

Examiners' report

AS LEVEL

LATIN

**OCR Level 3 Advanced Subsidiary GCE
in Latin**

H043

For first teaching in 2016

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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 responses 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.

A full copy of the question paper and the mark scheme can be downloaded from [Teach Cambridge](#).

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Paper 2 series overview

The quality of candidates' work this year was high. Most candidates knew the texts well and their longer responses were often well-evidenced and linked to the question. Some candidates were able to translate the Latin but still struggled to express what authors actually meant. The best-performing candidates showed independent thought and made sure that their responses accurately answered the question at hand, while less successful responses tried to shoehorn previous practice into the exam without tailoring their points to the question being asked.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• were able to translate the Latin accurately, and knew what each word meant • showed good understanding of what the authors actually meant • quoted and translated Latin phrases when answering 6 and 8 mark questions • included a good range of detailed references to the text to support their points in 10 mark questions • answered shorter questions with many details taken from the text • showed independent thought to tailor their responses to the question being asked.	• were unable to translate the Latin • did not know what individual Latin words meant • showed a lack of understanding of what the authors were actually saying • in 6 and 8 mark questions, resorted to spotting techniques like alliteration or repetition without really explaining what the Latin meant • made vague points in their 10 mark essays, without specific reference to textual details • paraphrased vaguely authors' words when answering shorter questions • attempted to rehash points made in class when practising for the exam, rather than thinking independently about the question being asked.

Section A overview

Similar numbers attempted the Cicero and Tacitus, with a slight preference for the Cicero.

Question 1 (a)

1 Read the following passages and answer the questions.

(a) *quid ... resistam* (line 1): what question does Cicero ask?

[2]

Many candidates received full marks on this question but a few did not understand what Cicero's words actually meant, and did not gain marks by paraphrasing incorrectly in their own words. Candidates are reminded that *crimen* is more often used to mean 'charge' in Latin than 'crime'.

Question 1 (b)

(b) Translate *possum dicere ... non esse credendam* (lines 1–4).

[5]

Candidates knew this section well on the whole, but some missed out words or details. There was also confusion from some candidates on the two different uses of *credendum/credendam*. Candidates seemed to find it easier to remember details and pin their response to the Latin when they had been taught more literal translations.

Question 1 (c)

(c) *possum etiam ... reperietur* (lines 4–9): how does Cicero make his words persuasive?

Make **four** points and support your answer with reference to the Latin text.

[8]

Candidates seemed to enjoy exploring Cicero's rhetoric here.

The best responses explained the argument being made clearly, while answers which just referred to the repetition of *si* or use of rhetorical questions without further explanation did not score as highly. Equally, those who mentioned the repetition of *non* without further quotation or explanation of what Cicero was saying did not score well. Examiners need to see evidence that candidates actually understand the meaning of the words, as even those without knowledge of Latin can pick out repetition or alliteration in a passage and repeat the wording of the question. The easiest way for candidates to show knowledge of meaning is usually to quote a longer phrase and translate it immediately afterwards.

A few candidates were confused about the meaning of the phrase *et ceterorum patronorum et mea consuetudine* and thought Cicero was talking about the habit of the prosecution and trying to show the similarities between the defence and the prosecution.

Question 1 (d) (i)

(d) *sed quid ... temperantes* (lines 1–3):

(i) where did the events described here take place?

[1]

Candidates had good knowledge and most even knew the name of the baths.

Question 1 (d) (ii)

(ii) how does Cicero use sarcasm to make fun of the witnesses?

[4]

Candidates had a good understanding of the sarcasm and had clearly enjoyed the humour. The best responses made specific reference to details from the text to pick up all four marks. Less successful responses vaguely explained the sarcasm without reference to Cicero's exact words.

Question 1 (e)

(e) *sic enim ... coniecisse* (lines 3–7): how does Cicero make this a dramatic scene?

Make **three** points and support your answer with reference to the Latin text.

[6]

Candidates generally understood the drama and pace of the scene described by Cicero here. Good reference was made to the asyndeton joining the subjunctives after *cum*, and the use of dramatic verbs like *evolasse*. Candidates also made good reference to the use of the adjective *repentino*. Strong responses appreciated the power of such individual vocabulary choices, while also quoting and translating longer phrases to show understanding of context.

A few candidates, however, seemed to reference things which were not directly relevant to the question, even if they might have been worthy of comment in class discussion. This included points about the exact type of box (*pyxidem*) and the sarcastic reference to *praeclaros testes sine nomine*. Some candidates also made less relevant points about the sound of the letter 'x' in *porrexisset*, *retraxisse* or the alliteration of *pyxidem porrexisset*.

