

LATIN

Paper 0480/12
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.

General comments

Candidates must adhere to the rubric for each question and sub-question. The translation must be written on ruled pages, with margin, on alternate lines, and answers to the comprehension questions should be correctly identified and approached in the correct order.

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.

Comments on specific questions

Section A

Translation

Vocabulary was generally well known, with some exceptions: various English equivalents are acceptable for *legatus*, but 'general' and 'leader' are not among them. The distinction between *vis* and *vir* is a subtle and important one; *res publica* should ideally not, in this passage, have been rendered as 'public matters'; Zenobia was not universally recognised as female, even after a clear introductory sentence (in English), and a reference to her as *regina* (not *rex*) in the body of the passage; if *terra* (in the phrase *omnium terrarum princeps*) was translated as 'land', then acknowledgement of the plural form was required; *dedere* was not always recognised as distinct from *dare*; *tradere* does not mean 'to trade'.

Verb tenses caused few problems, although *relinquant*, *parcam* and *patiar* were not always recognised as future tense. Participles should be represented as such: *conventis* may be translated as a main verb, but only with accurate co-ordination with *inquit*: better to observe a more conventional rendering of the ablative absolute construction. The tense of the Latin phrase *facere debuisti* proved to be tricky: 'you have oughted to do' is unacceptable (though understandable): 'you ought to have done' is correct English. Noun cases, too, should not always be regarded as obvious: *conscientia* here is not nominative.

ut appeared twice in the passage, only once signifying a purpose (or final) clause; in a result (or consecutive) clause, the English 'in order to' is not an appropriate translation.

Section B

Comprehension

As in previous years, the most important advice is that candidates should read the questions thoroughly, observe the marks available for each question, answer them in the order they appear on the paper (which will help to guide them through the passage), and adhere strictly to the lemma for each question. It is important that candidates remember that this is not simply another passage for translation: time is wasted in

translating the whole passage before answering the questions, and a word-for-word translation of the lemma will not always result in full credit for the question as asked. In general, candidates should not expect to gain credit for words that appear in the question or are glossed as vocabulary items. Candidates should always differentiate between singular and plural (in both this and the translation passage). Verb tenses should also be observed.

Question (a) (i) and (ii) were generally done well, although for full marks the comparatives *superbius* and *audacius* were not always noticed.

(b) and (c) were well done, and only a few candidates gave the answer to **(a) (ii)** in English.

A proper rendering of Zenobia's aphorism, required for **Question (d)**, eluded many candidates. Too many noticed that *quidquid* was glossed, but not that it was neuter in gender: many referred to 'whoever', rather than 'whatever' in their responses. The gerundive *faciendum* was recognised and well understood by about half the candidates.

In **Question (e), part (i)** was answered much more accurately than **part (ii)**: some candidates did not fully understand that Cleopatra had preferred to die than to live without dignity.

It was not enough, for **(f) (i)**, to say that Zenobia was waiting for the Persians: *Persarum* in the text was glossed, so marks were not available for an understanding of this word alone, some rendering of *copias* was required. Nearly every candidate was able to report that Zenobia expected the Persian reinforcements 'in a short time' (*brevi tempore*).

Likewise, in **Question (g)**, it was insufficient to say that the Syrian bandits had a 'great' effect on Aurelian's campaign. While this is not a translation exercise, but rather an exercise in comprehension, candidates should nevertheless know that they must demonstrate comprehension of the Latin words in the passage.

Although often in **Section B**, direct translation is not required, in cases where candidates notice high-tariff questions like **(h)** here (for 6 marks), they would be well advised to make as close a translation as possible of the lemma. This way they are more likely to give all the points required by the mark scheme for full marks.

Question (i) was done well, with only **part (iii)** causing any significant difficulty, mainly for candidates who did not provide 5 marks' worth of information: 'Aurelian attacked Palmyra' is unlikely to earn all the marks available.

Responses to **Question (j)** were of variable quality: the case of *camelis* was not always accurately identified, and the marks scheme expected candidates to acknowledge the force of the prefix in *reducta est*.

As usual, the derivations **Question (k)** was done well with *audacious*, *vivacious* and *summit* all making regular appearances. Centres are reminded that only the first four derivations will be accepted by Examiners. Correct spelling of the derived word is required.

LATIN

Paper 0480/13
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.

General comments

Candidates must adhere to the rubric for each question and sub-question. The translation must be written on ruled pages, with margin, on alternate lines, and answers to the comprehension questions should be correctly identified and approached in the correct order.

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.

Comments on specific questions

Section A

Translation

Vocabulary was generally well known, with exceptions: *quidam* was not always well translated, and hardly ever correctly rendered as 'a certain man'; *uxor eius* was too often mistranslated as 'her wife'; *plurimi* must always mean more than merely *multi*; *simulatque* was too often taken as *simul*; *secuta est* was often unknown; *sublato* is not the same as *subito*; and *cum* must not always and everywhere mean 'when'. Plotina's gender often appeared to be rather randomly assigned, sometimes changing in the course of the passage. *Liberi* was frequently incorrectly rendered as 'freedmen'.

