

LATIN

Paper 0480/01
Language

Key messages

- Translations should be given in sensible English, avoiding 'left to right' translation.
- Active/passive interchange must be complete in all elements if employed in the translation.
- In the comprehension section, candidates should adhere to the rubric and give suitably full answers.
- Candidates should take time to think about sense, especially in vocabulary usage.

General comments

Candidates need to be reminded that they should write their translations on alternate lines. It is important that candidates read all the information that is given and make use of the glossed words and their forms. A key example this year is *demolior* which was glossed and shown to be deponent yet was almost without exception translated as a passive with its given meaning sometimes ignored. There were fewer examples of candidates writing out complete drafts before a final version was settled on. The consequence for almost all who did was that they did not complete the paper, presumably due to a lack of time.

Most candidates endeavoured to produce a sensible English translation. It was also pleasing to see that candidates did take the opportunity to regroup after sections that they found difficult and return to the line of the narrative and not engage in 'story telling'. It was interesting to note that no one section caused particular difficulty for all candidates, though the last sentence, perhaps surprisingly, did seem to cause some consistent problems.

A number of lexical and vocabulary elements caused the usual sorts of problems through confusion or mis-remembering, *iterum* being confused with *iter*, for example, leading to a translation of *iterum cepit* as 'took a journey'. Other common confusions were *odium* for *otium*, *fugerat* for *fuera*, *tot* and *totus*, *novus* for *novem*, *civis* for *civitas*. Candidates do need to take the time to check singulars and plurals. In both the translation and the comprehension, a number of plurals were construed as singular with little regard for the ending of the Latin word.

Comments on specific questions

Section A: Translation

Most candidates got off to a good start with the opening sentences of the passage. The main story line seemed accessible and comprehensible to most and, as in previous years, candidates were almost always able to get back on track after a section in which they had experienced difficulties.

The opening ablative absolute was recognised and well translated in a number of ways by most and *interea* was generally well known unlike *arcessitus* which was not well recognised and often translated with *ita*. The later ablative absolute of *quibus rebus confectis* was less well handled than the first one. *nullo negante* of the more complex sentence about Timoleon and kingship provided a number of good and varied translations. Here candidates tended either to get virtually all the elements of that sentence in a well expressed form or just a few. Other participles like *relictos* received a mixed range of translations as did the attribution of *desertas* to both the countryside and the cities. This was often brought about by candidates overlooking 'both ... and' for the *et... et* in the sentence.

The verbs *uterentur* and *demolitus est* were rarely recognised as being deponent. The former was also plural and in the subjunctive following the relative *quo* which could have been translated to express the idea of purpose – 'to use in war' though 'whom they could use in war' or variants were equally acceptable. There

were some good attempts at translating the force of the *trans* prefix in *transmisit* but later on the *tra* element of *tradidit* was less well handled. There was a noticeable tendency this year for candidates to turn an active verb into a passive one, almost always without the complete set of elements, for example, *restituit* could be translated as 'he restored' and also as 'was restored by him' which too often was omitted. *demolitus est* was also often translated in this way without the agent. There were also cases in which candidates added 'wanted to' to a verb in their translations and then used the finite verb in the infinitive form.

As well as the *et ... et* already mentioned, there was also *non modo ... sed etiam* which was not always recognised. However, many candidates extracted the split main clause from this longer sentence and brought it forward to produce a pleasing translation displaying clear knowledge of the intent of the Latin original. The superlative adverb *felicissime* and the superlative adjective *longissimum* did not always get the attention they deserved. *quamquam* remains less well known than might be expected. *primum* still seems to cause problems as does *cum* with its various usages though many candidates applied logic and came up with an acceptable translation for the two together in *cum primum*. There were a number of plurals which were regularly ignored and translated as singular, *oppidorum*, *leges*, *civitatibus* often expressed as citizen, *illarum urbium*, *nulla vestigia* which had been glossed in the singular. *maluit* combining the elements of *magis* and *volo* with the comparison element in the following *quam* produced a number of good and often varied translations though some did not recognise the passive force of the infinitives *amari* and *timeri*.

As in previous examination sessions, it remains pleasing to see how many candidates endeavour to render the translation into good modern English and work at producing a translation which is not only sensitive to the original but also to the requirements of modern English.

Section B: Comprehension

Candidates should follow the instructions and the lemma for each question as these will guide them through the passage. Attention to detail and the instructions for each answer as well as the number of marks available remain important. It is perhaps worth noting that credit will rarely be given for an answer lifted straight from the introductory sentences or the glossed vocabulary. So, *gratias agam* in **(e)(ii)** did not gain credit while the recognition of *eis* and *maximas* did.

Most candidates handled **(a)(i)** and **(ii)** well though some did not fully grasp the comparison required for the answer to **(ii)** whilst others were not sure whether Scipio was accepting or giving bribes in **(i)**. This, perhaps, is congruent with comments in the translation section of this report about recognition and correct translation of active and passive forms, in this case *corruptus esset*.

For **(b)**, there was plenty of material available for the candidates to use, much of which was hinted at through the glossed words. This question was answered well for the most part. This was also true in **(h)**. As with singulars and plurals in the translation passage here too, in the comprehension, some candidates ignored the plurals and so gained less credit, *tribuni* in **(b)**, for example, and later with *ad templa deorum* for the answer to **e(ii)** and *similes principes* for **g(ii)**.

