

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

LATIN

In 1995, 155 candidates presented for the examination in Latin. Of these 74 presented for the 2/3 Unit (Common) examination and 81 for the 3 Unit, a further decrease on the candidature for previous years.

2 UNIT (COMMON)

PART A - CICERO, *Pro Caelio*

Question 1

- (a) This question was answered extremely poorly. In order to answer the question students needed detailed knowledge of the first section, which they were not expected to translate. The majority of students misinterpreted the *slanders* and quoted the *charges*.

Those students who did realise that it was from the first section, often stated three *slanders* but did not correctly state Cicero's refutation, confusing one with the other or quoting a reply from the prescribed text.

- (b) This translation was done quite well, if a little freely.

There were occasional errors of tense:

commovebant, admonebat, moverunt being translated into the present;

the force of *ne quidem* was sometimes missed;

complexa was omitted by some, and

the emphasis of *adeo* was lost.

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The most frequent mistake was with *usque a nobis* - many misunderstanding it completely, while others took it to be *usque ad*.

- (c) (i) Three points were required in answer to this question:
1. Correct identification of Q. Metellus Celer as *ille*. A number of candidates incorrectly identified *ille* as Quintus Catulus or Publius Clodius.
 2. Quintus Metellus Celer had died and was suspected of having been poisoned by his wife, Clodia. Most candidates made this point clearly.
 3. Cicero is discussing here the charge of attempted poisoning of Clodia by Caellus. Very few candidates linked the passage to this context.
- (ii) Students were being asked to identify the dominant image of a great man (Q. Metellus Celer) dying, to support this with examples from the text and to link them to the dramatic effect. Other images in the text included the storm hanging over the state. Also there is the image of P. Clodius raging before the Senate. The best candidates also identified other images such as the image of the dying Celer banging on the wall in frustration.

The better candidates also mentioned the following:

1. the dramatic effect of Cicero's being taken aside at the moment of Metellus' death, *cum me intuens flentem significabat*.
2. the fact that the dramatic effect depended much on Cicero's delivery.

Too many candidates felt that it was enough simply to identify linguistic devices rather than to use the identification of these in support of their point.

- (d) This question was mostly well done. The most common errors were:

- | | | |
|-------------------|---|--|
| <i>perfacilem</i> | - | students did not bring out the force of the <i>per</i> in this adjective |
| <i>potissimum</i> | - | students occasionally omitted this in their translations |

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sin - this was not always correctly translated

intimum - this was not always correctly translated, or was omitted

familiaris facta erat - this was occasionally omitted.

- (e) (i) On the whole, the translation was not well done as many students seemed to have found difficulties with words like *imperium* (translated as *empire*) and *maiestatem* (translated as *treason*); *paene extremis temporibus* also proved difficult. There was considerable confusion with *flamma* and *fumantis reliquias* - the force of the ablative absolute was often lost and/or *sedata* omitted. A translation seemed to have been rather imperfectly memorised by some.
- (ii) Although this was a relatively straightforward question, it was poorly done. Many students failed to identify:
1. the context : the beginning of the *peroratio* (too many confused it with the *miseratio*),
 2. the change : from a light-hearted, humorous approach and tone to a much more serious, elevated style,
 3. possible reasons for the change:
 - it suits the seriousness of the charge,
 - Cicero needs to prove that the change cannot be applied to Caelius and that it had grave consequences,
 - Caelius, unlike Clodia, is a young man of exemplary character, with a distinguished career - Cicero needs to ensure that the jurors are left in no doubt about this and changes his approach accordingly.
- (f) First metaphor:
- racing metaphor
 - Caelius almost came to grief at the turning point
 - the turning point was Clodia.

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Defence : the turning point, Clodia, is a place where young often came to grief. It was Clodia's proximity, etc, that almost caused Caelius to crash. All of the above points were needed in order to gain full marks.

Second metaphor:

- (a)
 - plant/tree metaphor
 - plants, when young, grow very vigorously and need to be pruned, not grafted, in order to produce the best flowers/crop.
- (b)
 - horse metaphor again
 - Caelius needs to be restrained, not urged to produce the best for the State

Third metaphor:

- wine/vintage/cooking metaphor

Defence : just as the wine bubbles and then boils over, so the excesses of Caelius will boil over with time.

This question elicited a disappointing response to a reasonably easy question. Time may have been a factor here, as 25 or more candidates failed to attempt the question.

Most candidates took each metaphor separately and stated how it was used. The contribution of the metaphors to the defence, however, was mostly dealt with inadequately - one point only of the application was mentioned. The third metaphor (of wine and boiling water) was recognised by only a few candidates.

Only a couple of candidates provided answers that were both well thought out and well expressed.

Question 2

- (a) The majority of candidates opted for (a) and answered the question very well. These candidates were well versed in, and well prepared for, the meaning of words such as *virtus*, *gloria* and *dignitas*.
- (b) This was equally well answered.

