

GCSE (9-1)

Examiners' report

LATIN

J282

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Contents

Introduction	3
Paper 2 series overview	4
Question 1 (a)	5
Question 1 (b)	5
Question 1 (c)	5
Question 1 (d)	6
Question 2 (a)	7
Question 2 (b)	7
Question 2 (c)	8
Question 3	8
Question 4 (a)	10
Question 4 (b)	10
Question 5 (a)	11
Question 5 (b)	11
Question 5 (c)	11
Question 6	12
Question 7	13
Question 8	14
Copyright information	15



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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. 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 can be downloaded from OCR.

Paper 2 series overview

The short comprehension questions were generally very well answered and candidates scored highly in these questions. The 4-mark and 8-mark analysis of a passage questions were good differentiators and candidates that did not have a firm understanding of the text found these more difficult. Some candidates did not refer to the Latin when asked to do so in the question and lost marks because of that. On these questions, the candidates must be sure to answer the question explicitly. Candidates who simply quoted the Latin and translated did not answer the question. Care must be taken to make sure that some personal response to the question has been made. The translation question was challenging for some and showed that there is no substitution for knowing in detail the meaning of the text. In the translation it was relatively common for the smaller words (e.g. conjunctions) to be omitted. The overarching 10-mark question was generally well answered, and candidates seemed to have enjoyed the content of the set texts. Candidates must avoid vague answers and should aim to give a balanced answer, in this case referring to both the male and female characters.

Question 1 (a)

1 Read the passage and answer the questions.

Scribonianus arma in Illyrico contra Claudium moverat; fuerat Paetus in partibus, et occiso Scriboniano Romam trahebatur. erat ascensus navem; Arria milites orabat, ut simul imponeretur. 'nempe enim' inquit 'daturi estis consulari viro servolos aliquos, quorum e manu cibum capiat, a quibus vestiatur, a quibus calcietur; omnia sola praestabo.'

5

Pliny, *A close-knit family*, lines 18–23

(a) *Scribonianus ... trahebatur* (lines 1–2): why was Paetus dragged off to Rome?

..... [1]

Generally, well answered. Some candidates incorrectly answered that the reason Paetus was taken to Rome was because Scribonianus had been killed.

Question 1 (b)

(b) *erat ascensus navem* (line 2): what was Paetus about to do?

..... [1]

Very well answered. Candidates needed to give some rendering of *ascensus*, so it was not enough just to say that Paetus was about to sail on a boat.

Question 1 (c)

(c) *Arria milites orabat, ut simul imponeretur* (lines 2–3): why do you think Arria did this?

.....
 [1]

Very well answered.

Question 1 (d)

- (d) *nempe ... praestabo* (lines 3–5): how does Pliny, by his style of writing, show the determination of Arria? Make **two** points, each referring to the **Latin**.

-
.....
..... [4]

Generally, well answered, although there are still a significant minority of candidates who do not quote the Latin, despite being asked to do so in the question. Candidates must also remember to answer the question, rather than simply quote and translate. They need to say how Pliny shows the determination of Arria. Candidates are also expected to show that they understand the meaning of the Latin they have quoted. A full translation is not necessary, but a paraphrase or some evidence that they understand the meaning is needed.

The exemplar material is an example of a correctly answered 4-mark style question including good use of quotation, translation and analysis to answer the question.

Exemplar 1

- The juxtaposition between 'omnia sola' meaning 'all of these on my own' tells us that she was willing to do so many tasks in order to be with her husband and care for him, emphasising her determination.
- The use of the phrase 'senolos aliquibus' meaning 'some young slaves' creates a contemptuous tone and suggests that she expected her husband to be cared for and treated well. This emphasises her determination of wanting her husband to be treated properly on board the ship. [4]

Question 2 (a)

2 Read the passage and answer the questions.

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Pliny, *A close-knit family*, lines 34–38

(a) *dum haec dicit, exsiluit cathedra adversoque parieti caput ingenti impetu impegit et corruit* (lines 1–2): how does Pliny convey the violence of Arria's actions? Make **two** points.

