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GCSE (9-1)

Examiners' report

LATIN

J282
For first teaching in 2016

J282/03 Summer 2023 series

Contents

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 report relates to Latin GCSE Prose Literature B (J282/03), which includes the Cambridge Latin Anthology texts of *Sagae Thessalae* and *Pythius*.

These texts were clearly enjoyed by the candidates and the vast majority of candidates had a firm knowledge of the text and were able to analyse the content and style of the Latin effectively. Most candidates also had a good understanding of the overarching themes of the set texts. The candidates found the subject matter of the texts enjoyable to study and this was particularly seen in Question 8, the 10-mark overarching essay. The majority of candidates had clearly prepared well for the exam and had a thorough knowledge of the text and knew how to approach the different types of questions in the paper. Some candidates however, although they had a general grasp of the meaning of the text, lacked the detailed knowledge required in many of the questions, particularly the textual analysis questions work 4- and 8-marks. Candidates also did not fully understand what was required for these questions and accordingly dropped marks. Below is a short summary of what is expected of each of the types of questions found in the Prose Literature B examination paper.

Short Comprehension questions: These questions are worth 1 or 2 marks. Candidates should look carefully at the Latin lemma in the question to make sure that they are getting their response from the correct section of the Latin. These questions only require a short response and the number of lines provided in the question paper should be sufficient for the candidate's response. A minority of candidates wrote more than was necessary and this potentially impacted their timing of the longer questions.

Empathetic questions: There are two of these questions in the paper. These questions require candidates to work out from the Latin how a character in the text is feeling and then give a reason for their response. Candidates should make sure that their response is not vague in either part of the question. They should give a specific feeling or emotion and back this up with evidence from the text.

4-mark analysis questions: There were two analysis questions in the paper worth 4 marks, one which includes a translation of the Latin and one which does not. When responding to the question which has the translation included, candidates should comment only on the style of the Latin. However when responding to the question that does not have the translation, candidates can analyse both the style and content of the Latin. In both questions, candidates must give a short, focused Latin quotation, make clear the meaning of the Latin, preferably by translating the quotation, and they must then explain how their chosen Latin quotation answers the question. Some candidates commented on the content of Latin in the question which has the translation, rather than the style of the Latin, which is required, and therefore could not achieve full marks.

8-mark analysis question: There was one analysis question in the paper worth 8 marks and this is probably the best differentiator of the paper. Candidates must analyse the passage of Latin, quoting the Latin, showing that they know the meaning of the Latin and explaining how the Latin quotation answers the question, as they have to in the questions worth 4 marks. In order to score in Level 4 (7–8 marks), candidates must give at least two style points and to score in Level 3 (5–6 marks) they must give at least one style point. This means that if a candidate makes no style points at all in their response, their maximum score is 4 marks out of 8. This affected a minority of candidates who did not refer to the style of the Latin at all in their response. Some candidates also lost marks as they did not quote the Latin in some or all of their points. It states clearly in the question that candidates should refer to the Latin in their response. Candidates should aim to make five full points in this question to give them the greatest chance of scoring in the top level. These points should be detailed and should respond to the question specifically, rather than being brief or vague. Although the quality of points is of the utmost importance, candidates who make five or more points are most likely to have covered the text in sufficient breadth.

However the examiner is judging the response on both breadth and depth of points, so candidates who make fewer but more detailed points could potentially score in the highest level.

10-mark overarching essay: The overarching essay question was well answered and candidates seemed to have enjoyed showing the examiner the extent of their knowledge of the set texts. Candidates need to avoid vague responses. They should give their own personal response in order to respond to the question. In this particular question, how the authors maintain the interest of the reader, and they should then back up their point with a specific reference to the text. Latin quotations are not required. Candidates should aim to refer to at least some parts of the texts that are not referred to in the question paper. The minority of candidates clearly looked back over the paper and referred only to the passages given in previous questions, however these responses tend to be limited in scope. The candidate would have scored more highly if they referred more widely to different sections of the text. For the top Level (9–10 marks) candidates should aim to make at least six points. However the marking is about both breadth and depth of points, so candidates who make fewer but more detailed points could potentially score in the highest level.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- understood the Latin text well - referred to the Latin when asked to do so (in the 4- and 8-mark questions) - used the line references and Latin lemma given in the question for guidance - gave a range of style and content points in the 8-mark question, including at least two style points. When identifying points of style, they explained fully the effect of the stylistic point - gave specific references to the text in the 10-mark overarching question in order to avoid vague responses.	- only had a limited understanding of the Latin, and relied on a rough knowledge of the stories - did not use the Latin lemma and line references in the questions for guidance - did not refer to the style of the Latin in the 4- and 8-mark questions - omitted words in the translation question.

