

A LEVEL

Examiners' report

LATIN

H443

For first teaching in 2016

H443/01 Summer 2023 series

Contents

Introduction.....	3
Paper 1 series overview	4
Section A overview	5
Question 1.....	5
Section B overview.....	8
Question 2 (a)	8
Question 2 (b)	9

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.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

Paper 1 series overview

Examiners felt that the two passages were of a similar level of difficulty to the 2022 exam paper and allowed candidates of all levels to show what they could do. Very few did not grasp the general gist of the two passages and it was very rare to find a candidate who had run out of time.

As in previous years many chose to do the scansion question before beginning their translation of the Ovid, which is fine. Some also chose to tackle the Ovid passage before the Livy.

Most, but not all, followed the requirement to write on alternate lines. Typed scripts were mostly likely to slip up in this regard. The quality of handwriting on handwritten scripts was rarely an issue.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • had a wide knowledge of the sort of vocabulary tested at this level, especially military vocabulary typical of Livy (e.g. <i>signa ferri, impetu, signiferos, aggerem, vallum</i>) • were able to make sensible guesses at the meaning of unfamiliar words (e.g. <i>pavorem, fixit, cor</i>) • had a strong knowledge of accidence and syntax, including features particular to Livy and Ovid (e.g. Livy's omission of <i>sum</i> in the perfect passive) • understood how to scan lines of Ovid, including spotting the elision in the second line. 	<ul style="list-style-type: none"> • did not know the meaning of even quite common words (e.g. words on the GCSE and AS Level Defined Vocabulary lists) • did not make the best use of the introductions to the passages as a guide to the storylines • did not always make sensible guesses at the meaning of unfamiliar words to fit the context • did not have a strong enough knowledge of accidence and syntax to cope well with the more difficult sections • were unsure on the scansion question (e.g. did not know what makes a syllable short or long and/or did not spot the elision of <i>marit(um) est</i> in the second line).

Section A overview

The Livy passage was a typical battle narrative, which brought the usual difficulties of making sense of sometimes unfamiliar military vocabulary and working out who was defeating who. The introduction on the exam paper was designed to give candidates the context (e.g. that the Romans succeeded in driving their Etruscan enemy back into their camp), but examiners often wondered whether candidates made full use of it.

Question 1

1 Translate the following passage into English. Please write your translation on alternate lines. [50]

Question 1 (i): In the first sentence candidates were often unfamiliar with the term *signa ferri*. Teachers who don't already do so might usefully consider providing their students with a list of common military terms used by Livy (see below on *clade*, *signiferos*, *aggerem* and *vallum*). The other difficulty in the opening sentence was the need to take *armatos* ('armed men', not 'armies' or 'weapons') as the *subject* of *sequi* rather than the object. 'Emperor' was not accepted for *imperator* as the introduction and context clearly showed that a military general or leader was being referred to.

Question 1 (ii): The first hurdle was to see that the neuter plural *omnia* must refer to 'everything' not 'everyone' and the next was to know that *imperio* here meant 'order' not 'general' and that it was an ablative of comparison dependent on *celeriora* ('everything was done more quickly than his command'). Few had problems with *rapta sunt extemplo arma*, but many missed the sense of the last phrase – the over-eager soldiers were not being held back **by** an attack but **from** attacking.

Question 1 (iii): The first half of this sentence was a good test. More successful responses realised that *ira* could be nominative and subject of *incitabat*, in which case they were usually able to match the participle *accepta* correctly with *clade* and write something like 'not only anger from the recently received disaster spurred them on ...'. Grammatically, *accepta* could feasibly go with *ira* and so versions which took it this way were accepted. A list of Livian military words might usefully include *clades* and *caedes* as there was confusion here (even though the overall meaning was not usually badly harmed). In the second half of the sentence, most correctly realised from the ending of *increscente* that it was the battle that was increasing, not the shouting.