Question 1 (f)

(f) *o magnam ... defendat* (lines 7–9): what points is Cicero making about truth?

[4]

Many candidates answered this question well, but a few did not give enough details from the text to receive all four marks. Vague paraphrasing of Cicero's words was not as effective as specific references to what he was saying.

Question 1 (g)*

(g)* 'Cicero's speech mostly uses logic and reason to defend Caelius.'

To what extent is this true from what you have read in Cicero's speech *Pro Caelio*?

You **must** use material from the parts of the text you have studied in English, where relevant, as well as those parts you have read in Latin. [10]

There were generally two main strands to candidates' arguments here, with responses supporting the statement with examples of logic and reason, but countering this with Cicero's biased and exaggerated presentations of the figures of Clodia and Caelius. The strongest candidates were able to find a number of very clear and detailed examples of these features.

A few tied themselves in knots by trying to say that there was logic behind his character assassination of Clodia. A few candidates also attempted to use legal jargon (e.g. 'ad hominem', 'a priori', 'a fortiori'). When candidates deployed these skilfully it sometimes added to their argument, but quite often candidates misused the terms or thought that deployment of the term was impressive enough that they did not need to explain their point fully. Such terms are not required to score high marks on this question.

Question 2 (a)

2 Read the following passages and answer the questions.

(a) Translate *multa eo ... accipiebatur* (lines 1–4). [5]

Candidates knew this passage quite well, but a few marks were lost on missed words. Words such as *quisque* and small phrases like *ex eo* need to be rendered into English. There was more risk of this when candidates had learnt less literal translations, which candidates can find harder to pin to the Latin.

Question 2 (b)

(b) *nec occulti ... turbidis* (lines 4–5): how did the people show that they were discontented with the state of affairs in Rome? [3]

Many candidates were able to say how Claudius was surrounded by a baying mob, while he was administering justice, but a few were lacking the reference to 'hidden complaints'.

Question 2 (c)

(c) In lines 5–6 (*pulsumque ... perrupit*), what happened to Claudius? [2]

Candidates answered this question well, but they must remember to provide as much detail as possible from the Latin, rather than unspecific paraphrasing.

Question 2 (d)

(d) *quindecim ... permissa est* (lines 6–11): how does Tacitus make this a disturbing picture of the problems the Romans faced?

Make **three** points and support your answer with reference to the Latin text.

[6]

Candidates made some good points here, but some showed a bit of confusion about Tacitus' meaning even where they had memorised accurate translations.

A few were confused about the time referred to in the second sentence (*at hercule ... permissa est*), where Tacitus moves away from discussing the famine under Claudius, to make a general point about contemporary Roman reliance on imported food, in contrast with Italy's previous self-sufficiency.

Some attached a lot of importance to the phrase *magnaue deum benignitate et modestia hiemis*. Good points were made about how lucky they were to be saved by external factors, but some candidates wasted time trying to explain what this showed about Tacitus' belief in the gods and the extent to which they are involved in human affairs. Candidates may have discussed such questions in class, but they should be reminded to focus on the question at hand.

Less successful candidates resorted to points about the alliteration of *legionibus longinquas* or the assonance of *Africam ... Aegyptum*.

Question 2 (e) (i)

(e) *vocabatur interim ... nuncupabant* (lines 1–2):

(i) what had happened to Claudius?

[1]

A range of responses were accepted here, and most candidates received the mark.

Question 2 (e) (ii)

(ii) what was now being done as a result?

[2]

The best responses here were rich in detail from the Latin, rather than vague. Candidates needed to refer to both 'consuls' and 'priests' for one of the two marks.

Question 2 (f)

- (f) In lines 2–3 (*cum iam ... componuntur*), what does Tacitus say to show that all this activity was being undertaken in vain? [3]

The most successful candidates used details from the Latin. Those who paraphrased vaguely scored less well on this question.

Some candidates seemed to think that Claudius was still alive at this point, or that Nero had already been declared as emperor in front of the people.

Question 2 (g)

- (g) In lines 3–8 (*iam primum ... adventaret*), how does Tacitus give a vivid impression of Agrippina's suspicious behaviour?

