

GCSE

Latin

General Certificate of Secondary Education **J281**

General Certificate of Secondary Education (Short Course) **J081**

OCR Report to Centres June 2014

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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A401/01 Latin Language 1: Mythology and domestic life (Foundation Tier)

General Comments:

There were many commendable scripts this year, with the comprehension questions generally handled more confidently than the translation. The majority of candidates seemed to have been entered for the most appropriate tier, though a few scored very high marks and might have been more suited to Higher Tier.

Candidates appeared to have had sufficient time to complete the paper. Many were able to produce a rough draft, followed by a neat copy, of the translation question. The number of corrections elsewhere in scripts suggested that candidates had plenty of time to check their work. Examiners noted, however, that correct answers were often changed to incorrect responses. Any alterations need to be clear and unambiguous, and the rough version of the translation should be crossed out. It is no longer necessary to write the translation on alternate lines.

Some candidates showed a tendency to provide alternative answers, using either brackets or an oblique stroke. Teachers should discourage their students from doing this, since an incorrect alternative response negates the mark they would have been awarded.

Many candidates were well-acquainted with the Defined Vocabulary List, though there were some errors with the meaning of some common words, such as *stultus*, *pulcher* and *cena*. The usual 'little' words (*tum*, *quoque*, *sed*, *tamen* etc.) were often not known.

Noun number was an issue for some candidates, with *deos*, *cenis* and *mercatoribus* commonly translated as singular, and *corpus* and *filiam* translated as plural. Noun case too caused problems, particularly in the translation question: in the third section, for instance, *Erysichthonem* was often translated as the subject of the verb *desineret*. Candidates are also advised to look very closely also at verb endings when deciding on the tense of a verb.

The amended mark scheme for the translation question (introduced in January 2012), which broadens the three-mark band to include translations with up to one major *and* one minor error (or three minor errors), was once again welcomed by examiners. Valuable marks, however, were lost through the omission of words such as *celeriter*, *quoque*, *tamen* and *tum*. Candidates should therefore be advised to check that they have translated every Latin word in the passage. Since the passage is printed above the space for the answer, it is an easy matter to cross check and tick each of the Latin words translated.

Comments on Individual Questions:

Question No.

- Q1 (a)** Candidates found this a straightforward beginning to the paper, though some lost the mark by writing that the tree was simply 'big'.
- Q1 (b)** This question was answered correctly by almost all candidates.
- Q2** Another straightforward question for most, though a few struggled with the meaning of *deae*.
- Q3** This was a very good discriminator: while most understood the meaning of *timebant*, only the strongest candidates included *omnes* in their answer, and several referred to the tree being sacred to Ceres.
- Q4 (a)** Examiners were surprised to see that many candidates struggled with this question: the meaning and superlative form of *stultissimus* were often not known, and it was not unusual to find 'No Response'.
- Q4 (b)** This was fairly well answered, though some claimed that Erysichthon did not want to worship the tree/Ceres.
- Q5** Most candidates scored at least one of the two marks, but it was common for *ire* not to be known or to be omitted. Teachers are reminded that work on verbs in forms other than the present tense (e.g. *ire* rather than *eo*) is good practice.
- Q6** A straightforward tick-box question, which was almost always answered correctly.
- Q7** A surprisingly good discriminator, as many candidates were not familiar with *pulchrae*, and there were several examples of 'No Response'.
- Q8** Another good discriminator: a number of candidates did not realise that part of the Latin was translated in the question and attempted their own translation of *arborem delere non possum*; relatively few candidates understood the meaning of *manent*.
- Q9 (a)** Although most candidates gained a mark for *ambulavit*, *ad arborem* was rendered by some as 'from the tree'. Only the strongest candidates recognised *iussit* (see earlier comment on *ire*).
- Q9 (b)** This question was almost always answered correctly.
- Q10** The translation question proved, as expected, a very good discriminator. Candidates are reminded that a thorough knowledge of the Defined Vocabulary List is crucial to successful translation. Good responses also demonstrated attention to noun and verb endings, and rarely omitted words in the Latin (see General Comments).

'Erysichthon laughed/smiled and took his axe. He quickly struck the tree.'

Many candidates made a good start to the first section, and scored at least two-marks. The main problems in this section were *risit* and *cepit* (see earlier comment on *ire*). Other common errors included the omission of *celeriter* and making *arborem* the subject of *percussit* (with transposition of active to passive), which is acceptable only if the agent is included.

'Erysichthon ordered two slaves also to strike the tree. Ceres was sad but could do nothing.'

The second part of the section was usually handled well, though *poterat* was sometimes omitted and some candidates struggled with the meaning of *tristis* or made it superlative. In the first sentence, many failed to recognise *iussit*, *quoque* was frequently omitted and *duos* confused with *deos*.

‘Many terrified men were asking Erysichthon to stop.’

Most candidates scored at least two marks in this section. The main issue was vocabulary, with *virii* often translated as ‘people’ and *perterriti* wrongly translated or omitted. Some candidates recognised the accusative *Erysichthonem*, but made him the object of *desineret*.

‘But he was so arrogant that he did not listen to the men.’

Although the majority of candidates grasped the point that Erysichthon was arrogant and therefore did not listen, the result clause was not recognised by many, and some were confused by *ille. tamen* and *viros* were often omitted.

‘He then killed one man who wanted to protect the tree.’

This was another challenging section for some, with failure to recognise verb forms being the main issue. Other common errors included the omission of *tum*, *qui* translated as ‘because’ and *unum hominem* made the subject of *necavit* (presumably because there was no noun in the nominative case).

- Q11** This was usually answered correctly, though *in terram* was sometimes omitted, and *terram* occasionally translated as ‘in terror’.
- Q12** Most candidates scored at least two-marks, but *cucurrerunt* was often not known.
- Q13(a)** This was a good discriminator which required candidates to recognise the superlative *optimis*. *cenis* translated as singular was accepted by the Mark Scheme, but it was often confused with *cibus*.
- Q13(b)** The correct answer to this tick-box question was given by almost all candidates.
- Q14** This was a straightforward question and answered correctly by many, though *rogabat* was not always translated correctly.
- Q15(a)** This question proved to be a very good discriminator for all three of the marks available: *omnem* was frequently omitted or made to refer to *mercatoribus*; *mercatoribus* was often translated as singular; only the strongest candidates recognised *dedit*.
- Q15(b)** Most candidates scored at least one mark; common errors included translating *libros* as ‘children’ and *filiam* as ‘son’.
- Q16** This was fairly well answered, though some lost the mark for *corpus suum*, by stating that Erysichthon ate a (not ‘his’) corpse/body.
- Q17** This question is designed to be accessible to candidates of all abilities, and it was pleasing to see that plenty of candidates achieved full marks. However, some candidates are still translating the Latin word instead of giving a word derived from it. Others are giving English words, which begin with the same letters as the Latin word, but which are not derivatives (e.g. *terram*: ‘terror’). As there are usually several possible derivatives, candidates are advised to choose words which they are able to define. Most candidates managed to follow the storyline fairly well, and there were many good scripts, which reflected the hard work done by both the candidates and their teachers.