-
-

[2]

Generally, well answered. Both content and style points were allowed on this question. A fair number of candidates made good style points concerning the sound effect of *ingenti impetus impegit*. Candidates must make sure that they quote the Latin and make clear what sound effect they are referring to in their answer.

Question 2 (b)

(b) *'dixeram' inquit 'vobis inventuram me quamlibet duram ad mortem viam, si vos facilem negassetis'* (lines 2–3): what do we learn about the character of Arria from her words here? Make **one** point and explain your answer.

-
-
-
- [2]

Some candidates gave an example of Arria's behaviour but did not say what this tells us about the character of Arria. This is a 2-mark, two-part question. Reading the question carefully and understanding the requirements of the question is crucial.

Question 2 (c)

- (c) *videntur haec tibi maiora illo 'Paete, non dolet', ad quod per haec perventum est?* (lines 3–4): which of Arria's two actions referred to here do you think Pliny admired more? Give your reasons.

.....

.....

.....

.....

.....

..... [2]

This question was challenging for some candidates. Candidates needed to clearly identify which of Arria's actions they thought Pliny admired more. This was not always made clear by candidates.

Question 3

- 3* Read the passage and answer the question.

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Pliny, *An ideal daughter*, lines 12–19

How does Pliny create an emotional and moving scene?

In your answer you may wish to consider:

- the actions of Fundanus' daughter and her family
- Pliny's own response to the death of Fundanus' daughter.

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

[8]

The 8-mark analysis of a passage question proved to be the best differentiator in the paper. There were many points that could be made by candidates both with respect to style and content, and a large number of candidates wrote excellent answers. Some candidates did not refer to the Latin and lost marks accordingly. Candidates should also make sure they show that they understand the meaning of the Latin. This could be through a direct translation or paraphrase, or by making it clear in their answer as a whole. Answering the question is the final requirement, in other words saying how Pliny creates an emotional and moving scene by using the Latin words quoted. The best quotes are short and pithy. For candidates to get in top two levels, some comment on the style must be made in addition to content points. Candidates should aim to make at least two style points. There were quite a few mistranslations and quotes that did not match up to the candidate's translation this year. Candidates must take care not to simply write a commentary with little or no reference to the question.

The exemplar material shows some good style points made by the candidate. The Latin has been quoted and translated and the candidate has analysed the Latin to explain how it answers the question.

Exemplar 2

Pliny writes that this self-control was not broken by either *'aut spatio valetudinis aut metu mortis'* (either the duration of her illness or fear of death), which movingly portrays the hardships she had to face, emphasised by the anaphora of *'aut'*.

Pliny uses a dramatic exclamation with *'o triste plane acerbumque finis'* (O what an obviously sad and obviously gloomy unjust end). The interfixer *'plane'* (obviously) adds to demonstrate how angry and emotional ~~Plin~~ upset Pliny is at her death, and the exclamation captures the unabated nature of his emotions.

Finally, Pliny uses anaphora of *'iam'* (already) with *'iam destinata... iam electus... iam nos vocati'* which movingly ~~do~~ (she had already been betrothed... we had already been invited... the wedding day had already been chosen... we had already been invited), which ^{movingly} draws attention to how much potential ~~and~~ ^{for} happiness has been lost and ~~loss~~ emphasises the cruelty of her death by contrasting it with how much she had to look forward to.

Question 4 (a)

- 4 Read the passage and answer the questions.

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Pliny, *An ideal daughter*, lines 19–23

- (a) *non possum ... Fundanum ipsum* (lines 1–2): how does Pliny make clear his grief when he heard Fundanus' words?

.....
 [2]

This question was challenging for many candidates. The first part of the answer about Fundanus not being able to express in words was well answered. However, many candidates did not refer specifically to the wound in his heart and therefore lost the second mark. Candidates must make sure that they make clear the full meaning of the Latin in their answer to comprehension questions.

Question 4 (b)

- (b) *praecipientem, quod ... impenderetur* (lines 2–3): what contrast does Pliny make here?