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PART B - VIRGIL, Aeneid X

Question 3

- (a) (i) Most students correctly identified *genitor* with Jupiter and *natum* with Hercules/Alcides.
- (ii) This part was also well answered, with most students stating that Turnus was fated to die at the hands of Aeneas for killing Pallas. A more general answer was that Turnus has to die so that Aeneas can found the Roman race.
- (iii) Most students answered this question well. To get full marks students needed to show that they understood how the Latin fitted together. They lost marks if they were inconsistent in translating tenses, e.g. *adfatur* *reicit*, *pervenit*. Many students mistranslated *una*.
- (b) (i) This question was generally well answered. In answering, candidates were required to mention that Aeneas' sense of *furor* was such that he was indiscriminate in his choice of victim, even to the extent of slaughtering a traditionally inviolable figure such as a priest.
- (ii) Candidates were required to show appreciation of the significance of the meaning of *immolare* and also of the irony of a priest (whose role is that of *sacrificer*) being the sacrificial victim here.
- Most commented on the religious significance of the verb, *immolare*. The majority also commented on the irony of the situation.
- (iii) The level of accuracy here was very disappointing and very few candidates received full marks for this question.
- (c) (i) The translation was generally well done. Common errors were:
- omission of *ast*
 - omission of *de me*
 - *urget/claudentur* - the tenses were mixed.
- (ii) Here most students could identify the tone and considered it consistent with the rest of Book X. An example of this consistency was required and few students gave this. About one half realised that Mezentius' attitude changed at the death of Lausus. Very few students achieved full marks.

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- (iii) This part was generally not well done. The oxymorons were not mentioned in many scripts, and most students failed to see the juxtaposition of *lumina noctem*. Vague answers were given that did not look specifically at the Latin words and their effects. Very few mentioned the alliteration of 745 (*u*) or 746 (*m*). The hyperbaton of the last line was mentioned by only a very small number of students.
- (d) (i) Perhaps because it comes near the end of the prescription, this translation was not done as well as it should have been. Also, perhaps because it was quite long and involved some repetition, some careless mistakes of omission were made. There were some mistakes of tense - the perfect tenses being rendered as present and *cadis* in line 830 as perfect - and of mood - *laetatus* and *solabere*. Students' knowledge of the relationships between the words should be made clear in their translations - a freer translation should be used only if a direct translation sounds strange in English.
- (ii) Some students answered this very well, beginning with the comparison between the *pietas* of Lausus towards Mezentius and that of Aeneas, and closely indicating from the passage Virgil's methods of creating pathos - repetition *ora ora; quid, pietatis pius; miserans, miserande, miseram*, alliteration, etc, and saying how these methods were used effectively. It is essential that close reference be made to the passage. Some students translated or paraphrased without using the specific words from the passage. Others gave a list of words, or mentioned alliteration, without saying how it created pathos.

Question 4

- (a),(b) The majority of candidates concentrated on (a) and were very articulate about the and role of the similes. A few opted for (b) which, surprisingly, was not done well.
(c) Those who chose (c) provided excellent answers.

PART C : ACCIDENCE AND SYNTAX

Question 5

This question was often poorly done. Half the candidates scored below half marks and no candidate received full marks. Only eleven out of 155 candidates scored 12 or above out of 15.

- (a) (i) *proposueritis* : few identified this as future perfect indicative.

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- (ii) *constituitote* : almost all candidates correctly answered imperative mood.
- (iii) *filio* : *nititur* takes the ablative case not the dative case.
- (iv) *supplicem* : this was well done.
- (v) *parentum* : *parente* or *parenti* were accepted.
- (vi) *alterius* : few were certain that *alteri* was the correct answer. Many wrote *alterio*, *altero*, *alteriori*.
- (vii) *serviatis* : almost all correctly identified the mood as subjunctive. Many also needlessly added the tense and voice (often incorrectly), thus causing doubt.
- (viii) *occidentem* : only a few candidates correctly identified all four principal parts of the verb - *occido*, *occidere*, *occidi*, *occasus*. Candidates should avoid writing abbreviations of the principal parts of verbs.
- (ix) *exstingui* : *exstingui* is a present infinitive passive in an indirect statement with *hunc*.
- (x) *firmata* : almost all correctly identified *firmata* as ablative case in an ablative absolute construction with *stirpe*.
- (xi) *filium* : too few candidates knew that *fili* is vocative.
- (xii) Prosecutive infinitive or indirect statement were accepted as correct. It is a personal construction with the passive verb *videamini* - nominative (*vos*) + infinitive, expressing indirect statement. Many wrote *accusative and infinitive*.
- (xiii) Very few wrote *visi sitis*.
- (b) This question was better done than (a).
- (i) *Rhoetea* : almost all candidates gave the correct answer *fugientem*.
- (ii) *morae* : *morae* is partitive genitive.

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- (iii) *derexerat* : see comment on (a)(viii): *derigo, derigere, derexi, dertextus*.
- (iv) *optime* : very few candidates gave both the positive and comparative forms correctly - *bone, melior*.
- (v) *optato* : most candidates understood this word and could explain its use.
- (vi) *acies* : candidates answered this question best.
- (vii) *sedens* : 10 students only correctly identified *sessurus* as the future participle of this verb.