A401/02 Latin Language 1: Mythology and Domestic life (Higher Tier)

General Comments:

The majority of candidates entered for this paper performed well, and a number gained full marks. There were very few marks below 30. Only a handful would seem to have been entered for the wrong tier, and may have achieved a better grade if entered for Foundation Tier.

Examiners felt that the paper was accessible to the full range of candidates, whilst differentiating well, particularly in certain questions. Both the translation question and the comprehension questions revealed candidates' sound understanding of the storyline, in most cases. There were few examples of 'No Response', suggesting that candidates of all abilities were able to engage with the questions.

Candidates appeared to have had sufficient time to complete the paper. Many were able to produce a rough draft, followed by a neat copy, of the translation question. The number of corrections elsewhere in scripts suggested that candidates had plenty of time to check their work. Examiners noted, however, that correct answers were often changed to incorrect responses. Any alterations need to be clear and unambiguous, and the rough version of the translation should be crossed out. It is no longer necessary to write the translation on alternate lines.

Some candidates showed a tendency to provide alternative answers, using either brackets or an oblique stroke. In Q13, for instance, it was common to find '*statim* – at once/suddenly'. Teachers should discourage their students from doing this, since an incorrect alternative response negates the mark they would have been awarded.

Most candidates were well-acquainted with the Defined Vocabulary List, though there were some surprising errors with the meaning of some common words, such as *cena* and *filia*. Noun number was an issue for some candidates, with *cenis* and *deos* commonly translated as singular. Candidates should be reminded to make use of the glossary provided, noting in particular the nominative case of proper nouns: '*Erysichthonem orabant*' was sometimes translated as 'were begging Erysichthonem'.

Irregular principal parts (e.g. *iussit*, *cepisset*, *victa*) caused considerable difficulty for some, and teachers are reminded that work on verbs in forms other than the present tense (e.g. *iussi* rather than *iubeo*) is good practice.

Candidates this year are to be congratulated on their use of apostrophes; rarely were they omitted when needed, and such solecisms as "Cere's" were uncommon.

The amended mark scheme for the translation question (introduced in January 2012), which broadens the three-mark band to include translations with up to one major *and* one minor error (or three minor errors), was once again welcomed by examiners. Valuable marks, however, were lost through the omission of words such as *nunc*, *tamen* and *eos*. Candidates should therefore be advised to check they have translated every Latin word in the passage. Since the passage is printed above the space for the answer, it is an easy matter to cross check and tick each of the Latin words translated.

Comments on Individual Questions:

Question No.

- Q1** Candidates found this a straightforward beginning to the paper, though a few lost the mark for *ingens*, by translating it as 'big', 'large' etc, and some failed to secure the mark for the second point, by missing out *deae Cereri* or making *sacra* agree with *Cereri*.
- Q2** Most candidates gained at least two marks, though not all recognised *intellegebant* as a verb, referring instead to 'the intelligent goddess'. A few lost the mark for *deam*, by referring to the people being punished without including the agent. Others made *deam* the subject of *intellegebant*.
- Q3 (a)** This was generally well done, though the superlative form *stultissimus* was not always recognised, and *crudelis* occasionally translated as 'wicked' or 'evil'.
- Q3 (b)** Many candidates achieved full marks, but some gave only part of the answer, usually omitting *aliosque deos*. Candidates should therefore be advised to look carefully at the lemma and the number of marks available for the question.
- Q4** A straightforward question for most; occasionally *Cereris* was omitted, which negated the second mark. On a SPaG note, examiners were impressed by the almost universally correct use of the apostrophe.
- Q5** A straightforward tick-box question designed to be accessible to all candidates. Most gained full marks, but a small number ticked only one box.
- Q6** This was a very good discriminator, with only the strongest candidates gaining full marks. Common errors included the meaning of *manebunt*, the omission of *ibi* and the tense of *poterunt*. As in Q2, some made the verb passive, but did not include the agent, thus negating the mark.
- Q7** *iussit* was challenging for a number of candidates, who recognised neither the meaning nor the tense of the verb. *fugere* was more familiar, though 'to leave' was fairly common.
- Q8** The translation question proved, as expected, a very good discriminator, though the overall standard was high. Candidates are reminded that a thorough knowledge of the Defined Vocabulary List is crucial to successful translation. Good responses also demonstrated attention to noun and verb endings, and rarely omitted words in the Latin (see General Comments).

'Smiling Erysichthon, when he had seized the axe, struck the tree fiercely.'

Many candidates found this the most challenging section of the translation, and there were relatively few scores of four marks. Although most scored at least one mark for *arborem ferociter percussit*, the present participle *ridens* caused problems for all but the best candidates. In addition, many failed to spot the temporal clause, translating *cum* as 'with'. The proper noun *Erysichthon* was frequently misspelt, resulting in a minor error. *cepisset* was often not recognised and sometimes confused with a form of *coepi*.

'Then he summoned two slaves and shouted, 'Now I happily destroy/am destroying the tree! Farewell, goddess!'

Most candidates dealt well with this section, scoring at least two marks. Common mistakes included making *duos servos* the subject, omitting *nunc*, linking *laetus* and *arborem*, not recognising the first person singular present tense *deleo*, and not knowing the meaning of *vale*. Occasionally *duos* was confused with *deos*.

'When she heard these things, Ceres cried but was able to do nothing.'

The ablative absolute was the best differentiator here, as most candidates coped well with the rest of the section. Those who missed the ablative absolute often made Ceres the object (e.g. 'He heard Ceres crying'). Translating *poterat* as pluperfect was the only other noteworthy common error.

'Many, terrified, (people/men) were begging Erysichthon to stop. However he was so arrogant that he did not listen to/hear them.'

Despite being the longest section, Q8 (iv) was generally handled well, though candidates do need to ensure that they translate all words, as any omitted word is a major error (and this includes 'little' words, such as *tamen* and *eos*). *multi* also caused a number of problems, with some candidates linking it in the wrong context to *perterriti* ('much/very terrified'/in much terror'). In addition, *Erysichthonem* was often made the object of *desineret*, and several candidates translated the indirect command as a purpose clause. The result clause was not always recognised, with some candidates not spotting the 'trigger' word *tam*.

'He even killed one/a man who was promising in a loud voice that he would protect the tree.'

The word order confused some candidates, who took *promittebat* as the main verb, making *necavit* part of the relative clause or indirect statement. The indirect statement with a future infinitive was not always handled well, and some translated *servaturum esse* as 'would serve'/'would be a slave to'. There was also a tendency to make the future infinitive passive and miss out *se* as a result. On the other hand, some candidates translated *se* twice ('that he himself...'). *etiam* was often not known or omitted.