.....

 [2]

Generally, well answered. The examiner was looking for the key contrast between preparations for the wedding and preparation for the funeral. The answer required more than just a straight translation of the Latin.

The exemplar material is an example of a candidate correctly identifying the contrast Pliny is making here.

Exemplar 3

Pliny contrasts what Fundanus was going to spend on the wedding, 'wedding clothes, pearls ^{gems} and ~~the~~ ^{the} with what he is now spending it on for the funeral, 'insane, ornaments and senses'. [2]

Question 5 (a)

- 5 Read the passage and answer the questions.

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- (a) Pick out and translate the Latin word in line 1 that tells us what had spread from Rome to the provinces.

Latin word

English translation

[2]

Mostly well answered. Reading the question is obviously vital. The question asks candidates to pick out the word that tells us *what* had spread, so the Latin word *manant* is incorrect as it merely indicates that something is spreading.

Question 5 (b)

- (b) *ego de urbe ... cumulantur* (lines 2–3): what does Tacitus say about the faults of the Romans here? Make **two** points.

-
-

[2]

The Latin in this section is quite dense, so there is a lot of information for the candidate to put in their answer. Candidates who didn't know the exact meaning of the Latin were shown up by this question.

Question 5 (c)

- (c) *si prius ... praedixero* (lines 3–5): what had Tacitus spoken about briefly before?

.....
 [2]

The mark scheme required reference to *ancestors* and the rearing of *children*. Candidates often left out relevant parts of the phrase in their answer and lost marks because of that.

Question 6

- 6 Read the passage and answer the question.

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Cicero, *Bitter hatred*, lines 10–13

Translate this passage into English.

.....

.....

.....

.....

..... [5]

Many candidates wrote perfect translations and they clearly had an excellent knowledge of the text. However, there was a significant minority of candidates who did not know the meaning, and either omitted part or even all the translation. Knowledge of the text is vital for the literature papers. Common errors included omission of *enim* and *autem*. The future infinitive *fore* also caused difficulties.

Question 7

- 7 Read the passage and answer the question.

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Cicero, *Bitter hatred*, lines 25–31

How does Cicero make his speech particularly persuasive here? Make **two** points, each referring to the **Latin**.

..... [4]

There were plenty of potential answers in this lively passage and many candidates picked out excellent points in their answer. As in Question 1(d) candidates needed to refer to the Latin and show understanding of the meaning. Some candidates gave relevant quotations but did not show how the words added to the persuasive nature of the speech. Candidates must make sure that they answer the question.

Question 8

- 8*** From your reading of Pliny, Tacitus, and Cicero, do you think the female characters they describe are more admirable than the male characters?

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]**

Most candidates answered this overarching essay question well. Common pitfalls were not backing up personal response with clear evidence from the text. Vague answers were relatively common. Some candidates referred at length to the female characters, but barely mentioned the male characters. A balanced answer was needed for the highest marks. In this question candidates should aim for at least 5 points, with each point giving their own personal response as well as evidence from the text. Latin quotations were not required for this question.

The exemplar is an example of a candidate showing good personal response to answer the 10-mark overarching question combined with accurate and specific references to the text.

Exemplar 4

Through Pliny, Anna is presented as determined as she is willing to board follow a huge ship in a very small one - she would be more admirable than her husband who seems to have little regard for her and doesn't actually try to be together with her.

Through Pliny, Anna is also presented as a loving person as she concealed the death of her son to her husband who was ill, fearing that the news would also cause his death - she would be more admirable than her husband who didn't lead his own son's funeral procession, as Anna had to carry out that task.

Through Pliny, Pudentia's daughter is presented as determined having self-control as she was able to sustain herself by her mind's strength - this would've been more admirable than any male character as her strength wasn't broken by the length of her illness or the fear of death.

Through Pliny, Pudentia's daughter is also presented as having an intellectual nature, as she enthusiastically and intelligently read books. Similarly, her Father was also an intellectual, as he devoted himself to the elevated studies and skills from an early age - here both the female and male characters have admirable qualities.

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