

LATIN

Paper 0480/11
Language

Key messages

Candidates are advised to use their examination time effectively and read the questions and Latin carefully before committing to an answer.

General comments

It is important that candidates adhere to the rubric for each question and sub-question. In the comprehension section this year, one question asked for candidates to choose one Latin word, but some candidates wrote a phrase or a whole sentence instead. The translation needs to be written on alternate lines and answers to the comprehension questions should be in the correct order. Some candidates spent time writing out full drafts of both translation and comprehension. There is no need to write out a translation of the comprehension passage, this can put candidates under time pressure.

The majority of candidates followed the instructions and made a good attempt to convert the translation into sensible modern English, producing thoughtful and accurate answers in the comprehension section. It was noticeable this series that candidates were not as strong in the use of the translation as an extended vocabulary recognition exercise or 'along the line, word by word' translation.

Comments on specific questions

Section A Translation:

Most candidates did well on the opening sentences of the passage, though there was some confusion from some about who was on which side.

Common vocabulary confusions were *potuit* for *posuit*, *navis* and *nauta*, many not recognising the change towards the end of the passage, *hortus* for *hortatus*, *pugno* for *oppugno*. The deponent nature of *circumvectus* and *hortatus* was often not known. So too with the passive nature of *pulsis* and *victis*, which led to translations along the lines of 'victor', 'victory', winners rather than losers for the latter. Whilst an active passive interchange is acceptable, when this happened some candidates needed to convey all the elements in the interchange and making it seem more accidental than intentional. The superlative nature of *plurimarum*, *maxime* and *minime* was not well known or translated appropriately.

Other words causing problems were the demonstrative use of *hic* at the start of a sentence, referring back to the subject of the previous sentence – 'he' or 'this man' – being translated often as 'here'. Many needed to identify *quod* as a relative in the same section. *videris* 'you seem' was not well handled by many who headed for 'it seems to me' or 'you see/will see me'. There were many different attempts at a translation of *amitteres*, but not many appreciated its more unexpected meaning of 'lose'. This section proved to be a good differentiator as there was a need to recognise the positive nature of the fearing clause *vereri ...ne* embedded within an indirect statement following *videris*, with the already mentioned *amitteres*. The attribution of *haec* to *vada* escaped many. Nonetheless, most candidates were able to gain some credit here. Again, most candidates did recognise the earlier consecutive clause about Caesar's opinion of Euphranor.

The imperative *committe* caused a few problems as did the phrases *occasionem gloriae* and *debes dare*, with some opting to use 'owe' as a translation for *debes* rather than 'must' or 'ought', as well as *pugnare* being translated as if it were *pugnare*. There was some confusion about who was attacking who towards the end of the passage and over which ships had advanced through the shallows. The change from *navibus* to *nautis* eluded many as did the nominative of *spes* in *spes salutis* and, as already mentioned, the passive

nature of the past participle *victis*. Many candidates missed the ablatives of *terra* and *mari* though the *nec...nec* was quite well understood.

There were some outstanding translations and many that reached a good standard.

Section B Comprehension:

The key aspects to bear in mind here are reading the questions thoroughly and answering questions in the order they appear on the paper (which will help to guide candidates through the passage). It is also important to adhere to the lemma for each question and answer question sub-sections in the right order. It is important that candidates focus on this as a comprehension exercise and not treat it like a translation passage. Sometimes too much time is spent on translating the whole passage or even lemma by lemma before answering the questions. In general, answers do not gain credit for words that appear in the question or are glossed as vocabulary items. Candidates should try to differentiate between singular and plural (in both this and the translation passage).

In **(a)**, most got Alexander's age at his death correct, though there were some oddities, including Methuselah like suggestions that he lived to be 330 years old. Most candidates answered **(b)** accurately. **(c)(i)** was done well with the best answers following the instruction 'give full details'. The key words for **(ii)** were *imperium* and *super*. This question had to be answered precisely, rather than with a generality about him having an empire.

(d)(i) ideally required candidates to notice that *nuntium* was singular and *duarum* agreed with *victoriarum*. In part **(ii)** candidates needed to show the significance of the victory as an omen for Alexander's career, not just as a 'standalone' omen.

(e)(i) was done well. It should be noted that, in **(ii)**, *opera* was in the plural, thus works of philosophers, not just one work.

Many candidates achieved well on **(f)** and **(g)**, though in **(h)** some were less clear about the differing meanings of *vicerit*, *oppresserit* and *superaverit*, and there were instances when some candidates suggested that 'he did not oppress cities' or similar, showing a misunderstanding of the double negatives – *numquam* and *non* and *nullam* and *non* in this tricolon.

