

AS LEVEL

Examiners' report

LATIN

H043

For first teaching in 2016

H043/02 Summer 2019 series

Version 1

Contents

Introduction	4
Paper 2 series overview	5
Section A overview.....	6
Question 1 (a).....	6
Question 1 (b).....	6
Question 1 (c).....	6
Question 1 (d).....	7
Question 1 (e).....	7
Question 1 (f).....	7
Question 1 (g).....	8
Question 1 (h).....	10
Question 1 (i).....	10
Question 1 (j).....	10
Question 2 (a) (i).....	11
Question 2 (a) (ii).....	11
Question 2 (b).....	11
Question 2 (c).....	11
Question 2 (d) (i).....	12
Question 2 (d) (ii).....	12
Question 2 (e).....	12
Question 2 (f).....	14
Question 2 (g).....	14
Question 2 (h).....	14
Section B overview.....	15
Question 3 (a) (i).....	15
Question 3 (a) (ii).....	15
Question 3 (b).....	16
Question 3 (c).....	16
Question 3 (d).....	16
Question 3 (e).....	16
Question 3 (f).....	17
Question 3 (g).....	18
Question 3 (h).....	18
Question 4 (a) (i).....	19
Question 4 (a) (ii).....	19

Question 4 (b)21

Question 4 (c)21

Question 4 (d)21

Question 4 (e)21

Question 4 (f)22

Question 4 (g)22

Question 4 (h)22

Copyright information22

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. 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 can be downloaded from OCR.

Paper 2 series overview

Examiners felt candidates had performed well in the literature component this year. Understanding of the set texts was impressive all round, and the questions on Tacitus and Virgil in particular were well answered.

Candidates must make sure to divide their time carefully among the various aspects of the exam, and to apply their knowledge carefully to the question at hand. They should also pay attention to the marks allocated to questions testing AO1 knowledge as some answers had insufficient detail to gain the maximum amount of marks.

The 6- or 8-mark content/style question

The 6- or 8-mark questions which demand that the candidate makes judgements about the language and style of their chosen authors must be supported with references to the specific Latin being discussed. This has been the case for many years, and it is alarming to see a fair number of answers make very reasonable and compelling points but with no support.

Some candidates included many extra points or huge amounts of information in 6- and 8-mark questions. This was often unnecessary and detracted from the quality of the most important points. Candidates must also make sure to link fully their point back to the answer. This was somewhat lacking in answers relying heavily on literary techniques and sound play (alliteration, anaphora etc). Candidates must talk about the effect of literary devices not just the use of them.

Many candidates received one point where they could have received two as they did not link their point back to the question. Candidates must also make sure to use quotation intelligently: one-word quotes were generally not rewarded with marks, and information from over-long quotes was usually undigested. Latin quotations should also always be translated to English. Quotations should not also contain only grammatical words (e.g. *iam iam*); all quotes should be linked back to the question and the point being made. Finally, candidates must explain how each of their observations answers the question on the page.

Despite these comments, overall, these questions were well answered by the vast majority of candidates.

The 10-mark essay

The ten-mark essay question is on the whole text studied and points made need to be relevant and specific. General assertion gets limited credit.

Candidates occasionally did not leave enough time to respond adequately to the 10-mark essays, which hurt their overall performance. By focusing on making the required amount of points mentioned in the questions earlier in the paper, candidates may have been more efficient with their time.

The best responses in the 10-mark essay sensitively engaged with the terms of the question, and did not try and cover too much ground. The best answers also grouped suitable material thematically as opposed to giving disparate points.

Translation

Translations were very well answered by most candidates. Candidates should be careful with tense errors in particular. Also, many candidates forgot to include conjunctions of words near the beginning and end.

Section A overview

The Cicero was considerably more popular than Tacitus. Both prescriptions had clearly been taught very well with most of the smaller mark questions being negotiated with relative ease and some excellent examples of engagement with the content/style questions and extended essays.

