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A LEVEL

Examiners' report

LATIN

H443
For first teaching in 2016

H443/01 Summer 2024 series

Contents

Introduction

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

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

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

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Paper 1 series overview

Examiners felt that this was a slightly easier paper than in 2023. Both the prose and verse passages had a clear storyline and there were no particularly difficult sections. Very few candidates did not grasp the general gist of the two passages and it was very rare to find a candidate who had run out of time.

As in previous years, many chose to do the scansion question before beginning their translation of the Ovid, which is fine. Some also chose to tackle the Ovid passage before the Livy.

Most, but not all, followed the requirement to write on alternate lines. Typed scripts were mostly likely to slip up in this regard. The quality of handwriting on handwritten scripts was rarely an issue.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- had a wide knowledge of the sort of vocabulary tested at this level, especially military vocabulary typical of Livy (e.g. *circumsedeo*, *obsidio*, *stationes, praesidium, obses, praeda*) - were able to make sensible guesses at the meaning of unfamiliar words (e.g. *tereretur, iuvenaliter*) - had a strong knowledge of accidence and syntax, including features particular to Livy and Ovid (e.g. Livy's omission of *sum* in the perfect passive and the third person perfect form in -e*re*) - understood the metrical scheme of a pentameter line.	- did not know the meaning of even quite common words (e.g. words on the GCSE and AS Level Defined Vocabulary lists) - did not make the best use of the introductions to the passages as a guide to the storylines - did not always make sensible guesses at the meaning of unfamiliar words to fit the context (especially *tereretur* in the Livy) - did not have a strong enough knowledge of accidence and syntax to cope well with the more difficult sections - were unsure on the pentameter line in the scansion question.

Section A overview

The Livy passage was a typical siege narrative, with some military vocabulary with which examiners hoped candidates would be familiar (e.g. *obsidione, stationes, praesidium, moenia, certamen, praeda*).

The best candidates made good use of the helpful introduction on the question paper by making sure their translation took account of the context.

Question 1

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

[50]

bellum a Valerio consule <u>haudquaquam</u> memorabile gestum est contra rebellantes
Aequos, cum praeter animos feroces nihil ex antiqua fortuna haberent. alter consul
Apuleius Nequinum oppidum circumsedit. locus erat arduus atque in parte una
praeceps, nec vi nec <u>munimento</u> capi poterat. itaque eam infectam rem novi consules
acceperunt.　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　5

cum tempus segni obsidione tereretur, duo ex oppidanis, quorum erant aedificia
iuncta muro, <u>cuniculo</u> facto ad stationes Romanas itinere occulto perveniunt. inde ad
consulem deducti confirmant se praesidium armatum intra moenia et muros accepturos
esse. Romanis nec <u>aspernanda</u> haec res visa est neque incaute credenda. cum altero
eorum – nam alter obses retentus erat – duo exploratores per <u>cuniculum</u> missi sunt. per　　10
quos satis <u>comperta</u> re, trecenti armati <u>transfuga</u> duce in urbem ingressi nocte portam
quae proxima erat cepere. qua refracta, consul exercitusque Romanus sine certamine
urbem invasere.

ita Nequinum in auctoritatem populi Romani venit. colonia, a nomine fluminis Narnia
appellata, eo missa; exercitus cum magna praeda Romam reductus.　　　　　　　　　　15

1(i): Candidates mostly handled the first sentence well, though not all saw that *est* belonged with *gestum* as a perfect passive: 'a war was waged'. The most common error was to take *memorabile* as either an adjective agreeing with Valerio or, perhaps more understandably, as an adverb (examiners took the latter as only a 'slight' error).

1(ii): One problem here was the meaning of *praeter* (often taken as *praetor* or *propter*). If teachers keep a list of easily confused words, this could usefully be added. A regular failing was to take *alter* incorrectly (here referring to the other consul). The over-literal 'sat around' wasn't quite right for *circumsedit*, for which 'besieged' or 'surrounded' was needed. Otherwise this section was generally well handled.

1(iii): Examiners allowed a variety of translations for *arduus* and *praeceps*, though not 'headlong' for the latter when it referred to the steepness of the town's location. Candidates need to be wary of vocabulary list definitions (like 'headlong' for *praeceps*) which may fit one context but not another. Better candidates thought carefully about the meaning of *acceperunt* ('took on' was better than 'welcomed' here) and, if they either knew *infectam* or worked it out from *in-fectam* (*facio*), came up with something like 'unfinished' or 'ongoing'.

A sensible guess which fitted the context was 'difficult' – this was treated as only a 'slight' error, which allowed an otherwise correct translation of the section to score 5. 'Infected' or 'diseased' were less sensible guesses in the context. Teachers might add *infectus* and *infestus* if they have a list of easily-confused words – there were common references to 'this hostile thing'.