Question 11(iv): *alii alios* caused unexpected problems, perhaps because candidates were misled by the verb *urgent* being placed first ('some urged on others'); *alios* was often wrongly taken with *signiferos* (another word to add to the military vocab list). As so often with an *ut* clause, many candidates routinely took *ut celerius eant* as a purpose clause, even when they had correctly translated *hortantur* as 'they encouraged'. It is worth giving students plenty of practice of the uses of *ut* (with the indicative as well as the subjunctive) so that they can confidently identify the construction in each case.

Question 1 (v): Relatively few candidates handled *quo magis ... eo impensius* confidently or saw that *magis* needed to be taken with *videt* rather than *festinantes* ('the more Valerius saw them hurrying, the more strongly he held back the line'). *retinet* needed careful thought – more successful responses had worked out the context by now: Valerius' men were over-eager for the fight but he had to hold his men back. The second half of the section proved surprisingly difficult: 'against the Etruscans' was quite common for *Etrusci contra, principio* ('by/at the beginning') was often mistaken as a part of *princeps*, and even though *exciti* was glossed, many did not work out that it agreed with *Etrusci* ('the Etruscans, who had been brought out at the start of the battle'). Finally, examiners required *aderant* to be correctly recognised as the imperfect of *adsum* rather than the pluperfect or a part of *adeo*.

Question 1 (vi): Not all candidates recognised *sustulit* from *tollo* or the idea of 'raising' a shout. Examiners allowed *eques* as a singular horseman, even though it is often used as a collective noun for 'cavalry', as here. Some thought needed to be given to *libero cursu* – more successful responses came up with a phrase in English that fitted the sense (e.g. 'on a free course' or even 'at a full gallop'). Candidates should not be afraid to depart from the literal in order to show that they understand what is actually going on in the narrative. *subitum* needed to be taken as an adjective with *pavorem*, the meaning of which was sometimes not known. As ever, candidates faced with an unfamiliar word need to be encouraged to come up with an educated guess that fits the context. More than one imaginative version had the cavalry disappearing under the pavement - we all know that strange things often happen in Latin unseens, but this did not seem very likely.

Question 1 (vii): Difficulties were *fusi* (from *fundo* = I rout, defeat) and the sense of *repetunt* ('retreated to' rather than 'attacked again'). The juxtaposition of *hostes castra* unfortunately led some to take them as 'the enemy camp', but otherwise this section was mostly answered well.

Question 1 (viii): *haerent* caused difficulties - 'got stuck in' was the sense required, although 'clung to' was also allowed. Many knew *angustiis* but not all took account of the case of *portarum* ('the narrow confines of the gates'). *magna* was predictably often taken with *aggerem* and many who were unfamiliar with the military terms *aggerem* and *vallum* resorted to a variety of fields (*ager?*), aggression and valleys. *conscendit* was found surprisingly difficult, presumably because candidates didn't associate it with *ascendit*. The *si* clause which followed was mostly done well, which guaranteed candidates at least 2 marks for the section.

Question 1 (ix): This section proved to be an excellent differentiator. For full marks it required candidates to see that *deos pandere ... conclamavissent* was an indirect statement not an indirect command, and to take account of the tense of *pandere* ('they shouted that the gods were opening'). A surprising number did not know *nonnulli* (on the GCSE Defined Vocabulary List) and those who had missed the sense of the previous section often had difficulty with *hoc modo*, which simply meant 'in this way' here.

Question 1 (x): Predictably, there was widespread confusion between *vir* and *vires*, and not everyone was familiar with Livy's tendency to omit part of the verb 'to be' in the perfect passive (i.e. *fractae = fractae sunt*, *permissum = permissum est*). A variety of translations of *de pace* were accepted (e.g. 'about peace', 'to ask for peace'), but examiners noted a tendency for candidates to take *de* as 'of' whenever they meet it, perhaps through confusion with French - 'of peace' did not really get the sense here. For once, the passage ended with a very simple short sentence which almost all candidates translated correctly and thereby were given at least 2 marks for the section.

Second thoughts

As in previous years, examiners sometimes noticed that when candidates change their mind over the meaning of a word, perhaps at the checking stage, they more often than not replace a correct translation with an incorrect one. First instincts are sometimes a better guide!

