LATIN

Paper 0480/01 **Language**

Key messages

- Candidates should use their examination time effectively and read the questions and Latin carefully before committing to an answer.
- Candidates should be familiar with the deponent verbs listed in the Defined Vocabulary List.
- Centres need to be aware of administration requirements for this paper.
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General comments

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Candidates must adhere to the rubric for each question and sub-question. The translation must be written on alternate lines and answers to the comprehension questions should be in the correct order. There is little to be gained by writing out full drafts. The time would be better spent by taking the time to work actively and thoroughly through the passages and the questions.

The majority of candidates endeavour to follow the instructions and make a good attempt to convert the translation into sensible modern English and produce thoughtful and accurate answers in the comprehension section. It has been noticeable that the use of the translation as an extended vocabulary recognition exercise or 'along the line, word by word' translation has declined.

In terms of administration, a 4 page answer booklet is usually adequate for this paper. There is no need to return question papers with scripts. Centres should ensure that individual scripts are secured together and not interleaved in a question paper with blank sheets of paper. Candidate scripts should be returned in the correct numerical order.

The principles behind the paper will remain the same even though the application of the mark scheme will change for 2018. This impending change has already been signalled to Centres and the appropriate specimen material is available.

Comments on specific questions

Section A Translation:

The key areas for improvement this year were in the accurate recognition of vocabulary: *proelium* was often translated as 'war', the various uses of *cum* were not accurately understood, *consilium was* confused with *concilium, nolite* caused problems for many, being translated variously as 'I/you do not want' or 'do not want' sometimes with difficulties extending to the subsequent translation of *putare*. The sentence containing *alii…alii…alii* also caused vocabulary problems. *morbus* was confused with *mors*. The meaning and tense of *consumpti sunt* and *sunt relicti* provided many mis-translations. *ceteros* was too often 'others' and not 'the rest'. Some conjectured a meaning of 'located' for *locutus esset* and 'garden' for *hortatus est*.

Candidates still tend to head for some kind of general aorist past tense and often did not recognise the present force of *manet* and *videtis*. *iam interfecimus* regularly became 'we now killed' where 'we have already killed' would have been a much more pleasing translation in the context. The imperfect nature of *exibant* – 'the leaders were going out' – was often ignored as was the present force of the participle *laudans*. *locutus esset* was sometimes not recognised as a deponent verb and was translated as a passive but without all the elements of an acceptable active/passive interchange – 'when these things had been spoken by him' yet *hortatus est* was generally well known and recognised. The futurity of *rediturum esse* was usually well-handled though, in certain cases, *redeo* was mistaken for *reddo.*

The ablative absolute of *tanto bello gesto* proved to be a differentiator as were the various superlative adjectives and adverbs: *maxime, maxima, minima, summo, acerrimis* and *optimos* with correct attribution, that is *proeliis* with *acerrimis, optimos* with *milites.* The latter three also proved to be good differentiators.

The phrase *cum copias Caesaris despiceret* really required a causal translation of *cum* as 'since', many seemed unaware of an accurate translation of *copias*. Whilst tricky, many produced a sound translation of the phrase *neque rem incognitam stulte narro* with the adverbial use of *stulte*. The *alii…alii…alii* sentence challenged candidates on both a syntactic and a vocabulary level. *hortatus est ut* was frequently not recognised as an indirect command but transmuted into some kind of purpose clause though Examiners did credit the recognition and use of *ut*. The consecutive part of *tam laetus erat ut* was ignored by some. The final sentence with the gerund *vincendi* held back and dependent on *magna spe* proved a fitting conclusion to the passage as did the correct attribution of *postridie* to 'conquering' rather than 'going out', allowing some to show not only grammatical knowledge but an appreciation of the significance of Latin word order.

Section B Comprehension:

Following instructions carefully, reading the questions thoroughly, answering questions in the order they appear on the paper (which will help to guide candidates through the passage), adhering to the lemma for each question, answering question sub-sections in the right order remain the most important pieces of advice, as in previous years. It is important that candidates remember that this is a comprehension exercise and not another translation passage. Time is wasted in translating the whole passage or even lemma by lemma before answering the questions. In general, candidates should not expect to gain credit for words that appear in the question or are glossed as vocabulary items. Candidates should differentiate between singular and plural (in both this and the translation passage).