Question 1 (a)

- 1 Read the following passages and answer the questions.

venis e Gallia ad quaesturam petendam. aude dicere te prius
ad parentem tuam venisse quam ad me. acceperam iam ante
Caesaris litteras ut mihi satis fieri paterer a te: itaque ne loqui
quidem sum te passus de gratia. postea sum cultus a te, tu a
me observatus in petitione quaesturae; quo quidem tempore P. 5
Clodium approbante populo Romano in foro es conatus occidere,
cumque eam rem tua sponte conarere, non impulsu meo, tamen
ita praedicabas, te non existimare, nisi illum interfecisses,
umquam mihi pro tuis in me iniuriis satis esse facturum. in quo
demiror cur Milonem impulsu meo rem illam egisse dicas, cum 10
te ultro mihi idem illud deferentem numquam sim adhortatus.
quamquam, si in eo perseverares, ad tuam gloriam rem illam
referri malebam quam ad meam gratiam.

Cicero, *Philippic* II.49

- (a) *venis e Gallia ad quaesturam petendam* (line 1): why, according to Cicero, did Antony come back from Gaul? [1]

Generally answered well.

Question 1 (b)

- (b) Translate *aude dicere ... quaesturae* (lines 1–5). [5]

Frequent mistakes with the imperative, pluperfect tense mistranslated, '*parentem*' taken as parents, and a widespread mistranslation of '*gratia*'. Most candidates scored 4 or 5.

Question 1 (c)

- (c) *quo quidem tempore ... occidere* (lines 5–6): what **two** points does Cicero make here about the killing of Clodius? [2]

Generally answered well but an alarming amount of answers only gave one point.

Question 1 (d)

- (d) *cumque eam rem ... sim adhortatus* (lines 7–11): how does Cicero emphasise that the killing of Clodius was Antony's doing and not his own?

Make **three** points and support your answer with reference to the Latin text.

[6]

Well answered, but many tried to simply quote without explaining the relevance.

Question 1 (e)

- (e) *si ... gratiam* (lines 12–13): explain the point Cicero is making about the killing of Clodius. [2]

'*gratia*' cannot mean thanks here, but must mean influence or popularity.

Question 1 (f)

at etiam ascribi iussit in fastis ad Lupercalia: C. Caesari, dictatori
perpetuo, M. Antonium consulem populi iussu regnum detulisse;
Caesarem uti noluisse. iam iam minime miror te otium perturbare;
non modo urbem odisse, sed etiam lucem; cum perditissimis
latronibus non solum de die, sed etiam in diem bibere. ubi enim 5
tu in pace consistes? qui locus tibi in legibus et in iudiciis esse
potest, quae tu, quantum in te fuit, dominatu regio sustulisti?
ideone L. Tarquinius exactus, Sp. Cassius, Sp. Maelius, M.
Manlius necati ut multis post saeculis a M. Antonio, quod fas non
est, rex Romae constitueretur? sed ad auspicia redeamus, de 10
quibus Idibus Martiis fuit in senatu Caesar acturus. quaero: tum
tu quid egisses? audiebam equidem te paratum venisse, quod
me de ementitis auspiciis, quibus tamen parere necesse erat,
putares esse dicturum. sustulit illum diem fortuna rei publicae.

Cicero, *Philippic* II.87–88

- (f) *C. Caesari ... noluisse* (lines 1–3): what was ordered to be inscribed in the public records?

[3]

Many candidates gave kingdom instead of kingship, for which they were not given marks.

Question 1 (g)

- (g) *iam ... constitueretur* (lines 3–10): how does Cicero add force to his disapproval of Antony's behaviour?

Make four points and support your answer with reference to the Latin text.

[8]

Generally answered well, with candidates commenting well on Anthony's associates and drunkenness. Points resting solely on repeated words were weaker.

