

**GCSE (9-1)**

**Examiners' report**

**LATIN**

**J282**

For first teaching in 2016

**J282/01 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

J282/01 (Language) is the compulsory component of GCSE (9-1) Latin. It is worth 100 marks, representing 50% of the total marks for the GCSE. Latin Language is an externally assessed written examination testing AO1. This component focuses on:

- Translation
- Comprehension questions
- Either questions on syntax and accidence within the context of a narrative passage or translation of short English sentences into Latin
- Derivation of English words from Latin

Examiners considered this paper to be of a fair and appropriate standard, resulting in a good spread of marks. The standard of candidates' performance was generally high, and there were a number of almost completely accurate scripts. Examiners also commented in particular on the number of candidates who achieved full marks (or close to full marks) on the grammar questions. There were very few marks below 50.

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

Errors of exam technique were relatively few. However, some candidates showed a tendency to provide alternative responses, using either brackets or an oblique stroke. An alternative incorrect piece of information is regarded as HA (a harmful addition), which negates an otherwise correct response.

### Key point call out

In Question 10 (a), for instance, the response: 'Ablative because the preposition *cum* is followed by the ablative (ablative absolute)' would be given 1 mark out of a possible 2, because the bracketed addition is incorrect.

Candidates should therefore not offer alternative responses, as often one of their responses is a harmful addition and the mark is lost.

Candidates generally managed the time allowance of an hour and a half very well, and 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, and a good number attempted both Question 10 and Question 11. The number of corrections elsewhere in scripts suggested that candidates had plenty of time to check their work. Examiners noted, however, that correct responses 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.

Most candidates performed well on this paper, and examiners would like to congratulate both the candidates and their teachers.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>• spotted superlative adjectives and adverbs</li> <li>• recognised the difference between <i>Roma</i> and <i>Romani</i></li> <li>• included all the necessary details in comprehension questions (e.g. <i>marito</i> in Question 18(a))</li> <li>• recognised compound verbs (e.g. <i>reposuit</i> in Question 17)</li> <li>• chose the most appropriate meaning of a word with several meanings (e.g. 'trust' for <i>credere</i> in Question 20(iv))</li> <li>• offered clear explanations in Question 10(a) and Question 10(f)</li> <li>• showed understanding of the use of the subjunctive in Question 10(d)</li> <li>• scored 4 or 5 marks in most sections of the translation question</li> <li>• demonstrated a good knowledge of the DVL and Latin accident and syntax throughout the paper</li> <li>• coped well with the following: participles (including ablative absolutes), indirect statements, and active/passive/deponent verbs</li> <li>• offered clear and correct meanings in Question 9</li> <li>• made use of the information provided by the glossaries (e.g. genders of characters)</li> <li>• included names when that wasn't clear from the question (e.g. Tarquinius in Question 17).</li> </ul>	<ul style="list-style-type: none"> <li>• gave incorrect alternatives to an otherwise correct response</li> <li>• gave incorrect derivatives in Question 9 (e.g. 'magnet' for <i>magna</i>)</li> <li>• translated the Latin words in Question 9, instead of giving a derivative</li> <li>• chose words from the wrong lines in the questions on syntax and accident</li> <li>• omitted words in the translation question (e.g. <i>bene</i> and <i>postea</i>)</li> <li>• scored 1 mark (isolated knowledge of vocabulary only) or 2 marks (part correct, but overall sense lacking/unclear) in the translation question</li> <li>• confused words in both the translation and comprehension questions (e.g. <i>oppugnare</i> translated as 'to fight' and <i>liberorum</i> translated as 'freedmen')</li> <li>• translated singular nouns as plural and vice versa</li> <li>• ignored the meanings provided in the glossaries (e.g. <i>Troianorum</i> translated as 'of Troy')</li> <li>• gave only one point in 2 mark questions (e.g. omission of <i>senex sum</i> in Question 4(b))</li> <li>• mistranslated 'little' words such as <i>tamen</i> and <i>tandem</i> in the translation question.</li> </ul>

# Section A

## Question 1

1 *Aeneas* ... *gerebat* (line 1): what **two** things are we told about Aeneas?

1. ....

2. ....

[2]

A straightforward start to the examination: this question was answered correctly by most candidates, though some confused 'the Trojans' (even though *Troiani* was glossed) with 'Troy'.

### Key point call out

Candidates need to differentiate carefully between place names and place adjectives. This point also applies to Question 12 and Question 15.