Make **four** points and support your answer with reference to the Latin text. [8]

Many candidates made points about the alliteration of *cunctos aditus custodiis clauserat*. Those who showed no understanding of what these words actually meant did not receive credit. A few tried to link the sound of the letter 'c' to the sound of doors banging. Points about alliteration as a device to focus attention on a word or phrase can be effective, but candidates do not need to resort to spotting onomatopoeic imitation at every opportunity.

Others tried to talk about the placement of *custodiis* between *aditus* and *clauserat*. Candidates should avoid making speculative points of this nature when the order of the words does not deviate from normal Latin word order.

Question 2 (h)*

- (h)* 'Agrippina is the only real focus of Tacitus' attention in *Annals* XII.'

Based on your reading of *Annals* XII, how far do you agree with this statement?

You **must** use material from the parts of the text you have studied in English, where relevant, as well as those parts you have read in Latin. [10]

There was a lot of material for candidates to call on for this question. The most successful responses provided a paragraph about Agrippina and supplied a range of detailed examples of her actions and importance to the text. They then followed this with paragraphs which showed how other figures or themes were also important, and some then counter-argued that even these characters linked back to Agrippina. Conclusions generally agreed with the statement, but often with nuanced qualification.

Some candidates strayed into providing historical background information about the Julio-Claudian regime, the political situation when Tacitus was writing, or of Agrippina's lineage. Even though these candidates might have known a lot, the material must be relevant to the question to receive credit.

Less persuasive arguments leapt between agreement and disagreement from paragraph to paragraph without a clear line of reasoning established in the candidate's mind.

Section B overview

The vast majority of candidates answered questions on the *Aeneid* and candidates had clearly enjoyed the text. Candidates who knew the text well had a good understanding of the material and had a lot to say about Virgil's style. Juvenal was only chosen by a very small number of centres, but these candidates had been very well prepared and had an excellent understanding of the text. In general, candidates fared better on 6- and 8- mark questions in Section B (verse authors) than in Section A (prose authors).

Question 3 (a)

3 Read the following passages and answer the questions.

- (a) In this passage, how, by his use of language, does Virgil draw attention to **both** the deceit of Sinon **and** the gullibility of the Trojans?

Make **four** points and support your answer with reference to the Latin text.

[8]

Candidates seemed to know this passage well and there were some successful responses.

A few candidates who did not know the text very well resorted to points about alliteration. Where candidates showed no understanding of the meaning of the Latin and just pointed out that two words began with the letter 'm', they were not able to receive any credit. A few also tried to claim that the alliteration of *misero mihi* was suggestive of mumbling or stuttering. Points about alliteration as a device to focus attention on a word or phrase can be effective, but candidates do not need to resort to spotting onomatopoeic imitation.

Other candidates saw that the word *sanguine* was used twice and often ineffectively tried to link them together, even though the word had very different meanings in context. Candidates must remember to focus on what the words actually mean, and explain how style reinforces this, rather than just spotting rhetorical devices.

A few candidates also seemed to have pre-rehearsed style points for this question which they did not really understand. There was a lot of discussion of how Sinon began his speech with monosyllables, for example, but many of these candidates struggled to link this to the question effectively. They might have been told by a teacher that this was significant, but did not really have a full understanding of the impact.

Key point call out

Candidates must understand what the text means and what the author is trying to say and then consider how style might emphasise this. Responses which spot rhetorical devices and then vaguely link to the question without showing understanding of the meaning often did not score highly. Quotation of a longer phrase (with translation) followed by explanation of the impact of an individual word is often an effective strategy.

Question 3 (b)

- (b) In the lines immediately preceding this passage, what has happened to make the Trojans fearful? [1]

Candidates showed a good knowledge of the text here.

Question 3 (c)

- (c) Translate *tum vero ... conclamant* (lines 1–6). [5]

Candidates knew this section of text well on the whole. There were a few missed words so candidates should remember to check that they have translated each Latin word.

Question 3 (d)

- (d) *dividimus ... intendunt* (lines 7–10): how do these lines confirm that the Trojans have accepted Sinon's explanation of the horse? [4]

Candidates who referred precisely to details from the Latin, rather than paraphrasing, performed better on this question. Candidates should also remember that a question worth 4 marks usually requires four details, and that their points should be based on the whole lemma (lines 7-10) not just on the first line.

Question 3 (e)

- (e) *scandit ... sistimus arce* (lines 10–18): how, by his use of language, does Virgil make this a dramatic scene?

Make **four** points and support your answer with reference to the Latin text. [8]

Candidates seemed to enjoy answering this question and had some good ideas. There were plenty of points about the metaphor of *feta armis* and the dramatic irony of the *pueri ... innuptae puellae* who are singing sacred songs and being excited to touch the ropes but fated to die.

