

OCR Report to Centres

June 2012

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Latin (J281)

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Overview

The second full sitting of the new suite of papers was generally very successful. Language papers succeeded in being accessible to the full range of candidates whilst differentiating well and literature papers were improved by the removal of one of the ten mark questions (with the marks being distributed elsewhere across the papers), and there were further improvements in candidates' performance on the Sources paper. One concern was the fact that a small number of centres prepared their candidates for the wrong literature texts. As literature prescriptions only run for two years before changing and notices to centres do not always reach heads of department, teachers are encouraged to check the OCR website regularly for details of current prescriptions and other useful information.

(<http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/>).

It was encouraging to note a 5% increase in the number taking the full course this year. It was also interesting to note an increase in the number of candidates at sixth form level taking the short course option - it is hoped that this option will become an increasingly attractive proposition for students who would like to take up Latin in the sixth form and achieve a GCSE qualification but who do not have time to prepare for the full range of papers.

A401/01 Latin Language 1: Mythology and domestic life (Foundation Tier)

General Comments

The number of candidates entered for this paper was very similar to the entry of June 2011. Among them were many commendable scripts. The comprehension questions were generally handled more confidently than the translation question.

Candidates appeared to have had sufficient time to complete the paper. Many were able to produce a rough draft, followed by a neat copy, of the translation question. The number of corrections elsewhere in scripts suggested that candidates had plenty of time to check their work. Examiners noted, however, that often correct answers were changed to incorrect responses. Any alterations need to be clear and unambiguous, and the rough version of the translation should be crossed out.

Some candidates showed a tendency to provide alternative answers, using either brackets or an oblique stroke. Teachers should discourage their students from so doing, since an incorrect alternative response negates the mark they would have been awarded.

Many candidates were well-acquainted with the Defined Vocabulary List, though there were some errors with the meaning of some common words, such as *puella* and *filia*. The usual 'little' words (*itaque*, *tum*, *tandem*, *tamen* etc.) were often not known. Candidates should be reminded to make use of the glossary provided: '*forte* Hercules' was commonly translated as 'Brave Hercules'.

Noun number was an issue for some candidates, with *muros*, *agris*, *deis* and *puellas* commonly translated as singular. Candidates are advised to look very closely also at verb endings when deciding on the tense of a verb; some translations were written entirely in the present tense. Unsurprisingly, the pronouns *eam*, *eos* and *eius* were a challenge for many.

The amended mark scheme for the translation question (introduced in January 2012), which broadens the three-mark band to include translations with up to one major *and* one minor error (or three minor errors), was welcomed by examiners. Marks were lost through the omission of words such as *tandem*, *itaque*, *tum* and *tamen*. Candidates should therefore be advised to check they have translated every Latin word in the passage. With the passage printed above the space for the answer, it is an easy matter to look at the answer and tick each of the Latin words translated.

Individual Questions

Q1: candidates found this a straightforward beginning to the paper, though a few translated *Troiae* as 'of the Trojans'.

Q2: this question was generally quite well done, though not everyone recognised the plural *muros*, and *urbis* was often omitted or translated as 'in the city', which was not accepted.

Q3: this was a very good discriminator: while most understood *laborabo*, only some were able to recognise the plural *agris*, and *tuis* was rendered correctly only in the strongest responses.

Q4: a straightforward question for many; the meaning and number of *deis* were incorrectly rendered by some.

Q5: another straightforward question for most, though some struggled with the meaning and number of *puellas*.

Q6: this was a challenging question for some: *quid* was understood by many candidates, but some mistook the indirect question for an indirect command, and *deberet* was often not linked with the infinitive *facere*, and mistranslated as 'he owed'.

Q7 (a): a straightforward multiple choice question, which was usually answered correctly, though some confused *filiam* with *filium*.

Q7 (b): almost all candidates received the mark for 'loved/liked', but many did not receive the second mark for 'maxime', as they missed the superlative form – surprising, since it was glossed.

Q8: this was a good discriminator, which required candidates to look carefully at noun endings, in order to determine the number: *terram* was often translated as 'grounds', and *aquam* (perhaps because candidates were led astray by the erroneous view that the singular *multam* must mean 'many') became 'waters'. *terram* caused a further problem to a number of candidates, who confused it with a form of *terror* or *terrere*. Some candidates offered a paraphrase (e.g. 'much water, i.e. a big storm of rain'), which resulted in a harmful addition.

Q9: the translation question proved, as expected, a very good discriminator. Good responses demonstrated attention to noun and verb endings and rarely omitted words in the Latin (see General Comments).

'At last Laomedon decided to sacrifice his daughter.'

Many candidates made a good start to the first section, and scored at least two marks. Common errors included confusion between *tandem* and *tamen*, and translating *constituit* as 'agreed'. As in Q7 (a), some confused *filiam* with *filium*, but no marks were lost, if this was a repeated error.

'And so he left behind the frightened girl near the sea.'

Vocabulary was an issue for many, with some candidates not recognising any of the unglossed words. *territam* was commonly translated as 'on the ground', and the accusative *puellam* was often made the subject of *reliquit*.

'By chance Hercules was walking to the city of Troy. He saw the girl and saved her from the snake.'

The first sentence was usually handled well, though *urbem* was sometimes omitted and not all candidates understood *ad*, translating it as 'from', 'through' or 'in'. The most common errors in the second sentence were failing to recognise *puellam* as accusative and confusing *servavit* with *servus*.

'Then the king promised two beautiful horses to Hercules. However he did not give them.'

Again, there were many good attempts at the first sentence, with most showing an understanding of the king's promise. *pulchros* was sometimes omitted and many did not recognise the plural *equos* or the meaning of *duos*. The dative *Herculi* was often ignored, and 'the king' became 'King Hercules'. Some candidates missed out the second sentence completely, while others showed isolated knowledge of vocabulary only. The main challenge for most was *dedit*. The testing of verbs in forms other than the present tense (e.g. *dedit* rather than *do*) is good practice.

'although his son, named Priam, did not want to deceive Hercules.'

Although many coped well with the challenging opening of the concessive clause, some struggled with the case of *Herculem*, while others did not know the meaning of *nomine* and *nolebat*.

Q10: most candidates scored at least one of the two marks, but *paravit* was commonly omitted.

Q11: this proved to be a good discriminator, as only the strongest responses demonstrated that candidates understood *paucos*, and some confused 'soldiers' with 'armies'.

Q12 (a): this was a straightforward question and answered correctly by most; *portam* was often mistranslated, but no marks were lost, as it was not required by the Mark Scheme.

Q12 (b): this was fairly well answered; many correctly identified *mox*, but the translation was often omitted or not known. Some selected *cepit*, presumably confusing it with *celeriter*.