Exemplar 1

1	9	<p>The use of rhetorical questions as seen in "ubi enim in pace consistes?" meaning "for where would you stand in peacetime?" is effective in highlighting the disruptive nature of Antony's behaviour that there is literally no place for him and indicating that his only suitable lifestyle is amid war and chaos.</p> <p>Moreover, the use of the superlative in "perditissimis latronibus" meaning "the most dissolute robbers" is also emphatic as it labels Antony as nothing more than a ^{petty} criminal and is also ironic that someone from such an upper class family should keep such poor company. So reinforces the disapproval of his actions.</p> <p>Additionally, the asyndeton in "L Tarquinium exactus, Sp. Cassius, Sp. Maelius, Sp. Manlius" meaning "...Tarquinium was driven out, Sp. Cassius, Maelius, Manlius (were killed...)" is also effective ⁱⁿ increasing the rapidity with which the line is read, making the list of people seem bigger and thus emphasising the wrongdoing of Antony, that he should restate something that took so much effort to remove.</p>
---	---	---

behaviour that there is ~~literally~~ no place for him and indicating that his only suitable lifestyle is amid war and chaos.

Moreover, the use of the superlative in "perditissimis latronibus" meaning "the most dissolute robbers" is also emphatic as it labels Antony as nothing more than a ^{petty} criminal and is also ironic that someone from such an upper class family should keep such poor company. So reinforces the disapproval of his actions.

Additionally, the asyndeton in "L. Tarquinium exactum, Sp. Cassium, Sp. Maelium, Sp. Manlium" meaning "...Tarquinium was driven out, Sp. Cassius, Maelius, Manlius (were killed...)" is also effective ⁱⁿ increasing the rapidity with which the line is read making the list of people seem bigger and thus emphasising the wrongdoing of Antony that he should reiterate something that took so much effort to resolve.

Finally, the balanced phrasing of "non solum de die, sed etiam in diem bibere" meaning "not only from early in the day, but even until dawn" is an effective exaggeration of Antony's poor behaviour that he should always be drinking and emphasises that ~~the~~ this is all he does, hence reinforcing the disapproval of him.

Finally, the balanced phrasing of "non solum de die, sed etiam in diem bibere" meaning "not only from early in the day, but even until dawn" is an effective exaggeration of Antony's poor behaviour that he should always be drinking and emphasises that ~~the~~ this is all he does, hence reinforcing the disapproval of him.

An example of a content/style question, which has achieved full marks by making four relevant points on Cicero adding force to his disapproval of Antony supported with accurate Latin and English translation.

Question 1 (h)

(h) What is Cicero referring to as *ementitis auspicis* (line 13)?

[2]

Generally answered well.

Question 1 (i)

(i) *fortuna rei publicae* (line 14): to what event does this refer?

[1]

Generally answered well.

Question 1 (j)

(j)* 'Instead of defending the Republic, Cicero just exposes its faults.' How far do you agree with this statement, from your study of Cicero's *Philippic II*?

In your response you are expected, where relevant, to draw on material from those parts of the text that you have studied in English, as well as those parts you have read in Latin. [10]

The best answers focused on the difference between institutions and specific figures. Largely answers used well-chosen examples from the full prescription. Weaker responses did not address the idea of 'defence' versus 'exposing faults' and instead gave a narrative of the text studied.

Question 2 (a) (i)

2 Read the following passages and answer the questions.

fuere qui crederent Capitonem ut avaritia et libidine foedum ac maculosum ita cogitatione rerum novarum abstinuisse, sed a legatis bellum suadentibus, postquam impellere nequiverint, crimen ac dolum ultro compositum, et Galbam mobilitate ingenii, an ne altius scrutaretur, quoquo modo acta, quia mutari non poterant, comprobasse. ceterum utraque caedes sinistre accepta, et invisio semel principi seu bene seu male facta parem invidiam adferebant. venalia cuncta, praepotentes liberti, servorum manus subitis avidae et tamquam apud senem festinantes, eademque novae aulae mala, aequae gravia, non aequae excusata. ipsa aetas Galbae inrisui ac fastidio erat adsuetis iuventae Neronis et imperatores forma ac decore corporis, ut est mos vulgi, comparantibus.

Tacitus, *Histories* 1.7

(a) (i) Where had Capito died?

[1]

Very well answered.

Question 2 (a) (ii)

(ii) Who had killed him?