In **(a)** *viribus* was not well known. 'Give full details' as an instruction means exactly that, as does a specified number, as in **(c)**, **(g)** and **(j)**.

bellum in **(b)** too often became 'battle' not 'war'. However, most candidates answered correctly, that he prepared for war. This did not prevent some from making Porus and Alexander allies in **(c)**.

(c) required two separate decisions from the lemma. While many answered correctly, some muddled the sides, with Porus joining the Macedonians and asking Alexander who his personal enemy might be. Expressing the force of *poscit* (given as 'demand' in the Defined Vocabulary List) proved quite demanding.

decidisset in **(d)** was given as some form of 'decide'. **(d)** was a question in which the sub-questions aimed to extract the details of Alexander's misfortune in a particular order. Many candidates took them in the order in which they appeared in the Latin which suggests that the questions were not read carefully or that the candidates did not feel it necessary to return and amend answers. That Alexander's horse was wounded at the start of the battle was the reason why he fell to the ground not what happened to him at the start of the battle. Many candidates also ignored the plurality of *a militibus suis.* Similarly, in **(e)** candidates ignored the instrumental ablative of *multis vulneribus* and the passive nature of *superatus*; virtually everyone understood the passive *capitur* as 'was captured'

(f) required a Latin phrase and a translation of that phrase thus requiring a selection to be made not writing out the complete lemma and translating it. Various versions of *qui adeo iratissimus erat* were usually chosen with an accompanying translation. Instructions may vary from year to year yet it remains important that candidates are aware of the range of these types of question.

(g) showed weaker candidates relying, for example, on the glossed *curare* while stronger candidates successfully negotiated this and **(f)(ii)**.

(h) was generally answered satisfactorily.

i**(i)** and **(ii)** caused problems for some of getting the information in the right order. The attribution of *statim* to *oravit* proved hard for some – 'the army immediately begged him to stop the war', in other words it was the first thing they did, not 'begged him to stop the war immediately.

As usual, **(j)** the derivations question was done well with vulnerable, final/finite/finish and accept being the most popular offerings. The requirement is for two in this paper not a derivation for each Latin word (Please

note the number required will change for 2018). Examiners will only accept the first two whether right or wrong. Correct spelling of the derived word is important.

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|      Paper 0480/02             |
|      Literature                |
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Key Messages

- Candidates are required to show knowledge of both the content and style of the set texts.
- Successful answers to the 10-mark questions included specific examples from or references to the set text.

General comments

Candidates are required to answer questions on the prescribed texts. Questions test their comprehension, translation and appreciation of the literature. Candidates are expected to demonstrate an understanding of some of the elements of Roman civilization and an awareness of the motives and attitudes of people of a different time and culture, while considering Rome's legacy to the modern world with the aim of helping them to develop a greater understanding of a range of aesthetic, ethical, linguistic, political, religious and social issues.

Candidates should be able to describe character, action and context, select details from the texts, explain meanings and references, translate sections of the texts and explain matters relating to the social and historical context. In addition, candidates should be able to analyse and evaluate style, tone and metre, select evidence to make judgments on the social and historical context and make a reasoned personal response to the literature.

The overall standard was very pleasing, and most candidates showed a convincing level of comprehension apropos both Virgil and Cicero. Numerous candidates were able to translate the prescribed texts with accuracy and responded proficiently to the bulk of the questions. A small fraction of the candidature lacked the capacity to translate the Latin but in spite of this, most exhibited some comprehension of the content of the set texts; in addition there were barely any candidates who were unable to give any response at all to the questions. Performance on scansion was very pleasing. With regard to the general level of response from candidates, both the verse and prose selections were well received and candidates were able to comment on both style and content in the prescribed texts and produce personal responses to the literature. Examination technique was for the most part very good and there were few who did not appear to know how to approach the 10-mark questions.