Q13: the correct answer was given by almost all candidates.

Q14: this was fairly well answered, though some confused *regem* with *reginam*, *regnum* or *regiam*, even though the latter was glossed. Others claimed that Hercules rewarded Priam by not killing him, which was not the answer required by this question.

Q15: this was very well answered.

Q16: this was generally well answered, the main error being the omission of *vidit*.

Q17: It was pleasing to see that plenty of candidates achieved full marks on this question. However, some candidates are still translating the Latin word instead of giving a word derived from it. When defining the derivative, candidates are reminded not to offer an alternative meaning, which may invalidate the first, correct meaning (e.g. 'capture' = 'take' (*accepted*) / 'hold' (*not accepted*)).

Most candidates managed to follow the storyline fairly well, and there were many good scripts, which reflected the hard work done by both the candidates and their teachers.

A401/02 Latin Language 1: Mythology and domestic life (Higher Tier)

General Comments

It was encouraging to see an increase in the number of candidates entered for this paper (9223 compared with 8826 in June 2011), the majority of whom performed well. A number of candidates gained full marks, and there were very few marks below 30. Only a handful would seem to have been entered for the wrong tier, and may have achieved a better mark on the Foundation Tier equivalent.

Examiners felt that the paper was accessible to the full range of candidates, whilst differentiating well, particularly in certain questions. Both the translation question and the comprehension questions revealed a sound understanding of the storyline, in most cases. There were few examples of 'No Response', suggesting that candidates of all abilities were able to engage with the questions.

Candidates appeared to have had sufficient time to complete the paper. Many were able to produce a rough draft, followed by a neat copy, of the translation question. The number of corrections elsewhere in scripts suggested that candidates had plenty of time to check their work. Examiners noted, however, that often correct answers were changed to incorrect responses. Any alterations need to be clear and unambiguous, and the rough version of the translation should be crossed out.

Some candidates showed a tendency to provide alternative answers, using either brackets or an oblique stroke. Teachers should discourage their students from so doing, since an incorrect alternative response negates the mark they would have been awarded.

Most candidates were well-acquainted with the Defined Vocabulary List, though there were some surprising errors with the meaning of some common words, such as *puella* and *filia*. Noun number was an issue for some candidates, with *muros*, *equos* and *dona* commonly translated as singular.

The amended mark scheme for the translation question (introduced in January 2012), which broadens the three-mark band to include translations with up to one major *and* one minor error (or three minor errors), was welcomed by examiners. Marks were lost however through the omission of words such as *ipse*, *igitur* and *secum*. Candidates should therefore be advised to check they have translated every Latin word in the passage. With the passage printed above the space for the answer, it is an easy matter to look at the answer and tick each of the Latin words translated.

Individual Questions

Q1: candidates found this a relatively straightforward beginning to the paper, though not everyone recognised the plural *muros*, and *novos* was sometimes omitted or translated as 'nine'.

Q2 (a): this was answered correctly by most, though incorrect additional information was sometimes included in responses, and a few candidates offered the answer to Q2 (b) instead.

Q2 (b): not all candidates knew the meaning of the verb *custodiam*, but a more common mistake in this question was to ignore or mistranslate *tuas*.

Q3: this was generally well done, though, as with Q1, noun number was an issue for many, with the plural *dona* translated as singular.

Q4: a straightforward question for most; the meaning and number of *puellas* were incorrectly rendered by some.

Q5: *quid* was understood by most; some mistook the indirect question for an indirect command; *deberet* was sometimes not linked with the infinitive *facere*, and mistranslated as 'he owed'.

Q6: this multiple choice question was well done by almost all candidates, though occasionally only one box was ticked.

Q7: another straightforward multiple choice question, which was almost always answered correctly.

Q8: this question was a very good discriminator: only some were able to recognise the superlative *plurimam*; *in* followed by the accusative *terram* was often rendered inaccurately; noun number was an issue once again for some, who translated *aquam* and *terram* as plural. Some candidates offered a paraphrase (e.g. 'very much water, i.e. a very big storm of rain'), which resulted in a harmful addition.

Q9: the translation question proved, as expected, a very good discriminator. Good responses demonstrated attention to noun and verb endings and rarely omitted words in the Latin (see General Comments).

'At last the king gave way and left his daughter crying near the sea. Hercules, braver than a lion, approached the king.'

Most candidates made a good start to the first section, and scored at least two marks. Common errors included confusion between *tandem* and *tamen*, and translating the glossed *cessit* as 'gave away', which often resulted in *filiam* becoming the object of that verb. Some confused *filiam* with *filium*, and the meaning of *reliquit* was not always known. The present participle *lacrimantem* was handled well, though some made it refer to the king. Most candidates understood the meaning of the words *fortior* and *leone*, but only the best recognised the comparative form and the ablative of comparison.

'If you give very beautiful horses to me,' he said, 'I promise that I will kill the savage snake.' Though there were some excellent translations of this section, some candidates needed to pay closer attention to verb endings, and others transposed the clauses ('If you promise..., I will give...'). Not everyone recognised the superlative *pulcherrimos* and *equos* was frequently translated as singular. *saevum* was often omitted or translated as an adverb. The indirect statement was generally handled well; many chose to transpose the active *necaturum esse* to a passive rendering, but usually expressed the correct agent, which is acceptable.

'But, after the girl had been saved from the danger, the king never gave the horses to Hercules.' The ablative absolute was handled well: both literal and more natural translations are acceptable. Some struggled with the vocabulary within the construction: *e periculo* was sometimes omitted and *servata* translated as 'serve' or 'slave'. As elsewhere in the paper, the number of the noun (*puella*) was incorrect at times. Surprisingly, the best discriminator in this section was *numquam*, frequently translated by even the most diligent candidates as 'not' or 'no'.

'Therefore Hercules himself was so angry that he asked Telamon for help.' Many handled the result clause well, though some translated *tam* as 'very' or omitted it. *ipse* and *igitur* were also fairly often omitted, and candidates are reminded that one omission is regarded as a major error (see General Comments). Some struggled with the concept that *rogare* can take two accusatives, and consequently translated *Telamonem* as a genitive case.

'He persuaded him to return to Troy with him and destroy the city.'

Most candidates coped very well with this final section, though even the best responses sometimes omitted or mistranslated *secum*.

Q10: this question was mostly well done; *portam* caused the most difficulty, and was either omitted ('He entered the city') or confused with *portus* or the French *la porte*.

Q11: this proved to be a surprisingly good discriminator, as only the best responses demonstrated understanding of *paene*, and there was confusion between *filios* and *filias*.

