

A LEVEL

Examiners' report

LATIN

H443

For first teaching in 2016

H443/03 Summer 2023 series

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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 answers 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.

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Paper 3 series overview

This year saw set texts from Cicero, Tacitus, and Livy. While Cicero and Tacitus remained the most popular texts, Livy proved to be quite a popular choice as well for Sections B and C.

It was evident that centres are fully aware that the 20-mark essay is to be based on the Group 2 texts. While some limited marks can be given for broader historical references (including the Section A text), most responses were firmly centred on the Group 2 texts. Fewer candidates ran out of time for the 20-mark response this year, so it was noted that centres are more aware of the need to advise candidates on good time management in this paper.

In terms of the 15-mark responses, the advice given last year about avoiding very fragmentary responses seems to have been heeded. Candidates produced good responses where adequate amounts of Latin were quoted and translated. Overall, centres and candidates were well prepared for these texts and exhibited a high standard of analysis.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • had an excellent knowledge of the set texts (including the ability to translate the Latin accurately) • produced insightful responses to 15-mark questions by providing relevant evidence from the Latin texts and detailed discussion of relevant literary devices • responded to 20-mark essay questions with sustained arguments leading to convincing conclusions based on a detailed knowledge of the texts. 	<ul style="list-style-type: none"> • only occasionally showed a detailed knowledge of the Latin texts • produced translations with multiple omissions or erroneous vocabulary • did not develop literary analysis, e.g. by explaining the effects of a given rhetorical device • did not leave adequate time to complete the 20-mark essay • did not show adequate understanding of the meaning that the Latin authors intended.

Section A overview

Both the Cicero and Tacitus were popular options, and both questions produced excellent levels of understanding and analysis.

Question 1 (a)

1 Read the following passage and answer the questions.

- (a) *illa ... respondit* (lines 1–4): what was surprising about Sassia's reaction to Oppianicus' proposal of marriage? [4]

Most candidates were able to gain at least 2 marks here. Sometimes candidates simply translated the fact that Oppianicus' house was flowing with blood without explaining that he had murdered Sassia's husband. Many candidates translated *aspernatur* with cognates of the verb 'fear' or 'dread'. However, examiners were looking for the idea of rejecting or recoiling from the sharing of Oppianicus' house.

Question 1 (b)

- (b) Translate *Oppianicus, qui pecuniam ... puerum Teano* (lines 5–9). [5]

This was an accessible translation question. Many candidates did not capture the translation of Cicero's use of the causal *qui*. An accurate translation is 'because' Oppianicus had desired Sassia's money. Quite often the force of the gerundive in *quaerendum* was not conveyed in the translations.

Question 1 (c)

- (c) *quod facere ... mittit* (lines 9–10): what does Cicero find strange about the response of the boy's mother? [3]

This question was mostly well answered, although many candidates wrote that Oppianicus was not often accustomed to do 'this', without actually explaining that 'this' refers to the fact that he summoned the boy.

Question 1 (d)*

(d)* *ille ... duxit* (lines 11–22): how does Cicero make this a vivid narrative?

You should refer **both** to the content **and** to the language of the passage.

[15]

Most candidates expressed very well the vivid nature of this passage, mostly by focusing on the multiple uses of time phrases, which showed the indecent haste of Oppianicus' trail of murder. Candidates also picked up well on Cicero's use of balanced phrasing (e.g. *non solum ... sed etiam*, or the *propter* contrast at the end of the passage). Weaker responses tended not to show where the contrast was and left it to examiners to infer. Candidates should be encouraged to point out balance or chiasmus either by quoting the words or even underlining the relevant parts of a given quote.

Question 2 (a)

2 Read the following passage and answer the questions.

(a) Translate *ceterum Tiberius ... erexit* (lines 1–5).

[5]

Tacitus translations often pose challenges to candidates given his compressed style, but this translation was handed very well. Sometimes candidates did not capture the either/or aspect of the reasons why Tiberius entered the senate, e.g. by saying that he went the 'in order to show no fear'. Another source of confusion emerged in *gemitu victo* when candidates did not realise this applied to Tiberius.

Question 2 (b)

(b) *non quidem ... petivisse* (lines 5–8): in what ways was Tiberius' attitude different from that of other people?