Participles of verbs should be represented as such: there are various legitimate ways of rendering the Latin ablative absolute construction in English, but where an indicative verb tense is used, this must be carefully co-ordinated with the main verb(s) in the rest of the sentence. Noun and adjectival agreement, too, should be examined carefully: in this passage, *difficillima* describes only the *maria*.

The purpose clause *ad pecuniam auferendam* was almost universally correctly translated.

Section B

Comprehension

As in previous years, the most important advice is that candidates should read the questions thoroughly, observe the marks available for each, answer them in the order they appear on the paper (which will help to guide them through the passage), and adhere strictly to the lemma for each question. It is important that candidates remember that this is not simply another passage for translation: time is wasted in translating the whole passage before answering the questions, and a word-for-word translation of the lemma will not always result in full credit for the question as asked. In general, candidates will not gain credit for words that appear in the question or are glossed as vocabulary items. Candidates should always differentiate between singular and plural (in both this and the translation passage). Verb tenses should also be observed.

Question (a) and **(b)** were generally done well, although for full marks in **(a)**, a deeper understanding was needed than was sometimes evident from references simply to 'good' and 'bad', 'cattle' and 'trees'.

In **Question (c)**, many candidates confused *morbus* with *mors*. Candidates should check their answers and consider whether they make sense.

(d) was generally answered well, as was **(e)**, although candidates must observe a difference between *imperium* and *imperator*; **(f)**, **(g)** and **(h)** seem to have been very straightforward, although **(h) (ii)** required candidates to say more than that the settlers 'turned' their ships 'into' houses: the mark scheme required an understanding that the boats were inverted. Likewise, in **Question (i)**, candidates dealing with *mare magnum* should have said something more than 'big sea'. **Question (j)** caused little difficulty.

Although this is an exercise in comprehension, not translation, nevertheless in cases where candidates notice high-tariff questions, as **(k)** here (for 6 marks), they would be well advised to make as close a translation as possible of the lemma. This way they are more likely to give all the points required by the mark scheme for full marks. **Question (l)** was done well.

As usual, the derivations **Question (m)** was done well with morbid, legal and approximate all making regular appearances. Centres are reminded that only the first four derivations will be accepted by Examiners. Correct spelling of the derived word is required.

LATIN

Paper 0480/22
Literature

Key messages

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.

General comments

The general standard was good, and most candidates showed a compelling level of comprehension in relation to both Virgil and Cicero. Many candidates were able to translate the prescribed texts with accurate fluency and responded competently to most of the questions. There were very few candidates who were unable to give any response at all to the questions. Performance on scansion was confident with many candidates performing this skilfully. Concerning 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. 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 6

Question 1

- (a) Generally answered well with most candidates giving a fluent translation. There were varied and beautiful renderings of *turbidus ... aestuat*.
- (b) Overall, candidates were able to comment with confidence on the features within these lines and showed a pleasing grasp of how Virgil made the description of Charon vivid. Many answers discussed the white hair straggling from his chin and the *lumina flamma*.
- (c) The majority of candidates were able to state that Charon was moving the boat, adding either trimming the sail or carrying the dead for the second mark.
- (d) Many candidates commented upon the simile with the number of the dead compared to fallen leaves or birds, parents cremating their children was another popular choice for discussion; candidates effectively followed the instruction to include content and style in their answers.

Question 2

- (a) Answers were almost always successful, referring to Aeneas being a Trojan and famous for piety and fighting/arms.
- (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. A common error was to mix up the spondee and the dactyl at the start of the line.
- (c) The majority of candidates were able to comment on the importance of the branch being emphasised by it being hidden in the Sybil's clothes and its description; some answers successfully argued Charon's reaction of turning the boat around on seeing the branch as signifying its importance.
- (d) This question caused few difficulties for candidates, with almost all answering that Charon allowed Aeneas onto the boat and many mentioning him clearing the dead people out of the way.
- (e) Candidates were able to translate fluently. There were many interesting and equally valid renderings of *informi limo* and *glauca ulva*.

Question 3

The question was, largely, answered knowledgeably and stimulated many cogent responses exploring the idea of whether death can be interesting. As expected, many began with the premise that a text set in the underworld will by its very nature focus on death. Successful answers assessed the ways in which the topic of death can be interesting and discussed other features of the text that make it interesting as well as, or despite, the focus on death, 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.

Section B: Two Centuries of Roman Prose

Question 4

- (a) Many candidates demonstrated the ability to translate the selection, giving an elegant rendering of the words of Cicero.
- (b) This question was answered well with most candidates discussing Cicero's description of Catiline as *timidus* and *permodestus*, as well as Catiline not being able to stand up to Cicero's order for him to leave: *vocem consulis ferre non potuit*.
- (c) (i) On the whole, candidates answered this question by correctly stating that he was almost murdered in his house the day before.
(ii) Almost every candidate explained that Cicero called the senate there to reveal what had happened.
- (d) Candidates tended to discuss the repeated rhetorical questions, repetition of *quis* and how nobody would greet Catiline or sit near him. Few candidates lost marks by failing to refer to style and content.