Exemplar 1

Fleeing, they clung onto the narrow sides of the ^{ports} ~~gates~~ ;

In the case of Exemplar 1, the candidate would have been more successful sticking with their initial translation of *portarum*, which was correct and fitted the context, than changing their mind at the last moment.

Section B overview

The Ovid passage contained some challenging sections, but also some which could be handled well by less confident candidates who knew their vocabulary. Very few did not follow the gist of the story. The scansion question, which has been answered particularly successfully in recent years, proved to be more of a differentiator this time.

Question 2 (a)

2 (a) Translate the following passage into English. Please write your translation on alternate lines. [45]

Question 2 (a) (i): This proved perhaps the hardest section of the Ovid. The key in the first half was to see that *formā* must be nominative (scansion of the final -a would have confirmed this) and therefore subject of *redemit* with *te pugnantem* as object: 'your beauty did not save you when you were fighting, Cyllarus'. In the second half, more successful responses got the sense of *concedimus* ('we grant' rather than 'give in to' here) and the fact that *naturae* was dative going with *illi*, not genitive ('if indeed we grant beauty to that kind of creature').

Question 2 (a) (ii): An easier section was handled well by those who knew their vocabulary (e.g. *incipiens*, *aureus*, *coma* and *umeris*) and could correctly match the adjective *medios* to *armos* rather than *umeris*. As often when a word is glossed in the singular, many candidates forgot that it might be plural in the passage, as *armos* was here.

Question 2 (a) (iii): The first half had several difficulties: the form of *petiere* (= *petierunt*), the identity of *illum* referring back to Cyllarus, and the sense of *sua de gente*. Also found difficult were the verb form *abstulit*, the idea that Hylonome 'stole' Cyllarus for herself, and the meaning of *una* ('alone' in this sentence but 'together' in the next). The second half was handled very well, however, especially by those who realised that the ablative *qua* must mean 'than whom' and go with the comparative *decentior*.

Question 2 (a) (iv): Most candidates found this a straightforward section but it was not without its difficulties, e.g. the meanings of *par* (not *pars*), *errant* (not *erant*) and *antra*. Examiners were interested by the approach of candidates to the phrase *par amor est illis*: most decided to take it literally (e.g. 'equal love was to them'), even if it then made it unclear whether they had grasped the sense. Relatively few were brave enough to translate it as 'they were equally in love', which is what the Latin really called for. Candidates should not be afraid of this sort of occasional reworking of the Latin grammar to communicate the meaning clearly in English.

Question 2 (a) (v): This was another relatively straightforward section, although *tecta* was sometimes taken as the subject of *intrabant* and *fera* ('wild') was sometimes taken to refer to wild beasts. The use of singulars and plurals in poetry can be problematic to translators - here examiners allowed the singulars 'war' and 'battle' for *bella* as Ovid is clearly describing a single fight.

Question 2 (a) (vi): Difficulties were the case of *iaculum* (nominative), *fixit* ('pierced' not simply 'struck' or 'fixed') and the meaning of *de parte sinistra* ('from the left-hand side').

Question 2 (a) (vii): This proved an excellent test of candidates' ability to match nouns with adjectives/participles (*cor + laesum*, *parvo + vulnere*, *corpore + toto*, *morientes + artus*). Over-literal versions of *educta* (e.g. 'when the spear had been led out') were not fully rewarded. *tela* was best taken as plural for singular, as it clearly referred to a single spear.

Question 2 (a) (viii): Teachers who provide their students with a list of easily confused words no doubt has *vulnus* and *vultus* in it - it would have helped here to see that Hylonome was soothing Cyllarus' 'wound' rather than his 'face'. The sense of her moving her face to his face was sometimes missed but the last part of this section was usually done well.

Question 2 (a) (ix): *exstinctum* for *exstinctum esse* ('when she saw that he had died') sometimes caused problems and not all realised that Hylonome fell on the weapon (*telo*) which had stuck in Cyllarus (*illi*). The dislocation of *complexa ... est* sometimes seemed to fox candidates but most got the idea that Hylonome embraced Cyllarus as she died.