Q12: most candidates scored at least two of the four marks, but *debere* was often omitted or mistranslated; few recognised *dari* as a present passive infinitive, though it was possible to avoid this, by making Priam's father the subject ('He should give...'). The testing of verbs in forms other than the principal parts (e.g. different forms of the infinitive) is good practice.

Q13 (a): this was a straightforward question and answered correctly by most.

Q13 (b): this was a challenging question for many. A common error was to mix up the participles and instrument/agent ('He saw Troy overcome by fire and destroyed by the Greeks').

Q14: this was an overarching question designed to test candidates' understanding of the character of Hercules within the context of this story. To gain marks for this question, candidates needed to make a point about the character of Hercules, which had to be supported by a specific example from the text. Weaker responses tended to be very imprecise or uncertain, often containing inaccurate details. Many candidates, however, responded well to the question, demonstrating a good understanding of the storyline in their answer.

Q15: Many candidates achieved full marks on this question. However, some candidates are still translating the Latin word instead of giving a word derived from it. When defining the derivative, candidates are reminded not to offer an alternative meaning, which may invalidate the first, correct meaning (e.g. 'mariner' = 'sailor' (*accepted*) / 'fisherman' (*not accepted*)). If adjectives are offered as derivatives, it is often useful to define them as 'associated with' or 'relating to', e.g. 'marine' = 'relating to the sea'.

Most candidates performed well on this paper, and many scored high marks, which reflected the hard work done by both the candidates and their teachers.

A402/01 Latin Language 2: History (Foundation Tier)

The entry of 247 was relatively small but an increase on the previous year's 187. The performance of candidates was not quite as strong. Only a couple of candidates appeared to run out of time. Most made a good effort at producing coherent sentences even when they had lost the sense.

Q1 An accessible first question, which was consistently well answered.

Q2 As on the Higher Tier passage, a few took *interfectus est* wrongly as 'he was infected' and some took *ab uno ex servis suis* as 'by one of his former slaves', thus losing a mark.

Q3 Generally well done, though some confused *domo* with *domino*.

Q4(a) Very straightforward and well answered. Some did not recognise *turba* as crowd but were rewarded for seeing that they were many of them.

Q4(b) It was not clear whether all candidates would have been able to translate this sentence correctly had they been asked, but most got the sense that it was not right to kill the slaves. For full marks, the sense of *morte* and *punire* both needed to be shown. *tot* was omitted by Foundation Tier candidates just as often as by those on the Higher Tier paper. Many, spotting the meaning of *non* but not its position in the sentence, wrongly thought that the slaves were not innocent.

Q5 Many showed that they understood the sense of *petivit* (e.g. 'he sought', 'he thought there should be') and many spotted the superlative form of *gravissimam*.

Q6 As might be expected at this level, candidates' performance on the section for translation was less strong, though they generally made more sense of the second half than the first, thus appearing to finish with greater confidence.

'Ancient customs are not always good.' Given the fact that *mores* and *antiqui* were glossed it was surprising that many candidates seemed to struggle with this straightforward sentence. Perhaps they were unaware that a word glossed on the paper in its singular form might appear in the passage in the plural. Very few seemed to know *boni* or *sunt*.

'But what will happen if slaves can kill their masters without being punished?' This was a slightly easier version of the Latin on the Higher Tier paper and generally handled better.

'Surely you do not think that one slave planned the death of Pedanius?' *num creditis* caused as many problems as on the Higher Tier paper, but most made some sense of the rest of the sentence, even if they did not recognise the perfective infinitive *paravisse* or its use in an indirect statement.

'Not at all! The rest knew well what he had in mind'. *minime* was surprisingly not at all well known and therefore taken in a wide variety of ways, some of which were accepted. The meaning of *ceteri* was not always known and the idiomatic phrase *in animo habere* caused widespread confusion (along the lines of souls living after death).

'With these words Cassius asked the senators to punish all the slaves of Pedanius.' The first half of the sentence caused more difficulty than the second, largely because *his verbis*, as at Higher Tier, was often taken as the subject.

'A few senators were unwilling, but Cassius made a speech so forcefully that at last he persuaded them all.' There were some good attempts on this sentence, though many missed the sense of *tum* and therefore took *ut* as introducing a purpose clause rather than a result.

'The senators therefore decided to kill all the slaves who lived in the house of Pedanius.' *igitur* was sometimes omitted (resulting in the loss of a mark) and many were unsure of *constituerunt* but most made sense of the end of the story. As ever, there was plenty of confusion between *habitant* and *habebant*, and between *domo* and *domino*.

A402/02 Latin Language 2: History (Higher Tier)

The entry was up to 8660 from 8329 in June 2011, which is a good sign.

Examiners felt that the paper was generally accessible and the majority of candidates were able to follow the story. It also contained some more challenging parts to stretch candidates.

Q1 An accessible question to start with which was very well answered. A few candidates attempted to 'interpret' the question by writing that Pedanius was very rich, but most who did so also added the required information that he had many slaves.

Q2 They were some interesting guesses on *interfectus est* (mostly to do with infections) and *unus ex servis suis* was not uncommonly taken as 'one of his ex-slaves', but most had no trouble with this question.

Q3 To gain full marks candidates needed to show that they knew the meaning of *eadem* ('the same' not 'his') and the two separate ideas contained in *morte punire*. This question therefore proved a good differentiator, with most (but not all) candidates getting at least 2 marks, but less getting 4/4. Predictably, perhaps, given the stems and context, many confused *domus* with *dominus* here and elsewhere in the story.

Q4(a) Very well answered, though 'civilians' sometimes appeared for *cives* (and was not accepted).

Q4(b) Most candidates achieved at least 2 marks out of 4, but relatively few gained all 4 marks as they did not recognise the negative imperative. *tot* was frequently omitted, even by candidates who scored full marks in all the other questions on the paper.

Q5 This question also differentiated well. For full marks it was necessary to identify both superlatives. The sense of *pro* ('in return for') was not always known.

Q6 The first half of the passage for translation proved more challenging in general than the second half.

'It is not always a good thing, senators, to follow traditions handed down from ancestors'. There were some candidates who scored full marks here. Those who did not tended to struggle with the meaning or form of *sequi*. Quite a few candidates omitted *traditos* ('handed down'), perhaps because they were confused by the glossed word *mores* ('traditions').

'Now, however, what will happen if slaves are able to kill their masters without punishment?' *accidet* was often taken as 'accept'. Many who knew the meaning of *accido*, perhaps led by the nearby *si*, missed the future tense of *accidet* and wrote 'what would happen if slaves were able ...' (which was considered a single minor error).

