

A LEVEL

Examiners' report

LATIN

H443

For first teaching in 2016

H443/03 Summer 2019 series

Version 1

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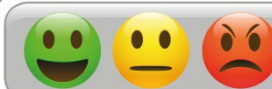
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Introduction

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 3 series overview


Paper 3 examined candidates' ability to understand and critically evaluate Latin Prose Literature. The majority of candidates studied Cicero's *Pro Milone* in Section A, and a large proportion of these continued with the *Pro Milone* for Sections A and B, although Cicero followed by Tacitus' *Annals* 1 was a very popular combination. Some centres opted for Tacitus in Section A, and quite often continued with this text for Sections B and C. Similarly, to last year, candidates who chose Seneca's *Letters* for sections B and C were in a distinct minority.


Candidates can do well on this paper by having a sound knowledge of the Latin text, the ability to translate it accurately, excellent comprehension of the meaning of the content, and an ability to critically analyse the literary effects used by the set authors.

Centres are to be congratulated on the very many excellent responses examiners read. Knowledge of the texts and the level of awareness of literary techniques were impressive. Candidates who performed well in this paper were able to know the texts thoroughly in a synoptic manner, but were also closely familiar with the Latin text and could translate passages or quotes with accuracy. They were also familiar with rhetorical devices and could clearly explain the significance of these techniques.

15-mark questions were improved from the last series, with many more candidates directly answering the questions asked. The best candidates consistently quoted and translated Latin portions of the text, and closely linked them back to the original question.

20-mark questions continued to pose challenges for very many candidates. Examiners noted that in general candidates did not give enough points for such an extended essay, and often points lacked the detail required to reach the top levels. A significant number of candidates seemed to run out of time or only provided very sketchy answers to the essays.

	OCR support	Centres are reminded that Candidate exemplars from last year's series for 15 and 20-mark essays are available on OCR Interchange: https://interchange.ocr.org.uk/
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	Misconception	Centres are advised that references to scholars or quotations from secondary literature are not a requirement for 20-mark essay questions in GCE Latin. Such quotations very rarely merit any credit. Quotations in Latin from the primary text are also not required.
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Section A overview

Section A was answered well overall. Cicero was by far the most popular option in this section. The 15-marker questions were generally very good, and the best candidates carefully linked their responses to the question.

Question 1 (a)

1 Read the following passages and answer the questions.

- (a) According to what Cicero says in line 1 (*Publius Clodius ... rem publicam*), why did Clodius want to be elected as praetor? [1]

Most candidates answered this perfectly well, even though a few mistranslated *vexare* with words such as 'destroy or 'overthrow' rather than words akin to 'harass'.

Question 1 (b)

- (b) According to lines 1–7 (*videretque ... plenum annum atque integrum*), what problems did Clodius foresee in achieving his aims? [4]

Most candidates answered this correctly. The most common mistake was to omit any reference to Lucius Paulus, or indeed to fail to explain the fact that he was a man of outstanding integrity. Many candidates translated all 7 lines of the lemma rather than extracting the key information in this comprehension question, and examiners noted that this is often not the best use of time in this exam.

Question 1 (c)

- (c) *subito ... transtulit* (line 5): what was unusual about Clodius' behaviour? [2]

Most candidates got the marks here, although many went beyond the range of the lemma and referred to Clodius not acting due to religious scruples. As this is beyond the lemma, such a point could not be credited.

Question 1 (d)

- (d) Translate *occurrebat ... sustineret* (lines 8–11). [5]

Most candidates got at least 3 or 4 marks in this translation. Omission of *suam*, *porro*, and *solus* were common errors; some candidates also lost marks by not correctly recognising the result/purpose clauses signalled by the two instances of *ut*.

Question 1 (e)

(e)* How does Cicero make this passage an effective piece of argument?

You should refer **both** to the content **and** to the language of the passage.

[15]

Most candidates performed well in this question and argued successfully that Cicero was very effective. Many candidates focused on the opening lines of the passage (address to the judges, repetition of *audistis*, and mention of M. Favonius) before discussing the rhetorical questions.

Key point call out

Candidates should always translate portions of Latin text, or at the very least provide detailed context. Several candidates pointed out the tricolon of *quem diem, quam contionem, quos clamores*, without explaining that these are features of the rowdy assembly which Clodius missed – identifying literary features with no connection to the content is unlikely to gain credit.

Question 2 (a)

2 Read the following passage and answer the questions.

(a) *suae quisque legioni eum honorem quaerebant* (line 1): what honour were the soldiers trying to obtain? [1]

Some candidates were able to explain that the 'honour' each legion sought was that of having the amalgamated legion given its name. Many restated the question by saying that they were looking for honour for their legion. This question was testing knowledge of the context of this passage.

