

GCSE (9–1)

Examiners' report

LATIN

J282

For first teaching in 2016

J282/05 Autumn 2020 series

Introduction

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



Reports for the Autumn 2020 series will provide a broad commentary about candidate performance, with the aim for them to be useful future teaching tools. As an exception for this series they will not contain any questions from the question paper nor examples of candidate answers.

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. 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.

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

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Paper 5 series overview

Paper 5 (Latin Verse Literature B) assesses candidates on their study of a section of Virgil's *Aeneid* 2. There are **two** assessment objectives (AO):

- demonstrate knowledge and understanding of literature (AO2 in the Specification)
- analyse, evaluate and respond to literature (AO3 in the Specification).

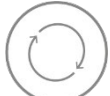
25 marks are allocated to each of these two objectives.

The following types of question appear on the paper:

- a number of questions worth 1 or 2 marks which are designed to test candidates' **comprehension** of the Latin text: 'what does Creusa tell Aeneas to do in this line?' would be one such example. One or two questions also ask candidates to **interpret** the text: 'How do we know that Aeneas was shocked to see Creusa?' is an example of an interpretative question. A short passage for translation into English further tests candidates' knowledge of the text
- two short passages and one longer passage are given for **literary analysis**, asking how the author creates a dramatic scene, for example, or how he emphasises some aspect of the character. These questions require more than a basic understanding of the Latin text. Candidates need to appreciate how the author achieves certain effects through the sound or the arrangement of words, his choice of particular vocabulary or other literary features such as simile and metaphor
- finally (and it is usually, though not always, the last question on the paper) candidates have an opportunity to write at greater length about the text overall, putting forward their own **line of argument** and expressing a **personal response**, supporting what they have to say with **detailed references** to the text they have read.


Most candidates in this series showed a reasonable knowledge of the Latin text and many knew the text very well indeed. Candidates did, however, lack some of the background information which is essential to a full understanding of the text, such as why Anchises had to be carried out of Troy.

There were very good answers to all the literary analysis questions but some candidates lacked the necessary practice in answering them and were not always aware of just what is required. There is further information below about the means candidates can use to answer these questions well and gain high marks.

	AfL	Candidates need considerable practice if they are to answer literary analysis questions well.
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There were many very interesting answers to the 10-mark essay question and a variety of views. The best looked at both aspects of the question and gave a wealth of precise textual details to support what they had to say. Those who did less well made just a few points with textual support vague or very limited.

<i>Candidates who did well on this paper generally did the following:</i>	<i>Candidates who did less well on this paper generally did the following:</i>
<ul style="list-style-type: none"> • showed a very good understanding of the details of the Latin text • understood how the author uses the choice, sound and arrangement of words to create the effects he wants • organised their longer answers clearly and logically • supported their arguments with detailed textual references. 	<ul style="list-style-type: none"> • showed limited understanding of the Latin text • showed little understanding of the literary techniques which are a feature of Latin verse • did not develop any clear line of argument in the longer answers • gave inadequate textual support for the points they put forward.

	<p>Latin Verse Literature A (04) has the same requirements and is subject to the same assessment methods as Latin Verse Literature B (05).</p>
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The following comments indicate some of the techniques needed for the more testing, AO3, questions.

Point by point questions

4-mark literary analysis (translation provided)

Typical wording:
 how does the author, **by his style of writing**, emphasise?

The key phrase here is **by his style of writing**: this is a **flag** to tell the candidates that they must find and comment upon a point of **literary style** in the passage of Latin they are given. They may use words like alliteration, hyperbaton, enjambement, metaphor etc; equally they may say 'he repeats the letter T, he puts the words at opposite ends of the line, he runs over into the next line, he says the character is **burning** to kill his enemy' and so on.

In addition, they must

- pick out the bit of Latin which displays this feature
- give evidence that they know what it means
- explain how it emphasises the point that is being asked about.

'Virgil makes the scene dramatic when he says that Pyrrhus is **burning** (*ardens*) to inflict a dangerous wound, as if he is so eager to kill him that he is on fire.' This answer would get 2 marks.

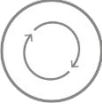
Candidates need to make **two** clearly distinct points on the lines provided and should not make more than two. If three or more distinct points are given, only the first two will be marked.

4-mark literary analysis (no translation)

How does the author show?