1(iv): Examiners did not expect candidates to know the meaning of *tero* but hoped that they would deduce it from the rest of the first clause: 'when time was being -ed by the slow siege'. Unfortunately many did not know *segni* (which was often connected with *seges* or *signum*) and/or tried to connect *tereretur* with *terreo* (though it was unlikely that time was being frightened by anything) or *terra* (e.g. 'time was being grounded'). A surprising number did not know *obsidio*, which was they sometimes connected with *obsidian*, resulting in a fair amount of darkness. The difficulty in the next clause was to take *quorum* as genitive: 'whose buildings (i.e. houses) were joined to the wall'. In the last clause, candidates needed to see that the word order placed *cuniculo* as an ablative absolute with *facto*, and *itinere* with the adjective *occulto*. A surprising number saw the *-ere* ending of *itinere* and took it as an infinitive.

This section turned out to be a good test of vocabulary and the ability to match nouns with the correct participle/adjective.

1(v): The crucial thing here, apart from making sense of the participle *deducti*, was to take *confirmant se ... accepturos esse* as an indirect statement ('they confirmed that they would take in ...'). Unfortunately it was common to take *se* as part of *ipse* or *accepturos esse* as a passive. Not all knew the military word *praesidium* or the difference between *inter* and *intra*. Examiners allowed a wide variety of translations of *moenia* and *muros*.

1(vi): For full marks here candidates needed to take *haec res* as singular and show recognition of the gerundives *aspernanda* and *credenda*. Even if they didn't, most candidates made enough sense of this short sentence to score at least 3 marks.

1(vii): This was a good test of *cum*. The ending of *altero* suggests that it might be ablative after *cum* meaning 'with', which is confirmed by the indicative form of the main verb *missi sunt* – 'with one of them ... two scouts were sent through the tunnel'. The use of *alter ... alter* ('one of them ... the other') was not well handled.

1(viii): Difficulties here were the meaning of *per quos* (referring to the two scouts not the tunnel), the meaning of *trecenti* (30 was a common error), the ablative absolute *transfuga duce* and the form of *cepere*. Many not unreasonably translated the last part as 'which was nearest to capture' but for full marks they needed to take *cepere* as the shortened form of *ceperunt* (and therefore the main verb). *fuere* in the Ovid passage caused a similar problem.

1(ix): This section was generally handled very well. *refracta* was sometimes taken as part of *reficio* and *certamine* was not always known, but otherwise most candidates scored highly.

1(x): Candidates did not always see that Livy's *missa* and *reductus* stood for *missa est* and *reductus est*. Candidates unfamiliar with this usage tended to take *missa* as a participle, and *reductus* was often mistranslated as 'returned'. Good candidates showed that it was the colony that was called Narnia, not the river.

Second thoughts

As in previous years, examiners sometimes noticed that when candidates change their mind over the meaning of a word, perhaps at the checking stage, they more often than not replace a correct translation with an incorrect one. First instincts are often a better guide!

In the case of the example below, the candidate would have been better sticking with their initial translation of *portam*, which was correct and fitted the context.

Exemplar 1

Section B overview

The Ovid passage turned out to be a good test with enough to challenge the best candidates but enough easier sections for lower performing candidates to pick up marks on. There was some confusion in the middle of the passage about who was speaking to whom, but almost everyone followed the gist of story to its tragic conclusion.

Question 2 (a)

2

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

[45]

iamque dies medius tenues contraxerat umbras,
    inque pari spatio vesper et <u>ortus</u> erant:
ecce, redit Cephalus silvis, Cyllenia proles,
    oraque <u>fontana</u> <u>fervida</u> spargit aqua.
anxia, Procri, lates. solitas iacet ille per herbas,   5
    et 'zephyri molles auraque' dixit 'ades!'
ut <u>patuit</u> miserae <u>iucundus</u> nominis error,
    et mens et rediit verus in ora color.
surgit, et <u>oppositas</u> agitato corpore frondes
    movit, in amplexus uxor itura viri.   10
ille feram movisse ratus, iuvenaliter <u>artus</u>
    <u>corripit</u>; in dextra tela fuere manu.
quid facis, infelix? non est fera, supprime tela!
    me miserum! iaculo fixa puella tuo est.
'<u>ei mihi</u>!' conclamat 'fixisti pectus <u>amicum</u>.   15
    hic locus a Cephalo vulnera semper habet.'
ille sinu dominae morientia corpora maesto
    sustinet, et lacrimis vulnera saeva lavat.

2(a)(i): This was not an easy start, due to the slight obscurity of Ovid's points that shadows are shorter at midday ('midday had drawn together thin shadows') and that midday is when evening and dawn are equally far apart ('evening and dawn were at an equal distance' was a better translation than a more literal version here). As a result, 'soft' or 'gentle' were not really right for *tenues*. *pari* was often wrongly taken as *parari* and *vesper* as *vester*.