(i) was generally done well with sensible choices and explanations. However, some candidates did not follow the instruction to 'select one Latin word' and wrote a phrase or a whole sentence, or even picked something from outside the lemma.

In **(j)** *comitum* was sometimes not well known, with 'plots' which was glossed, being offered as the reason for Alexander's death.

The derivations in **(k)** were done sensibly for the most part. The spelling of the English word needed to be correct. These are derivations so 'I believe' for *credidit* was not acceptable, for example. Whilst 'sedentary' was fine as a derivation from *sederunt*, 'sedate' was not as it comes from the verb *sedo* 'I calm'.

LATIN

Paper 0480/12
Language

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Comments on specific questions

Section A Translation:

Most candidates did well on the opening sentences of the passage, though there was some confusion from some about who was on which side.

Common vocabulary confusions were *potuit* for *posuit*, *navis* and *nauta*, many not recognising the change towards the end of the passage, *hortus* for *hortatus*, *pugno* for *oppugno*. The deponent nature of *circumvectus* and *hortatus* was often not known. So too with the passive nature of *pulsis* and *victis*, which led to translations along the lines of 'victor', 'victory', winners rather than losers for the latter. Whilst an active passive interchange is acceptable, when this happened some candidates needed to convey all the elements in the interchange and making it seem more accidental than intentional. The superlative nature of *plurimarum*, *maxime* and *minime* was not well known or translated appropriately.

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LATIN

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LATIN

Paper 0480/21
Literature

Key messages

Candidates should attempt all questions and answer them fully.
Candidates are advised to avoid unnecessary length in their answers.
In Question 3, candidates are encouraged to refer to the whole text, not just the printed passage.

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 the majority of candidates showed a considerable level of comprehension in relation to both Virgil and Cicero. Many candidates were able to translate the prescribed texts with fluent proficiency and responded confidently to the bulk of the questions. A very small percentage of the candidature struggled to translate the Latin but despite this, most demonstrated some understanding of the content of the set texts; in addition, there were hardly any candidates who were unable to give any response at all to the questions. Performance on scansion was very good. 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, although there were a 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) This was generally answered well, with most candidates giving a fluent translation. There were many interesting translations of *non cursu ... comminus armis*.
- (b) The majority of candidates were able to pick out three examples from the correct lines.
- (c) Most candidates were able to state that Turnus told Aeneas that his words did not scare him and he only feared the gods and Jupiter as an enemy. A few answers picked out the idea of Turnus shaking his head and him looking around for a weapon.
- (d) Answers commonly identified the rock as huge and old with others making reference to the stone as a boundary marker and needing 12 men to pick it up.

- (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. There were candidates who identified the alliteration, but gave no explanation of how it was making the story vivid/what it was representing.

Question 2

- (a) Candidates were able to translate fluently. Most candidates were able to translate *vicisti* and *tua est Lavinia coniunx*.
- (b) The majority of candidates were able to comment confidently on the contrasting emotions of hesitation/uncertainty and anger or grief. Successful answers gave a quotation to support each assertion; some tried to say that Aeneas was unhappy using *infelix* to support, which was not valid.
- (c) Answers were generally successful and often made reference to the repetition of *Pallas* reminding us that Aeneas is taking revenge for him and the vivid description of Turnus' life being extinguished, quoting words from line 17. The direct speech was also discussed, but a quotation had to be used in order to gain full credit.
- (d) This was answered well by many candidates and the majority were able to scan with greater or lesser accuracy.

Question 3

The question was, for the most part, answered competently and inspired some well-argued responses in praise of Virgil's use of different techniques and the importance of the plot in the *Aeneid*. Successful answers assessed the merits of the techniques as a way to disclose the plot, 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 gave many techniques with relevant examples but struggled to evaluate whether they were more important than the plot.

Section B: Two Centuries of Roman Prose

Question 4

- (a) This question was answered well, with a minority of candidates losing a mark for not translating the superlative aspect of *quam primum*.
- (b) Most candidates were able to translate fluently and there were quite a few interesting terms for *assa* and *vaporarium*.
- (c) On the whole, candidates answered this question correctly, identifying that the bedrooms were of a good size and well positioned.
- (d)(i) The vast majority were able to answer correctly about the columns.
- (ii) Most successfully identified the need to demolish the columns.
- (iii) Many answers translated Cicero's 'joke' beautifully.
- (e) The question was correctly answered by many candidates; full marks were gained by evidencing the superlative in *diligentissime* or by referring to the information in the note on page 186 in *Two Centuries of Roman Prose*.

Question 5

- (a) Candidates were able to identify Tiro. Unusual spellings were accepted.
- (b) Candidates tended to follow the instruction to quote Latin in their answers and discussed the tripartite structure, use of participles and alliteration.