This type of question **can** be answered in exactly the same way as the one where a translation is provided. The difference is that in this question candidates can gain the marks by referring to the **content** of the passage as well as the style. In other respects, the requirements are exactly the same.

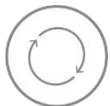
'Aeneas filled the streets with his shouting (*implevi clamore vias*): this shows the efforts he went to in his desperation to find Creusa.' This answer would get 2 marks.

	<p>AfL</p>	<p>If candidates give an answer which is outside the lemma, they do not receive any marks. Check carefully which lines you need to look at to find your answer.</p> <p>A lemma begins most questions and looks like this:</p> <p><i>ausus ... vocavi</i> (lines 1-3)</p>
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Level of response questions**8-mark literary analysis**

This question requires detailed analysis of a longer passage of Latin. It is marked not on a point-by-point basis but in accordance with a 4-level grid which can be found on page 5 of the 2020 Mark Scheme. Candidates need to select a number of specific details from the passage and explain how they, for example, 'make Priam's death particularly sad and shocking'. Two bullet points suggest aspects of the passage which candidates could consider but they do not have to stick to these: the important thing is that they make a range of points which are well and fully explained in terms of the question that is being asked.

To achieve a mark in level 4 candidates should select **at least 4** examples from the passage and discuss them in some detail. They must include some accurate **Latin** references and **at least two** relevant **stylistic features**.

	<p>AfL</p>	<p>The difference between a slight and a well-developed point.</p> <p>'Virgil says that Priam is trembling, giving a sad picture of an old man facing death': this is a valid point and will gain some credit but it is basic and limited in scope.</p> <p>It can be improved by giving the Latin (<i>tremetem</i>) and noting that Virgil emphasises it by putting it at the end of the line.</p> <p>A developed version might combine <i>tremetem</i> with <i>lapsantem</i> and comment what a shockingly graphic picture this paints of a helpless old man slithering in the blood of his son whom Pyrrhus has just killed.</p>
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<i>Candidates who did well on this question generally did the following:</i>	<i>Candidates who did less well on this question generally did the following:</i>
<ul style="list-style-type: none"> selected 4 or more good examples from the passage explained fully their relevance to the question asked included Latin references and some stylistic observations produced an answer that was coherent and logically structured. 	<ul style="list-style-type: none"> showed poor understanding of the passage made points that were slight and limited in number did not give Latin references or make valid stylistic observations showed no clear overall structure in their answer.


10-mark extended response

This question tests the candidate's understanding and response to the whole text that they have studied. It is assessed on the basis of a 5-level grid which is printed on page 8 of the Mark Scheme. The most important thing to notice is that **5 marks** are allocated to each of the **two assessment objectives**. No matter how perceptive and wide-ranging the candidate's arguments are in the abstract, they can gain no more than 5 marks; equally, a wealth of textual detail in itself can be worth no more than 5. Any argument or viewpoint needs to be supported by a good range of accurate textual information.

Typically, the question will ask the candidate how far they agree with a particular proposition (often expressed in the form of a quotation). Candidates are free to express their own opinions, which they must support with relevant textual information. Even on the small entry for this exam series there was a wide range of different opinions and most provided convincing support for what they had to say.

Some candidates took a very balanced line, showing that there were things to be said on both sides of the argument and supporting each with a good range of examples.

A few strongly supported one side of the argument or the other. Either approach is acceptable but examiners usually expect a candidate to give some consideration to each side of the question even if they then come down firmly in favour of one side. In this year's question candidates who felt that the story was predominantly or wholly tragic needed to mention, say, Aeneas' escape and his promised future and explain why they didn't feel this contributed much in the way of light. Equally those who felt there were quite a lot of positives in the story should not entirely leave out the many dreadful examples of tragic events.

	AfL	This is NOT a question about style. Observations of style and Latin quotations do not receive any credit in the 10-mark extended response.
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<i>Candidates who did well on this question generally did the following:</i>	<i>Candidates who did less well on this question generally did the following:</i>
<ul style="list-style-type: none"> • developed a coherent line of argument • looked at both sides of the question • expressed their own point of view • supported each of their arguments with detailed evidence from the text. 	<ul style="list-style-type: none"> • made a very limited number of observations relevant to the question • presented any points in a random and unorganised way • considered only one side of the question • produced little or no detailed evidence.

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