- Q9** Most candidates scored at least one of the two marks, but *victa* was handled correctly by only the strongest. Some candidates missed out *in terram* on the second point or translated *in* as 'into', which was not accepted in this context. Candidates should be reminded to choose the most appropriate translation when a word has more than one meaning.
- Q10(a)** This question posed few problems to most candidates, though some failed to give sufficient detail, omitting *Cereris* again, as in Q4.
- Q10(b)** This question was generally answered well, though some, otherwise strong, candidates failed to achieve full marks, because 'take revenge' was not an acceptable response. *persuadebant* was sometimes translated as 'They persuaded'.
- Q11** This question was almost always answered correctly, even by the weakest candidates.
- Q12** This was a good discriminator, even though the Mark Scheme accepted any four out of a possible five correct points. Most candidates managed to gain at least one mark for *totam noctem*, but there were relatively few accurate renditions of *optimis cenis* (the plural was rarely recognised and *cenis* was often translated as 'food'). In addition, *posuit* was sometimes confused with *poterat*.
- Q13** This was designed to be a straightforward question, accessible to candidates of all abilities. However, a number included too much information or alternative translations, which lost them marks under the harmful addition rule (see General Comments). In questions of this kind, candidates are advised to choose wisely: *statim* = 'at once' was perhaps an easier option than *surgens*, which was often translated as 'he rose', instead of 'rising'.

- Q14** This was fairly well answered, though *plus* was often missed, and some failed to provide sufficient detail: 'he was still hungry' and 'he needed more' were not close enough to the Latin to gain the mark.
- Q15** This was generally well answered, though a number of candidates translated *filiam* as 'son'. The first mark, however, was secured by most candidates.
- Q16** This was a straightforward question, which was almost always answered correctly.
- Q17** This question is designed to be accessible to candidates of all abilities, and it was pleasing to see that plenty of candidates achieved full marks. Indeed, as in 2013, examiners noted that the general standard of response to this question seems to improve every year. Most candidates were able to give two correct derivatives, often including an example to support their answer. Meanings were usually very clear, though some candidates gave extended definitions, which sometimes resulted in harmful additions (e.g. 'fugitive' = a criminal, who flees). Candidates are also advised to consider parts of speech, when writing an explanation: 'fugitive' = 'to flee' would only be awarded the mark for the derivative. A few candidates are still translating the Latin word instead of giving a word derived from it. Others are giving English words, which begin with the same letters as the Latin word, but which are not derivatives (e.g. *fugere*: 'futile').

Most candidates performed well on this paper, and many scored high marks, which reflected the hard work done by both the candidates and their teachers.

A402/01 Latin Language 2 (Foundation Tier)

General Comments:

Examiners were particularly impressed with the performance of candidates this year. Only a handful failed to follow the gist of the story and over 40% scored more than 50 out of 60 (a significant increase from previous years). This suggests that candidates had been better prepared for the paper and perhaps that the paper was more accessible in terms of difficulty than in recent years. The entry of 315 was an increase on the 249 in 2013.

A feature of the translation section, as in 2013, were three *-ter* adverbs (*vehementer*, *ferociter*, *graviter*). GCSE candidates find it difficult to distinguish adverbial forms from adjectival forms: teachers planning to use either the 2013 or 2014 papers as a classroom exercise or mock exam might use them to help revise adverbial forms.

Standards of literacy and legibility, though variable, were generally acceptable or better. Candidates and their teachers are to be congratulated on the large amount of sense candidates made of a testing piece of Latin.

Comments on Individual Questions:

- Q1** An easy first question, which was consistently well answered.
- Q2** Also well answered.
- Q3** A number of candidates struggled to identify *dux bonus* as the answer to the question or, surprisingly, did not know the meaning of *bonus*.
- Q4** Some did not realise that the answer was contained in the Latin quoted ('he had overcome a fierce enemy in war') and answered that Tarquinius wanted to impress the citizens.
- Q5** There were a surprising number of suggestions for what Tarquinius built, ranging from 'murals' (predictably) to arenas and race tracks (because of the word *circum*, presumably).
- Q6** A straightforward question which was well answered.
- Q7(a)** This was well answered. Those who did not get full marks tended to miss the word *media*.
- Q8(i)** Those who missed the plural *fili* at the end of the comprehension passage tended to repeat the error here, but were not necessarily penalised for doing so. 'Invited' was a common error for *invenerunt*, perhaps because it nicely fitted the context.
- Q8(ii)** Many ignored *hi*, and the participle form of *portantes* needed to be recognised for a candidate to be sure of full marks.
- Q8(iii)** *subito* was not always well known, *ferociter* was sometimes omitted and, as at Higher Tier, *inter se* caused problems. It's worth explaining to candidates the difference in sense between *pugnare* and *oppugnare*.

- Q8(iv)** This sentence was intended to be a test of *ut* in a result clause, but very many candidates took *tam* as *tum* and therefore missed it. Those who took *vehementer* as an adjective also often took *clamabant* as a noun (e.g. 'their shouts were loud ...').
- Q8(v)** What was intended as an easy sentence for weaker candidates did not prove to be so. *itaque* was often not known, *eos* (like *ei* later) was taken as a part of the verb 'to go', and not everyone saw that it was the guards taking the shepherds to the king, not the other way round.
- Q8(vi)** *ubi* was predictably misconstrued as 'where' or ignored, but otherwise this sentence was handled well.
- Q8(vii)** Many omitted *ei* or struggled with the ablative *multis verbis*.
- Q8(viii)** *cum rex eum audiret*: it is worth teachers using this phrase to show the difference between *cum* meaning 'with' and *cum* introducing a subordinate clause. Many candidates hedged their bets by writing 'with the king listening to him', which was not accepted. A good number knew the tricky *alter*, but some mistook the meaning of *pello* in the glossary and assumed that the shepherds drove away from the scene (in a getaway car?) rather than drove the axe into Tarquinius' head.
- Q8(ix)** This was very well answered indeed, though a few produced interesting versions of Tarquinius' fall being caused by gravity (*graviter*).
- Q9(x)** Though *mox* and, surprisingly, *tristissimi* were sometimes omitted, the majority of candidates reached the end of the paper with the correct end to the story. Good candidates who took the accusative and infinitive rather loosely (e.g. '... learnt of Tarquinius' death') might be advised to stick to a more literal rendering at this level to show that they have understood the grammatical construction (e.g. '... learnt that Tarquinius had been killed').

A402/02 Latin Language 2 (Higher Tier)

General Comments:

Examiners were once again impressed with the performance of candidates this year. Only a handful failed to follow the gist of the story and well over half the entry of 8825 scored more than 50 out of 60. Examiners felt that the paper was accessible to weaker candidates while containing enough to test the best.

Several Examiners commented that candidates are not always sure how to answer the comprehension questions, and some lost marks because they put things into their own words too freely. The comprehension section is as much of a test of vocabulary and morphology as the translation section; those scoring the highest marks were precise in their handling of forms like *legerunt*, *maiores* and *plurimi*.

A feature of the translation passage was the use of three verbs from the Defined Vocabulary List in unfamiliar forms. When practising vocabulary, it is important that candidates are taught to recognise forms other than the first person of the present tense. This year, the following all caused difficulty: *oblata*, *sublatam*, *pepulit*, and *relicta*.

Superlative forms of adjectives and adverbs have often been tested in the past and are generally handled well. It was clear this year that candidates are less confident on comparative forms: *potentioem* and *maiores* both caused problems.

