OCR
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GCSE (9-1)

Examiners' report

LATIN

J282
For first teaching in 2016

J282/02 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 2 series overview

This report relates to Latin GCSE Prose Literature A (J282/02), which includes the Oxford Latin Anthology texts of *Bravery and strategy in battle, Inspiration for the fight* and *Marital Conflict.*

These texts were clearly enjoyed by the candidates and the vast majority of candidates had a firm knowledge of the texts 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. In particular, the candidates seemed to enjoy the Tacitus text about Boudicca and her struggles against the Roman invaders. 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 4-mark and 8-mark textual analysis questions and the translation question. The minority of 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 A examination paper.

Short Comprehension questions: These questions are generally worth 1 or 2 marks. Candidates should look carefully at the Latin lemma in the question to make sure that they are giving 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. Some candidates wrote at far greater length 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 required 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 are two analysis questions worth 4 marks in the paper, 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 4-mark 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 responds to the question. Some candidates commented on the content of Latin in the 4-mark question which has the translation, rather than the style of the Latin, which is required, and therefore achieved less marks.

8-mark analysis question: There is one analysis question worth 8 marks in the paper, 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 responds to the question, as they have to in the 4-mark questions. 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 was 4 marks. 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 more 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: There was one overarching essay question worth 10 marks. This question was generally well responded to and candidates seemed to have enjoyed showing the examiner the extent of their knowledge of the set texts. Candidates needed to avoid vague responses. They should give their own personal response in order to respond to the question. In this particular question, how much there is of interest to the reader in three texts, 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. Some 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 questions worth 4- and 8-marks) • 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 essay question in order to avoid vague responses.	• only had a vague understanding of the Latin and relied on limited 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 questions worth 4- and 8-marks • omitted words in the translation question.

Question 1 (a)

1   Read the passage and answer the questions.

> ne Vorenus quidem sese vallo continet sed omnium veritus existimationem
> subsequitur. tum mediocri spatio relicto Pullo pilum in hostes immittit atque unum
> ex multitudine procurrentem traicit; quo percusso et exanimato, hunc scutis
> protegunt, in hostem tela universi coiciunt neque dant regrediendi facultatem.

<div align="right">Caesar, *Bravery and strategy in battle*, lines 9–13</div>

(a) *ne Vorenus … subsequitur* (lines 1–2): what motivated Vorenus to attack the enemy outside the rampart?

....

.... **[2]**

> The majority of candidates gave a correct response to this question. A few candidates did not read the Latin lemma and tried answering from their general understanding of the story. The response to the question will be found in the Latin lemma.

Question 1 (b)

(b) Pick out and translate the **Latin** word in line 2 which shows which weapon Pullo used.

> **Latin word:** ....
>
> **English translation:** ....

<div align="right">**[2]**</div>

> The majority of candidates gave a correct response to this question, although a number of candidates gave the incorrect Latin word with the correct English translation '*spear*'.

Question 1 (c)

(c) *quo percusso … facultatem* (lines 3–4): how did the enemy react after one of them was killed by Pullo? Make **two** points.

1 ....

....

2 ....

....

[2]

The majority of candidates gave a correct response to this question. Some candidates did not refer to '*shields'* when referring to the troops protecting the body. This partial response did not achieve marks. Some candidates did not know what the troops were protecting and lost the mark if they wrote '*they protected them*' or '*they protected Pullo.*' Care and attention must be given to these shorter responses, as a small error may result in not gaining full marks.

Question 2

2 Read the passage and answer the question.

> quanto erat in dies gravior atque asperior oppugnatio, et maxime quod magna
> parte militum confecta vulneribus res ad paucitatem defensorum pervenerat, tanto
> crebriores litterae nuntiique ad Caesarem mittebantur.

                    Caesar, *Bravery and strategy in battle*, lines 26–29

How does Caesar show the difficulty of the situation facing the Romans? Make **two** points, each referring to the **Latin**.

1 ....

....

....

2 ....

....