Many candidates picked out the repetition of the word *quater* without explaining in full what happened four times, and they therefore struggled to make their point and link to the question effectively. A good number of candidates also seemed to think that the number 4 was an unlucky number for the Romans, rather than showing understanding of *quater* as an ominous variation on the usual epic word *ter*.

Question 3 (f) (i)

(f) *tunc etiam ... Teucris* (lines 19–20):

(i) who was Cassandra?

[1]

Candidates knew a lot about Cassandra and her back story.

Question 3 (f) (ii)

(ii) why did the Trojans not believe her words of warning?

[1]

Candidates answered this question well.

Question 3 (g)

(g) *nos delubra ... per urbem* (lines 21–22): explain the tragic irony in these lines.

[2]

Candidates answered this question well, but it's good practice for candidates to use details from the text, (e.g. 'it was their last day') rather than paraphrasing ('the Greeks were going to destroy the city').

Question 3 (h)*

(h)* 'In *Aeneid* II, Virgil presents the Trojans as responsible for their own downfall.'

How far do you agree with this statement from your reading of Virgil, *Aeneid* II?

You **must** use material from the parts of the text you have studied in English, where relevant, as well as those parts you have read in Latin.

[10]

Candidates understood the issues at stake here for the most part, and many had produced balanced and perceptive arguments. On the one hand, there was discussion of the Trojans' willingness to accept Sinon and his story despite their knowledge of Greek trickery, and their failure to heed clear warning signs. On the other hand, many considered Sinon's impressive skills of deception, the fate of Laocoon which appeared to dissuade them from harming the horse, as well as the role of fate and the gods in Troy's fall more generally. The strongest candidates considered the collective psychology of a people hard-pressed by ten years of war and keen to move on. Candidates who scored highly on this question used a range of specific details from the text to support their argument, rather than unsubstantiated assertions.

A few candidates only mentioned parts of the text which were printed on the exam paper, and this limited the range and persuasiveness of their arguments.

Question 4 (a)

4 Read the following passages and answer the questions.

- (a) *credo ... ructante marito* (lines 1–10): how, by his use of language, does Juvenal create an unflattering description of the time when Saturn was king?

Make **four** points and support your answer with reference to the Latin text.

[8]

Candidates enjoyed answering this question and were able to back up their answers with many, well-explained points.

Question 4 (b)

- (b) *quippe ... parentes* (lines 11–13): according to Juvenal, what were the origins of early humans?

[3]

Candidates performed well, but some missed the fact that the early humans did not have parents. Candidates should be reminded to include details from the lemma when multiple marks are available.

Question 4 (c)

- (c) Translate *multa Pudicitiae ... horto* (lines 14–18).

[5]

Candidates who chose Juvenal had a good grasp of the Latin and translated it very accurately. A few missed out the adverbial *et* ('even').

Question 4 (d)

- (d) *ut spectet ... puellam* (lines 1–3): how do these lines show that Ogulnia wants to make a good impression at the games?

[4]

Candidates answered this question well and provided many details from the text.

Question 4 (e) (i)

- (e) *haec tamen ... donat* (lines 4–5):

- (i) what is Ogulnia's real reason for attending the games?

[1]

Some candidates just said 'to see the athletes' but examiners required reference to amatory intent, beyond just witnessing as a spectator.

Question 4 (e) (ii)

(ii) what is she prepared to do to achieve this?

[1]

This question was answered well.

Question 4 (f)

(f) *multis ... constant* (lines 6–14): how does Juvenal draw attention to the differing attitudes of men and women towards money?

Make **four** points and support your answer with reference to the Latin text.

[8]

Candidates showed a good appreciation of Juvenal's style in this question, but responses were not as good as Q 4(a), perhaps because their knowledge of the second half of the text was not as strong. All candidates provided examples of men's and women's attitudes towards money, which was required to receive full marks.

Question 4 (g)*

(g)* 'Juvenal is a brilliant observer of people and their faults.'

How does your reading of Juvenal, *Satire 6* support this statement?

You **must** use material from the parts of the text you have studied in English, where relevant, as well as those parts you have read in Latin.

[10]

Candidates answered this question well on the whole. They were able to discuss a large range of characters to give well-developed and convincing responses. Some of the most successful candidates took the nuanced view that Juvenal's observation of people and their faults, while vivid and colourful, relies on stereotypes and prejudice.

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