## Question 2

2 *Aeneas tamen* ... *superarent* (lines 1–2): why was Aeneas worried?

.....

..... [1]

Most candidates dealt well with this question, though a few reversed the Latins and the Trojans, and some were confused by *ne*, stating that Aeneas was afraid that the Latins would not overpower the Trojans.

## Question 3

3 *postridie* ... *amabat* (lines 4–5): why did Aeneas think that Evander would be likely to help him?

.....

..... [1]

This question was almost always answered correctly.

### Question 4 (a)

4 *'tibi exercitum ... senex sum'* (lines 5–6):

(a) what does Evander offer to Aeneas?

..... [1]

Most candidates were familiar with *exercitum*, but some included the wrong translation of *libenter* in their response (e.g. 'an army of freedmen'), which was considered to be a harmful addition, thus negating the mark.

### Question 4 (b)

(b) what does Evander tell Aeneas about himself?

.....  
..... [2]

This question was accessible to candidates of all abilities, with many scoring full marks. Those who scored just 1 mark tended to give only one of the required points.

### Key point call out

Candidates need to check the number of marks and answer lines available for each question. If in doubt, aim to include all the relevant information in the lemma.

### Question 5

5 *Pallas ... est* (lines 6–7): what does Evander say about his feelings for Pallas?

.....  
..... [2]

This question proved to be a very good differentiator with only the most successful responses getting 2 marks. Many candidates did not recognise the comparative adjective *carior*, which made the ablative of comparison *vita* even more difficult to spot. As a result, it was decided that 'Pallas was dear to him' could be awarded 1 mark.



### Question 6

6 *Aeneas* ... *servaturum esse* (lines 7–8): how did Aeneas react to Evander's words?

.....  
..... [3]

A glance at the number of marks available in brackets makes it clear that there are three elements to this question. Some candidates lost a mark by omitting *laetus*, which was the easiest of the 3 marks to score. Most recognised the indirect statement following *promitteret*, and realised that Aeneas promised to do something. The main cause for error was vocabulary, with a number of candidates translating *servaturum esse* as 'would serve' or 'would be a servant to'. In addition, a few candidates lost the final mark by not making it clear that Pallas was the object of *servaturum esse*.

#### Key point call out

Candidates need to read the questions carefully. In this question, only Aeneas and Evander are mentioned, so to write that Aeneas promised to protect him is ambiguous.

### Question 7

7 *postquam* ... *coepit* (lines 9–10): what happened after Aeneas returned to his camp?


.....  
..... [2]

Generally well answered: most candidates recognised *coepit* and this scored the first mark (though a few missed it out altogether or confused it with *constituit*); the only word required to score the second mark was *oppugnare*, which was frequently confused with *pugnare*. Occasionally candidates transposed the names, claiming that Pallas began to attack Turnus.

#### Key point call out

Candidates are encouraged to look carefully at compound verb pairings (e.g. *fugio/effugio*).

#### Assessment for learning

 It would be worthwhile for teachers to spend some time in class looking at the glossaries on past papers, and pointing out to their candidates just how much information can be found there: for this question, the glossary makes it clear that *Pallanta* is accusative, and Turnus' name is glossed as *Turnus* (nominative), *Turni* (genitive).

### Question 8

8 *iuvenis ... interfectus est* (line 10): in what way did Pallas show his courage despite being killed eventually?

.....  
..... [2]

A straightforward question, which was handled well by most candidates. A minority lost the first mark by not spotting that the pronoun *se* was reflexive, and writing instead that Pallas defended them or Aeneas. If the second mark was lost, it was because of a failure to spot the superlative adverb.

### Question 9

9 For each of the Latin words below, give **one** English word which has been derived from the Latin word and give the meaning of the **English** word.

One has been done for you.

<b>Latin Word:</b>	<i>possum</i>
<b>English Word:</b>	possible
<b>Meaning of English Word:</b>	able to be done or achieved
<b>Latin Word:</b>	<i>magna</i>
<b>English Word:</b>	.....
<b>Meaning of English Word:</b>	..... [2]
<b>Latin Word:</b>	<i>vita</i>
<b>English Word:</b>	.....
<b>Meaning of English Word:</b>	..... [2]

This question is designed to be accessible to candidates of all abilities, and most scored at least 3 marks. For the first word *magna*, 'magnitude', 'magnify' and 'magnificent' were the most common responses, and candidates appeared to have no difficulty in defining these words. 'Vital' was the most popular choice for *vita*, but some struggled with the meaning. Examiners were prepared to give benefit of the doubt (BOD) when they felt that the definition was close enough. 'revitalise' and 'vitamins' were also sometimes offered as derivatives. Occasionally examiners came across candidates who simply translated the Latin word as the meaning of the English word, which cannot be rewarded. An example of an incorrect definition can be seen in Exemplar 1: for the second Latin word *vita*, 1 mark is given for 'vitality', but the meaning 'how healthy someone is' is incorrect.