Question 2 (b)

(b)* In lines 1–13 (*depulsi ... darent*), how does Tacitus emphasise the difference between the behaviour of the soldiers and the actions and words of Blaesus?

You should refer **both** to the content **and** to the language of the passage.

[15]

The best candidates in this question were able to sharply highlight the contrasts between Blaesus and the soldiers rather than simply analysing the passage in a linear fashion without making the contrasts explicit.

Question 2 (c)

(c) How do lines 13–17 (*adclamavere ... obtinuissent*) suggest that Blaesus' intervention was only partially successful? [4]

Most candidates got full marks here often by discussing or translating the whole lemma, although quite often a mark was lost for not providing a point which was in favour of Blaesus.

Question 2 (d)

(d) Translate *interea ... ira* (lines 18–22).

[5]

The majority of candidates performed very well in this question with most gaining 4/5. There was some confusion over what *retinentes* agreed with.

Question 2 (e)

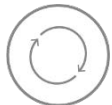
(e) *quippe Rufus ... toleraverat* (lines 24–25): for what reasons was Rufus particularly disliked?

[2]

Most candidates recognised that Rufus was trying to bring back old-fashioned discipline. The second mark was often lost for not recognising that he was harsh or strict, with many candidates simply stating that he was keen on work and toil.

Section B overview

Section B presented more challenges but was generally well answered. Tacitus seemed to be the most popular option here, with Cicero being the next popular, and candidates offering Seneca were a distinct minority.

	AfL	<ul style="list-style-type: none"> • For 15 marker questions, candidates should be encouraged to quote and translate Latin phrases. • Literary features can then be further analysed, and their relevance carefully explained. • Both content and use of language should be linked to the original question – e.g. how is a passage passionate, or persuasive, or vivid? • A range of points should be taken from the whole passage.
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Question 3 (a)

3 Read the following passages and answer the questions.

(a)* In this passage, how does Cicero make a passionate plea for Milo's innocence?

You should refer **both** to the content **and** to the language of the passage.

[15]

The passage provided scope for much discussion. The best responses were able to bring to the fore Cicero's passion in arguing here, with weaker responses merely analysing how the passage is persuasive. There was some confusion over the fact that the senate had entrusted the Republic, Italian youth, and Roman arms to Pompey, with several candidates thinking Milo was entrusting himself to them.

Exemplar 1

your plea -
 Cicero utilizes a tricolon to help shape his passionate plea for Milo's innocence; 'nullo scelere imbutum, nullo metu perterritum, nulla conscientia exanimatum,' to reinforce how Milo returned with 'stunned' ~~threatened~~ by no crime, terrified by no fear, and ~~was~~ paralysed by no guilty conscience. The tricolon and polyptoton of 'nullo' and 'nullo' add passion to his plea, and allows Cicero to truly demonstrate how Clodius was not affected by anything, no feared anything or held any guilt. The

In this exemplar, the candidate has quoted a piece of Latin which is then accurately translated. A literary device is not only accurately identified, but is clearly explained and used to precisely answer the question of how Cicero make his plea for Milo passionate.

Exemplar 2

portraying him in a vulnerable light. As a result, his argument is made ~~to be~~ more effective. The use of polyptoton 'dubitavit' (he did not doubt) and 'dubitare' (you doubt) ~~almost~~ ^{Cicero} puts the senate in a powerful light as if he has control over the senate. This technique emphasises that if the senate doubts what he is saying, they are clearly in the wrong, heightening his argument. Furthermore, it is a classic technique of Cicero to pose a rhetorical question and then answer it himself in the next sentence. As a

In this exemplar, the candidate has quoted some Latin but has did not contextualise the words in an adequate translation – the examiner is left wondering what Clodius did not doubt, and what the jurors should not doubt. The effect of the rhetorical device is not comprehensively explained. Moreover, there is some misunderstanding about the historical background here seen in references to the senate.

Question 3 (b)

(b) *ardente curia* (line 4): what was the reason for this?

[1]

Most candidates knew this, but some thought that Clodius' supporters had intentionally attacked and burnt the senate-house rather than stating that the fire was a result of the cremation of Clodius' body.

Question 3 (c)

(c) *mandate ... fuisse* (lines 1–3): what does Cicero want the jury to keep in mind?

[2]

Most candidates could explain this, even though there was some confusion over the idea that Cicero hopes they will see these benefits in the future.

Question 3 (d)

(d) Translate *in spem ... arbitretur* (lines 3–6).