'Surely you do not think that this slave prepared his plans alone without others?' There was a lot of confusion between *num*, *nonne*, *nunc* and *nam*. The indirect statement caused a problem for many, as did the plural of *consilia* (perhaps because a singular 'plan' made more sense in the context). Some tried to make *aliis* and *consilia* agree and *hunc solum* was sometimes missed out or forgotten.

'Surely the others knew what thus one man wanted to do?'. *nonne* was handled better than *num* in the previous sentence, but the indirect question caused difficulty (i.e. the meanings of *quid* and *vellet*).

'With these words Cassius tried to persuade the senators ...'. The word order here led many to ignore the termination of *his verbis* and take it as the subject (with the resulting loss of a mark). This is such a common error that it is worth giving students extra practice on sentences beginning with something other than the subject (the same happened last June with *magna voce ... clamaverunt*).

'... to punish all the slaves of Pedanius, both wicked and faithful'. Many did not recognise this as an indirect command and made the 'slaves' the subject and the verb passive. The majority recognised *et ... et* as 'both ... and'. *scelestos* was sometimes mistaken for *scelus*, even in the better responses.

'Some were afraid that the innocent would pay an unjust penalty in this way'. *nonnulli* was often not known and, as is common with verbs of fearing, the *ne* was mistaken as 'not'. The idiomatic phrase *poenas dare* proved challenging for candidates and was often taken as 'to give punishment' (e.g. 'some were afraid that they were giving unfair punishments in this way').

'But Cassius had spoken so forcefully among the senators that no one dared to go against his opinion'. *locutus erat* caused problems for some (it was often taken as *locus* and relatively few seemed to identify the pluperfect form). *locutus* and *locus* could usefully be added to any list of easily confused words that teachers keep. A pleasing number recognised *auderet* as coming from *audeo* not *audio*, however, and most understood the idea of people 'going against' Cassius' opinion.

'Therefore the senators, with few resisting, sent out soldiers at once to kill all Pedanius' slaves.' Nearly all candidates encouragingly scored at least 2 marks for the last sentence and few had any difficulty with *ad* + the gerundive. Difficulties were the force of the prefix in *emiserunt* (the omission of the prefix was taken as a minor error), confusion between *emo* and *emitto*, and the ablative absolute *paucis resistantibus* ('with little resistance' made good sense but was not considered accurate enough on a translation exercise).

There was evidence once again this year that many candidates are completing this paper with plenty of time to spare. Candidates are therefore advised to take their time, give full details on the comprehension questions, and ensure that they have accounted for every Latin word in the section for translation. Many already have time to write a rough version of their translation before a neat version and more might be encouraged to do so. If they do, they also need to be advised to mark very clearly which version they want to be marked (by clearly striking out the rough version with a diagonal line).

A403/01 Latin Prose Literature (Foundation Tier)

Most candidates were well prepared for this paper. As with past years, a small number of candidates performed very well indeed and would have been more suited to taking the Higher Tier paper.

General Points

- 1 Candidates should avoid using brackets or writing alternative versions. If either is incorrect, the answer is marked wrong.
- 2 Candidates should ensure they refer to the Latin where the question demands it. Some candidates seemed unaware of the need to quote the Latin and this affected their marks in these questions.
- 3 Knowledge of the text is clearly crucial for this paper and so effective revision of the text is very important.
- 4 A small number of candidates answered both sections of the paper. Where both sections are attempted both will be marked and the higher of the marks for each section given. However, it is not advisable for candidates to do this as it limits the time they have available for the section they have been prepared on.

Individual Questions

Section A

Q1 A surprising number of candidates answered this question incorrectly.

Q2 A fair number of candidates chose answer C (port), clearly opting for the English word that looks most like '*porticu*'.

Q3 Generally well answered, although a fair number of candidates thought that the female figure was human (B).

Q4 Nearly every candidate answered correctly.

Q5 Nearly all correct.

Q6 Some very good responses although some candidates found it hard to match the Latin with the English translation that was provided. Most candidates tended to concentrate on the description of the ghost with fewer points made about the fear of the inhabitants, but usually both bullet points addressed. Some candidates used no Latin at all in their response.

Q7 Generally well answered.

Q8 Generally well answered, although a small number of candidates quoted no Latin; candidates should be careful to select short, specific phrases rather than individual words (too short) or long phrases encompassing several points. The most common mistake was to refer to the behaviour of the ghost rather than that of Athenodorus.

Q9 Generally correct, although some candidates misunderstood the double negative.

Q10 Many candidates selected the wrong answer. A surprising number for a multiple choice question.

Q11 Most candidates accessed the point about hair being cut for 2 marks; relatively few got the first point about somebody sitting on the bed (though several responses were about somebody climbing in through the window).

Q12 Generally correct.

Q13 Mixed responses, 50/50 correct, often B or D instead of A.

Q14 (a) and (b) Answers correct but frequently mixed up with each other, such that no credit could be awarded.

Q15 Generally correct.

Q16 Generally correct, but a fair number of candidates chose 'fathers' rather than 'senators' for 'patribus'.

Q17 Usually correct, sometimes omitted, some candidates incorrectly quoted 'aliquamdiu' or 'obtinueit'.

Q18 The most common mistakes in Q18 arose from not reading the question properly and answering from outside the set lines (same applies for Q27 in Section B).

(a) Often answered as a content rather than style question, but examiners were sometimes able to credit this where a relevant point was being made.

(b) Most candidates answered correctly.

(c) Generally the governing point of the passage from 'mirum' was picked up by candidates; responses had to be quite closely linked to what the passage was saying for full marks rather than a general assessment of Livy's tone, so several gained 2 or 3 marks, often through no mention of belief in Romulus' immortality softening the blow of his death.

Section B

Q19 Generally well answered.

Q20 Generally well answered.

Q21 Generally well answered.

Q22 Well answered. Some students found it difficult to translate 'carmina' and 'devotiones'.

Q23 Generally well answered.

Q24 Mixed responses, just over half correct.

Q25 Generally well answered with Latin clearly matched to English. The most common mistake was for candidates to mismatch Latin to English.

Q26 Generally well answered, with more points made about the description of Agrippina than the second bullet point, but generally both well covered. A small number of candidates did not refer to any Latin in their response (max.6 marks).

Q27 of Section A Q18, most common mistakes arose from not reading the question properly and answering from outside the set lines.

(a) Candidates often gained 1 mark here rather than 2; attention to detail required 'many' friends and 'very many' soldiers.

(b) Candidates found this question challenging. Where points did come from the relevant lines, the most common were 'simulac' and some sort of description of the moenia/tecta/turba – amount of people present. A few described the people 'maerentium et rogantium', but generally the points were entirely content-based with candidates not attempting to identify stylistic features.

