

GCSE (9-1)

Examiners' report

LATIN

J282

For first teaching in 2016

J282/03 Summer 2024 series

Contents

Introduction3

Paper 3 series overview4

 Question 1 (a)6

 Question 1 (b)6

 Question 1 (c)6

 Question 27

 Question 3*8

 Question 4 (a)9

 Question 4 (b)10

 Question 4 (c)10

 Question 511

 Question 6 (a)12

 Question 6 (b)12

 Question 6 (c)13

 Question 714

 Question 8*16

Copyright information17

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 3 series overview

This report relates to Latin GCSE Prose Literature B (J282 03), which includes the Cambridge Latin Anthology texts of *Sagae Thessalae* and *Pythius*.

The standard of the candidates' work was generally very high. The vast majority of the candidates had a very good knowledge and understanding of the text and knew how to answer the different types of questions effectively. The candidates found the subject matter of the texts enjoyable to study and this was particularly seen in question 8, the 10 mark overarching essay in which the candidates gave their impression of Thelyphron and Pythius. Some candidates however needed to have a more precise knowledge of the text and lacked the detailed knowledge required in many of the questions, particularly the 4 and 8 mark textual analysis questions. Some candidates also did not fully understand what was required for these questions, for example the requirement to quote the Latin or the need to make style points in the 4 mark question that has the translation included. Below is a short summary of what is expected of each of the types of questions found in the Prose Literature B examination paper.

Short comprehension questions: these questions are generally worth 1 or 2 marks. Candidates should look carefully at the Latin lemma in the question to ensure that they are getting their answer from the correct section of the Latin. These questions only require a short answer and the number of lines provided in the question paper should be sufficient for the candidate's answer.

Empathetic questions: there are two of these questions in the paper. These questions require candidates to work out from the Latin how a character in the text is feeling and then give a reason for their answer. Candidates should ensure that their answer is not vague in either part of the question. They should give a specific feeling or emotion and back this up with evidence from the text. Some personal response is required by candidates.

4 mark analysis questions: there are two 4 mark analysis questions in the paper, one which includes a translation of the Latin and one which does not. When answering the 4 mark question which has the translation included, candidates should comment only on the style of the Latin. However when answering the question that does not have the translation, candidates can analyse both the style and content of the Latin. In both 4 mark questions, candidates must give a short, focused Latin quotation, make clear the meaning of the Latin, preferably by translating the quotation, and they must then explain how their chosen Latin quotation answers the question. Some candidates commented on the content of Latin in the 4 mark question which includes the translation, rather than the style of the Latin, and therefore dropped marks.

8 mark analysis question: there is one 8 mark analysis question in the paper, and this is usually the best differentiator of the paper. Candidates must analyse the passage of Latin, quoting the Latin, showing that they know the meaning of the Latin and explaining how the Latin quotation answers the question. In order to get a Level 4 mark (7-8 marks), candidates should aim to make a minimum of five points, of which at least two should be style points. To score in Level 3 (5-6 marks) they must give at least one style point. This means that if a candidate makes no style points at all in their answer, their maximum score is 4 marks out of 8. This affected a small number of candidates who did not refer to the style of the Latin at all in their answer. Some candidates also lost marks as they did not quote the Latin in some or all of their points. It states clearly in the question that candidates should refer to the Latin in their answer. Candidates should aim to make five full points in this question to give them the greatest chance of scoring in the top level. These points should be detailed and should answer the question specifically, rather than being brief or vague. Although the quality of points is of the utmost importance, candidates who make five or more points are most likely to have covered the text in sufficient breadth. However, the examiner is judging the answer on both breadth and depth of points, so candidates who make fewer but more detailed points could potentially score in the highest level.

10 mark overarching essay: The overarching 10 mark question was generally well answered and candidates seemed to have enjoyed the subject matter of the set texts. Candidates need to avoid vague answers. They should give their own personal response in order to answer the question, in this particular question about their impression of Thelyphron and Pythius, and they should then back up their point with a specific reference to the text. Latin quotations are not required. Candidates should aim to refer to at least some parts of the texts that are not referred to in the question paper. Some candidates clearly looked back over the paper and referred only to the passages given in previous questions; these answers, however, tended to be limited in scope. These candidates would have scored more highly if they had referred more widely to different sections of the text. For the top level (9-10 marks) candidates should aim to make at least six points. However, the marking is about both breadth and depth of points, so candidates who made fewer but more detailed points could potentially score in the highest level.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • had a strong knowledge of the Latin text • quoted the Latin accurately and gave an accurate translation of their quotations in the 4 and 8 mark questions • made only style points in the 4 mark analysis question with the translation provided • made at least 5 full points, with Latin quotation, translation, and analysis, in the 8 mark question • made at least 6 full points in the 10 mark question, giving their personal response and evidence from the text • ensured they gave themselves sufficient time for the 10 mark question, which was the final question on the exam paper • ensured their answers, in the shorter comprehension questions, were taken from within the line references and lemma provided. 	<ul style="list-style-type: none"> • had only a vague understanding of the Latin and hence their answers to the questions lacked precision • did not quote the Latin, or did not translate their Latin quotations, in the 4 or 8 mark questions • gave vague answers in the 10 mark question without referring to specific evidence from the text • did not look carefully at the line references given in the question and answered more from their general knowledge of the narrative rather than looking carefully at the Latin lemma • omitted words in the translation question.