Comments on specific questions

Section A: Virgil Aeneid Book 12

Question 1

(a)   Generally answered well with most candidates giving a fluent translation. There were many interesting translations of *et corpore toto alte* and *arrectaeque… acies*.

(b)   The majority of candidates were able to comment on the personification of the sword and the simile.

(c) (i)   Most candidates were able to state that Turnus had taken the sword of the charioteer/Metiscus rather than that of his father/his 'own' sword.

   (ii)   Answers commonly identified haste or agitation on the part of Turnus.

(d)   Many candidates stated that Vulcan made Aeneas' armour while a few correctly identified him as the 'blacksmith god'.

(e)   Candidates were, on the whole, able to comment with confidence on the features within these lines and showed a pleasing grasp of how Virgil made the lines vivid. Most answers discussed the simile and the glittering shards or the enjambment.

Question 2

(a)   Answers were generally successful and made reference to the tombstones as a reminder of death, the song being eerie and the dark imagery of the night and shadows.

(b)   Answered well by many candidates; the majority were able to scan with greater or lesser accuracy and very few lacked any ability in this area.

(c)   The majority of candidates were able to comment confidently on the content and style features in these lines and referred to both Turnus and Juturna. Some candidates commented only on content which did not achieve full marks since the question refers to 'how he says it'. Successful answers commonly referred to the alliteration of p in line 11.

(d)   Candidates were able to translate fluently. There were many interesting and equally valid renderings of *qua tibi lucem arte morer?*

Question 3

The question was, for the most part, answered competently and inspired some well-argued responses in praise of Virgil's interesting characters and various other interesting aspects of his work. Many picked up on the contrast between mortal and immortal. Successful answers assessed the merits of the characters then commented upon other aspects which create interest within the work, giving specific examples from/references to the set text. Some candidates wrote at great length: far beyond the level required for full marks, but there were plenty of concise answers which received full marks. A minority of candidates relied too heavily on the passages printed on the question paper, rather than using the whole set text; some named many characters but failed to evaluate whether they were the most interesting aspect.

Section B: **Two Centuries of Roman Prose**

Question 4

(a)   Most candidates were able to translate fluently and there were quite a few interesting terms for *erranti* and *exsecrationibus publicis*.

(b)   This question was answered well with the majority of candidates discussing the repetition of *placebat* or the rhetorical question starting with *num*.

(c)   On the whole, candidates answered this question correctly. A minority, while showing comprehension of a house described as 'good and well built' failed to explain that although it was not the case, the vendor was not seen as having committed a fraud.

(d)   Candidates tended to follow the instruction to quote Latin in their answers and discussed the repetition of *praestandum* and the contrast between *iudicium emptoris* and *fraus venditoris*.

(e)   The vast majority were able to answer correctly by identifying the use of rhetorical questions and direct speech or humour.

Question 5

(a)   Many candidates gained full marks by pointing out that Cicero had used the same preface in two books.

(b)   Most candidates were able to identify the fact that Cicero had a volume of prefaces, which he was accustomed to choose from when he began to compose.

(c)   On the whole the section was translated fluently with a varied selection of English verbs used to denote *conieci*.

(d)   The majority of candidates identified on the boat or when reading Academica.

(e)   Many responses correctly identified that Cicero had written and sent a new preface for **(i)**, the instruction to tear out the old preface and stick in the new one for **(ii)**, as well as politeness or instructions of things to take place in the future for **(iii)**.

(f)   Very frequently accurate answers were given comprising either translations of both *deliciis* and *amoribus* or referring to *salutem dices*.

Question 6

Many candidates approached this question with vitality, showing very good knowledge of the Cicero set texts and discussing the different ways in which Cicero could be seen as thoughtful and having a flair for estate management. The way the candidates interpreted the content of the set texts was particularly interesting as many showed wonderful insight and recall of the content of the passages. Many successful responses picked out ways in which Cicero could be seen as thoughtful, followed by ways in which he could be seen as having a flair for estate management, supporting each one with a reference to a specific detail from one of the texts.