(c) Generally well answered and plenty of points to choose from; candidates should remember to explain how the arrival arouses sympathy, rather than quoting directly from the passage with no explanation.

Q28 Usually correct; sometimes 'orationem' quoted instead.

Q29 Well answered, but several candidates chose 'legionary (C)' rather than 'representative (D)' for 'legatus'.

Q30 Some candidates didn't read the 'according to Tiberius' part of the wording of this question (or the accompanying Latin), and answered along the lines of 'to kill Germanicus'.

Q31 Generally well answered.

Q32 Mixed responses, not well answered.

Q33 Generally well answered.

Q34 Mixed responses; common errors were 'Piso', 'the emperor', and 'Tiberius'.

Q35 Generally well answered.

Q36 Usually correct, or at least 1 out of 2

Q37 Generally well answered.

Q38 Reasonably well answered, most candidates awarded at least 3 out of 5.

A403/02 Latin Prose Literature (Higher Tier)

Many candidates were well prepared for this paper.

General Points

- 1 Candidates should avoid using brackets or writing alternative versions. If either is incorrect, the answer is marked wrong.
- 2 Candidates should ensure they refer to the Latin where the question demands it. Some candidates seemed unaware of the need to quote the Latin and this affected their marks in these questions.
- 3 Candidates should beware of referring to rhetorical devices (eg. alliteration) without explaining the effect it has on the Latin and its significance.
- 4 The extended writing questions (the 8 and 10 mark questions) are the best discriminators and candidates must ensure they give these questions the time they merit. Candidates should avoid vague references in both 8 and 10 mark questions, and in the 10 mark questions they must ensure they quote the Latin, show the examiner they know what their quotation means, and finally explain how their quotation answers the question.
- 5 A large number of candidates omitted words in the translation questions.

Individual Questions

Section A

Q1 By no means always known (lots of 'evening').

Q2 Generally well answered.

Q3 Generally well answered.

Q4 Nearly every candidate answered correctly.

Q5 The ten mark questions proved to be the best differentiators in the paper. Candidates were better on the descriptions of the ghost than the effects on the inhabitants. Some answers lacked balance.

Q6 Generally well answered.

Q7 Generally well answered.

Q8 Very well answered on the second point; the moving of the scissors was occasionally missing.

Q9 There was a mixed performance on this question. The question allowed the candidates to demonstrate the extent of their knowledge of the text, and to argue for or against the statement contained in the question, or to look at the evidence on both sides. Some candidates did not look at the evidence in the text and just retold the story.

Q10 A number of candidates told what happened after the storm. It was not known at this point that Romulus had disappeared from his seat, just that he was obscured from view by the cloud.

Q11 Lack of mention of the contrast prevented many candidates from scoring full marks on this question.

Q12 Very well done.

Q13(a) Good answers but occasionally not set in the senate house.

Q13(b) Generally well answered; a good discrimination question. Many candidates knew the relevant piece of Roman history.

Q13(c) Most candidates coped well with this question.

Q14 The translation was on the whole well done. Minor errors – *primos* taken with the wrong noun; *consecrato* omitted; tense of *creditum est* and *recepti*.

Section B

Q15 Very well answered, but occasionally rendered 'Piso was poisoned.'

Q16 A fair number of candidates did not get this answer. 'Asia', 'The East' and 'Rome' were common mistakes. There may be questions relevant to the historical context of the passage.

Q17 Generally well answered.

Q18 Generally well answered.

Q19 Mixed answers; a variety of errors, particularly 'burnt remains.'

Q20(a) Usually well answered; occasionally 'rushing' was omitted.

Q20(b) Quite well answered, although a number of candidates strayed outside the lines set for comments, for example several candidates drew on the first sentence of the extract. Some answers were too vague and did not explain the candidate's quotation in sufficient detail.

Q20(c) Generally well answered, although some candidates omitted the most obvious points about Agrippina and the urn, the children and the lowered eyes.

Q21 Well answered.

Q22 A number of candidates mentioned the poison here; this was less well done than most of the other short questions.

Q23 Generally well answered; some candidates omitted 'of the people.'

Q24 Generally well answered.

Q25 This question was a good differentiator and it brought out the best in the candidates. The best responses deployed the material to excellent effect.

Q26 Perhaps fewer candidates than expected got full marks, because so many failed to translate *ei* at the end of the first line, missing it out completely. This was not as well translated

as question 14. Other common errors included the omission of *quidem* and the omission of *in hortos*. Omissions were the most common errors in this question.

Q27 Generally well answered.

Q28 A fair number of candidates did not get two marks, because, instead of making two points, they laboured one.

Q29 This question discriminated well. The best responses were very well written and sometimes entertaining. Candidates clearly enjoyed and appreciated this passage.

A404/01 Latin Verse Literature (Foundation Tier)

General comments

This paper was taken by 167 candidates, which is a significant increase on last year's 137 candidates. Those who sat the paper were of varying abilities: some candidates would have coped quite well with the Higher Tier paper; others showed little sign of having read the text they had been studying. There were some very good answers to the questions which required more extensive responses, and the majority of candidates seemed to have been entered for an appropriate Tier.

There was little evidence of candidates having difficulty completing the paper in the time allotted. A number of candidates made little or no effort to answer the longer questions and many seemed to have only a rudimentary knowledge of Latin. Although Latin was specifically required in the longer questions, too many candidates relied too heavily on picking out parts of the printed translation and so missed out on the highest marks.

Comments on individual questions

Section A

Q1 Most candidates were able to identify the Alps.

Q2 The majority of candidates had no difficulty with this question.

Q3 This question was answered comfortably by most candidates.

Q4 Few candidates were unable to answer this although some seemed a little confused and suggested that Caesar was actually *on* the Rubicon.

Q5 A few were confused by *patriae* and stated that Caesar saw a ghost of his father, but the majority had no difficulty with this question.

Q6 Most candidates scored at least two marks on this question. The commonest problem was not knowing the meaning of *trepidantis*, which was commonly translated as 'scary' or similar.

Q7 This was generally well answered, although some candidates were scratching around for possible answers such 'wide shoulders'.

Q8 Some candidates wanted the vision to do something more physical than speak and groan, but, on the whole, this question caused no problems.

Q9 Those who knew the story coped well with this; those who didn't, predictably, floundered.

Q10 This question produced some surprisingly sophisticated answers, including 'demilitarise'.

Q11 A fairly narrative, content-based answer was sufficient for this question. Those who could match the Latin to the English scored full marks.

Q12 This was generally answered without any difficulty.

Q13 The majority of candidates knew that a bull was sacrificed; some went for a goat or a sheep, chickens generally did not feature.