Question 1 (a)

1   Read the passage and answer the questions.

ac dum urbem pererrans tenuato viatico paupertati meae fomenta quaero, medio in
foro senem conspicio. insistebat lapidem magnaque voce praedicabat, si quis mortuum
custodire vellet, magnum praemium accepturum esse. et cuidam praetereunti 'quid hoc'
inquam 'audio? hic mortui solent aufugere?'

<div align="right">Apuleius, sagae Thessalae, lines 3–9</div>

(a)   *paupertati meae fomenta quaero* (line 1): what was Thelyphron looking for?

....

.... **[2]**

Candidates responded well to this question. The minority of candidates wrote vague responses, e.g. 'he was looking for a job' which only received partial marks. Candidates must look at the Latin lemma in the question for guidance. The number of marks allocated to the question also suggest a more detailed response. See guidance in the mark scheme.

Question 1 (b)

(b)   *insistebat lapidem magnaque voce praedicabat* (line 2): what was the old man doing?

....

....

....

.... **[2]**

Candidates responded well to this question. The most frequent error was only giving one part of the response. See mark scheme for allocation of marks.

Question 1 (c)

(c)   *et cuidam praetereunti* (line 3): to whom did Thelyphron speak here?

.... **[1]**

The majority of candidates did not know the meaning of the Latin and guessed the response. A common error was '*a bystander*.'

Question 1 (d)

(d) *hic mortui solent aufugere?* (line 4): how do you think Thelyphron was feeling when he said this? Give a reason for your answer.

....

....

.... **[2]**

Candidates responded well to this question. The marking scheme required specific reference to the idea of the dead running away or needing a guard. Some candidate's responses were too vague with no reference to '*the dead.*' Candidates should always aim to be as specific as possible.

Question 2

2   Read the passage and answer the question.

'iam primum' respondit ille 'totam noctem eximie vigilandum est apertis et inconivis

2 ....

....

'First of all', he replied, 'you must stay fully awake for the whole night, and with your eyes open and sleepless, always directed at the corpse, and you must not turn away your gaze anywhere, since those very bad witches creep up secretly, with their shape turned into any animal.'

Apuleius, *sagae Thessalae*, lines 15–18

How does Apuleius, by his **style** of writing, stress how difficult a task it would be to protect the corpse?

Make **two** points, each referring to the **Latin**.

1 ....

....

....

2 ....

....

....
[4]

The question which includes the translation requires comment on the style of the Latin. A number of candidates included content points, which only received partial marks for a relevant quotation. Candidates should be aware that although the translation is given, they still need to correctly translate their Latin quotation.

Some candidates gave a translation that was longer or shorter than their Latin quotation, thus not matching it up with the Latin. Marks were lost for this. Candidates should aim to make their Latin quotation short and to the point. Quotations that were overly long and not focused on the point being made will not gain marks. This question did show that the minority of candidates were under prepared and their knowledge of Latin style and stylistic devices was insufficient.

Misconception

?   In the 4-mark question that includes a translation, only style points get full marks. Candidates who include content points can only score a maximum of 1 mark out of 2 for each point if they give a correctly translated and relevant Latin quotation.

Question 3*

3*   Read the passage and answer the question.

tum autem mihi formido cumulatior cum repente introrepens mustela contra me constitit
oculosque in me fixit. tanta fiducia in tantulo animali mihi turbavit animum. denique sic
illi 'abi' inquam 'scelesta bestia, antequam meam vim celeriter experiaris! abi!' mustela
terga vertit et e cubiculo protinus exit. sine mora somnus tam profundus me repente
demergit, ut ne deus quidem Delphicus ipse facile discernere posset ex duobus nobis   5
iacentibus, quis esset magis mortuus.

Apuleius, *sagae Thessalae*, lines 31–39

How does Apuleius make the meeting of Thelyphron and the weasel dramatic in this passage?

In your answer you may wish to consider:

*   the behaviour of the weasel;
*   the effect the weasel had on Thelyphron.

You should refer to the **Latin** and discuss Apuleius' use of language.   **[8]**

....

....

....

....

....

....

Candidates responded well to this question. The passage is a dramatic and memorable section of the story, but candidates must be sure that they do not rely on a vague knowledge of the story. Candidates must give a relevant quotation, show that they know the meaning of the Latin and analyse the content or style of the Latin in order to answer the question. The majority of candidates responded with enthusiasm and in depth, with an impressive range of points. Some candidates gave a general commentary on the Latin and did not link their responses to the question. Candidates should make sure that every point they make is relevant to the question in hand.

Assessment for learning

Both style and content points are permissible in the 8-mark question, but in order to score in the top Level (7–8 marks), at least two style points must be made. Candidates must also make sure that for each point they make, they include a Latin quotation and show the examiner that they know the meaning of the Latin.

