

GCSE (9-1)

Examiners' report

LATIN

J282

For first teaching in 2016

J282/02 Summer 2024 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 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 2 series overview

This report relates to Latin GCSE Prose Literature A (J282 02), which includes the Oxford Latin Anthology texts of *Bravery and strategy in battle*, *Inspiration for the fight* and *Marital Conflict*.

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 discussed their impression of the soldiers and military leaders in the set texts. 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 with the translation included. Below is a short summary of what is expected of each of the types of questions found in the Prose Literature A 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 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 lost 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 each Latin quotation answers the question. In order to score in Level 4 (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 make at least three or four points of which at least one is a 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 the soldiers and military leaders, 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, and these answers 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 make 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 so 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.

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Caesar, *Bravery and strategy in battle*, lines 1–6

(a) *erant ... Lucius Vorenius* (lines 1–2): what does Caesar tell us about the two centurions, Pullo and Vorenius?

.....

.....

..... [2]

This question was generally very well answered.

Question 1 (b)

(b) *hi ... contendebant* (lines 2–3): what does this tell us about the relationship between Pullo and Vorenius? Give a reason for your answer.

.....

.....

.....

..... [2]

This question was well answered, but as in many questions, some candidates did not look carefully at the Latin lemma in the question and gave answers from outside the lemma.

Question 1 (c) (i)

(c) *ex his Pullo ... Vorene?* (lines 3–4):

(i) what question did Pullo ask Vorenius?

.....

..... [1]

Most candidates answered this question correctly.

Question 1 (c) (ii)

(ii) when did Pullo ask Vorenus this question?

.....
 [1]

This question was generally well answered, although the preposition in the phrase *ad munitiones* caused some difficulties with some thinking that the fighting was taking place inside the fortifications.

Question 2*

2* Read the passage and answer the question.

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5

Caesar, *Bravery and strategy in battle*, lines 12–20

How does Caesar make this passage vivid and dramatic?

In your answer you may wish to consider:

- what happened to Pullo;
- the description of what Vorenus did.

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

[8]

This 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 passage is a very dramatic and memorable passage with plenty of points to make. Candidates should spend some time planning their answer so that they ensure they make strong points on significant sections of the passage. Candidates should avoid making a general commentary without focusing on the question. A common error was for candidates to omit Latin quotations in their answer. Candidates should be aware that when making a content point, they comment 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

~~Honores~~ Caesar shows Pullo's efforts in vain. The alliteration of the 'm' sound in 'gladium educere conati dextram movet armum' (delayed his right hand while he was trying to draw his shield) reflects his struggles. The ^{anticipate} ~~verb~~ 'conati' (trying) accentuates his desperation ~~yet~~ but also the lack of success. This makes ~~that~~ the events that follow even more dramatic.

Caesar ~~it~~ surprises the reader with the oxymoronic phrase 'succurrit inimicus' (his enemy ran to his aid). This ~~is~~ comes just at the right time and is dramatic because the reader thinks that there is no hope for Pullo.

The above exemplar material from the 8 mark analytical question includes two good points by the candidate. Both points are examples of style points, the first paragraph commenting on the alliteration of the 'm' sound, which reflects the struggles of the Pullo, and the second paragraph pointing out the oxymoron in the phrase 'his enemy ran to his aid.' In both paragraphs the candidate has quoted the Latin, showed the examiner that they know the meaning of the Latin and then made some form of analysis in order to answer the question.

The second paragraph is rather brief and should really have been expanded. Reference to the juxtaposition and the irony of the situation could have been made and the candidate should have spelt out exactly what they meant by oxymoron. The candidate went on to include more than five good points in their answer, achieving 8/8 in this question.

Question 3

3 Read the passage and answer the question.

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Caesar, *Bravery and strategy in battle*, lines 37–40

Translate this passage into English.

.....

.....

.....

.....

.....

..... [5]

This translation question was generally well answered. The commonest errors were omissions (in particular *ibi*, *res*, *tum*). A small number of candidates wrote Caesar instead of Cicero, which was clearly a careless error that should have been picked up when checking through. The Latin passage was written in the historic present. Candidates could put their English translation in either the present or the past tense, but they should have been consistent with the tense.

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 4 (a)

4 Read the passage and answer the questions.

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Tacitus, *Inspiration for the fight*, lines 1–5

(a) *Boudicca ... accesserat* (line 1): what does Tacitus describe Boudicca doing as she approached each tribe?

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

This question was generally well answered, but quite a number of candidates seemed to think that Boudicca's daughters were walking in front of the chariot. A common error was to translate *filias* in the singular. As always care needs to be taken with word endings.

Question 4 (b)

(b) *solitum ... testabatur* (lines 1–2): what custom of the Britons did Boudicca mention here?

.....
..... [1]

This question was very well answered. Nearly all candidates got this question correct.

Question 4 (c)

(c) *libertatem ... ulcisci* (lines 3–4): what did Boudicca claim she was avenging here? Make **three** points.

1

.....

2

.....

3

.....

[3]

This question was well answered, although there were some very common errors. *verberibus* translated as 'wounds' was the commonest error.