Q14 Almost all candidates answered this question successfully.

Q15(a) This was a straightforward question for all candidates.

Q15(b) Most candidates were able to cope with this question.

Q15(c) On the whole this was not done well.

Q16 Some candidates chose not to answer this question. Others generally identified *aeratas* correctly, but some wrote *classes aeratas*, which was not credited, and others seemed to misinterpret the question and write down *classes*.

Q17 Many candidates were quite sketchy about the meaning of the Latin, either missing it out completely or mistranslating. A good few simply missed out the whole question.

Q18 Generally this was well answered.

Q19 The majority of candidates scored at least three marks on this question. One or two penalised themselves by ticking too many or too few boxes.

Q20 There were plenty of things to be said here, but many candidates were unable to support their answers with appropriate Latin quotation. There were some very full and detailed answers, however. The new format of question has made the bullet points less prescriptive than last year, but they are still useful in guiding the candidates about the sorts of things they might include in their answers. Answers should strike a balance between content-based points and points based on stylistic features; a selection of each is necessary for full marks. As usual, technique let down many candidates: the commonest mistakes being omitting Latin, not citing correct, relevant Latin, or quoting Latin without translating it.

Section B: Virgil

Q21 Many candidates struggled with this question.

Q22 This proved to be a straightforward question for the majority of candidates. However a few who had clearly struggled with the Latin relied on answers such as 'it was his ancestral home' or 'it was large'.

Q23(a) The majority of candidates coped well with this question, but some resorted to 'shouting'.

Q23(b) As well as many correct answers, there were some ingenious, but sadly incorrect, comments about the noise being too far away or Anchises' house being away from the fighting. One candidate suggested that Aeneas' couldn't hear the noise through his helmet.

Q24 Most candidates had Aeneas climbing the roof.

Q25 This was generally known, but some candidates made up something about Aeneas arming himself.

Q26 Many candidates were quite sketchy about the meaning of the Latin, either missing it out completely or mistranslating. A good few simply missed out the whole question.

Q27 A surprising number of candidates misinterpreted the question and simply wrote out the Latin from the passage without explanation. Otherwise, this was generally quite well answered.

Q28 The majority of candidates managed this question, but volcanoes did feature rather more than anticipated.

Q29 This was generally well answered, but a significant number of candidates plumped for B – shield.

Q30 Most candidates knew what was happening here; the most original answer was ‘He is collecting his sinister weapons’.

Q31 Creusa was spelled variously, but most candidates knew who they meant.

Q32 A few candidates referred to Creusa’s actions later in the story, but most were able to score two marks here.

Q33(a) This was generally well answered.

Q33(b) The commonest error was ‘to protect the house’ or similar.

Q34 The majority of candidates were able to make some worthwhile observations here, but many struggled to support their points with appropriate Latin quotation.

Q35(a) Most candidates were able to identify the omen correctly, but some were confused by the thunder and shooting star episode. *monstrum* proved just too tempting for some candidates: the most extreme answers being ‘monsters are coming’ and ‘The omen was a minotaur.’

Q35(b) Many candidates correctly identified B and E, but some selected the distractors.

Q36 There were plenty of things to be said here, but many candidates were unable to support their answers with appropriate Latin quotation. There were some very full and detailed answers, however. The new format of question has made the bullet points less prescriptive than last year, but they are still useful in guiding the candidates to what will score marks. Answers should strike a balance between content-based points and points based on stylistic features; a selection of each is necessary for full marks. As usual, technique let down many candidates: the commonest mistakes being omitting Latin, not citing correct, relevant Latin, or quoting Latin without translating it.

Q37 The majority of candidates scored at least three marks on this question. One or two penalised themselves by ticking too many or too few boxes.

A404/02 Latin Verse Literature (Higher Tier)

General comments

The final candidate entry of 8396 was a little higher than last year's 8185. Candidates answering Section B on Virgil vastly outnumbered those answering the Anthology questions in Section A. A small, but significant, number of candidates seemed unsure of which text they had studied.

Generally, candidates responded well to the slight change in format. The move to a single ten-mark question seemed to go down well, and very few candidates gave any impression of running short of time. On the whole, candidates seem to have been well prepared for the examination and to have a reasonably good idea of how to tackle each type of question.

Many candidates felt the need to continue their answers on the Additional Pages or even on Supplementary Sheets, sometimes because they genuinely had a lot to say, sometimes because they had failed to spot the Additional Pages. Writing this much is not a problem in itself, but it is helpful to indicate when an answer is being continued, ideally where as well, and also to give the relevant question number on the Additional Page. Otherwise, Examiners can waste a lot of time hunting for extra answers which may or may not actually exist. Similarly, writing outside the space allocated for a question makes the response harder to mark.

There was a wide range of marks, from full marks to scores which were low enough to suggest that the candidates would have been better off being entered for the Foundation Tier.

Although there were some truly excellent responses which were beautifully presented and a joy to read, overall standards of spelling and handwriting seemed, if anything, worse than last year to the extent that a number of scripts were barely legible and/or the intended meaning was often obscured by a candidate's errors in grammar and spelling.

There seemed to be fewer errors in reading the question this year, but occasionally answers revealed confusion between 'How' and 'Why'.

All in all, the signs are encouraging. There are clearly a significant number of candidates who show considerable ability in this subject. They are obviously intelligent, well taught and, most importantly, have enjoyed studying Latin.

Comments on individual questions

Section A

Q1 This was well answered, the only problem being that some candidates wrote 'mountains' without reference to the Alps.

Q2 One candidate thought the vision was of Africa; a few thought it was Caesar's father; the vast majority had no problem with this question.

Q3(a) Generally, this was well answered.

Q3(b) The majority of candidates identified *maestissima* correctly even if they did not spell it accurately. Failure to translate the superlative was overlooked, but a significant number lost marks by translating the adjective as if it were a noun. Otherwise, the commonest mistake was to pick out *trepidantis* from line 4.