## Exemplar 1

<b>Latin Word:</b>	<i>possum</i>
<b>English Word:</b>	possible
<b>Meaning of English Word:</b>	able to be done or achieved
<b>Latin Word:</b>	<i>magnā</i>
<b>English Word:</b>	<i>magnitudo</i>
<b>Meaning of English Word:</b>	<del>size</del> describes the size of something [2]
<b>Latin Word:</b>	<i>vita</i>
<b>English Word:</b>	<i>vitality</i>
<b>Meaning of English Word:</b>	<del>wellness</del> how healthy someone is [2]

## Assessment for learning



Sometimes candidates give incorrect derivatives which simply start with the same two or three letters as the Latin (e.g. 'magic' for *magna*). It may be laborious for teachers to go through the DVL with their students, working out appropriate derivatives which have a link to the meaning of the Latin, but that would ensure full marks in this question, which is designed to be one of the most accessible on the paper.

### Question 10 (a)

10 Answer the following questions based on part of the story you have already read.

Aeneas, dux Troianorum, cum Latinis bellum gerebat. Aeneas tamen, magna cura confectus, timebat ne Latini Troianos superarent. itaque socios in alia parte Italiae quaerere constituit.

postridie Aeneas profectus est ad regem Evandrum, qui Latinos quoque non amabat. ei auxilium roganti Evander respondit, 'tibi exercitum libenter dabo.

5

**Names**

<i>Aeneas, Aeneae</i> (m)	Aeneas
<i>Troiani, Troianorum</i> (m pl)	the Trojans
<i>Latini, Latinorum</i> (m pl)	the Latins (a tribe in Italy)
<i>Italia, Italiae</i> (f)	Italy
<i>Evander, Evandri</i> (m)	Evander

**Words**

<i>socius, socii</i> (m)	ally
--------------------------	------

(a) *cum Latinis* (line 1): identify the **case** of *Latinis* **and** explain why this case is used here.

.....

..... [2]

Most candidates were able to identify the correct case, but some struggled with the explanation. Others gave a correct explanation, but then lost the mark by adding incorrect information, such as 'It follows *cum* and is in a *cum* clause'. The mark was lost because this was considered to be a harmful addition. It is also possible to lose the first mark for an incorrect case, but achieve the second mark for a correct explanation, as can be seen in Exemplar 2.

#### Exemplar 2

(a) *cum Latinis* (line 1): identify the **case** of *Latinis* **and** explain why this case is used here.

Abblative genitive ; with the Latins

### Question 10 (b)

(b) *gerebat* (line 1): identify the **tense** of this verb.

..... [1]

Generally well answered, though some candidates gave the response 'Past', which was not accepted.

### Question 10 (c)

(c) Identify an example of the **accusative** case in line 2.

..... [1]

Almost all candidates scored the mark here.

### Question 10 (d)

(d) *timebat ne Latini Troianos superarent* (line 2): explain why *superarent* is in the **subjunctive** mood.

..... [1]

This was one of the best differentiators in Question 10, with only the most successful responses stating with 'fearing clause'. The most common incorrect response was 'It's a result clause'.

### Question 10 (e)

(e) *in alia parte Italiae* (line 2): identify the **case** of *Italiae*.

..... [1]

Mostly correct, though some candidates answered 'dative', which in isolation would be correct, but in this phrase it can only be genitive.

### Question 10 (f)

(f) *socios ... quaerere constituit* (lines 2–3): identify the **form** of *quaerere* and explain why it is used here.

.....  
..... [2]

Almost all candidates scored the first mark for 'infinitive' (there is no need to add the tense or voice), but, as in Question 10 (a), the explanation proved more challenging for some, who struggled to see the connection between *quaerere* and *constituit*.

### Question 10 (g)

(g) Identify an example of the **future** tense in line 5.