Question 5

- (a) Many candidates gained full marks by following the instruction to refer to content and style. The wearing of a toga rather than armour was a popular answer as were references to the superlatives.
- (b) On the whole the section was translated fluently with a varied selection of English words used to denote *quisquam improbus*.
- (c) (i) The majority of candidates identified the fact that Cicero gives *impending patriae periculum* as his justification, with some discussing *vis manifestae audaciae*, and it being out of the question to be lenient because of that.

- (ii) This question was answered with confidence by many candidates who outlined Cicero's assertion that no good man would fall and that they would all be saved by the punishment of a few.

Question 6

Many candidates approached this question well, demonstrating detailed knowledge of the Cicero set text as well as understanding of its historical context and discussing the impact of the conspiracy of Catiline on the Romans. Many successful responses picked out details of what had happened in the conspiracy and discussed why these aspects would have been engaging to the listening Romans, as well as selecting rhetorical techniques used by Cicero and analysing their effectiveness in engaging the audience, supporting each point with a reference to a specific detail from the text.

LATIN

Paper 0480/23
Literature

Key messages

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.

General comments

The overall standard was very good, and many candidates displayed a considerable level of comprehension regarding both Virgil and Cicero. Many candidates were able to translate the prescribed texts with fluidity and confidence and responded capably to most of the questions. There was little evidence of candidates lacking any ability to translate the Latin and most candidates exhibited some comprehension of the content of the set texts. Performance on scansion was very pleasing with many candidates performing this skilfully. Regarding 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 generally very good and there were hardly any who did not appear to know how to approach the 10-mark questions.

Comments on specific questions

Section A: Virgil Aeneid Book 6

Question 1

- (a) Generally answered well with most responses giving a fluent translation. There was a wealth of beautiful translations of *obscura sola sub nocte* and *inania regna*.
- (b) Most responses were able to scan with greater or lesser accuracy and very few lacked any ability in this area.
- (c) The vast majority of responses successfully stated that Jupiter had buried the sky on shadow.
- (d) Many responses correctly identified the underworld, typically offering Hades and Dis as alternatives.
- (e) Overall, responses commented with confidence on the vividness of these lines, with most answers discussing the personifications. Many answers also referred to polysyndeton and Discordia's snake hair.

Question 2

- (a) Candidates were able to translate fluently. There were many interesting and equally valid renderings of *somni noctisque soporae*.
- (b) The majority of responses identified Charon.
- (c) The majority of candidates were able to describe how Hercules dragged away the watchdog of Tartarus quivering from the king's throne, with many naming Cerberus.
- (d) Answers were generally successful and referred to the repeated negatives, *absiste moveri* and the weapons having no force.

Question 3

In general, the question was approached confidently and provoked some persuasive responses regarding the gloomy nature of the underworld and whether the gloom prevents the reader's interest from being captured. Many picked up on the idea that the underworld and death are gloomy by nature, but this does not stop them from being interesting for the reader. Successful answers picked out literary features and explained how they create interest within the work, giving specific examples from/references to the set text. A few responses were of great length: far beyond the level required for full marks, but there were plenty of concise answers which received full marks. There were some interesting discussions about the personifications as well as insightful examinations of Roman beliefs about life after death.

Section B: Introducing Cicero

Question 4

- (a) This question was answered well with most candidates discussing the repetition of *quod* to emphasise how thoroughly Catiline has been defeated.
- (b) On the whole, answers to this question were correct, identifying that the citizens are described as safe, and the city is standing. Some responses answered this as a style question, which was equally valid, referring to the use of the rhetorical question and repetition of *quod*.
- (c) Most responses were fluent translations; there were many interesting renderings of *iacet ... prostratus*.
- (d) Responses tended to discuss *evomuerit* and *pestem*, with quite a few also considering *laetari videtur* and explaining how it reflected the total dislike.

Question 5

- (a) The majority of responses correctly identified that it was not by his own wisdom or human advice but by the will of the immortal gods.
- (b) Most responses provided a fluid translation with a varied choice of the ordering of the clauses in English.
- (c) Most responses identified and commented upon the three infinitives *precari venerari implorare* and often also examined the use of *Quirites*.
- (d) Very frequently accurate answers were given referring to the superlative *perditissimorum* and explaining its effect; there was also discourse around *terra marique*.

Question 6

Many candidates approached this question well, showing thorough knowledge of the Cicero set texts and discussing the different techniques used by Cicero compared to the relevance of what he is talking about. The way the responses discussed the significance of the conspiracy of Catiline to the Romans was particularly pleasing as many showed magnificent insight and recall of the details of what happened. Many successful responses picked out rhetorical techniques used by Cicero, referring to specific parts of the texts and considering whether it is the use of the techniques that made the speech successful or aspects of the subject matter such as patriotism, murder and corruption.