As ever, candidates often confused similar words. Those who keep notes of such problems for use in the classroom might like to add the following from this year's paper: *tum/dum*, *alter/altus*, *loqui/loci*, *coepit/coegit*, *sublatam/subito*, *inter/intrare/iter*, *validum/verum*, *dirum/durum*, *illi/ipsi*, *solebant/solus*, *ingens/gente*.

Standards of literacy and legibility, though variable, were generally acceptable or better. Candidates and their teachers are to be congratulated on the large amount of sense candidates made of a testing piece of Latin.

Comments on Individual Questions:

- Q1** The first question turned out to be surprisingly difficult, either because candidates lazily took the glossed word *viginti* and ignored the *quattuor*, or because they were confused by the 'four and twenty' idiom of the Latin. Answers ranged from an unlikely 24 hours to a positively biblical 420 years. Candidates who carelessly omitted 'years' gained no credit.
- Q2** This was a test of the word *legerunt*, for which something like 'chose', 'picked', or 'elected' was required.
- Q3** This question proved a good test for a variety of reasons: the relative clause beginning with an accusative *quem*, the phrase *et in bello et in pace*, the deponent verb *mirabantur*, and the comparative form of *potentioem*. The most common error was to miss the comparative form.
- Q4** As expected, this proved to be the easiest question on the paper. Though some seemed to be confusing *gente* with *ingens* (e.g. 'hugely fierce'), they usually still gained full credit.

- Q5** The phrase *maiores quam antea* made this question the most difficult on the paper. Those who recognised the comparative form did not always relate it to the right adjective: 'better than before' gained only one of the two available marks.
- Q6** This was a good example of a comprehension question requiring candidates to make full use of the Latin quoted: for full marks candidates needed to say that Tarquinius ordered the citizens to build a strong wall around the city. *validum* was sometimes not known or confused with *verum*.
- Q7** Only the better candidates seemed to recognise *plurimi* (despite its regular appearance in unseen passages) and some were confused by *nonnullos* ('he didn't have no enemies' was not uncommon). For the former, 'most', 'very many' and 'the majority' were all accepted and for the latter 'a few', 'some', and 'several' were allowed.
- Q8** A straightforward question answered well by the majority.
- Q9(i)** The translation section does not set out to be a 'momentum' test and one of the hardest sections was the first. Difficulties were the plural form of *fili*, the identification of the perfect passive participle *oblata*, and the meanings of *dirum* (sometimes taken as *durum*) and *scelus* (sometimes confused with the adjective *scelestus*).
- Q9(ii)** The greatest problems here were the form and meaning of *quibus* and *solebant*. Candidates who wrote 'carrying farming tools which they used to work in the fields' did not always show that they understood the sense of *solere*, but if their English was ambiguous they were usually given the benefit of the doubt. Those who checked their work carefully often inserted 'with' after 'work' with the help of a caret mark.
- Q9(iii)** *inter se* sometimes caused difficulties but this sentence was mostly answered well.
- Q9(iv)** *cum clamores eorum tanti essent*. It is worth teachers using this sentence to show the difference between *cum* meaning 'with' and *cum* meaning 'when' or 'since' in a subordinate clause. Many candidates hedged their bets by writing 'with their shouts being so great ...', which was not accepted. *eorum* was often omitted, which limited the mark for the sentence to three out of four (the forms of *is*, *ea*, *id* are a consistent weakness at this level), as was *etiam*.
- Q9(v)** Examiners expected this to have been the easiest '4' on the paper but, in fact, there were many errors, e.g. 'the king led the guards', 'the guards and the king', 'the guards led the king to them', etc. *ipsum* and *statim* were sometimes omitted and *regem* was confused with the glossed word *regia* on a number of occasions.
- Q9(vi)** Some examiners felt that candidates were better on the 'little' words this year (e.g. *statim*, *tam*, *dum*, *tum*, *mox*) but many missed out on full marks here by omitting *tam*. Most got the idea that one of the shepherds launched into a long speech to distract the king while the other prepared his axe blow.
- Q9(vii)** The forms *sublatam* and *pepulit* caused regular problems, though the vast majority seemed to have worked out what the shepherd did with the axe, even if they missed the precise meaning of *pepulit*. The best wisely turned the participle into a main verb and won full marks for 'raised an axe and drove it into his head'.
- Q9(viii)** The ablative absolute *securi in vulnere relictas* was not well handled, sometimes because the ablative *vulnere* was confused with the infinitive *vulnerare*. For full marks, candidates needed to get the precise sense of *quam celerrime* ('as quickly as possible').

- Q9(ix)** *orientem* was generally handled well, though some took it as a perfect participle (it was not clear how candidates thought that the son could save an already dead father) or, perhaps understandably, turned it into a noun (e.g. 'from death').
- Q9(x)** Many candidates who had barely put a foot wrong in the rest of the paper failed to spot the banana skin in the last sentence. The word order of *mox civibus tristissimus nuntiavit* had not been intended as a deliberate trap, but the similar terminations of *civibus* and *tristissimus* proved too tempting for very many, who thus wrote 'he soon announced to the very sad citizens'. Many of those scoring 59 out of 60 lost their mark here. The vigilant realised that *tristissimus* had to agree with *filius* and many of them sensibly turned it into an adverb ('very sadly announced'), which was quite acceptable. *nuntiavit*. In the mobile phone age it was perhaps no surprise that a number of candidates wrote that the son 'messed' the citizens the news of his father's death.

A403/01 (Foundation Tier)

General

The paper was on the whole well answered this year, and as always there were a number of excellent candidates who would perhaps have been better off attempting the Higher Tier paper. Some candidates failed to give the Latin when asked to do so in the question. To help candidates, Latin is written in bold type whenever it is required, but too many candidates ignore this instruction. In the ten-mark question candidates should attempt to comment on the style of the Latin, rather than simply describe what has happened in the text. Higher marks are awarded for comment on the style of the Latin, such as choice of word, sound effects, word order and rhetorical devices. The quality of candidates' handwriting seemed to have deteriorated this year. Candidates should plan their answers before writing in order to avoid crossings out.

Section A

- 1 Very well answered.
- 2 Very well answered.
- 3 Most candidates knew that the rowers had been dismissed, fewer translated fighting men / soldiers.
- 4 Most answered correctly.
- 5 Fewer than expected answered correctly, probably because many guessed the answer from the context of the story.
- 6 Most answered correctly.
- 7 Well answered.
- 8 Most answered correctly, although some candidates omitted reference to 'roots'.
- 9 This multiple-choice question was well answered. Some candidates only ticked one answer, when two answers were required.
- 10 *miseri* was very well translated; fewer candidates gave an adequate translation of *perditi*.
- 11 Well answered, although some guessed the answer incorrectly from the context of the story.
- 12 This question posed problems for many candidates. It was not a style question, although answers referring to the style were credited. Candidates need to think carefully about what the question is asking and then use their knowledge of the text to answer. Insufficient knowledge of the meaning of the Latin led to inaccuracies.
- 13 Generally well answered. There were two possible answers. Those candidates who picked *statim* generally gave the correct translation, whereas those who picked *accurrunt* made more errors in their translation of the word.
- 14 There were a fair number of vague answers, which scored a maximum of one mark out of two. Again, a lack of knowledge of the meaning of the Latin led to difficulties.