- Q4** This was generally answered well. The commonest mistakes were 'frightening'; the most alarming 'it had bear arms' or 'it was a dog'.
- Q5** A few candidates felt the vision should be doing something quite physical such as approaching Caesar, but most candidates scored both marks here.
- Q6** A significant number of candidates did not make it explicit that Caesar was leading a Roman army and the vision was of Rome.
- Q7** Generally, the translation was handled well. As usual, the commonest major problems were experienced by those who misremembered a translation or tried to translate the passage 'cold' with very little grasp of what any of the words actually meant. Various renderings of *huc usque licet* were allowed as long as there was some indication of coming only as far as here being permitted. Recurrent errors were: translation of *quo* as 'why'; omission of the force of *ultra*; *vir* translated as a singular; mistranslation of *iure*; omission of *ducis*; omission of *riguere comae*; conflation of *gressumque coercens* and *tenuit vestigia*; *vestigia* was often translated as 'him'.
- Q8** This generally caused no problems. Errors included 'a wise man' and 'helpful'.
- Q9** The vast majority of candidates gained the mark here.
- Q10** A good proportion of candidates did not point out that there was thunder in a *clear* sky, and so did not gain the mark for this.
- Q11** This proved surprisingly challenging for many candidates who understood what the Latin meant but then spent a long time discussing the rationale behind using a simile rather than explaining the meaning of this particular one. Even those who understood the real-life situation, often tended to spend a long time discussing Horace's Epicurean beliefs rather than mention a return to mainstream religion.
- Q12** This question was generally handled better by those candidates who did the equivalent question on the Foundation Tier. On the Higher Tier, a disappointing proportion of candidates failed to mention that the man is hoping to gain more *cattle* by sacrificing them. The common misapprehension that he was spending his money on sacrifices and wasting his wealth rather missed the point.
- Q13** Four marks were quite hard to come by here as candidates needed to identify relevant Latin and explain why this emphasised the man's foolishness. A lack of Latin, untranslated Latin, and a lack of proper explanation all lost marks for a great many candidates.
- Q14** There were plenty of things to be said here and the best answers gained full marks. However, care needed to be taken to relate the points made to the theme of the horrors of war. The new format of question has made the bullet points less prescriptive than last year, but they are still useful in guiding the candidates about the sorts of things they might include in their answers. Answers should strike a balance between content-based points and points based on stylistic features; a selection of each is necessary for full marks. As usual, technique let down many candidates: the commonest mistakes being omitting Latin, not citing correct, relevant Latin, or quoting Latin without translating it.
- Q15** This was a simple question for most candidates, but some got confused between 300, 100 and 500.
- Q16** Generally, this was answered well, but some candidates did not refer to, or perhaps did not understand, the Latin given and lost marks by describing aspects of the triumphal procession not mentioned in Passage A7 or by referring specifically to the triple triumph.

Q17 Many candidates produced full and intelligent answers here. Others were more superficial or got carried away with discussion of the pro-Augustan theme of the *Aeneid* or describing the triumph. A handful of candidates contrived to contrast Augustus with Aeneas or Agrippa and Apollo.

Section B

Q18 Although most candidates answered correctly a fair number did not. Some attempt at a time of day was required rather than a translation of line 268. Answers included everything from mid-afternoon to dawn.

Q19 This question proved challenging. Some candidates said it was a 'gift of the gods'. There were also a few wooden horses thrown in.

Q20 There were plenty of things to be said here and the best answers gained full marks. However, care needed to be taken to relate the points made to the theme of the reader feeling sorry for Hector. The new format of question has made the bullet points less prescriptive than last year, but they are still useful in guiding the candidates about the sorts of things they might include in their answers. Answers should strike a balance between content-based points and points based on stylistic features; a selection of each is necessary for full marks. As usual, technique let down many candidates: the commonest mistakes being omitting Latin, not citing correct, relevant Latin, or quoting Latin without translating it.

Q21 This proved to be a straightforward question for the majority of candidates. However a few who had clearly struggled with the Latin relied on answers such as 'it was his ancestral home' or 'it was large'.

Q22 Generally this was well answered, but several candidates cited shouting, screaming or the blaring of trumpets.

Q23 This was a simple question for the majority of candidates, but some were confused about exactly where Aeneas was. Any mention of a roof was generally accepted; 'battlements' was not, and 'the roof of the palace' or 'of the highest building' were deemed to be harmful additions which did not merit a mark.

Q24 Many candidates seem to find questions on similes difficult to handle. Correlations such as 'top of a rock' = 'top of the roof', or 'mountain torrent' = 'Greeks' should be quite straightforward, but many candidates spent a lot of time talking around the comparisons without saying specifically what they were.

Q25 Generally, the translation was handled well. As usual, the commonest major problems were experienced by those who misremembered a translation or tried to translate the passage 'cold' with very little grasp of what any of the words actually meant. Various mis-spellings of names cropped up. Recurrent errors were: omission of *iam*; omission of *ampla*; translating *dedit* with a present tense; a rather weak translation of *dedit ruinam* (e.g. 'lay in ruins'); omission of *proximus*; omission of *ardet* or conflation of *dedit ruinam*, *Volcano superante* and *ardet*; *Sigea freta* translated as a singular; *lata* taken as an adverb, as an adjective qualifying *igni*, or omitted; mistranslation of *exoritur*; omission of *clamor*, *virum* or *clangor*. And there were a number of volcanoes and reluctant Sigeans.

Q26 The vast majority of candidates had Aeneas preparing to fight, but some thought he was going to run away.

Q27 While many candidates answered this question correctly, some insisted that Creusa told Aeneas to defend the house or take her and Lulus with him.

Q28 This was generally answered successfully.

Q29 Candidates were generally able to score two marks here without much difficulty.

Q30 A combination of thunder, shooting stars and Mount Ida usually garnered two marks here. A shooting star on its own without mention of Mount Ida or showing them where to go scored only one. A number of candidates got their sequence of events wrong and talked about harmless flames on Iulus' head.

Q31 This question proved surprisingly difficult for many candidates who clearly had a less than secure grasp of the Latin. *hic* and *ad* were the only words which escaped being dragged into answers.

Q32 A significant number of candidates ticked only one box. The majority of the others got both answers, but some mistakenly selected A or D.

Q33 Many candidates gained four marks, but many failed to identify relevant Latin and explain why this emphasised urgency. A lack of Latin, untranslated Latin, and a lack of proper explanation all lost marks for a great many candidates. Weaker responses failed to make a good enough case, with the choice of examples justified by repeating the wording of the question.

Q34 Many candidates produced full and intelligent answers here. Others tended to repeat themselves or interpret the question too narrowly and discuss only instances of Aeneas fighting rather than take in the bigger picture of *pietas* and destiny. A few candidates misread 'prevent' as 'present' and maintained, rather unconvincingly, that Aeneas was a coward.

A405/01 Sources for Latin (Foundation Tier)

General

References to sources

Examiners felt that, this year, candidates had been entered for the appropriate tier. Candidates were able to attempt all questions and there were far fewer “no responses”.

What marks out responses at this level is the very noticeable lack of reference to sources. Also candidates should be advised to read questions very carefully. Most of the sources which were discussed by candidates were based mainly on the Insert and occasionally from the booklet from the OCR website. Candidates who knew precise details from recognisable sources but could not name the author gained credit.