[5]

Many responses were excellent, although there were several more challenging elements in this translation. The phrase *quem ad modum confido* often lacked any reference to *quem ad modum*; *iudiciis* was often loosely translated as justice; *salutarem civitati fore* was also another difficult phrase; many did not capture the sense of the perfect infinitive in *potuisse*.

Question 3 (e) (i)

(e) *hoc ipso summo viro consule* (line 4):

(i) give the name of this man.

[1]

Almost all candidates knew this was Pompey, though a few thought it was Milo.

Question 3 (e) (ii)

(ii) give **one** way in which this man's appointment as consul was unusual.

[1]

Assuming 3 (e) (i) was answered correctly, this question was subsequently answered extremely well by almost all candidates.

Question 3 (f)

(f) *ea quae ... potuissent* (lines 7–8): what does Cicero say to suggest that Clodius would have been a dangerous figure if he had lived?

[2]

The most common reason for marks lost here was that very many candidates did not refer to the idea expressed about Clodius in the word *furioso*, a mad man.

Question 3 (g)

- (g) *odio inimicitiarum mearum inflammatus* (lines 8–9): give **one** reason for Cicero's personal hatred of Clodius. [1]

Almost all candidates could give one reason here.

Question 4 (a)

- 4 Read the following passages and answer the questions.

- (a) *de ea re* (line 1): to what do these words refer? [1]

Almost all candidates answered this correctly.

Question 4 (b) (i)

- (b) *patris ... credibile erat* (lines 1–6):

- (i) what explanation did Tiberius offer? [2]

The question was mostly answered very well, although some candidates did not mention that Augustus had directly given the order to the tribune guarding Agrippa Postumus.

Question 4 (b) (ii)

- (ii) what reasons does Tacitus give for not believing him? [2]

This question was answered extremely well by almost all candidates.

Question 4 (c)

- (c) Translate *propius ... respondit* (lines 6–9). [5]

This translation was mostly carried out well, even though marks were lost for writing that Livia and Tiberius hurried 'to' the slaughter of Agrippa, and for treating *nuntianti centurioni* as an ablative absolute.

Question 4 (d)

- (d) *quod postquam ... vulgarentur* (lines 9–12): why did Sallustius Crispus fear that any enquiries would place him in a dangerous position? [3]

Only about half of candidates managed to get full marks here. The question was challenging in that it looked for an explanation of Crispus' fear rather than a translation of the passage. Most stated that it was he who sent the instructions, and then translated the sentence that it was equally dangerous to tell lies or the truth – the question then expected an explanation of how telling lies or telling the truth would be dangerous for him. Candidates should be careful to explain such compact phrases from Tacitus.

Question 4 (e)

(e)* How does this passage effectively convey the pressures on Tiberius?

You should refer **both** to the content **and** to the language of the passage.

[15]

There were very many excellent responses to this question. The best candidates carefully linked their content/style points to the idea of the different pressures Tiberius was under. There was good reference to and explanation of the balanced phrases, use of contrasts, and use of verb tense and position. Some candidates' responses however were too concerned with analysing e.g. points that the senators and people were *invalida et inermia* (noting the alliteration of i) without any explanation of how this shows Tiberius was under pressure – in this case, the idea is that Tiberius is criticised for not going to face the armies but can only quibble with the weak and unarmed people and senators.

Question 5 (a)

5 Read the following passages and answer the questions.

(a) What advice does Seneca give in line 1 (*non tantum ... debemus*)?

[2]

Almost all candidates answered this correctly, although a few took *moribus* to refer to the mind or soul rather than character.

Question 5 (b)

(b) Translate *quemadmodum ... necesse est* (lines 1–4).

[5]

Most candidates translated the passage well. Omission of *quidem* and some confusion regarding *soluta legibus* were the main concerns.

Question 5 (c)

(c) In lines 6–10 (*una ... rapuerunt*), how does Seneca make the example of Hannibal relate closely to the advice he is giving?

[4]

Many candidates gained most marks here, even though they sometimes did not get a 4th mark due to insufficient detail or not enough points.

Question 5 (d) (i)

(d) *cum ... experirer* (lines 1–2):

(i) what journey did Seneca have to make?

[1]

Almost all candidates answered this correctly.

Question 5 (d) (ii)

(ii) why did he not make it by boat?

[1]

Almost all candidates answered this correctly.

Question 5 (e)

(e)* In lines 2–12 (*et tantum ... color*), how does Seneca give a vivid impression of the journey and his feelings during it?

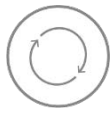
You should refer **both** to the content **and** to the language of the passage.