- 15** Very well answered.
- 16** The ten-mark question proved to be the best differentiator of the paper. This dramatic passage from Cicero had plenty of points to consider, and a fair number of candidates wrote excellent answers. Some candidates failed to comment on the style of the Latin or quote any of the Latin. Retelling the story, or simply translating and quoting the Latin without any analysis attracts little credit.
- 17** The five-mark multiple-choice question was well answered.
- 18** Generally well answered, but some candidates found this question difficult. Not all candidates quoted the Latin with every example. Candidates should endeavour to give the key points rather than relying on more tenuous examples, which may be missing the point.
- 19 (a)** Generally well answered.
- 19 (b)** Most candidates spotted the alliteration and repetition of the words of *fear*.
- 20** Generally well answered but some candidates failed to mention the king / enemy.
- 21 (a)** Many candidates found this question difficult. This was a context question and relied on the candidates remembering what happened immediately before these lines.
- 21 (b)** Many candidates found this question difficult. Passage A7 seemed to be less well known than other passages in the paper.

22 Very well answered.

Section B

- 23** Well answered, although a fair number of candidates thought the answer was A.
- 24** Very well answered.
- 25** Most candidates picked the correct Latin word, but many candidates could not translate it correctly.
- 26** Very well answered.
- 27** Very well answered.
- 28 (a)** Well answered. Some candidates gave the opposite answer, thinking that Thelyphron was telling the old man to shout.
- 28 (b)** Generally well answered.
- 29** Most candidates understood the significance of the word *statim* in the answer.
- 30** Generally well answered.
- 31** Very well answered.

- 32** The ten-mark question proved to be the best differentiator of the paper. This dramatic passage from Apuleius had plenty of points to consider, and many candidates wrote excellent answers. Some candidates failed to comment on the style of the Latin or quote any of the Latin. Retelling the story, or simply translating and quoting the Latin without any analysis attracts little credit.
- 33** Some good answers, but many candidates did not know the meaning of the Latin sufficiently and couldn't match up their Latin quotations to the Latin. Thorough understanding of the Latin is essential. A small number of candidates failed to quote any Latin at all.
- 34** Most candidates answered correctly that the young man was the son of the old man's sister. Fewer wrote that he was wretched. Candidates should ensure that they give all the information in the lemma in their answer.
- 35** Very well answered. A few candidates only gave one example, where two were required for both marks.
- 36** Very well answered.
- 37** Generally well answered. Candidates needed to give the plural *gods*.
- 38** Very well answered. Most candidates scored both marks.
- 39** Well answered, but some candidates omitted *magno*.
- 40** Generally well answered.
- 41** The five-mark multiple-choice question was well answered.
- 42** There were a surprising number of incorrect answers in this multiple-choice question. Many candidates thought that Thelyphron ran away, when the actual answer is *he got up*. Candidates should look carefully at the Latin and answer by translating the Latin, rather than relying on their understanding of the story.
- 43** Relatively few candidates knew that the doors of the bedroom had been locked. Candidates either did not look at the lemma, or were unable to translate the Latin.
- 44** Very well answered. Nearly every candidate scored both marks.

A403/02 (Higher Tier)

General:

There were many very impressive answers to this paper and candidates' detailed knowledge of the text was impressive. However, candidates must be sure to look carefully at the line references given in the question, as some gave answers from outside the given line references. The questions that required analysis of the style of the Latin caused some problems, with weaker candidates often commenting on the content rather than the style. Where the question demands quotation or use of Latin, candidates must ensure that they follow these instructions. In the translation questions candidates showed good knowledge of the text, but some candidates omitted the smaller words, such as conjunctions or adverbs. A greater attention to detail is needed. The eight-mark questions gave the candidates the opportunity to discuss the Latin stories as a whole and it was a pleasure to see the enjoyment the candidates have clearly got from studying the texts.

Section A

- 1 Very well answered.
- 2 Most candidates answered correctly.
- 3 Most candidates answered correctly.
- 4 As with the other four-mark questions, this caused weaker students problems. Many candidates quoted too much Latin and commented rather vaguely on an unidentified section of the quote. Some candidates failed to consider Latin style, and simply commented on the content.
- 5 Most candidates answered correctly.
- 6 Very well answered.
- 7 Well answered. Some candidate's answers were unfocussed and too rambling.
- 8 This question discriminated well, though weaker candidates struggled at times.
- 9 Well answered.
- 10 A mixed performance from candidates. Some candidates failed to consider Latin style, and simply commented on the content.
- 11 Very well answered.
- 12 The ten-mark question, as always, proved to be the best discriminator in the paper. There were some excellent answers, but too many candidates do not consider the style and rely on commenting on the content. A wide range of responses, with the commonest discussed being the use of words like '*liberi*', and the repetition of '*multi*'. Many candidates tried to discuss the rhetorical questions but unfortunately lost marks because they did not explain themselves fully and successfully. Candidates must think about the sound effects of the words, the word order and rhetorical devices rather than simply quoting and translating the Latin. Comment on the style of the Latin must be the candidates' overriding aim in this question. Quotation of the Latin is necessary for this.

- 13 No problems for most candidates.
- 14 Generally well done. Some of the points available were fairly straightforward. Some candidates who did not see these points, struggled to explain the more difficult concepts. A fair number of candidates lost marks by not analysing their quotations.
- 15 Generally well answered.
- 16 This translation question was generally well done, but many candidates omitted or mistranslated words, in particular the short words, e.g. *ita, quoque, forte*.
- 17 The candidates' analyses of the stories varied enormously, so this question was a good discriminator. There were lots of good answers from candidates who clearly enjoyed reading about Mucius and Cloelia. Most candidates managed to pick out appropriate bits of the text. The weakest answers were vague and didn't refer to any part of the story in particular. Some candidates repeated over and over again that Mucius and Cloelia were 'brave'. Candidates should look to make a range of points.

Section B

- 18 Very well answered.
- 19 Usually very well known.
- 20 Very well answered.
- 21 Again, this discriminated well. Lots of extended quotations with vague analysis from weaker candidates; good precise answers from the better students. Some candidates answered from outside the line references.
- 22 Well answered, but candidates must try to make their answers clear. A straight translation is not enough in a question like this. There must be some form of analysis of the Latin which explains what makes this a vivid description. Some candidates answered from outside the line references.
- 23 (a) Generally well answered
- (b) Generally well answered, but candidates need to think what the question is asking: here about how Thelyphron's words reflect the effect the man's words have on him.
- 24 Very well answered.
- 25 The ten-mark question, as always, proved to be the best discriminator in the paper. There were some excellent answers, but too many candidates do not consider the style and rely on commenting on the content. There was plenty of sophisticated analysis from better candidates. Too many candidates relied on comment of content alone and failed to comment on the style. Candidates must think about the sound effects of the words, the word order and rhetorical devices, rather than simply quoting and translating the Latin. Comment of the style of the Latin must be the candidates' overriding aim in this question. The most common points discussed were '*desolatus*' '*dum animum meum...*' '*mediam noctem*' '*repente/sine mora*' '*mustela*' '*abi/abi*'. Many candidates discussed '*Delphicus*', but many seemed unaware that *Delphicus* meant Apollo, and most answers on this point were very content based, rather than making even a basic style point. Quotation of the Latin is required for this question.