[4]

This question was well answered, with only a few candidates thinking that Tiberius also avoided conversations and the daylight, when in fact, this is what other people did.

Question 2 (c)*

(c)* *miseratusque ... pertineant* (lines 8–19): what makes this an emotional passage?

You should refer **both** to the content **and** to the language of the passage.

[15]

This question was answered very well, with candidates bringing to the fore all the details of the passage which showed the pathos of the scene, the vulnerability of the boys and the range of emotions shown by Tiberius.

Observing the correct line numbers

In a small number of cases, candidates spent a lot of time analysing parts of lines 1–8 for this question. The lemma however of the question begins at *miseratus* in line 8. A similar problem occurred for some candidates in Question 5 (d) where the lemma ran across different paragraphs, and a small number of candidates analysed portions of the text outside of this range. Candidates should be reminded to observe the line numbers carefully.

Exemplar 1

3. Firstly, this passage is made emotional by describing the lamentation of Tiberius. Tacitus writes that Tiberius lamented (*miseratusque*) the extreme age of the Augusta (*Augustae extremam senectam*), the inexperienced youth of his grandchildren (*videm adhaec nepotem*) and his own declining age (*vergentem aetatem suam*). This clearly shows that Tiberius is lamenting the unfortunate things in his life, which creates emotion in the passage. The amount of things that he is lamenting is further highlighted by the tricolon of things he is lamenting (*atque*) which emphasises the extent of his sadness, making the passage emotional. In addition, the promotion of the

This portion of a response to Question 2 (c) highlights a lot of good practice. There is a substantial piece of Latin which is accurately translated and is relevant to responding to the question on how the passage is emotional. A relevant stylistic device is identified, and there is some development to explain why the tricolon highlights the amount of things Tiberius is lamenting. All the discussion is relevant, focused on the question.

Question 2 (d)

- (d) In lines 20–23 (*magno ... dempsit*), how does Tacitus undermine the effect of Tiberius' speech?

[3]

Generally, this question was answered well. Candidates did not need to translate almost all of the lemma to gain the 3 marks here. Examiners were looking for 3 separate points to award marks for. Candidates should also be encouraged to explain their points more in such comprehension question. Quite often a translation such as 'Tiberius removed faith from what was honourable' fails to capture the sense of what Tacitus is saying.

Section B overview

While Cicero and Tacitus remained overall favourites here, there were a substantial number of Livy responses. The questions were broadly tackled very well and equally well across the three options.

Question 3 (a)

3 Read the following passages and answer the questions.

(a) *tortor atque ... tormenta* (line 1): what were these intended to find out? [1]

This question was mostly answered well.

Question 3 (b)

(b) *illa* (line 1): who does this refer to? [1]

This question was almost universally answered correctly.

Question 3 (c) (i)

(c) *quidam ... quaesitum* (lines 2–5):

(i) what objection was raised by one of the witnesses? [2]

This question was well answered.

Question 3 (c) (ii)

(ii) why was his opinion likely to be influential? [2]

This was mostly well answered, although some candidates did not express the idea that the objector was not just honourable but had been endowed with honours from the people.

Question 3 (c) (iii)

(iii) what was the result of his intervention?

[2]

Most candidates recognised that the result was the call for the end of the investigation, but some did not convey the idea that this decision was unanimous.

Question 3 (d)

(d) Translate *redditur ... potuissent* (lines 5–9).

[5]

This was another accessible translation. There were a wide variety of interpretations for *suis* (her slaves, her friends, etc.) which were permitted. The end of the passage with the balanced phrases produced a very wide range of ways of rendering the Latin, and it is clear that centres are encouraging candidates to work out their own translations. One less successful area was in words being omitted, for example *aperta*, or *iam certe*.

Question 3 (e)*

(e)* How does Cicero make this passage a powerful attack on his opponents?

You should refer **both** to the content **and** to the language of the passage.

[15]

This was a passage with abundant opportunities for analysing Cicero's style and candidates picked up on the power of Cicero's attack very well. Understanding of Cicero's objections to the deficiencies of the prosecution case was very good. At times, candidates did not gain marks for literary devices which were noticed but not developed or explained well. For example, merely pointing out a tricolon of *neque*, or the anaphora of *tu*, is not going to attract marks unless it accompanies a valid piece of (translated) content, and unless the effect of the tricolon is explained well.