[1]

Generally, well answered. Some provide incorrect names of the legates.

Question 2 (b)

(b) *fuere ... comprobasse* (lines 1–6): how does Tacitus emphasise the poor reputation of Capito, the legionary commanders and Galba?

Make **three** points and support your answer with reference to the Latin text.

[6]

Generally answered correctly.

Question 2 (c)

(c) Translate *ceterum ... excusata* (lines 6–10).

[5]

Very accurate. With most candidates scoring 4 or 5.

Question 2 (d) (i)

(d) *ipsa aetas ... comparantibus* (lines 10–13):

- (i) give **two** ways in which the people compare Galba unfavourably with Nero. [2]

Most candidates got the idea of beauty but not age.

Question 2 (d) (ii)

- (ii) what does Tacitus suggest here about the *vulgus*? [1]

Very well answered.

Question 2 (e)

infecit ea tabes legionum quoque et auxiliorum motas iam mentes, postquam vulgatum erat labare Germanici exercitus fidem. adeoque parata apud malos seditio, etiam apud integros dissimulatio fuit, ut postero iduum die redeuntem a cena Othonem rapturi fuerint, ni incerta noctis et tota urbe sparsa militum castra nec facilem inter temulentos consensum timuissent, non rei publicae cura, quam foedare principis sui sanguine sobrii parabant, sed ne per tenebras, ut quisque Pannonici vel Germanici exercitus militibus oblatus esset, ignorantibus plerisque, pro Othone destinaretur. multa erumpentis seditio-
indicia per conscios oppressa: quaedam apud Galbae aures praefectus Laco elusit, ignarus militarium animorum consilii-
quamvis egregii, quod non ipse adferret, inimicus et adversus peritos pervicax.

Tacitus, *Histories* 1.26

- (e) *infecit ... destinaretur* (lines 1–10): how, by what he says and the language he uses, does Tacitus convey the shocking behaviour of the legions?

Make **four** points and support your answer with reference to the Latin text. [8]

Very well answered, with a nice spread of points across the board.

Exemplar 2

e) Tacitus writes that 'injecit...tabes' (the disease had injected) the minds of the legions. This is a metaphor, which is when something is described as something which it literally is not. Here, 'tabes' (the disease) is in fact the desire for mutiny. By calling it a disease, Tacitus suggests that it was pervasive and spreading fast, taking over the whole bodies and actions of the legions, just as a disease does. ~~There~~ is conveys that shocking behaviour as it suggests that their actions too were ill, just like their bodies.

Also, Tacitus uses a tricolon of reasons why they didn't seize Otho. He says

Tacitus chooses 'sanguine' (with the blood) of the emperor, rather than just the emperor himself. This nice detail emphasises the immorality of the legions, thus conveying their shocking behaviour.

Tacitus also ~~says that~~ uses a lexical field of gloom and criminality, with 'sanguine' (blood of the emperor), 'per tenebras' (through the shadows) and 'incerta nocte' (the uncertainties of the night).

The general atmosphere of darkness and criminality, in which the legions' actions are set, reflects their shocking behaviour, like getting drunk and preparing to kill the king, thus emphasising their shocking behaviour.

An example of a content/style question, which has achieved full marks by making four relevant points on Tacitus conveying the shocking behaviour of the legions supported with accurate Latin and English translation.

Question 2 (f)

- (f) *multa ... elusit* (lines 10–12): why did Galba not receive the full details of the legions' behaviour? [2]

Generally, very well answered, some forgot to mention that it was 'hushed up by those in the know'.

Question 2 (g)

- (g) *ignarus ... pervicax* (lines 12–14): according to Tacitus, in what ways was Laco not a good *praefectus*?

Make **two** points and support your answer with reference to the Latin text. [4]

Well answered but a few candidates did not support their answers with Latin so received half marks.

Question 2 (h)

- (h)* 'Tacitus does not have anything good to say about anyone.' To what extent do you agree with this statement, from your study of Tacitus' *Histories* 1?