Question 2 (b)

2 (b) Write out and scan lines 17–18:

ut videt exstinctum, telo quod inhaeserat illi
incubuit moriensque suum complexa maritum est.

[5]

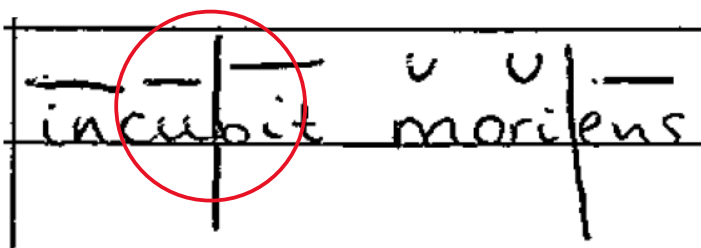
This question was found more difficult this year, when 3 out of 5 was perhaps the most common mark.

Candidates usually progressed well with the first two and a half feet of the first line, but the moment they took *tēlō* as two short/light syllables they were forced to take *quōd in-* as a spondee, perhaps unaware that final -o is almost always long, and that the 'h' of *inhaeserat* does not cause the *in-* to be scanned as long.

In the second line, some did not write out the Latin correctly - it was not uncommon for *incubuit* to be written as *incubit*, which usually led to a quantities error, as in Exemplar 2 below.

The puzzle at the end of the line was what to make of the quantities of *mārit(um)*: the answer was to see that the -um needed to be elided before *est*. The failure to see this usually caused errors earlier in the line, e.g. taking *sūm* as a single syllable and/or marking the final -a of *complexā* as long.

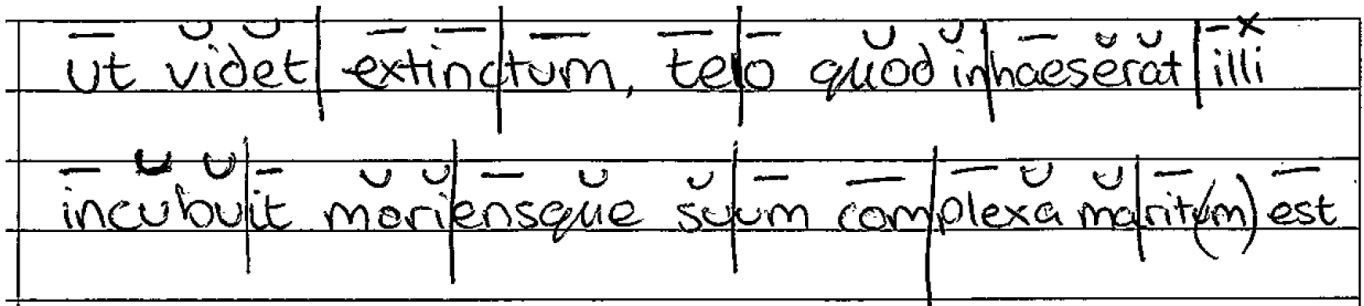
Exemplar 2



Writing out the Latin

As last year, a small number of candidates (especially those submitting typed scripts) wrote out the scheme of the hexameter without writing out the Latin words. They could not be given marks as it needs to be clear that each syllable has been correctly identified as long/heavy or short/light.

Exemplar 3



Exemplar 3 shows how the question should be responded to. Each syllable has been clearly marked as long or short and the elision of *marit(um) est* has been clearly shown. There is no need to mark the caesuras and the final syllable can be marked as an anceps (x).

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Access to Scripts

For the June 2023 series, Exams Officers will be able to download copies of your candidates' completed papers or 'scripts' for all of our General Qualifications including Entry Level, GCSE and AS/A Level. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

Our free, on-demand service, Access to Scripts is available via our single sign-on service, My Cambridge. Step-by-step instructions are on our [website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals.

[Find out more](#).

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



I like this



I dislike this

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.