- (c) Many responses correctly identified that Cicero had told Tiro not to travel by land or sea until he was better, gaining 2 marks for (i), as well as the repetition of *video* or explanation that if Cicero saw him well it would be soon enough for (ii).
- (d) The majority of candidates identified that the doctor was well regarded.
- (e) On the whole the section was translated fluently, with a varied selection of English renderings of Cicero's Greek.
- (f) Candidates provided some interesting ideas about this, but the majority referred to Cicero as being bilingual.

Question 6

Many candidates approached this question with zeal, showing very good knowledge of the Cicero set texts and discussing the different ways in which Cicero could be seen as liking to take control of everyone and everything. The way the candidates interpreted Cicero's comments and actions in the set texts was particularly interesting as many showed good insight and recall of the content and of the passages. The most successful responses picked out ways in which Cicero could be seen as controlling in the different texts, supporting each one with a reference to a specific detail from one of the texts.

LATIN

Paper 0480/22
Literature

Key messages

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General comments

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Comments on specific questions

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Section B: Two Centuries of Roman Prose

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Question 1

- (a) This was generally answered well, with most candidates giving a fluent translation. There were many interesting translations of *non cursu ... comminus armis*.
- (b) The majority of candidates were able to pick out three examples from the correct lines.
- (c) Most candidates were able to state that Turnus told Aeneas that his words did not scare him and he only feared the gods and Jupiter as an enemy. A few answers picked out the idea of Turnus shaking his head and him looking around for a weapon.
- (d) Answers commonly identified the rock as huge and old with others making reference to the stone as a boundary marker and needing 12 men to pick it up.

- (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. There were candidates who identified the alliteration, but gave no explanation of how it was making the story vivid/what it was representing.

Question 2

- (a) Candidates were able to translate fluently. Most candidates were able to translate *vicisti* and *tua est Lavinia coniunx*.
- (b) The majority of candidates were able to comment confidently on the contrasting emotions of hesitation/uncertainty and anger or grief. Successful answers gave a quotation to support each assertion; some tried to say that Aeneas was unhappy using *infelix* to support, which was not valid.
- (c) Answers were generally successful and often made reference to the repetition of *Pallas* reminding us that Aeneas is taking revenge for him and the vivid description of Turnus' life being extinguished, quoting words from line 17. The direct speech was also discussed, but a quotation had to be used in order to gain full credit.
- (d) This was answered well by many candidates and the majority were able to scan with greater or lesser accuracy.

Question 3

The question was, for the most part, answered competently and inspired some well-argued responses in praise of Virgil's use of different techniques and the importance of the plot in the *Aeneid*. Successful answers assessed the merits of the techniques as a way to disclose the plot, 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 gave many techniques with relevant examples but struggled to evaluate whether they were more important than the plot.

Section B: Two Centuries of Roman Prose

Question 4

- (a) This question was answered well, with a minority of candidates losing a mark for not translating the superlative aspect of *quam primum*.
- (b) Most candidates were able to translate fluently and there were quite a few interesting terms for *assa* and *vaporarium*.
- (c) On the whole, candidates answered this question correctly, identifying that the bedrooms were of a good size and well positioned.
- (d)(i) The vast majority were able to answer correctly about the columns.
- (ii) Most successfully identified the need to demolish the columns.
- (iii) Many answers translated Cicero's 'joke' beautifully.
- (e) The question was correctly answered by many candidates; full marks were gained by evidencing the superlative in *diligentissime* or by referring to the information in the note on page 186 in *Two Centuries of Roman Prose*.

Question 5

- (a) Candidates were able to identify Tiro. Unusual spellings were accepted.
- (b) Candidates tended to follow the instruction to quote Latin in their answers and discussed the tripartite structure, use of participles and alliteration.

- (c) Many responses correctly identified that Cicero had told Tiro not to travel by land or sea until he was better, gaining 2 marks for (i), as well as the repetition of *video* or explanation that if Cicero saw him well it would be soon enough for (ii).
- (d) The majority of candidates identified that the doctor was well regarded.
- (e) On the whole the section was translated fluently, with a varied selection of English renderings of Cicero's Greek.
- (f) Candidates provided some interesting ideas about this, but the majority referred to Cicero as being bilingual.

Question 6

Many candidates approached this question with zeal, showing very good knowledge of the Cicero set texts and discussing the different ways in which Cicero could be seen as liking to take control of everyone and everything. The way the candidates interpreted Cicero's comments and actions in the set texts was particularly interesting as many showed good insight and recall of the content and of the passages. The most successful responses picked out ways in which Cicero could be seen as controlling in the different texts, supporting each one with a reference to a specific detail from one of the texts.