In your response you are expected, where relevant, to draw on material from those parts of the text that you have studied in English, as well as those parts you have read in Latin. [10]

A very well answered question. The strongest answered compared Tacitus' portrayals of different emperors with specific detail. Largely answers used well-chosen examples from the full prescription.

Question 3 (b)

- (b) *et toto ... patri* (lines 2–5): who does Aeneas send off **and** what does he want them to do? [3]

Well answered overall. Some forgot to mention another detail of the soldiers' purpose for the third mark.

Question 3 (c)

- (c) Translate *haud segnes ... ponunt* (lines 6–9). [5]

Very few errors with most candidates gaining 4 or 5. The most common omissions were '*exstructo*' and '*sublimem*'.

Question 3 (d)

- (d) *qualem virgineo ... discreverat auro* (lines 10–17): how does Virgil create a sense of sorrow in these lines?

Make **four** points and support your answer with reference to the Latin text. [8]

Very well answered indeed. Some struggled to make a cogent point about Dido.

Question 3 (e)

<p>tertia lux gelidam caelo dimoverat umbram: maerentes altum cinerem et confusa ruebant ossa focis tepidoque onerabant aggere terrae. iam vero in tectis, praedivitis urbe Latini, praecipuus fragor et longi pars maxima luctus.</p>	5
<p>hic matres miseraeque nurus, hic cara sororum pectora maerentum puerique parentibus orbi dirum exsecrantur bellum Turnique hymenaeos; ipsum armis ipsumque iubent decernere ferro, qui regnum Italiae et primos sibi poscat honores.</p>	10
<p>ingravat haec saevus Drances solumque vocari testatur, solum posci in certamina Turnum. multa simul contra variis sententia dictis pro Turno, et magnum reginae nomen obumbrat, multa virum meritis sustentat fama tropaeis.</p>	15

Virgil, *Aeneid* XI. 210–224

- (e) *maerentes ... terrae* (lines 2–3): what happened on the third day? [2]

Well answered.

Question 3 (f)

- (f) *iam vero ... honores* (lines 4–10): how does Virgil draw attention to **both** the grief of the Latins **and** their anger at Turnus?

Make **four** points and support your answer with reference to the Latin text.

[8]

Well answered. Some mentioned details of the mourning without forming a point. The strongest answers treated both halves of the question equally.

Exemplar 3

(f)	"iam vero in tectis, praedivitis urbe Latini, praecipuus fragor et longi pars maxima luctus." "But in the buildings in the
	city of very wealthy Latinus is the loudest clamour and the most of the long period of (mourning) mourning." Virgil uses anaphora of pra the prefix "prae" to emphasise the scale of the grief. Additionally, he overtly mentions "luctus" (grief or mourning), emphatic of the sorrowful reaction of the Latins.
	"hic matres miseraeque nurus, hic cara sororum, pectorem maerentem puerique parentibus orbi..." "Here the mothers and unhappy daughters, here in-law, here the loving hearts of sorrowing sisters and the boys parents bereft of fathers..." The use of phrases here conjure up the anger that the Latins felt. The tender mention of the female family members and the young boys, again further the grief.
	"dirum exsecrantur bellum Turnique hymenaeos" "Curse the dreadful war and the marriage of Turnus." The harsh sounds in "exsecrantur" are emphatic of the anger they feel. The overt mention of Turnus and the position of "dirum" all emphasise anger and injustice.
	"qui regnum Italicae et primos sibi poscat honores." "Turnus who demands for himself the realm of Italy, for himself the foremost honours." The personal pronoun "sibi" emphasises the egocentric approach of Turnus, deepening the sense of injustice that surrounds him. The present tense of "poscat" makes the whole scenario vivid, increasing reader engagement and empathy.

An example of a content/style question, which has achieved full marks by making four relevant points on Virgil's emphasis of the grief of the Latins and the anger of Turnus supported with accurate Latin and English translation.

Question 3 (g)

(g) *ingravat ... Turnum* (lines 11–12): what did Drances declare?

[2]

Well answered.