8-mark analysis question

Candidates should aim to make at least five points in order to achieve sufficient breath to their response. This question is the best differentiator of the paper, so candidates should give themselves sufficient time to complete the question effectively.

Exemplar 1

Apuleius further makes the meeting dramatic through the repetition of the word 'abi' meaning 'go away' which emphasises the fear Thelyphron has for the weasel and how he is scared of its presence. This makes it dramatic as Thelyphron is being forced to use this repeated, imperative command.

Apuleius also makes the meeting dramatic by using the phrase 'deus ... Delphicus' meaning 'God of Delphi' which relates to Appollo the God of knowledge and prophecies. This makes it dramatic as it emphasises the dramatic effects that the weasel had, that not even Appollo could have decided who was more dead.

In Exemplar 1, the candidate has made two valid points. The first point, referring to the repetition of 'abi' is a style point and the second point referring to the god of Delphi is a content point. In the 8-mark question, both content and style points are allowed. This exemplar clearly shows the difference between the two types of points. The candidate has referred to the Latin in both and has translated their quotation. They have then gone on to explain how their reference to the Latin has answered the question. Note how the candidate has referred explicitly in each point to the question itself to make sure that their response is fully directed towards the question.

Question 4 (a)

4   Read the passage and answer the questions.

tunc digito me demonstrans: 'nam cum corporis mei custos hic sagacissimus exsertam
vigiliam mihi teneret, sagae quaedam exuviis meis imminentes forma mutata
apparuerunt. cum industriam sedulam eius fallere non potuissent, postremo iniecta
somni nebula eum in profundam quietem sepeliverunt.'

Apuleius, *sagae Thessalae*, lines 72–77

(a) *tunc digito me demonstrans* (line 1): how did the dead man point out Thelyphron to the
people around him?

.... **[1]**

Candidates responded well to this question. The most common error was to translate *digito* in the plural,
or to state he was pointing with his hand. Candidates must look very closely at the Latin lemma in the
question, in order to make sure that their response is accurate.

Question 4 (b)

(b) Pick out and translate a **Latin** word in line 1 which shows how well Thelyphron had guarded
the body.

Latin word: ....
English translation: ....

[2]

Candidates responded well to this question. The most common errors were missing the superlative in
the translation of *sagacissimus*, giving the incorrect meaning to a correctly chosen Latin word or
translating the Latin words as adverbs rather than adjectives.

Question 4 (c)

(c) *exuviis meis imminentes forma mutata apparuerunt* (lines 2–3): what had caused the witches to appear?

....

.... **[2]**

Some candidates did not understand the meaning of the Latin and therefore guessed the response through their knowledge of the story. As always, a firm understanding of the meaning of the Latin is crucial for this paper.

Question 4 (d)

(d) *cum industriam … potuissent* (line 3): why did the witches eventually resort to sending Thelyphron to sleep?

....

.... **[2]**

Candidates responded well to this question but a number of candidates did not know this section of Latin sufficiently well.

Question 5

5   Read the passage and answer the question.

his dictis perterritus temptare formam incipio. manu nasum prehendo: sequitur; aures pertracto: deruunt. ac dum turba directis digitis et nutibus me denotat, inter pedes circumstantium frigido sudore defluens effugio.

<div align="right">

Apuleius, *sagae Thessalae*, lines 90–93

</div>

How does Apuleius show Thelyphron's panic? Make **two** points, each referring to the **Latin**.

1 ....

....

....

2 ....

....

....

<div align="right">

[4]

</div>

Candidates responded well to this question. In the question, without the English translation, both content and style responses are allowed, so there was a wide range of available responses. For content points, candidates should think about what the author has written, and for the style points, they should think about how the author has expressed their point. For maximum marks, candidates must include in their response a Latin quotation, a demonstration that they know the meaning of the Latin quoted and an analysis of either the style or content of the Latin that responds to the question. There were some excellent, perceptive responses in particular on the point about the short sentences describing when Thelyphron first realises that he has been mutilated.

Misconception

?

In the 4-mark question that does not include a translation, candidates can refer to both the content and style of the Latin in their response. Some candidates struggled to give style points on this question, and it might have been easier if they attempted to give content points. That is always an option in this type of question.

Exemplar 2

1 The repeated action of grabbing at his features, "manu nasum aures pertracto." shows his instant fear as he checks himself. Showing that he believes the story. It also demonstrates panic as he does not want the story to be true.