2(a)(ii): *proles* was sometimes not known and mis-taken as *proelia*. In the pentameter, examiners had hoped that candidates might scan the line to identify the quantities of the four *-a* endings. It would have shown that *fontanā* was definitely ablative (agreeing with *aqua* – 'from the water of a spring') and *fervidă* nominative or accusative plural going with *ora* ('his hot face'). The majority, used to the idea of hot springs (Roman Bath?) but perhaps not to the idea of cool spring water in a hot climate, tended to take the wrong adjective with the wrong noun. *ora* (often 'coast' here) and *os, oris* could be usefully added to any list of easily confused words.

2(a)(iii): Many missed the commas around *Procri* (and that fact that it was glossed as vocative on the paper), which meant that they tended not to see *lates* as a second person verb. Instead, they often connected it with *laetus*, *latus* or *fero*. *solitas* was perhaps the most common error on the paper – it was often taken as coming from *solus* (e.g. 'lonely') or *sol* (e.g. 'sunlit'). Perhaps the meaning here was not obvious: 'his usual grasses' meant where he usually lay down for a rest. Examiners accepted a wide variety of translations of *herbas*. *molles* was frequently not known or wrongly taken with *aura*. It was pleasing to see that a large number of candidates knew that the Zephyr is a wind from the west.

2(a)(iv): The majority of candidates handled the first part of this section well, though only the best took *miserae* as dative ('became clear to the wretched women') rather than genitive agreeing with *nominis*. *et mens et rediit* was a good test of the use of *et* to mean 'both ... and'. *verus* needed to be taken with *color* not *mens* – the best candidates used repetition to show that they had understood Ovid's meaning (e.g. 'her sanity returned and true colour returned to her face').

2(a)(v): In this section *frondes* was not well known, and *itura* not always identified as the future participle of *ire*.

2(a)(vi): The word order of *feram movisse ratus* (and lack of any object of *movisse*) proved a good test: 'he thought a beast had moved (the leaves)'. There were some good translations of *iuvenaliter* which got across Cephalus' eagerness to get up from his rest. The form *fuere* (= *fuerunt*) was often misconnected with *fero* – all that was needed here was 'there was a weapon in his right hand'. Most candidates rightly allowed themselves to take the plural *tela* as singular (seem even added a note to justify it!).

2(a)(vii): For some reason, even the better candidates sometimes struggled with the straightforward *quid facis* ('what are you doing?'). Not all saw *supprime* as an imperative or realised that the context required Cephalus being told to 'put down' his weapon. For *fixa est*, 'was fixed' on its own was not accepted without the idea of Procris being pierced by Cephalus, and *tuo* needed to be taken with *iaculo* not *puella*.

2(a)(viii): Almost everyone handled this well. There was some understandable confusion about who was speaking here and therefore leniency from examiners.

2(a)(ix): It was pleasing to see that the vast majority of candidates grasped what had happened to Procris and made good sense of the closing vignette with her lying in Cephalus' lap. Difficulties were the meaning of *sinu* ('lap' and 'chest' were allowed but not merely 'fold'), the agreement of *maesto* and the meaning of *lavat*. Candidates sometimes let their defences drop at the last moment by allowing the word order of the final clause to lure them into taking *lacrimis* as the subject of *lavat* (instead of Cephalus).

Question 2 (b)

2

(b) Write out and scan lines 17–18:

ille sinu dominae morientia corpora maesto

sustinet, et lacrimis vulnera saeva lavat.   **[5]**

Most candidates had little difficulty with these two lines and a mark of 5 was common. Where they went wrong on the hexameter was either to scan -*entia* as a spondee or, as in Exemplar 2, mis-spell *morientia*.

Exemplar 2

2	b	illĕ sĭbĭ dominae morienta corpora maesto

The pentameter was dealt with confidently by those who knew how the pentameter works, but it was not uncommon for the line to be scanned as seven feet or five. Candidates needed to be know that a pentameter line falls into two halves, each with two and a half feet.

As is standard practice, candidates were allowed to mark the final syllable of each line as anceps (x), but they were expected to mark the final syllable of *lacrimis* in the pentameter as long.

Writing out the Latin

Fewer candidates lost marks this year by failing to copy out the Latin words. Those who did so could not be awarded full marks as it needs to be clear that each syllable has been correctly identified as long/heavy or short/light.

Exemplar 3 shows how the question should be answered. Each syllable has been clearly marked as long or short. There is no need to mark a caesura and the final syllable of each line can be marked as an anceps (x).

Exemplar 3

2	b	illĕ sĭbĭ dominae morientia corpora maesto
		sustinet, et lacrimis vulnera saeva lavat.

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