....
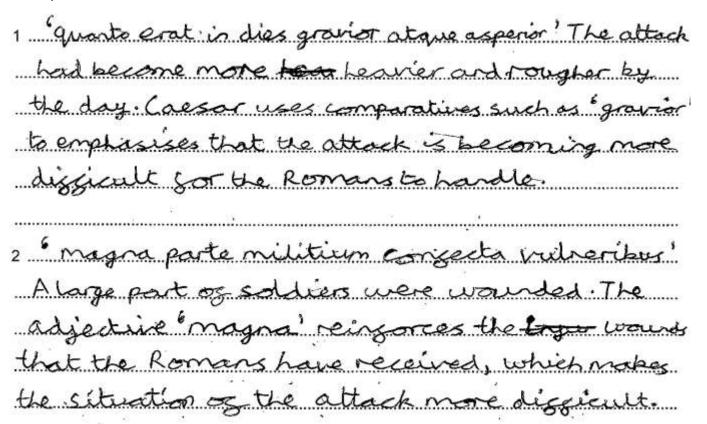
[4]

The majority of candidates responded well to this question. The question without the English translation, allows both content and style responses, so there was a wide range of available responses. For content points, candidates needed to think about what the author has written, and for the style points, they should think about how the author has expressed their point. To gain full marks on this question, candidates needed to include in their response a Latin quotation, show that they know the meaning of the Latin and an analysis of either the style or content of the Latin that responds to the question. Candidates must be careful with their translation of their Latin quotations. Several candidates incorrectly translated the comparatives *gravior* and *asperior* and the superlative adverb *maxime*. In the set texts which have been prepared by candidates, high levels of accuracy were expected when translating the Latin.

Misconception

? In the question worth 4-marks 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 may have been easier if they attempted to give content points. That is always an option in this type of 4-mark question. There were a number of very straightforward content points available in this question.

Exemplar 1

1 'quanto erat in dies gravior atque asperior' The attack had become more ~~too~~ heavier and rougher by the day. Caesar uses comparatives such as 'gravior' to emphasises that the attack is becoming more difficult for the Romans to handle.

2 'magna parte militum confecta vulneribus' A large part of soldiers were wounded. The adjective 'magna' reinforces the ~~large~~ wounds that the Romans have received, which makes the situation of the attack more difficult.

In Exemplar 1, the candidate has made two good points gaining full marks. In this 4-mark question, both style and content points are allowed and the candidate has given one of each. The first mark is a style point concerning the use of the comparatives. The second mark is a content point referring to the large number of soldiers that have been worn out with wounds. There is a slight mistranslation in the second point as the candidate has not translated *confecta,* but the overall standard of the response means the candidate scored full marks for this question. In both examples the candidate has provided a Latin quotation which has been translated into English, and they have then explained how the Latin quotation responds to the question. Note that the explanation can be short and to the point.

Question 3 (a)

3   Read the passage and answer the questions.

Gallus periculum veritus, ut erat praeceptum, tragulam mittit. haec casu ad turrim adhaesit neque ab nostris biduo animadversa tertio die a quodam milite conspicitur, dempta ad Ciceronem defertur. ille perlectam in conventu militum recitat, maximaque omnes laetitia adficit.

Caesar, *Bravery and strategy in battle*, lines 45–49

(a) *Gallus … mittit* (line 1): why did the Gaul do as he had been instructed?

.... [1]

The majority of candidates responded well to this question.

Question 3 (b)

(b) *haec … animadversa* (lines 1–2): how did things go wrong at first?

....

.... [2]

Two potential responses were available for this question, and the majority of candidates picked one of them correctly. Candidates should give all relevant information when responding to the question. For example, candidates needed to refer to '*the tower*' when stating that the spear was stuck. Some candidates merely stated that the spear '*got stuck*' which was not sufficient for the mark. Candidates should avoid guessing what may or may not be in the mark scheme. It is better to give all the relevant information in the Latin lemma to make sure that no detail is omitted.

Question 3 (c)

(c) *tertio … defertur* (lines 2–3): what happened on the third day?

....

.... **[2]**

The majority of candidates responded well to this question, however, there were candidates who omitted some of the details, and lost marks. Several candidates thought that the message was taken to Caesar, rather than Cicero.