2 His escape "inter pedes." (between the feet) shows his panic as he does not even wait for people to move, instead taking drastic drastic measures to flee – demonstrating a sense of fight or flight

Exemplar 2 demonstrates the candidate has scored 1 mark out of 2 in the first point. The reference to the repeated action is relevant, and the quotation is appropriate. However the meaning of the Latin is only hinted at and the candidate should have directly translated the Latin so that it is clear that they know the meaning. It is also good practice to write out the whole Latin quotation, rather than only the beginning and end.

The second point is a content point referring to Thelyphron running away between the feet of the crowd. The relevant Latin is quoted and has been translated correctly and the candidate has linked their point to the question. Full marks were scored for this point.

As the question is the one without the translation included, both style and content points are admissible.

Question 6 (a)

6   Read the passage and answer the questions.

C. Canius, eques Romanus, cum se Syracusas contulisset, dicebat se hortulos aliquos
emere velle, quo invitare amicos et ubi se oblectare sine interpellatoribus posset. quod
cum percrebuisset, Pythius quidam, qui argentariam faciebat Syracusis, ei dixit se
hortos habere, non venales quidem sed quibus Canius uti posset, si vellet, ut suis.

Cicero, *personae non gratae: Pythius*, lines 1–6

(a)   *dicebat … velle* (lines 1–2): why did Canius go to Syracuse?

....

.... **[1]**

Candidates responded well to this question.

Question 6 (b)

(b)   *quo invitare … interpellatoribus posset* (line 2): what advantages did Canius think he would
gain?

....

....

....

.... **[2]**

Candidates responded well to this question. The most common errors were to include only one part of
the response, or to omit the phrase '*without interruptions.*'

Question 6 (c)

(c)   *non venales … ut suis* (line 4): how do you think Canius felt after hearing these words? Give
a reason for your answer.

....

.... **[2]**

This empathetic question was answered well. Most candidates understood how Canius might have felt at
this point and gave a good response. Errors were caused by candidates not looking carefully at the
lemma and therefore not knowing accurately at which stage of the story they were at.

Question 7

7   Read the passage and answer the question.

venit ipse mature; cumbam nullam videt. quaerit a proximo vicino num feriae piscatorum essent. 'nullae, quod sciam' inquit 'sed hic piscari nulli solent. itaque heri mirabar quid accidisset.' iratissimus Canius; sed quid faceret?

<div align="right">Cicero, personae non gratae: Pythius, lines 18–22</div>

Translate this passage into English.

....

....

....

....

....

.... **[5]**

This translation question was answered well, possibly because it is the climax of the story. The main errors were the omission of words, e.g. *ipse*, *hic*. The following phrases / words were also often mistranslated: *mature*, *proximo*, *quid accidisset*. The translation question clearly showed which candidates had a firm grasp of the meaning of the Latin.

Question 8*

8*   How do Apuleius and Cicero maintain the interest of the reader in the stories *sagae Thessalae* and *Pythius*?

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]**

....

....

....

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....

....

The overarching question was generally well answered. The majority of candidates had an excellent knowledge of both set texts and clearly enjoyed writing their responses. Some candidates' responses were too vague and did not refer to a specific part of the text. Latin quotations are not required for this question. Some candidates wrote very long responses indeed, and often these responses repeated points that had already been made. The best responses were clearly planned and the candidate's personal response was backed up by a detailed reference to the text. The question required analysis of both authors, Apuleius and Cicero and almost every candidate referred to both authors in their response.

10-mark overarching question

For each point candidates should give their personal response to the question. In this question, how do the authors maintain the interest of the reader. Each of these points should be backed up by a detailed reference to the text. Candidates should aim to make at least six points in order to achieve sufficient breath to their answer.

Exemplar 3

Both Apuleius and Cicero in their stories include a moment of realisation for the protagonists, Thelyphron and Canius. In 'Sagae Thessalae', Thelyphron experiences the shocking realisation that he has suffered a mutilation instead of the corpse, which is interesting to the reader as it is an unexpected turn of events, because up until that point, it seemed that Thelyphron and the corpse were both safe from the witches. In 'Pythius', it is revealed to Canius that the small park doesn't actually have any fish, and that he has been swindled. This shocking realisation is not a huge suprise to the reader as it was hinted at earlier when Pythius "sought from (the fisherman) that they might fish there on the next day". However, Canius had no idea, so the reader may feel pity for him for being swindled and then so maintain their interest)

Exemplar 3 demonstrates the candidate has made valid points about both the *Pythius* and the *Sagae Thessalae* texts. The point is concerning the moment of realisation for the main characters in each story. The candidate has sensibly made the same point for each of the texts and received credit for both examples. The examples from the text are clear, particularly the reference in *Pythius*.

The candidate ideally would have been a little more explicit in their reference to *Sagae Thessalae* but it is clear which section of the text they are referring to. The personal response made by the candidate is concerning the moment of realisation, and the evidence for this point is the two examples from the text.

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