..... [1]

Generally very well answered, though a few candidates thought that *roganti* was a future tense.

### Question 10 (h)

(h) Pick out a **pronoun** in line 5.

..... [1]

Very well answered.

### Key point call out

Examiners commented that candidates seemed to manage the grammar questions much better this year than has sometimes been the case, with a good number achieving the full 10 marks.

### Question 11 (a)

11 Translate the following English sentences into Latin.

(a) The daughter was carrying the water.

.....  
..... [3]

This was well answered, with many candidates gaining full marks.

### Question 11 (b)

(b) We notice the weapons in the fields.

.....  
..... [3]

This was considered to be the most challenging of the sentences, with many candidates not knowing the present tense of *conspicio* or the ablative of *ager* (some also thought that it was a third declension noun, resulting in translations such as *agribus* or *ageribus*). Others did not realise that *arma* is a neuter noun and therefore the accusative is the same as the nominative.

### Question 11 (c)

(c) Why did you invite the messenger, mistress?

.....

..... [4]

Most candidates scored 3 marks, but only the most successful responses showed the verb translated correctly.

### Assessment for learning



Verbs in these sentences are not always third person, and therefore first and second person endings in all the relevant tenses should also be practised.

## Section B

### Question 12

12 *Tarquinius ... habitabat* (line 1): what are we told about Tarquinius?

..... [1]

A good differentiator, as *Etrusca* was translated incorrectly by a number of candidates, who tried to name the city rather than describe it (e.g. 'the city Etrusca/Etruscan').

#### Key point call out

Candidates are encouraged to make full use of the glossary beneath each passage. Those who got the question wrong here did not spot that *Etruscus, Etrusca, Etruscum* is an adjective.

### Question 13 (a)

13 *nolebat ... adveniret* (lines 1–3):

(a) what was Tarquinius unwilling to do?

.....  
..... [2]

Many candidates scored full marks on this question.

### Question 13 (b)

(b) what was the reason for this?

.....  
..... [3]

This was another good differentiator, with less successful responses scoring only 1 mark for *timeret* and failing to make sense of the rest of the Latin. Those who did score more than 1 mark benefitted from the flexibility of the mark scheme in allowing *honores* to be translated as singular. However, the third mark was often lost because of *summos* not being translated as superlative.



### Question 14

14 *multa pecunia ... accepta* (line 3): write down **and** translate the **Latin** phrase which explains when Tarquinius received some money.

Latin phrase	English translation

[2]

A number of candidates simply wrote out the whole of the lemma, instead of being selective and picking out a phrase, as instructed by the question. This was considered to be superfluous information, which was not required to convey when Tarquinius received some money. A few others did the opposite and simply wrote *post mortem*, which made no sense in the context.

### Question 15

15 *sperabat ... futurum esse* (line 4): why did Tarquinius decide to move to Rome?

.....

..... [2]

Many candidates scored the first mark, but, as in Question 1, *Romanorum* was frequently confused with *Romae*.

### Question 16

16 *cum ... advenissent* (line 5): where were Tarquinius and his wife when the eagle appeared?

..... [1]

As *paene* wasn't required for the mark, most candidates handled this question very well.

### Question 17

17 *haec aquila ... diligenter reposuit* (lines 6–7): what **four** things did the eagle do after coming down from the sky?

- 1. ....
- 2. ....
- 3. ....
- 4. ....

[4]

As the mark scheme did not require the four things to be listed in chronological order, a good number of candidates gained full marks on this question, which challenged them with participles and compound verbs. Some, however, lost 1 or more of the marks through lack of a key detail, such as missing the prefix *re-* in *reposuit*, confusing *abiit* with *afuit* and failing to mention that the hat belonged to Tarquinius.

### Question 18 (a)

18 *Tanaquil ... clamaret* (lines 8–9):

(a) *tanto gaudio ... clamaret*: how did Tanaquil react to what she had seen?

- .....
- ..... [2]

Again, 2 marks were available, so two separate points were required for full marks. As in other questions, those who didn't score full marks did not provide the necessary detail, writing, for instance, that 'She shouted' (omission of *marito*). In addition, despite the fact that the question refers to 'she' and the glossary makes it clear that Tanaquil is feminine, some candidates referred to 'he' rather than 'she', which was considered to be a harmful addition.

### Question 18 (b)

(b) *quae ... intellegebat*: what was the reason for this reaction?