Comments by question

1(a), 1(b) and 1(c) These were comprehension questions based on source A. Many candidates did not use source A.

2 Most candidates handled this question very well.

3(a) For most candidates this question posed no problems. A few candidates could not identify the men as soldiers.

3(b) For most candidates this question posed no problems. A few candidates could not explain what the men in source B were doing.

3(c) For full marks candidates needed to give two reasons so one word answers did not offer enough detail. Many appreciated the idealised image and the use of Trajan’s column as propaganda.

4 This question was answered with a wide range of possible occupations. Only a few used examples from Cicero *De Officiis* (4).

5(a) Some candidates did not choose Latin phrases.

5(b) The correct option B – eques was mostly chosen though a significant few selected STIP.

5(c) This was answered well showing that candidates had familiarity with the information provided by tombstones.

6 This question was marked using the 6 mark assessment grid. This year nearly all candidates attempted the longer questions such as this. There were some excellent answers here. However, some candidates did not respond to the instructions, ‘use sources A, B and other relevant sources you have studied’. Candidates could not qualify for Level 4 without fulfilling these criteria. Mostly, *other sources* relied on other extracts from Vegetius, which were acceptable. Examiners were also looking for *engagement with the question*. In this respect, candidates who were able to address the question but did not support their answer with any sources were limited in the marks available but were afforded some credit.

7(a) and 7(b) There were very good responses by most candidates within this group of questions which were based on sources in the Insert.

8(a) and **8(b)** Most candidates understood the bathing process.

9 This question was handled well, though occasionally candidates did not *'Use words and phrases from Source F'*. The question was marked using the 6 mark assessment grid.

Most candidates could identify the noise and more perceptive answers discussed the different activities as proving "busy". A pleasing number of candidates were able to comment on literary devices used by Seneca.

10 This question was marked with the 12 mark assessment grid. Some good responses could be found for this question showing a very good knowledge of other sources which were mainly archaeological. It was pleasing to see that almost all candidates were able to answer the question in some part. Lack of mention of sources meant that the first half of the question was not fully addressed however, candidates could remember details about the baths and gained some credit.

A405/02 Sources for Latin (Higher Tier)

General

References to sources

Understandably, most of the sources which were discussed by candidates were based on the booklet published on the OCR website. On the whole these were known in detail and gained candidates high marks. However the booklet should not be regarded as a set text and should not form the only focus of study. Centres are advised to supplement the sources in the booklet with images and artefacts and other literary sources. A suggested approach to teaching might be to use sources beyond the booklet for further study or homework.

Centres had certainly responded to advice in making reference to the sources and in their evaluation. The most perceptive answers used named sources such as Vegetius together with details from sections beyond those in the Insert. Other well known sources were drawn from Columella, Vitruvius and Martial. Candidates who knew precise details from recognisable sources but could not name the author also gained credit. Conversely candidates who named authors (e.g. Martial tells us about the baths) with no details, did not gain many marks.

Sources offered beyond the OCR booklet included details from visits to Bath, Hadrian's Wall, British Museum, Pompeii and Rome. These ranged from a description of the Stabian Baths when visiting Pompeii to the personal requirements of soldiers seen in the tablets at Vindolanda. Discussion of images and buildings seen in a DVD ("such as the ruins shown by Mary Beard") were also acceptable provided there was some appreciation of their being a primary source. Many centres had prepared their candidates well in providing additional literary evidence to widen their knowledge.

Less successful answers referred to information read in the Cambridge Latin Course and in novels. Some used the Latin stories in the stages of the Cambridge course as primary evidence. Also a small minority of candidates made no mention of sources in any of their answers. Responses which offer information on a topic, which is unsupported by references to sources, cannot score as highly as those which do. An even smaller number of candidates did not use the sources in the Insert provided.

Comments by question

1(a) This was a comprehension question based on source A. A majority of candidates were able to answer this question, though not all.

1(b) This was also a comprehension question based on source A.

2 Most candidates handled this question very well, though a small number gained no marks by using the sources in the Insert. The question directed candidates to use information *'from other sources you have studied'*.

Candidates mainly referred to other extracts from Vegetius and detailed answers were impressive. Answers which referred to "fighting with swords to kill the enemy" gained fewer marks than those which discussed fighting with weapons of a heavier weight to build up strength. The most popular example was that trainees should learn to swim in order to cross rivers when there were no bridges. A few candidates referred to trench warfare and guns.

3(a) For most candidates this question posed no problems and they gained full marks by handling this question very well. A very small number of candidates did not read the question carefully. The wording was 'Study source B' but they based their answer on Source A.

3(b) There were many acceptable answers beyond those listed in Cicero (OCR Booklet 4) as long as these were not typically done by slaves or a definition of social status such as "senator".

4 This question was answered very well. Only a handful of answers did not use the Latin phrases.

5 This question was marked using the 12 mark assessment grid. There were some excellent answers here. However, some candidates did not respond to the instructions, '*you should use sources A, B and information from other sources which you have studied*'. Candidates could not qualify for Level 4 without fulfilling these criteria. Mostly, *other sources* relied on other extracts from Vegetius, which were acceptable. Examiners were also looking for *engagement with the question* so some consideration of advantage and disadvantage was required. In this respect, candidates who were able to address the question but did not support their answer with any sources were limited in the marks available but were afforded some credit.

On the whole candidates did not consider being a Roman soldier to be an advantage citing risk of death (with reference to tombstones in the Chester museum) or hard work (source A). Many considered it an advantage to learn a skill as seen in source B but the more perceptive responses appreciated the somewhat idealised image as propaganda.

6(a), 6(b) and 6(c) There were very good responses by most candidates within this group of questions which were based on sources in the Insert.

7 This question was handled well, though occasionally candidates did not '*Use words and phrases from Source F*'. The question was marked using the 6 mark assessment grid. The most common error here was to assume that Seneca was a woman. Centres might be advised to provide candidates with a list of authors though long biographical notes would not be necessary.

Most candidates could identify the noise and more perceptive answers discussed the different activities, including theft. The feelings judged by candidates ranged from mild irritation to anger and disgust. Some felt that Seneca was exaggerating and therefore unreliable in getting across his true feelings. A pleasing majority of candidates were able to comment on literary devices used by Seneca.

8 This question was handled very well by most candidates, though again some candidates did not use the source.

9 Most candidates were able to describe the process of water supply and there were some excellent answers. References to the hypocaust were not appropriate here.

10 Some excellent responses could be found for this question showing a very good knowledge of other sources which mainly used archaeological evidence from site visits or from artefacts handled or viewed at museums. Literary evidence was drawn from Martial (Booklet 19), the superintendant inscription (Booklet 10), and wages – from the edict of Diocletian.

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