation of the passage, which makes good sense.

Exemplar 2

		— u u — v u — — — u u — x
2.	b)	'quae mea culpa tuam' dixit 'carissime, mentem
		— u u — — — u u — u u — u u — x
		vertit? ubi est quae cura mei prior esse solebat?

Writing out the Latin

One or two candidates wrote out the scheme of the hexameter without writing out the Latin words. They could not be given marks as it needs to be clear to examiners that each syllable has been correctly identified as long or short.

The following exemplar shows how the question should be answered. There is no need to mark the caesuras and the final syllable can be marked as an anceps (x):

Omitting the scansion question

A small number of candidates did not attempt the scansion question, either because they were not prepared for it or because they did not turn over onto page 4 after translating the passage on page 3. Depending on the size of the glossary provided, the scansion question will almost always be on a new page.

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