Question 1 (a)

- 1 Read the passage and answer the questions.

et cuidam praetereunti 'quid hoc' inquam 'audio? hic mortui solent aufugere?' 'tace,' respondit ille. 'nam puer et satis peregrinus es, meritoque nescis in Thessalia te esse, ubi sagae ora mortuorum semper demorsicant, quae sunt illis artis magicae supplementa.'

Apuleius, *sagae Thessalae*, lines 7–13

- (a) *hic mortui solent aufugere?* (line 1): what question did Thelyphron ask the passer-by?

.....
 [2]

This question was very well answered, with most candidates scoring 2 marks out of 2.

Question 1 (b)

- (b) *nam puer ... in Thessalia te esse* (lines 2–3): how do you think Thelyphron was feeling when the passer-by spoke these words to him? Give a reason for your answer.

.....

 [2]

The vast majority of candidates got the first mark for how Thelyphron was feeling. In this type of empathetic question, candidates must be careful to think carefully about how the character would be feeling and avoid generalisations. For the second part, candidates had to make some specific reference to the insult that had been made, for example referring to the fact that he was called a boy or a foreigner. Candidates who gave a vague answer, such as 'he has been insulted', did not get credit for this. Candidates must be sure to give specific answers based on the text.

Question 1 (c)

- (c) *ubi sagae ora ... magicae supplementa* (lines 3–4): why did the witches mutilate the corpses of the dead?

.....
 [2]

This question was well answered by candidates. Most candidates scored 2 marks out of 2.

Question 2

2 Read the passage and answer the question.

sic desolatus ad cadaveris solacium, perfrictis oculis et paratis ad vigiliam, dum animum meum permulcebam cantationibus, usque ad mediam noctem pervigilabam. tum autem mihi formido cumulator cum repente introrepens mustela contra me constitit oculosque in me fixit.

Apuleius, *sagae Thessalae*, lines 28–33

In this passage, how does Apuleius show the frightening nature of the situation? Make **two** points, each referring to the **Latin**.

1

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2

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[4]

This 4 mark question was generally well answered. This was the 4 mark question without the English translation, so both content and style answers were allowed, providing a wide range of possible answers. Candidates must ensure that for each point they give a short Latin quotation, a translation of their quotation and an analysis of either the style or content of the Latin. Some candidates quoted long sections of the Latin that lacked focus. Shorter, concise quotations should be given. Finally candidates should always ensure that their answers actually answer the question. In this question they had to explain how their quotation showed the frightening nature of the situation. A small number of candidates answered the question as if they were writing a general commentary on the passage, without any focused analysis.

Misconception



The 4 mark questions ask for **two** points. If candidates write more than one answer for each point, only the first point for each can be credited. Candidates should think carefully about the selection of their points and then pick their two best points. They should avoid writing multiple answers, some of which are right and some of which are wrong. Only the first two will be marked.

Question 3*

3* Read the passage and answer the question.

‘per fidem vestram’ inquit ‘cives, per pietatem publicam, perempto civi subsistite et extremum facinus istius feminae nefariae scelestaeque severiter vindicate. haec enim nec ullus alius miserum iuvenem, sororis meae filium, in adulteri gratiam et ob praedam hereditariam exstinxit veneno.’ illa, lacrimis effusis quamque sanctissime poterat adiurans cunctos deos, tantum scelus abnuebat. ergo senex ille: ‘veritatis arbitrium in divinam providentiam ponamus.’

5

Apuleius, *sagae Thessalae*, lines 45–52

How does Apuleius make this scene vivid and dramatic?

In your answer you may wish to consider:

- the words of the old man;
- the reaction of the woman.

You should refer to the **Latin** and discuss Apuleius' use of language.

[8]

The 8 mark question is generally the best differentiator of the paper. To score in the top level, candidates should aim to make at least five points, of which at least two should be style points. This was a very dramatic and memorable passage with plenty of points to make. Candidates should spend some time planning their answer in order to ensure they make strong points on significant sections of the passage. Candidates should avoid writing a general commentary without focusing on the question. A common error was for candidates to not write any Latin quotations in their points and this lost them marks. Candidates should be aware that when making a content point, they are commenting on what has happened in the passage which makes it vivid or dramatic, whereas a style point should examine how the author's style of writing makes the scene vivid and dramatic.