- 26** Generally well translated and generally well-rendered apart from a few problem words, e.g. *aliquanto*, *omnia*, *imo*, *poculo*.
- 27 (a)** A fair proportion of candidates struggled with this question. Some confused this scene with a later scene from the story.
- (b)** Relatively few answered this correctly. The question was a good discriminator of genuine understanding of the text. Very few candidates linked the sense of '*ignarus*' to his ignorance about the name-confusion
- (c)** Generally well answered, but there were a number of vague responses such as 'he was still sleeping'. '*umbrae*' was more often picked up on than '*ultra*', and some of those candidates who did pick up on '*ultra*' failed to give the sense of 'mechanically'
- 28** Very well answered.
- 29** Very well answered.
- 30** Well answered, although a number of candidates translated *novissima* literally as very new, as they did not understand the meaning of the word in this context.
- 31** Almost all candidates answered correctly.
- 32** One of the best discriminators in the paper. As with the other four-mark questions, it caused problems for weaker students. Many candidates did not provide focussed quotations, and commented rather vaguely on the quotation. Some candidates failed to consider Latin style, and simply commented on the content.
- 33** A good discriminator. Weaker candidates' answers were too vague: they failed to comment on a specific section of the text and did not analyse Regulus' actions sufficiently. Some excellent answers showed perfect understanding of Regulus' character. Others, however, had difficulties in linking a range of personality traits to Regulus beyond that he was 'bad'. Some candidates simply narrated the events of the passage without comment beyond 'showing what a bad person he was'. Some analysis of Regulus' actions is needed.

A404 Latin Verse Literature: (Foundation Tier)

General Comments:

There was a very small entry this year for the Foundation Tier but there were fewer very weak scripts than in some previous years and the great majority of candidates showed both knowledge and appreciation of the texts they had studied.

Section B, the selection from Virgil, Aeneid XII, was the preferred option overall but those who offered the Anthology selection responded well to Horace's journey, realising that Horace was capable of using the inconveniences of his journey to comic effect, rather than as a gloomy catalogue of complaints. On Section B there were some perceptive comparisons between Aeneas and Turnus at one of the crucial points in the story.

Questions asking for stylistic observation generally caused the most problems: candidates tended, especially where a translation was given, merely to quote lengthy sections from the Latin passage – or indeed to comment on the style of the English translation. Nonetheless, there were, pleasingly, a number of good answers to the stylistic questions. As long as a stylistic point is adequately explained, technical terms - though welcome if correct - are not required and not penalised if wrongly used or spelt. It should be noted that comments based on punctuation, whether of the Latin passages or their English equivalents, never receive any credit as they do not reflect the usage of the ancient authors themselves.

Comments on Individual Questions:

Section A

- Q1** Only a few candidates knew what exactly Aricia had to offer.
- Q2-4** Generally well answered, though the bad water of q4 received mention only rarely.
- Q5** Candidates struggled here to get all three words.
- Q6** It was insufficient here merely to refer to the word '*nox*'; examiners looked for specific details from the whole sentence.
- Q7** The best candidates identified the use of direct speech, the exaggeration of *trecentos*, the exclamatory *ohe* or the alternation of words reflecting the interchange of banter in the first line. Most, though, struggled to find one of these points, let alone two. The requirement to include Latin references was also sometimes ignored.
- Q8-10** Candidates evidently enjoyed these questions, though some needed to note exactly which bits of the Latin the answer had to come from.
- Q11** Candidates made many appreciative observations of Horace's comical effects: Vulcan licking the roof, the 'attentive' host with his 'lean thrushes' setting the inn on fire, the guests so eager to grab their dinner before it went up in flames. The best candidates were also able to explain how the comic effect is produced and to pick out the relevant piece of Latin, thus obtaining the higher marks.
- Q13** "A storm at sea" was evidently less well known than "A traveller's tale". Candidates frequently commented upon the mention of death; less frequently on the thunder and lightning.

Q15 There were some quite good accounts of Aeneas's feelings in this passage, despite haziness as to which side Diomedes had been on. Relevant content points were entirely acceptable but some stylistic observation and Latin reference are essential for the higher marks.

Section B

Q17 Most candidates realised that *pater* rather than *father* was the correct answer to (a); some reference to Aeneas's 'fatherhood' (however understood) was needed in (b).

Q18(a) This was little known but most earned a mark in (b). In (c) some idea of emphasis, such as the repetition of *deserit*, was required; simply mentioning this word with its meaning gained only 1 mark.

Q19 Both parts were well answered.

Q20 Not all candidates understood that Eryx, Athos and Appenninus were mountains but there were some pleasingly creative interpretations of how Appenninus's snowy top, rising into the air, might apply to Aeneas. All plausible suggestions received credit.

Q22 Most candidates knew what was happening here, though reference to the action of ramming was needed for the full 2 marks.

Q23 Some candidates provided an impressively faultless translation of the lines in question. A paraphrase was also acceptable, of course.

Q24 The best answers suggested Turnus was brave and god-fearing (or similar qualities) and gave (in English) textual evidence. Many were hampered, though, by poor understanding of the lines.

Q27 There were some excellent answers to this question (a number gaining full marks) which brought out fully and perceptively the contrast between the two heroes at this point. Candidates particularly relished Aeneas's prowess with the spear and gave very good details about his bodily action and resemblance to a siege engine. Answers focusing on content were entirely acceptable but the higher marks (7 – 10) can only be earned if there is some valid stylistic observation and some correct Latin reference.

Q29-30 Not all candidates realised that the specific word chosen needed to evoke sympathy, rather than the general context. Only a very few candidates knew that *monimenta* referred to Pallas's insignia, most plumping for Pallas's death or Aeneas's grief.

Q31 The best candidates understood the need to identify how Virgil's use of language makes Aeneas's feelings vivid; they gained marks for referring to highly coloured vocabulary, his indignant rhetorical questions, the repeated use of Pallas's name and the like. Those that stated Aeneas's feelings with an appropriate bit of Latin but no stylistic point could gain no more than 3/6 here.

A404 Latin Verse Literature: (Higher Tier)

General Comments:

The examiners were pleased to see a good entry this year, both in terms of numbers and in the quality of the scripts. As last year, Virgil, Aeneid XII attracted considerably more candidates than the Anthology selection, but answers on both sections of the paper showed detailed knowledge of the texts, an ability to explain how the authors' effects are achieved and an appreciative, indeed vigorous, response to the passages as literature.

Candidates showed a lot of sympathy with the many nuisance factors on Horace's journey along the Appian Way and were clearly amused by some of the incidents, as Horace no doubt intended. The worthiness, or otherwise, of Aeneas in his victory over Turnus had obviously been the subject of considerable debate and aroused great diversity of opinion. The ten-mark questions on both sections attracted some excellent answers.