- .....
- ..... [2]

A good differentiator, as many candidates assumed that *intellegebat* was introducing an indirect statement and therefore lost the second mark.

### Question 19

19 *hodie ... habebis* (line 9): how did Tanaquil interpret the eagle's actions?

.....

.....

..... [1]

Those who didn't score the mark tended not to refer to Tarquinius, who is not mentioned in the question. Others confused their time phrases and rendered *brevi tempore* as 'for a brief time'.

### Question 20

20 Translate Passage 3 into English. [50]

.....

.....


.....

.....

.....

The translation was considered by examiners to be very fair, providing an appropriate level of challenge. Despite one or two tricky sections, candidates were usually able to get back on track in the next section. Examiners were impressed by the overall standard of translations, with a good number making very few or no errors. Lower ability candidates also seemed to find the question accessible, and usually managed to score high marks in at least one or two sections.

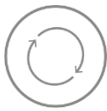
Section (i): This was a challenging start to the passage, and only the most successful responses recognised *ad* followed by the gerundive to express purpose. In addition, the gender of *omnia* was often not handled well, with candidates referring to 'everyone' rather than 'everything'. As a result, some candidates achieved only 1 mark for knowledge of vocabulary, even though they often went on to cope well with the other sections.

**Assessment for learning**


Candidates need to be familiar with the use of the gerundive with *ad* to express purpose, as it is required by the specification.

Section (ii): This section was generally well done, although *alios ... aliis* proved tricky for some, and not all candidates recognised the purpose clause. In addition, the subject and object in the purpose clause were sometimes reversed, and *dona* was occasionally translated as singular.

## Assessment for learning



Candidates often struggle with second declension neuter nouns, so more practice with them would be useful.

Section (iii): Most candidates understood the gist of this section, even though not everyone was familiar with *tam* (often confused with *tum*) and therefore did not recognise the result clause. Other errors included not spotting the superlative adverb *maxime* and translating *virtutes* as singular.

Section (iv): This section was generally dealt with very well, with many candidates scoring 5 marks. The main issue was selecting the most appropriate meaning of *credere* for the context of the sentence. Nonetheless, if 'believe' was selected rather than 'trust' or 'believe in', this did not prevent the candidate from scoring 5 marks, as it was considered to be an inconsequential error, and the mark scheme awards 5 marks for a translation with one inconsequential error.

Section (v): The general meaning of this section was understood by most, but marks were lost for the following reasons: *etiam* was sometimes omitted or mistranslated; some candidates did not recognise the indirect command, translating *ut* as 'so that'; *liberorum* was commonly confused with *librorum* and *libertorum* or translated as 'sons' rather than 'children'; some disregarded the glossary and translated *tutor* as 'tutor'.

Section (vi): The fact that the mark scheme considered 'had been a good king of Rome' to be a more serious error meant that many candidates scored at least 4 marks in this section. Those who didn't tended to omit or mistranslate *tamen* and *quamquam*.

Section (vii): This section was a very good differentiator. Only the most successful responses translated the participial phrase *labore confectus* correctly and the meaning of *petebat* was not always known. The handling of the ablative absolute caused some candidates to lose a mark (as can be seen in Exemplar 3), and others struggled with the idiom *consilium capto* (sometimes confusing *capto* with *caput*), which is listed in the DVL.

### Exemplar 3

Rome well for many years, ~~was~~ worn out from work, was now seeking a successor. Tarquinius, therefore took this bold plan, he persuaded the sons

Here there is no coordination between the ablative absolute *consilio audaci capto* and the main clause in the next section, which is treated as a more serious error. Candidates are reminded that it is perfectly possible to turn the ablative absolute into a main clause, but only if 'and' is added before the actual main clause.

Section (viii): This was one of the most accessible sections of the translation and many candidates gave a perfect translation. Common mistakes otherwise included omission of *duobus* and making Ancus the object of *persuasit*. Once again, some candidates ignored the glossing of *venor* or did not understand that it is deponent.

Section (ix): The main issue here was the deponent verb *locutus est*, which was often confused with *locus*, and led to translations such as 'Tarquinius placed such great art ...'. In addition, *postridie* was often not known and *omnes* was made to agree with *verba*, as in 'all his words were admired'.

Section (x): The final section of the translation was generally handled very well, with most candidates gaining at least 3 marks. *postea* was sometimes omitted or translated as a preposition or conjunction rather than adverbially, and some candidates struggled with *hoc modo*.

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