8 mark analysis question

In the 8 mark analysis question candidates must ensure that they quote the Latin, translate their quotation, and analyse either the content or style of the Latin.

Exemplar 1

One way Apuleius makes this scene vivid and engaging is through his reference to a Roman's public sense of duty. In the phrase "*per pietatem publicam*" not only does Apuleius make the scene dramatic by highlighting the man's outrage with the repetition of the plosive 'p' sound, but by asking people to help "by [their] public sense of duty" Apuleius engages his contemporary audience who all would have sided with the old man due to the prevalent Roman belief in public justice.

This candidate response is an example of a good point made by the candidate in the 8 mark analysis question. The candidate has made a good content point referring to *per pietatem publicam*, concerning the Romans' public sense of duty. They have also made a style point on the same quotation commenting on the alliteration of the Latin words, which highlights the man's outrage. This is good practice as they ensured that their quotation was fully analysed. The candidate went on to score 6/8 marks for this question, as they made only four full points, which lacked the breadth required for the top level.

Question 4 (a)

4 Read the passage and answer the questions.

respondet ille de lectulo et imo cum gemitu populum sic adloquitur: 'malis novae nuptae artibus peremptus et addictus noxio poculo, torum tepentem adultero reddidi. dabo vobis documenta veritatis perlucida, et quod prorsus alius nemo cognoverit vel ominaverit indicabo.'

Apuleius, *sagae Thessalae*, lines 67–71

(a) *respondet ille ... populum sic adloquitur* (line 1): what did the corpse do at this point?

.....
 [2]

This question was very well answered. There were three possible answers so most candidates were able to find at least two.

Question 4 (b)

- (b) *malis novae nuptae ... addictus noxio poculo* (lines 1–2): what information did the corpse give about his murder here?

.....
 [2]

This question was generally well answered. The commonest error was to omit 'new' in 'new bride.' Candidates should aim to include as much detail from the Latin lemma in their answer as possible.

Question 4 (c)

- (c) *dabo vobis documenta ... vel ominaverit indicabo* (lines 3–4): how did the corpse intend to prove his point? Make **two** points.

1

 2
 [2]

Many candidates did not answer this question in sufficient detail. Quite a lot of information was required for each mark. Common errors were the omission of 'clear' in 'clear proofs' and the omission of 'the truth.' It is good practice for candidates to translate in full the whole lemma to ensure that there are no omissions in their answers.

Question 5

5 Read the passage and answer the question.

nec postea sic debilis ac sic ridiculus ad patriam redire potui, sed capillis hinc inde deiectis aurium vulnera celavi, nasi vero dedecus linteolo isto decenter obtexi.

Apuleius, *sagae Thessalae*, lines 93–96

Translate this passage into English.

.....

.....

.....

.....

..... [5]

This translation question was generally well answered. The commonest errors were omissions (in particular *postea*, *hinc inde*, *vero*, *dedecus*, *isto*) and errors of the verb person and tense (in particular *potui*, *celavi*, *obtexi*).

Assessment for learning



Candidates should pay particular attention to the shorter, seemingly less significant Latin words in the 5 mark translation question. These are the words that are most often omitted by candidates as they do not have a great impact on the overall meaning of the translation, but marks will be lost if they are omitted.

Question 6 (a)

- 6 Read the passage and answer the questions.

cum ille promississet, tum Pythius piscatores ad se convocavit, et ab eis petivit ut ante suos hortulos postridie piscarentur, dixitque quid eos facere vellet. ad cenam tempore venit Canius. cumbarum ante oculos multitudo; pro se quisque, quod ceperat, adferebat; ante pedes Pythii pisces deiciebantur.

Cicero, *personae non gratae: Pythius*, lines 7–12

- (a) *cum ... vellet* (lines 1–2): pick out and translate a **Latin** word from this sentence which shows the reader when the fishermen were going to fish.

Latin word:

English translation:

[2]

This question was very well answered. Most candidates scored 2 marks out of 2. The commonest error was to translate *postridie* as tomorrow. Candidates should have been aware of the meaning of *cras* as it is in the GCSE language defined vocabulary list. Precision is always required when translating.

Question 6 (b)

- (b) *ad cenam tempore venit Canius* (lines 2–3): how do you think Canius was feeling at this point? Give a reason for your answer.

.....

 [2]

This question, the second of the personal response empathetic questions, was generally well answered. The commonest error was for candidates to list very vague emotions such as 'happy.' Likewise for the second part of the question, candidates should ensure that they give specific evidence from the narrative to back up their point. These empathetic questions are challenging and require specific information, including personal response, from candidates rather than vague answers.