The shorter questions on this paper were very varied in type. Many asked straightforwardly for pieces of information from the lines given, sometimes asking for supporting references from the Latin text, sometimes not. Other questions asked for features of style to be identified, with quoted Latin examples. Others again required interpretation with supporting textual evidence. Many candidates handled these variations without any difficulty, but there were some who, though they knew the text, lost marks because they misinterpreted the requirements of the question. The question-specific notes below will identify some examples. Candidates also lost marks when they did not observe the line references given in the question: answers from outside the precise piece of Latin specified do not gain any credit.

As usual, candidates showed an impressive knowledge of stylistic technical terms, and in general these were correctly and appropriately used. It is worth pointing out, however, that the use of technical terms is not a requirement, nor are technical terms penalised if incorrectly used or spelt. Provided a stylistic point is adequately described, it will be given credit. Points based on modern punctuation (commas, exclamation marks etc.) are never credited, as they do not reflect ancient usage.

The answer-booklet provided this year contained four additional pages for those writing extended answers, and candidates made a good deal of use of these. Full marks could still be obtained, though, by candidates who confined their answers to the space provided beneath the question itself. In fact, in all but a very few cases the use of continuation booklets was quite unnecessary and is to be discouraged.

There were perhaps somewhat fewer instances of very poor handwriting and presentation than last year. Examiners do their utmost to assess all responses correctly but candidates do themselves no favours at all when they offer work which is on the borderline of illegibility and beyond.

Comments on Individual Questions:

Section A

- Q1** Any indication of evening or night-time was accepted here.
- Q2** Any contextually appropriate translation of the infinitive *ingerere* was accepted.

- Q3** Many candidates understood what was wanted here and provided a wide range of acceptable comments on lines 1-2: epic/flowing/descriptive/flowery etc. The sudden change to direct speech was usually noticed, but few remarked on the word patterning in line 3. Latin reference is needed here for the full marks.
- Q5** Candidates clearly enjoyed writing about the pesky mosquitoes and frogs and the drunken singing.
- Q7** There were many very good translations, though the second line was often too loosely paraphrased: 'there is nothing to match...' for *contulerim*, for example, loses both the subjunctive and the 1st person. Examiners did not accept 'villa' or 'house' for *villula*.
- Q8** Candidates found plenty to say in answer to this, and most felt the journey was more unpleasant than otherwise. There was generally ample textual evidence for the points made, and some appreciated that Horace seems to look back even on the unpleasant aspects with a degree of amusement, using them to entertaining and comic effect. A look at both sides of the question was needed to gain the top level of marks.
- Q9-10** There was some confusion over what information to give in each of these questions. Q9 calls for descriptive details (made of pine, sails incomplete, ornate). Q10 asks what Horace says that shows he has sympathy with the ship's plight (no gods to call upon, for example). Neither is a stylistic question.
- Q11-12** Line references are important here and make it clear what is required in each question. In Q12 some candidates did not sufficiently differentiate between Aeneas's wish to have died at Troy and his envy of those who had. Stylistic points, though not specifically called for, could gain credit here, but only if they clearly provided an answer to the question.
- Q13** Examiners looked for some indication that Simois was a river at Troy, as well as some reference to the information contained in the given lines. A number took it to be a river of the Underworld.
- Q14** The ten-mark question always looks for accurate and detailed knowledge of the passage provided, and many good answers offered just that. Most candidates could mention the actions of Aquilo and the other winds, the breaking of oars, the ship's flank presented to the waves and the various obstacles later in the lines. What happened to the ships was generally well covered but the reference to the men (*hi...his*) in line 5 was in most cases missed or misunderstood. Content-based answers were entirely acceptable, but some Latin and stylistic reference is essential to access the higher range of marks (7 – 10) in questions of this type. Common references were to the hyperbole/exaggeration of *fluctus..ad sidera tollit* and *aquae mons*, the personification of the winds and repeated *tres*; good comments were also made about vocabulary choices such as *torquet*, *urget* and *inlidit*.

Section B

- Q15(a)** Adjectival, adverbial and phrasal translations of *amens* were all acceptable.
- Q15(b)** Nearly all answers correctly identified the breaking of Turnus's sword here.
- Q16** There are plenty of points to make in answer to this question and most candidates scored 3 marks. This is not a style question, as it asks for 'details' from the passage, and a style point was only accepted if it properly provided an answer to the question.

- Q17** Though descriptions varied, the enclosing of the stag by a river (bend or high banks), the crimson feather scare and the dog's chase were widely identified. A few candidates took the 'hunter' of the question to refer to the *venator...canis*: they still usually got in enough details to gain the marks.
- Q18** Many candidates handled this question well but it did pose difficulties for quite a few, and a number of answers fell outside the piece of Latin specified. Identification of points of style was essential to gain full credit. The alliteration of *haeret hians* was a popular point but many candidates struggled to find a second, though the repetition of *iam* and polyptoton of *tenet...tenenti* provided possibilities; examiners were also happy to accept *vividus* as a vocabulary choice, and indeed *Umber* as a contextually appropriate breed of dog!
- Q19** Answers which understood, or appeared to understand, *ingens* and *arboreum* as describing Aeneas himself were not accepted.
- Q20** Answers were expressed in many different ways but most got the essential point.
- Q21** It was a pleasure to read many flawless or nearly flawless translations, which avoided loose paraphrase and accounted accurately for every word. A common defect was failing to get the idea of 'power' or 'strength' in *vales*. For the plural *animis* 'courage' or 'spirit' was accepted but not 'mind' or 'soul'.
- Q22-23** These fairly straightforward factual questions posed candidates few problems and were generally well answered.
- Q24** This question asks for **reasons why** Turnus felt desperate and confused. They include: 'the dread goddess denied him success', 'he could find no means of escape', 'he was facing death', and there are several others. Each needed to be supported by an appropriate Latin reference. Many candidates understood exactly what the question demanded and in some cases included well in excess of three points (for which they were not, of course, penalised). There were a lot of very good answers. Some, however, mistook this for a style question and provided good observations which, sadly, could not here be credited because they were not relevant to the question. Points which merely stated his confusion, rather than accounting for it, such as *pectore sensus vertuntur varii*, likewise received no credit. *Rutulos aspectat et urbem* was accepted as a point, provided that candidates gave a convincing reason why this should make him feel desperate – and identified *Rutulos* as the direct object rather than the subject.
- Q25** The ten-mark questions require detailed understanding and analysis of the passage given, and more generalised answers with a lot of background detail (such as Aeneas's earlier relationship to Evander and Pallas) were unlikely to gain much credit. Examiners were indeed delighted to read many excellent answers which displayed a clear understanding of the emotional roller-coaster that Aeneas undergoes in this passage. The best answers charted the changes from his hesitation as to sparing Turnus, through his spotting of the sword-belt and realisation of its significance, to the renewal of his grief, furious anger and revenge-killing of Turnus. Others, however, jumped straight to Aeneas's fury, overlooking the fact that he had initially been inclined to mercy. Some took the content-based approach, making stylistic comments along the way; others focused more specifically on style points, mentioning the change to Aeneas's feelings in connection with these. Either approach is entirely acceptable but some stylistic comment, as well as Latin reference, is essential to access the higher range of marks (7 – 10). This passage certainly offered plenty of choice on the stylistic front.