Question 3 (h)

(h)* 'Virgil shows more sympathy for the Trojans and their allies than for the Latins.' How far do you agree with this statement, from your study of Virgil's *Aeneid* XI?

In your response you are expected, where relevant, to draw on material from those parts of the text that you have studied in English, as well as those parts you have read in Latin. [10]

A very well answered question. An impressive knowledge of detail was on show, as well as literary sensitivity. Some fell into the trap of discussing the sympathy of the reader as opposed to the sympathy of Virgil. Largely answers used well-chosen examples from the full prescription.

Question 4 (a) (i)

4 Read the following passages and answer the questions.

sicut

parvula - nam exemplo est - magni formica laboris
 ore trahit quodcumque potest atque addit acervo
 quem struit, haud ignara ac non incauta futuri.
 quae, simul inversum contristat Aquarius annum, 5
 non usquam prorepat et illis utitur ante
 quaesitis sapiens; cum te neque fervidus aestus
 demoveat lucro, neque hiems, ignis, mare, ferrum,
 nil obstet tibi dum ne sit te ditior alter.
 quid iuvat immensum te argenti pondus et auri 10
 furtim defossa timidum deponere terra?
 'quod si comminuas vilem redigatur ad assem.'
 at ni id fit, quid habet pulchri constructus acervus?
 milia frumenti tua triverit area centum,
 non tuus hoc capiet venter plus ac meus: ut si 15
 reticulum panis venales inter onusto
 forte vehas umero, nihilo plus accipias quam
 qui nil portarit.

Horace, *Satires* 1.1, lines 32–49

(a) *sicut ... sapiens* (lines 1–7):

(i) Horace is comparing an ant to a number of human workers. Give **one** of these workers. [1]

Answered correctly by almost all candidates.

Question 4 (a) (ii)

(ii) how, by what he says and the language he uses, does Horace create a positive image of the ant?

Make **four** points and support your answer with reference to the Latin text. [8]

Well answered.

Exemplar 4

	<p>Horace states that the ant is little (<i>parvula</i>) and is the example of great (<i>magni</i>) work. This contrast between '<i>parvula</i>' and '<i>magni</i>' creates a positive image of this small hardworking ant.</p> <p>In '<i>haudivignara ac non incauta futuri</i>', Horace states that the ant is not unaware and is not without thought of the future. This almost personifies the ant more and emphasises that the ant is collecting for a purpose - to have food stocked up for the winter.</p> <p>Horace pre portrays the ant's intelligent quality of collecting only what it needs in saying '<i>non usquam pre prorepit et illis utitur ante quaesitis</i>' - meaning 'he does creep out any where and uses those things which he looked for before'. This emphasises the the idea that the ant has cleverly collected what it needs and does not go out into treacherous conditions to gather more, hence the ant is not greedy. This puts the ant in an even more positive light.</p> <p>Finally Horace ends with '<i>sapiens</i>' meaning 'wise creature' as emphatic position to highlight the intelligence and wisdom of this tiny hard working ant who has etc collected the necessities for its survival in the harsh winter, amplifying the positive image created by Horace.</p>
--	---

An example of a content/style question, which has achieved full marks by making four relevant points on Horace's positive image of the ant supported with accurate Latin and English translation.

Question 4 (b)

- (b) *cum te ... alter* (lines 7–9): how does the behaviour of the man Horace is addressing differ from that of the ant? [2]

Generally, well answered, although some lacked detail. To mention the ant is described with a diminutive is not enough, and the best contrasted this with the magnitude of his labour.

Question 4 (c)

- (c) *quid iuvat ... deponere terra* (lines 10–11): what does the miserly man do with the silver and gold he has collected? [1]

Generally answered correctly.

Question 4 (d)

- (d) Translate *milia frumenti ... nil portarit* (lines 14–18). [5]

Generally answered correctly.