[15]

Most candidates gave excellent responses to how Seneca makes the journey vivid and could explain his feelings about the physical difficulty of the tunnel. However, the final lines of the lemma were often ignored, and many candidates did not explain Seneca's philosophical musings as a result of his experiences in the tunnel.

Section C overview

It was pleasing to read so many excellent responses which showed that candidates had a very detailed knowledge of the set texts and could explain their answers excellently. Unlike last year, examiners are pleased to note that fewer essays focused totally or excessively on the Group 1 texts, and centres are again reminded that essays should be based on the Group 2 texts.

	AfL	<p>The best essays are noted to have these features:</p> <ul style="list-style-type: none"> • A very wide range of points from the Group 2 texts • Very detailed reference to the Latin and English prescribed texts with excellent levels of analysis which accurately answer the question • Some use of relevant historical or cultural background (although such references are not essential) • They were completed within the time allowed. Several candidates ran out of time and so it may be worth asking: are candidates spending too much time on e.g. 15-mark questions? Are candidates adding vague introductory or concluding paragraphs which take extra time but are unnecessary and rarely attract credit? Can timed essays be practised in lessons to help candidates using time more effectively in the exam?
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Question 6

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

6* 'An impressive display of inventiveness, wit and emotion, but never convincing.'

To what extent do you agree with this judgement on the *Pro Milone*?

[20]

Many responses were very impressive and gave substantial treatment of each of the elements: inventiveness, wit, and emotion. Less successful responses tended to focus too much on the overall persuasiveness of Cicero's case and how he can be inventive with the facts, rather than adequately highlighting his emotions in the speech or explaining the use of humour. Not all three elements had to be dealt with in equal measure, but the best candidates had at least a couple of points for each element. Historical references to the political turmoil of the time often were used in a relevant way. Use of the prescribed English sections was weaker in the Cicero responses than in Q7 or Q8.

Exemplar 3

Furthermore, Cicero uses a great deal of emotion during the 'peroratio' when he sees that Milo is showing no emotion, and therefore takes it upon himself to evoke pity from the jury. He mentions a how 'unhappy Rome will be without him' and how Cicero himself ^{would have} ~~will~~ ^{indeed} has no purpose if Milo were exile, as it was Milo who helped restore Cicero to Rome in 57 BC. Cicero's emotion does not only exist in the 'concl' peroratio, but also throughout the 'pro Milone'. Cicero uses mock exasperation, appealing to the gods, he uses phrases such as 'per deos immortales' (by the immortal gods) and 'me diem iudex!' (so help me the god of truth). Cicero addresses the jury, names Marcus Cato and flatters him, appealing to

This is a model piece of writing for the 20-mark essay. The candidate directly answers the question by referring to how Cicero employs emotion in his speech. Clear references to the prescribed Group 2 texts are then used to substantiate the argument. Pleasingly, the candidate has made good use of the prescribed English reading from section 101, as well as the Latin reading (section 61), although it is stressed that quotations in Latin are not necessary in 20-mark essays. The candidate also brings in an historical fact about why Cicero may have had such gratitude to Milo, and a limited use of such historical and social context is creditworthy.

Question 7

7* 'Tacitus is a master of turning historical events into dramatic scenes.'

Show how this is true of the events described in *Annals* I.

[20]

Examiners expected the vast majority of candidates to agree with this statement and that was indeed the case, with a few candidates agreeing but offering instances of less dramatic writing in the text. The question invited candidates to show their ability to analyse, not by answering a 'to what extent'-type question, but by judiciously and persuasively picking out and explaining evidence from the text to support the statement. Weaker response tended to answer the question by explain how Tacitus made the text interesting and enjoyable overall. The best candidates were able to zoom in on the dramatic cameo scenes which are theatrical and add drama to the history. The English reading was well used to provide evidence for the dramatic scenes in the German mutinies.

Question 8

8* 'There is a lack of consistency and coherence in both his writings and his conduct.'

To what extent do you agree with this judgement on Seneca?

[20]

Most responses focused on Seneca's inconsistencies in terms of how he lived – his fears, his wealth, his role as Nero's tutor. Discussion of the lack of consistency in his philosophical views or ideas was weaker overall e.g. the letters' possibly inconsistent discussion of death and the soul, the blend of Stoic and Epicurean elements, and the experiences of fear. Most responses referenced the prescribed English reading of Tacitus' account of Seneca's death. There was little reference to wider Stoic views or context. Some of the best candidates highlighted possible inconsistencies, while counter-arguing that Seneca never claimed to be the perfect *sapiens*.

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