- Q26** Candidates took many different views as to whether Aeneas was a worthy winner. Some rested their case on the clear fact that he showed greater battle prowess overall; others felt that his having the lion's share of divine favour detracted from this. Many included consideration of his final treatment of Turnus, concluding in some cases that the moral failing here made him less worthy and in others that his readiness to avenge his youthful protégé, Pallas, was in fact a mark of worth. Examiners were happy to credit all views provided they were backed by accurate textual evidence: this was forthcoming in a great many cases though by no means all. The best answers were those which formulated a clear and coherent argument, adequately supported. Most candidates thought there was something to be said on both sides, but a strong argument for one side or the other was equally welcome.

A405/01 Sources for Latin: (Foundation Tier)

General Comments

There was an increase in the number of candidates entered for the Foundation Tier, although examiners felt it might have been more appropriate for a few candidates to have been entered for the Higher Tier. Most candidates attempted all the questions and there were few “no responses”.

As ever, the use of sources remains minimal.

Comments on Individual Questions

- Q1a** Not all candidates knew that chariot racing took place in the Circus Maximus.
- Q1b** Unlike the candidates on the Higher Tier, candidates were not limited to source A – though it was pleasing to credit those who did. The mark scheme lists only a sample of acceptable answers. Most candidates were able to make a response if only in part, and on the whole fared better when offering detail of “what happened *during* a chariot race”.
- Q2** This question was tied to source B. Candidates were guided here by bullet points and had little difficulty in finding advantages and disadvantages.
- Q3a** Most responses were correct. This question required selection of two Latin words and the correct writing of the name. Either 'v' or 'u' was accepted.
- Q3b** Here an explanation of *faction* was required, as well as its link to the different colours. Most candidates explained that factions were *teams* and understood the reference to colours.
- Q3c** Nearly all candidates were able to gain some credit on this question. Candidates were asked to evaluate tombstones as evidence, and reasons given were sound. The most cited reason for unreliability was an unwillingness to speak ill of the dead, although a few candidates felt that the charioteer’s wife was a 'liar'.
- Q4** Bullet points helped achieve good marks. Candidates were told of Pliny’s dislike, and were asked to select material to support this.
- Q4b** Many leisure activities were suggested and most gained credit: going to gladiatorial games; visiting the bath; watching a play in the theatre. Examiners felt though that “shopping” was an unlikely activity for Pliny. It was pleasing again to see candidates using the source and mentioning reading and writing.
- Q4c** Again candidates were supported in their selection of material by the direction to find evidence of the enjoyment of the crowd. Most could find information from the printed sources but few offered anything beyond. This is an area where candidates could be encouraged to improve upon their marks by giving details beyond the Insert. This question was marked using the 6-mark assessment grid.
- Q5a** This was a demanding question and a good discriminator, as Pliny states the Nicomedans have failed to complete the aqueducts.

- Q5b** This multiple-choice question proved demanding. Responses offered all the options available.
- Q5c** Again a good discriminator. Pliny is going to save money by reusing old material.
- Q6a Q6b** These questions were common with the Higher Tier. Some candidates missed the nuance of the question *with arches* and listed advantages of having aqueducts. Candidates should be reminded to read questions carefully.
- Q7a** This was a complex passage and a few candidates misunderstood the process.
- Q7b** Most candidates could offer good reasons for having a superintendent. Most, for example, picked up on the idea of preventing crime, but the other most popular reason was for maintenance.
- Q8** This question was handled well, showing that most candidates had developed the skill of using sources. The question was marked using the 6 mark assessment grid.
- Q10** This question was marked with the 12-mark assessment grid. It was pleasing to see that almost all candidates were able to answer the question in some part. The marks on this question were quite polarised however between very good responses which offered discussion of a detailed range of *other buildings* and those which only used sources printed in the insert. There appeared to be little middle ground.

A405/01 Sources for Latin: (Higher Tier)

General Comments:

Most candidates are familiar with what is required when answering questions based on sources, though a few candidates offered general knowledge without any sources base or even ignored the specific instructions of particular questions. The best responses were those which used the sources provided and in addition offered material from other identified sources. Very good answers were characterised by reading the paper carefully and doing what the questions required in a methodical way. Excellence was achieved by those who knew of other sources and were able to use them in detail. Candidates should be aware of the emboldened words and should use the bullet points which are designed to keep them on track, so that they make the required number of points.

On the whole, the use of time was very good. The quality of written communication was good.

Comments on Individual Questions:

Q1a Most candidates chose B correctly.

Q1b This question was problematic for candidates of whom many launched into detail about chariot racing but did not link it to source A. Examiners agreed that there were no knives visible on the chariots, no dead bodies being carried off, but accepted the emperor being seen in his box, the starting gates and the *spina*. One candidate noticed that the racers were going in an anticlockwise direction as on a similar relief in the British Museum.

Q2a Most candidates identified Martial's envy of Scorpis, citing more money, shorter working hours and greater popularity in Rome.

Q2b There was a mixed response here, showing a lack of understanding of the significance of 'palms'. Some understood correctly that the palms were awarded to successful riders, but other explanations ranged from wrinkly hands because of old age through to fortune-telling by the reading of the palm.

Q3 Most candidates responded to the wording of this question in providing additional information, though some did not choose Latin words to support their answer. Writing out the whole of the Latin was deemed not sufficiently selective.

Q4 This question offered the candidate the opportunity to work out how reliable the source was. Most candidates showed very good skills in answering this type of question - indeed some offered a balanced argument with words such as 'however', 'on the one hand' and so forth. A few candidates regarded Pliny as a satirist and writer of comic novels who was trying to entertain. This question was marked using the 6-mark grid.

Q5 There were some excellent answers here, particularly where candidates focussed on the **reaction** of the crowd. Occasionally, the 'other source' that offered was vague and not easily identifiable by examiners. Most candidates cited Ovid "at the races".

Q6a A significant number of candidates assumed Pliny wanted more money.

Q6b Another question where use of source D was required. Flattery was the most common form of persuasion, though playing on Trajan's guilt was less convincing. Also offered were the reuse of the old arches, cheaper bricks to save money and the need for an architect to avoid further wastage.

Q7a The emphasis here was on the arched structure, and not simply the benefits of aqueducts.

Q7b A few candidates did not know how an aqueduct worked. Some thought water collected under the arches and ran down the sides and others stated that all aqueducts ran underground.

In source E, however, the internal channel could be seen, and comments on the gradient were credited. Many appreciated that the water, being covered, was protected from pollutants and from evaporation in hot countries.

Q7c Most candidates could think of valid reasons.

Q8. Most candidates appreciated the importance of the baths to the public for reasons beyond getting clean.

Q9 Most candidates were able to use the two sources, but on occasions details from source E were offered. This question needed careful reading, as both D and F were to be used. Some responses were detailed but unfortunately only used one source.

Q10 Some excellent responses were found for this question, showing a very good knowledge of other sources. A small number of candidates did not respond to the wording of the question and simply supplied general material, or did not use the sources.

On the whole, examiners felt there has been a marked improvement in the quality of the extended responses, with candidates showing good skills in the use of sources.

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