Question 6 (c)

- (c) *cumbarum ante oculos ... Pythii pisces deiciebantur* (lines 3–4): describe the scene that Canius saw in front of him. Make **three** points.

- 1
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- 2
-
- 3
-

[3]

This question was generally well answered with nearly all candidates scoring at least 2 marks out of 3. A fair number of candidates wrote that there were many 'fishermen' when the correct answer was boats. However the commonest error was candidates omitting reference to the fish being 'thrown' at Pythius' feet. Even though this is a comprehension, candidates need to be precise in their answers, giving as much relevant information from the Latin as possible.

Question 7

7 Read the passage and answer the question.

incensus Canius cupiditate contendit a Pythio ut venderet. recusavit ille primo.
tandem tamen emit homo cupidus et dives tanti, quanti Pythius voluit. invitat Canius
postridie familiares suos.

Translation:

Canius, enflamed with greed, begged Pythius to sell. At first he refused. However at last
the greedy and rich man bought the gardens for as much money as Pythius wanted.
Canius invited his close friends the next day.

Cicero, *personae non gratae: Pythius*, lines 15–18

How does Cicero, by his style of writing, present Canius in a negative way? Make **two** points,
each referring to the **Latin**.

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[4]

As in previous years, the 4 mark analysis question, with the translation provided, proved to be the one of the most challenging questions in the entire paper. This question required candidates to analyse the style of the Latin, and content points were not accepted. There were plenty of style points available for candidates to comment upon, but many candidates referred only to the content. The best points were generally made about the phrase *incensus Canius cupiditate*. Candidates referred to the metaphor of *incensus*, the ring composition of Canius squeezed into the middle of the phrase, or the alliteration of ‘c’.

Misconception



Candidates must be aware that in the 4 mark questions where a translation is given, only **style points** are allowed. Candidates must not give content points as these will not be credited. A sizeable number of candidates answered with content points this year, and so lost credit.

In the 4 mark questions, candidates are asked to make **two** points. If candidates write more than one answer for each point, only the first point for each can be credited. Candidates should think carefully about the selection of their points and then pick their two best points.

Exemplar 2

- 1 Cicero presents Canius as desperate. He wrote 'incensus Canius cupiditate' (Canius, enflamed with greed). The metaphor here, shows Canius' strong desire of wanting to buy the estate as well as 'cupiditate' (with greed) emphasising the his this negative desire negatively.
- 2 Cicero presents Canius as someone who doesn't think and is overpowered by his strong emotions. He wrote 'cupiditate ... cupidus' (with greed ... greedy). The polyptoton here emphasises that the greed of Canius overpowered his decision thus presents him negatively.

[4]

This exemplar material is an example of a candidate who has answered both parts of the question correctly. They have quoted the Latin, demonstrated that they know the meaning of the Latin, and have analysed the style of the Latin, as is necessary in the 4 mark question in which the translation is provided. The candidate has referred to the *incensus* being a metaphor and the polyptoton of *cupiditate* and *cupidus*. The candidate scored 4 marks out of 4.

Question 8*

- 8* What impression do you have of Thelyphron (the young traveller in *sagae Thessalae*) and Pythius (in *personae non gratae*)?

You should support your answer with a range of references to the texts you have read, and you may include passages printed on the question paper. [10]

Candidates clearly had a good knowledge of the texts in general and about the characters and actions of Thelyphron and Pythius in particular and they answered this question well. A small number of candidates wrote very little indeed about Pythius, and their unbalanced answer affected their mark. The best answers were well-structured and the candidate's understanding and impression of the characters was backed up with evidence from the text. Candidates lost marks if their references to the text were vague. Specific, clear references which backed up the candidate's personal response were needed. Some candidates used this question as an opportunity to write a vague narrative of the whole text, without any real reference to the question. Candidates are advised to think carefully about the demands of the question before answering.

Exemplar 3

Apuleius makes Thelyphron seem young and naïve by describing him as a young man. He makes Thelyphron seem irresponsible by depicting how he is looking for a remedy to his poverty in Thessaly, suggesting that he has lost or spent all his money. However, Apuleius also makes Thelyphron brave and courageous when he willingly accepts the task of guarding a corpse and tries to stay up all night to dutifully guard it despite knowing he may be mutilated by a witch. Similarly, Thelyphron

In this exemplar material the candidate has made two good points in the overarching 10 mark question. Candidates must give their own personal response, stating what their impression of Thelyphron or Pythius was, and back this up with evidence from the text. The candidate has referred to Thelyphron being naïve as well as being brave. For both points the candidate has referred to specific parts of the narrative to back up their point. Overall the candidate made 7 good points and was judged to have been at the top of Level 5, scoring 10 marks out of 10.

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