Question 5

5 Read the passage and answer the question.

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Translation:

And at first the legion, unmoved from its position, and keeping the narrow parts of the area as a defence, after it had used up its javelins with unerring aim upon the enemy who had approached nearer, burst out in a wedge-like formation. The attack of the auxiliary troops was identical; the cavalry, too, with their spears extended, broke through any strong opposition. The rest turned in flight, but escape was difficult, because the carts which had been placed around them had blocked the ways out.

Tacitus, *Inspiration for the fight*, lines 27–32

How does Tacitus, by his style of writing, emphasise the superiority of the Romans? Make **two** points, each referring to the **Latin**.

1

.....

.....

2

.....

.....

[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 simile of *velut cuneo*, the couplet of adjectives of *obvium et validum*, the short tagged-on phrase of *difficili effugio* and the emphatic positioning of *abitus*. This year, in particular, a higher than usual number of candidates did not refer to the style of the Latin in either or both of their points. Teachers should emphasize this point so that pupils are fully aware of the requirements of the question.

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 Tacitus uses the simile 'velut cuneo erupit' (burst out in a wedge-like formation) to show the tactics of the Romans, which would have been carefully thought through. The violent verb 'erupit' (burst out) also emphasises the force with which the Romans attacked, showing they had strength as well as tactics.
- 2 The word doubling of 'obvium et validum' (strong and in the way) shows the strength of the Romans' opposition, further emphasising the Romans' strength as they simply 'perfringit' (broke through) them.

In their answer the candidate has made two good style points, scoring 2 marks for each. In this type of question, only style points are accepted. In both their answers, the candidate has quoted the Latin, made clear that they know the meaning of the Latin and they have gone on to analyse the style of the Latin. In the first paragraph they have commented on the simile as well as the powerful verb *erupit* in the same phrase. In the second paragraph they have commented on the use of two adjectives. Many candidates, making this point, simply referred to the phrase *obvium et validum* without referring to the Tacitus' use of two adjectives or the doublet. It is important that candidates make it clear that they are referring to the style of the Latin, rather than the content. It is clear in this answer by their use of the phrase 'word doubling' that they are commenting on the style of the author rather than the content.

Question 6 (a)

6 Read the passage and answer the questions.

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Cicero, *Marital conflict*, lines 1–6

(a) *postridie ex Arpinati profecti sumus* (line 1): when did Cicero and his friends set out from Arpinum?

.....
..... [1]

Almost all candidates answered this question correctly.

Question 6 (b)

(b) Pick out and translate a **Latin** word in line 2 which shows the reader the way in which Quintus spoke to his wife.

Latin word:

English translation:

[2]

This question was well answered, although a number of candidates did not translate *humanissime* in the superlative.

Question 6 (c)

- (c) *Pomponia ... pueros* (lines 2–3): what separate tasks did Quintus give for himself and his wife, Pomponia?

.....

.....

.....

..... [2]

This question was generally well answered. There were a few misunderstandings about the meaning of *pueros*. 'Slaves', 'boys' and even 'lads' were accepted, but men was not, which was a relatively common error.

Question 6 (d)

- (d) *'ego ipsa sum' inquit, 'hic hospita'* (line 4): what do you think Pomponia was feeling when she said these words? Give a reason for your answer.

.....

.....

.....

..... [2]

Candidates generally answered well on this empathetic question, and they clearly understood how Pomponia was likely to have been feeling. There is a range of meanings of *hospita*, so a relatively wide range of answers was allowed in the mark scheme.

Question 7

7 Read the passage and answer the question.

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Cicero, *Marital conflict*, lines 7–11

How does Cicero emphasise how upset he and his brother were at the behaviour of Quintus' wife, Pomponia? Make **two** points, each referring to the **Latin**.

1

.....

.....

2

.....

.....

[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 are allowed; this provided 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. Short, concise quotations should rather be given.

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 8*

- 8* What impression do you have of the military leaders and soldiers described by Caesar (*Bravery and strategy in battle*) and Tacitus (*Inspiration for the fight*)?

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 military leaders and soldiers in Caesar and Tacitus in particular and they answered this question well. Candidates' answers were generally well balanced, giving full answers on both set texts. The best answers were well structured with the candidate's impression of the leaders and soldiers being backed up with evidence from the texts. Candidates lost marks if their references to the text were vague. Specific, clear references are needed which backed up the candidate's personal response. 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

Caesar portrays the military leading soldiers of Pullo and Vorenus as examples of how soldiers should and should not act. He paints the loyalty of Vorenus to his fellow Roman Pullo, in a very positive light, with Vorenus putting aside their personal disputes for the greater success of the Roman army, which is more important. However, Caesar emphasises how overconfidence in a soldier can result in failure through the example of Vorenus falling into a lower place when he grows too confident in his abilities to single-handedly hold off the enemy.

In this exemplar the candidate has made a good point in the 10 mark overarching question. The candidate has given their personal response concerning how Caesar portrays the soldiers Pullo and Vorenus and they have gone on to give two clear examples from the text, looking at both positive and negative examples of the soldiers' behaviour. Candidates should take care to avoid making vague or overly sweeping statements. The evidence they give from the text should be immediately recognisable by the reader as coming from a particular part of the narrative. Candidates should aim to make six full points in order to score in the top level (9-10 marks). This candidate made four full points and scored 6/10 as the coverage was not sufficient for the top level.

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