Question 3 (d)

(d) *ille … adficit* (lines 3–4): how does this show that Caesar's plan was successful? Give a reason for your answer.

....

....

.... **[2]**

Candidates found this empathetic question the more difficult of the two in this paper. A wide range of responses were accepted, and the majority of candidates referred to the joy of the soldiers. Some candidates omitted to mention about the message getting through to Cicero.

Question 4*

4* Read the passage and answer the question.

> eo provectas Romanorum cupidines ut non corpora, ne senectam quidem
> aut virginitatem impollutam relinquant. adesse tamen deos iustae vindictae:
> cecidisse legionem, quae proelium ausa sit; ceteros castris occultari aut fugam
> circumspicere. ne strepitum quidem et clamorem tot milium, nedum impetus
> et manus perlaturos: si copias armatorum, si causas belli secum expenderent,   5
> vincendum illa acie vel cadendum esse. id mulieri destinatum: viverent viri et
> servirent.

Tacitus, *Inspiration for the fight*, lines 5–13

How does Tacitus make the speech of Boudicca rousing and dramatic?

In your answer you may wish to consider:

- the description of the Romans
- how the speech encourages the Britons to fight

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

The majority of candidates responded well to this question. The passage, on Boudicca's speech, is dramatic and memorable and candidates clearly enjoyed the drama of the situation, but candidates must make 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 respond to the question. Many 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.

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 often the best differentiator of the paper, so candidates should give themselves sufficient time to complete the question effectively.

Exemplar 2

Tacitus writes: "ne strepidum quidem et clamorem tot militium, nedum impetus et manus perlaturos" meaning "-they will not be able to resist the din and clamour of so many thousands, much less the charge and close quarters combat" Tacitus uses word doubling (strepidum (din) and clamorem (clamour)) to suggest that the Romans will easily be overwhelmed by the Britons. The word "tot" (so many) reminds the Britons that they have greater numbers in battle, and "impetus" (charge) and "manus" (hand-to-hand combat) balance nicely with "strepidum" and "clamorem", to suggest that the Britons assault will be even more ferocious than their battle cries. This makes Boudicca's speech very rousing and encouraging

In this extract, the candidate has made two points. Both points gain full credit as they include a relevant Latin quotation, the translation and an explanation as to why their response is relevant to the question. The first point made by the candidate is a style point, referring to Tacitus' use of two similar words (*strepitum* and *clamorem*) to emphasise how overwhelmed the Roman will be. The candidate makes a second point from the initial quotation making a content point about the use of *tot* and the use of the words *impetus* and *manus* which balance nicely with *strepitum* and *clamorem*. This is only part of the candidate's response, but the candidate achieved full marks for this question.

Question 5

5   Read the passage and answer the question.

> imbelles inermes cessuros statim ubi ferrum virtutemque vincentium toties fusi
> adgnovissent. etiam in multis legionibus paucos qui proelia profligarent; gloriaeque
> eorum accessurum quod modica manus universi exercitus famam adipiscerentur.

<div align="right">

Tacitus, *Inspiration for the fight*, lines 17–21

</div>

Translate this passage into English.

....

....

....

....

....

.... **[5]**

The majority of candidates responded well to this translation question, but a number of candidates had not prepared the text sufficiently and omitted part or all of the translation question. The commonest errors were the omission of words or phrases, e.g. *cessuros statim*. The following phrases/words were also often mistranslated: *toties fusi* and *proelia profligarent*. The translation question clearly showed which candidates had a firm grasp of the meaning of the Latin.

Question 6

6   Read the passage and answer the question.

> et miles ne mulierum quidem neci temperabat, confixaque telis etiam iumenta
> corporum cumulum auxerant. clara et antiquis victoriis par ea die laus parta: quippe
> sunt qui paulo minus quam octoginta milia Britannorum cecidisse tradant, militum
> quadringentis ferme interfectis nec multo amplius vulneratis. Boudicca vitam
> veneno finivit.   5

Translation:

> The soldiers also were not even holding back from the killing of women, and the
> beasts of burden also, pierced by the weapons, had increased the pile of bodies.
> The glory won on that day was famous and equal to the victories of old. For there
> are some who say that a little less than 80,000 Britons fell, with about four hundred
> Roman soldiers killed and not many more wounded. Boudicca ended her life with
> poison.