Candidates should note that where more than one answer is given, the first answer written will be accepted as the answer. Subsequent answers will not be considered, even if they are correct and the first is wrong.

PART D : UNSEEN TRANSLATION

Question 6

(a) Unseen Verse Translation

Most students showed a reasonable degree of competence in translating this passage of verse. In the better translations acceptable English phrasing was used which made sense in the context. In weaker translations, however, too often the literal meaning of a word was used which was not appropriate to the situation.

A number of common mistakes were made. The relationship between adjective and noun in line 246 was ignored. There was confusion as to whose *umeros dextrasque* Auletes was clinging to and whose *vultum atque ora* he was wetting with his tears - his or theirs.

Mistaken recognition of Latin words led to unusual translations. Examples of this were:

numen confused with *nomen*
omnino confused with *omine*, and
amborum confused with *arborum*.

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(b) Prose Unseen

This question proved to be a very good discriminator. The majority of students seemed to translate single phrases and items of vocabulary in isolation without acknowledging their syntactic context. This was particularly true in the case of the clause *qui hoc imperium servastis*, and of the indirect statement dependent on *testor*. Relatively few students knew the meaning of *testor* and consequently failed to link it with the *vos* and with the infinitives *defendere / occultari / defendi / tegi*.

Other common mistakes were:

- translating
 - *qui* as *which*
 - *servastis* as *you served*
 - *susceptum* as *suspected*
 - *quod* as *because*
 - *de hoc consul* as *about this consul*
 - *persolvi* as a present passive infinitive
 - *facinus* and *scelus* with the same English word; different synonyms were required (cf: *tegi* and *occultari*)
 - *ceteros* simply as *others*
- not taking into account the order in which clauses and ideas were presented
- no knowledge of *me consule, integro, numine, comperi*
- the phrase *di patrii ac penates* elicited some entertaining translations: *father of gods and punishers* (or *punishments*); *godfathers and thieves, the dignitaries and officials of the state*.

3 UNIT

PART A : TACITUS, Agricola

Question 1

(a) The majority of candidates translated this passage very well. Common mistakes were:

- omission of words;
- confusion regarding to whom the *magnum patrimonii partem* belonged;
- verb tense, and
- the translation of *tantum*.

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- (b) Candidates were asked for the following:
1. A clear understanding of the effectiveness of the ideas presented in both speeches.
 2. An appreciation of the language used in both passages.
 3. An ability to clearly identify the similes and explain their effectiveness.

There was a considerable diversity of responses to this question. Some candidates presented an historical or literary view, whilst others approached their answer from the point of view of an ancient reader, a modern reader or, indeed, of someone present when the speeches were delivered. The majority were prepared to accept their artificially rhetorical nature. Although for some this detracted from the authority of the speaker, others turned this to advantage by identifying, for example,

(a) the passion and anti-Roman sentiment voiced by Calgacus, spoken as if from personal experience, and

(b), the utter contempt toward the Scots as expressed by Agricola.

Those who stated their ideas clearly and justified these ideas with relevant quotations from the text gained better marks. The best candidates also included a statement about the effect and effectiveness of the literary devices used by Tacitus and tied this clearly to each of their arguments.

Vague references to literary devices, such as anaphora or alliteration, which did not state the purpose or effectiveness of these devices **IN THIS CONTEXT** did not receive marks.

- (c) This passage was extremely well answered, with some candidates offering excellent attempts to match Tacitus' style.

PART B : UNSEEN VERSE TRANSLATION

Question 2

Generally the unseen was handled well. All candidates had some idea of the content, even if phrases or clauses were badly translated.

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Common errors:

<i>hasta</i>	:	translated in the ablative
<i>acris</i>	:	this word was not known
<i>cuncti ... Volsci</i>	:	most candidates translated this as genitive plural "to the queen of all the Volscans"
<i>nihil ipsa ... memor</i>	:	the most difficult phrase of the unseen - most candidates could not translate this correctly since they translated <i>memor</i> as <i>I remember</i>
<i>donec</i>	:	not translated at the beginning of its clause by at least half of the candidates
<i>perlata</i>	:	the word was not recognised because of the <i>per</i>
<i>virgineum...cruorem</i>	:	many translated this as <i>the maiden drank her blood</i>
<i>dominam ... ruentem</i>	:	translated as <i>rushing mistress</i>
<i>suscipiunt</i>	:	very few candidates knew the meaning of this word.

PART C : PROSE UNSEEN/PROSE COMPOSITION

Question 3

- (a) This unseen translation gave an opportunity to the better candidates to show their ability and, at the same time, allowed weaker students to translate a good proportion of the passage adequately.

Words most commonly mistranslated were:

- *didicisti, munitam, concilient* and *perfrui*. Consequently, the relationship between *perfrui* and the ablative was overlooked.
- The force of *et ... et* in the fourth line and *cum ... tum* in the eighth line were often overlooked.
- *omnia ... quae* was frequently translated as *all who*.

- (b) While very few students attempted this question, the versions offered were outstanding.