Answering 15 mark questions

- For 15-mark questions, candidates should be encouraged to quote and translate whole Latin phrases. Fragmentary approaches which zone in on isolated words are unlikely to be given marks.
- Literary features can then be further analysed, and their relevance carefully explained.
- Both content and use of language should be linked to the original question, e.g. how is a passage emotional, or vivid, or interesting?
- A range of points should be taken from the whole passage. Sometimes, candidates offer perhaps two or three points of analysis on the same Latin quote which restricts the attention they give to other parts of the passage.

Question 4 (a)

4 Read the following passages and answer the questions.

(a) Translate *profectio ... negaretur* (lines 1–5).

[5]

This was a generally accessible translation which was well handled. The phrase *ex illustribus* attracted a variety of renderings ('distinguished ranks, family, people, etc.'). Quite often the force of the subjunctive *levaretur* ('by whose conversations he *might* be comforted') was not adequately conveyed.

Question 4 (b)

(b) *unde ... careret* (lines 5–7): what confusion was caused by the astrologers' prediction?

[3]

This question was generally well answered.

Question 4 (c)

(c) In lines 7–10 (*mox ... compleverit*), how does Tacitus explain his views about the astrologers?

[5]

In some cases, candidates did not gain marks here as they did not give enough points. Often two translations were given, which seemed not to show adequate understanding of the passage. Once again, candidates should be encouraged to show their understanding of the text by answering the question. For example, Tacitus makes the point that the astrologers were partially right (Tiberius did not return to Rome), but not because he was going to die, he lived to an advanced age, and in fact got so close to Rome that their predictions about him not returning were only partially correct.

Misconception



Comprehension questions require candidates to show understanding. Simply reproducing a translation of the lemma may often not be sufficient to exhibit comprehension. Quite often the command word 'explain' is used to invite candidates to show their deeper understanding.

Question 4 (d)*

(d)* How does Tacitus engage the interest of the reader in this passage?

You should refer **both** to the content **and** to the language of the passage.

[15]

This was a passage rich in Tacitus' style and candidates exploited this very well to show how interesting it is to read the depiction of Nero in the passage. The exploration of the theatrical vocabulary used by Tacitus was particularly interesting to show the malign intent of Sejanus. Once again, the most successful candidates were able to develop fully the effect, e.g. the tricolon of ways Nero was mistreated by Sejanus' men.

Question 5 (a)

5 Read the following passage and answer the questions.

(a) *eaque ... studebat* (lines 1–3): what motives did Tarquin have for starting the war against Ardea?

[3]

This question was very well answered.

Question 5 (b)

(b) *praeter ... indignabantur* (lines 3–4): what does this tell us about the attitudes of the people?

[2]

This question was well answered, although some candidates did not bring out the idea that it was with plunder that Tarquin wanted to assuage the people's attitudes.

Question 5 (c)

(c) Translate *temptata ... militibus* (lines 5–8).

[5]

This question was a generally accessible translation. Some candidates were unsure about how to translate *stativis* and neglected to show the permanent/fixed nature of these camps or operations. Often the word *satis* was omitted in some responses.

Question 5 (d)*

(d)* *forte ... Lucretiam fuit* (lines 9–21): how does Livy make this a dramatic passage?

You should refer **both** to the content **and** to the language of the passage.

[15]

This was a dramatic passage which candidates generally analysed very successfully. The most successful responses tended to explore both the content and the literary style of the passage and brought out the contrast between Lucretia and the rest of the wives. Less successful responses tended to focus too much on the narrative and simply rehearsed the details of the story as it progressed. The narration of the passage is exciting in itself, but responses which explored Livy's style as well tended to reach the higher levels.

Exemplar 2

Lucretia's virtue exceeds expectations: they find her 'in no way like the royal daughters - in-law? (other wives of princes) who live luxurious lives and are observed 'amnegualibus temporibus' 'wasting time among their equals'. The 't' alliteration contributes to Livy's scornful tone, as he contrasts their behaviour with Lucretia's. She is found by the men up late at night 'deditam lanae inter lucubrantes ancillas', 'wholly devoted to her wool, among slave-girls working by lamplight'. Lucretia is

This response highlights good analysis. There is ample quotation of Latin, which is translated well and embedded in the candidate's own narrative. A literary device is identified as part of the development and the scornful tone of the alliteration of 't' is well noted by the candidate

Question 5 (e)

(e) *adveniens ... incitat* (lines 21–24): what do these lines say that makes the behaviour of Sextus Tarquinius shocking?