Question **(c)** was generally well handled although a few had trouble with who was on which side for **(ii)** and some candidates did not follow the instruction for **(iii)** which required them both to write down the Latin word and translate it. This year, it was noticeable that candidates selected one of two Latin words, either *bene* or *feliciter*, and there was no writing out of a longer section in the hope that credit might be gained. There were some who clearly understood the Rostra to be an indoor court, from *in Rostris*, in **(d)** though this did not affect the credit given for the answer as the majority construed *adesse* correctly.

There were very few answers of 'no-one' for **(i)** which was gratifying and the derivations in **(j)** were usually done well with those from *constituta*, *prima* and *optime* being the most popular.

LATIN

Paper 0480/02
Literature

Key messages

- The strongest candidates commented effectively on both the style and content of the prescribed texts.
- Effective 10 mark responses included specific examples from the set text to illustrate points.

General comments

Candidates are required to answer questions on the prescribed texts. Questions test their comprehension, translation and appreciation of the literature. Candidates are expected to demonstrate an understanding of some of the elements of Roman civilisation and an awareness of the motives and attitudes of people of a different time and culture, while considering Rome's legacy to the modern world with the aim of helping them to develop a greater understanding of a range of aesthetic, ethical, linguistic, political, religious and social issues.

Candidates should be able to describe character, action and context, select details from the texts, explain meanings and references, translate sections of the texts and explain matters relating to the social and historical context. In addition, candidates should be able to analyse and evaluate style, tone and metre, select evidence to make judgments on the social and historical context and make a reasoned personal response to the literature.

The overall standard was quite high, and most candidates showed a sound level of understanding regarding both Virgil and Cicero. Many candidates translated the prescribed texts with assurance and precision and answered adeptly on the majority of the questions. There was a minority of candidates who found the translation questions challenging, yet displayed some grasp of the stories of the set texts. Performance on scansion was pleasing with many candidates carrying this out proficiently. Considering the general level of response from candidates, both the verse and prose selections were well appreciated and candidates were able to comment on both style and content in the prescribed texts and produce personal responses to the literature. Examination technique was on the whole very good.

Comments on specific questions

Section A: Virgil Aeneid Book 12

- 1 (a) Generally answered well with most candidates giving a fluent translation. There were many appealing renderings of line 2 while common errors were to miss out a translation of *amens* or *palus*.
- (b) The majority of candidates were able to state that Aeneas had an arrow wound in his knee or leg.
- (c) Answered well by many candidates; the majority were able to scan with greater or lesser accuracy, however, scansion is a skill that some candidates needed to develop.
- (d) Candidates were, on the whole, able to comment with confidence on the content and style features within these lines and showed a pleasing grasp of how Virgil made the lines interesting. Most answers discussed the simile and the repetition.
- (e) Many candidates picked out the repeated t and c sounds reflecting the tumult of the action.

- 2 (a) Candidates were able to translate fluently although some missed *dicuntur*. There were many interesting and equally valid renderings of line 4.
- (b) Many successful answers referred to *metum mortalibus* being highlighted by the alliteration and to the fact that the king of the gods was terrifying cities.
- (c) The majority of candidates gave the correct answer in (i) as well as explaining that Juturna cannot help her brother any more or that Turnus was going to die for (ii).
- (d) Answers frequently talked about the creature being fast and deadly like the arrow and the fact that the arrow was poisoned and the creature's message was poisonous to Juturna.
- 3 The question was generally answered well and provoked some superb answers in praise of Virgil's skill in creating a vivid narrative. Successful answers referred to the similes but then picked a range of other literary techniques which make the story vivid and gave specific examples from/references to the set text. There were interesting responses regarding the vividness of the exciting story and the characters. Some candidates wrote at great length, going way beyond the level required for full marks but there were many concise answers which received full marks. A few candidates relied rather too heavily on the passages printed on the question paper rather than using the whole set text and some discussed many similes but did not include other ways of making a narrative vivid.

Section B: Two Centuries of Roman Prose

- 4 (a) This question provoked some interesting analyses of Cicero's use of oratory techniques. The personal address to Antony was a popular choice as well as discussion of the three verbs: *respice*, *quaeso* and *considera*.
- (b) This question was answered well with the majority of candidates discussing the contrast between Cicero as a young man and an old man. Some noteworthy discussion was present of Cicero allying Antony with Catiline.
- (c) On the whole, candidates answered this question correctly although a minority showed some confusion about Cicero having said twenty years before that death could *not* come prematurely to a man who had been consul.
- (d) Many candidates named the Temple of Concord.
- (e) Most candidates were able to translate fluently and there were many elegant variations on the translation of *alterum...mereatur*.
- 5 (a) Many candidates gained full marks by discussing the rhetorical question, *absurde et aspere* and the terse *illa reiecit*.
- (b) On the whole the section was translated fluently although a common error was to miss out *praetereo*.
- (c) Most candidates were able to identify the fact that she refused to sleep with Quintus while some found the second part, about the behaviour Cicero had seen, more taxing.
- (d) The majority of candidates identified Atticus and stated that he was the brother of Quintus' wife.
- (e) Candidates interpreted the impression in various correct ways such as lacking of kindness or rude.
- 6 Many candidates approached this question with vigour, showing very good knowledge of the Cicero set texts and discussing the different ways in which Cicero could be seen as versatile. The way the candidates had engaged with the set texts was particularly pleasing as many showed wonderful understanding and recall of the content and style of the passages. A successful way to tackle the question was to specify the subject matter of each of the set texts and discuss the style of writing Cicero uses in each one in order to reach a conclusion on a level of agreement with the statement.