> Tacitus, *Inspiration for the fight*, lines 32–37

How does Tacitus, by his style of writing, emphasise the Roman victory over the Britons? 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. Candidates who
included content points only received partial marks for a relevant Latin quotation and translation.
Candidates should be aware that although the translation is given in the question, 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 did not gain marks. This question did show that some candidates were
under prepared and their knowledge of Latin style and stylistic devices was insufficient. The most
common responses included reference to the precise number of casualties and a comparison of the
casualty figures of both sides, and the reference to the short sentence referring to Boudicca's death by
poison.

Misconception

?

In the question worth 4 marks 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 marks for each point, if they give a correctly translated and relevant quotation.

Exemplar 3

1 He uses stats and figures to show a clear difference in victory as 'octoginta milia Britannorum' '80,000 Britons fell' compared to 'quadrigentis' 400 Roman soldiers. Showing the Romans victory was clear.

2 He uses the verbal phrase 'clara et antiquis victoriis' & the day 'was famous and equal to the victories of Old' emphasising the victory as it became 'clara' famous thus it must have being a clear victory, and they were and equal to the old.

[4]

In Exemplar 3, the candidate has made two points. The first point refers to the use of statistics and numbers in Tacitus' description of the defeat of the Britons. This is a style point included in the mark scheme and so gets 2 marks. The point includes reference to the Latin, a translation and an explanation as to how the quotation responses to the question.

In the second point, the candidate has made a relevant point about Tacitus referring to the Romans' victory as being famous and equal to the victories of old. However, as it stands this is a purely content point and only style points are admissible in this question. The quotation is relevant, and is listed in the mark scheme, and so it scores 1 mark out of 2 marks, but in order to score full marks for this point, the candidate would need to refer to a comparison being made or the promotion of *clara*.

Question 7 (a)

7   Read the passage and answer the questions.

> discubuimus omnes praeter illam, cui tamen Quintus de mensa misit; illa reiecit.
> quid multa? nihil meo fratre lenius, nihil asperius tua sorore mihi visum est … ego
> inde Aquinum. Quintus in Arcano remansit et in Aquinum ad me postridie mane
> venit mihique narravit nec secum illam dormire voluisse et cum discessura esset
> fuisse eius modi qualem ego vidissem.   5

Cicero, *Marital conflict*, lines 10–16

(a)   *discubuimus … multa* (lines 1–2): what do you think Quintus was feeling at this point? Give a
      reason for your answer.

....

....

.... [2]

The majority of candidates responded well to this question, however, some candidates did not know
exactly where this passage came in Cicero's letter and this led to some confusion as to what was
happening here.

Question 7 (b)

(b)   *nihil meo … visum est* (line 2): what contrast does Cicero make between his brother Quintus
      and Pomponia (*tua sorore*)?

....

.... [2]

The majority of candidates responded well to this question.

Question 7 (c)

(c)   *Quintus … venit* (lines 3–4): when did Quintus go to his brother at Aquinum?

.... [1]

The majority of candidates responded well to this question.

Question 7 (d)

(d) *mihique ... vidissem* (lines 4–5): how did Quintus criticise his wife Pomponia? Make **one** point.

....

.... **[1]**

The majority of candidates responded well to this question. Two alternative responses were available for candidates and most candidates were able to pick one correctly.

Question 8*

8*   'There is plenty to interest the reader in the texts of Caesar, Tacitus and Cicero.'

To what extent do you agree with this statement?

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]**

Generally candidates responded well to the 10-mark overarching question. The majority of candidates had an excellent knowledge of all three 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 carefully planned and the candidate's personal response was backed up by a detailed reference to the text. The question required reference to all three authors, Caesar, Tacitus and Cicero. A small number of candidates only referred to two authors and they were limited to a maximum of 8 out of 10 marks. All candidates referred to at least two of the authors.

10-mark overarching question

For each point, candidates should give their personal response to the question. In this case 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 in their response.

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