[3]

This question was generally very well answered.

Section C overview

Essays this year exhibited high levels of knowledge and balanced arguments. In general, most candidates were able to complete a substantial response to the Section C questions, although it is still the case that some spend too long on previous questions and do not leave enough time for this. There were very few responses with references to scholars (which is not a requirement of A Level Latin Literature).

Question 6*

6* How fair is it to criticise Cicero, in *Pro Cluentio*, *Murder at Larinum*, for spending more time attacking Sassia than defending Cluentius? **[20]**

Most responses for Question 6 gave a balanced answer to this question. Given the nature of a Roman court and the greater tolerance of *ad hominem* approaches, candidates argued that it was fair for Cicero to attack Sassia in order to present Cluentius in a much better light (even if this meant distracting the jurors from the real issues). However, more successful responses did acknowledge that Cicero does use logical arguments to defend Cluentius (e.g. his questioning of the methods of alleged poisoning), so that Cicero is not only engaged in character assassination but does also engage with the charges. The analysis and quality of argument were very successful in this question, although at times candidates seemed to be able to produce less evidence from the texts to support their analysis.

Exemplar 3

However, it could be argued that ~~it~~ in fact Cicero does do a great deal to defend his client. He criticises and dismantles the prosecution's case that Cluentius poisoned Oppianicus by attaching first the absurd motive (for nobody would fear Oppianicus and since Habitus was his enemy he would want him to suffer in exile rather than feel the refuge of death by killing him) and the means (for concealing poison in bread is far more difficult and less effective than concealing it in a drink). Consequently, Cicero directly refutes the allegation of poisoning to

This portion of a Question 6 response exemplifies well what examiners look for. In terms of AO3, there is good analysis here as the candidate is producing a counterargument: yes, Cicero attacks Sassia a lot and can be to some extent criticised for this, but he does also provide evidence to defend Cluentius. Two pieces of evidence are then selected to substantiate this conclusion (the point that Oppianicus is in exile and the discussion on poisoning), which show a very detailed knowledge of the set text as required in AO2.

Question 7*

7* 'Selfish ambition controlled everyone – no one cared for the good of the state.'

To what extent do you agree with this judgement on Tacitus' *Annals* IV?

[20]

Candidates handled this question very well. Most candidates were able to fully explore how many characters in the text seemed to be self-serving and had little concern for the state – Sejanus' ambition in particular, and Tiberius' self-interest. Even in the discussion of Tiberius, there were some very nuanced discussions with some candidates noting that Tiberius had little ambition, although he did have self-interest, or at other times arguing that Tiberius' actions for Nero and Caesar, as well as refusing Sejanus permission to marry, did exhibit concern for the state. Knowledge of the texts and the quality of arguments were high. Generally, the case of Sabinus was offered as a counterargument to the question prompt.

Question 8*

8* 'Freedom and honour were crushed by tyrannical might.'

How far is this true of the events described by Livy in *History of Rome I*?

[20]

This question allowed candidates to show high levels of knowledge and understanding. Most candidates had plenty to talk about in terms of the loss of freedom and honour, whether in the violent usurpation of Tarquin, the deceptive occupation of Gabii, or the atrocity against Lucretia. The most successful responses were able to balance this prompt with a discussion of how ultimately freedom and honour reasserted themselves in the person of Brutus and the overthrow of the monarchy.

Answering 20 mark essays

The best essays are noted to have these features:

- a very wide range of points from the Group 2 texts, both in Latin and in English (not the Group 1 texts of which only a limited use can be made)
- very detailed reference to the Latin and English prescribed texts with excellent levels of analysis which accurately answer the question
- some use of relevant historical or cultural background (although such references are not essential). References to scholars are not needed for A Level Latin
- they were completed within the time allowed. Several candidates ran out of time and so it may be worth asking: Are candidates spending too much time on other sections, e.g. 15-mark questions? Are candidates adding vague introductory or concluding paragraphs which take extra time but are unnecessary and rarely attract marks? Can timed essays be practised in lessons to help candidates to use time more effectively in the exam?

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