Question 4 (e)

cum tua pervideas oculis mala lippus inunctis,
 cur in amicorum vitiis tam cernis acutum
 quam aut aquila aut serpens Epidaurius? at tibi contra
 evenit, inquirant vitia ut tu rursus et illi.
 iracundior est paulo, minus aptus acutis 5
 naribus horum hominum; rideri possit eo quod
 rusticus tonso toga defluit et male laxus
 in pede calceus haeret: at est bonus, ut melior vir
 non alius quisquam, at tibi amicus, at ingenium ingens
 inculto latet hoc sub corpore. denique te ipsum 10
 concute num qua tibi vitiorum inseverit olim
 natura aut etiam consuetudo mala; namque
 neglectis urenda filix innascitur agris.
 illuc praevertamur, amatorem quod amicae
 turpia decipiunt caecum vitia aut etiam ipsa haec 15
 delectant.

Horace, *Satires* 1.3, lines 25–40

- (e) *cum ... et illi* (lines 1–4): what does Horace say about the way men view their own faults and those of their friends? [3]

Very well answered, although some answers forgot to mention the attitude of friends in response.

Question 4 (f)

- (f) *iracundior ... corpore* (lines 5–10): how, by his use of language, does Horace draw attention to both the physical appearance of the man described in these lines **and** his character?

Make **four** points and support your answer with reference to the Latin text.

[8]

Generally, well answered, though some answers did not link their points back to the question of 'drawing attention'.

Question 4 (g)

- (g) *amatorem ... delectant* (lines 14–16): how, according to Horace, does a lover behave towards his girlfriend?

[2]

Generally, well answered.

Question 4 (h)

- (h)* 'What harm can there be in speaking the truth with a laugh?' (Horace). In what ways does Horace make effective use of humour to put across his ideas?

In your response you are expected, where relevant, to draw on material from those parts of the text that you have studied in English, as well as those parts you have read in Latin. [10]

Well answered but a few candidates forgot to explain how humour is used by Horace, simply giving examples of what Horace writes in the prescription without assessing the idea of 'effective'. Largely answers used well-chosen examples from the full prescription.

Copyright information

Section A, Q1a-e Cicero, 'Phillipic II', from C Tanfield (Ed.), 'Cicero Philippic II: A Selection', pp36-37, Bloomsbury Publishing Plc, 2018. Reproduced by kind permission of Bloomsbury Publishing Plc.

Section A, Q1f-j Cicero, 'Phillipic II', from C Tanfield (Ed.), 'Cicero Philippic II: A Selection', p40, Bloomsbury Publishing Plc, 2018. Reproduced by kind permission of Bloomsbury Publishing Plc.

Section A, Q2a-d Tacitus, 'Histories 1.7', from B Gravell (ed.), E O'Gorman (ed.), 'Tacitus Histories I: A Selection', p44, Bloomsbury Academic, 2018. Reproduced by kind permission of Bloomsbury Publishing Plc.

Section A, Q2e-h Tacitus, 'Histories 1.26', from B Gravell (ed.), E O'Gorman (ed.), 'Tacitus Histories I: A Selection', p50, Bloomsbury Academic, 2018. Reproduced by kind permission of Bloomsbury Publishing Plc.

Section B, Q3a-d Virgil, 'Aeneid XI. 59-75', from A Carter (ed.), 'Virgil Aeneid XI: A Selection', page unknown, Bloomsbury Academic, 2018. Reproduced by kind permission of Bloomsbury Publishing Plc.

Section B, Q3e-h Virgil, 'Aeneid XI. 210-224', from A Carter (ed.), 'Virgil Aeneid XI: A Selection', page unknown, Bloomsbury Academic, 2018. Reproduced by kind permission of Bloomsbury Publishing Plc.

Section B, Q4a-d Horace, 'Satires 1.1, lines 32-49', from J Godwin, 'Horace Satires: A Selection', page unknown, Bloomsbury Publishing Plc, 2018. Reproduced by kind permission of Bloomsbury Publishing Plc.

Section B, Q4e-h Horace, 'Satires 1.3, lines 25-40', from J Godwin, 'Horace Satires: A Selection', page unknown, Bloomsbury Publishing Plc, 2018. Reproduced by kind permission of Bloomsbury Publishing Plc.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge 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 2019** 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.



Cambridge
Assessment

