Coimisiún na Scrúduithe Stáit

State Examinations Commission

LEAVING CERTIFICATE EXAMINATION 2004

LATIN

ORDINARY LEVEL CHIEF EXAMINER'S REPORT

HIGHER LEVEL CHIEF EXAMINER'S REPORT

CONTENTS

LEAVING CERTIFICATE

ORDINARY LEVEL, 2004

1. Introduction

The syllabus in Leaving Certificate Latin has remained largely unchanged for the past thirty years. One change did occur in the examination paper in 1989 when a comprehension question was introduced as an alternative to the composition passage in Question 1. A revision of the syllabus is clearly overdue.

The Leaving Certificate Latin examination paper comprises five questions. Question 1 consists of a choice between five sentences for translation into Latin and a comprehension passage, each carrying seventy-five marks. Question 2 offers four Latin passages, two prose and two poetry, for translation into the vernacular: candidates must choose one prose and one poetry extract for translation. Question 2 carries 130 marks. Question 3 requires candidates to translate a passage and to answer subsidiary questions from either of the two prescribed texts. (In 2004 the prescribed texts were Livy, *Ab Urbe Condita*, Book XXI and Virgil, *Aeneid*, Book IX.). Question 3 carries ninety marks. Question 4 comprises three subsections which examine grammar and scansion. Question 4 carries thirty marks. Question 5 consists of Section A (History) and B (Art and Literature), each of which offers three questions. Candidates must choose to answer one question from each section, and a third from either section. Question 5 carries seventy-five marks. The total number of marks for the paper is 400.

A total of six candidates sat the Latin Ordinary Level paper in 2004. The following table shows the number of candidates who have taken this paper in the past five years:

Year	2000	2001	2002	2003	2004
Candidates	0	12	8	4	6

As can be seen from the above table, the candidature for this paper has all but disappeared in recent years. The reality is that where candidates feel confident in their knowledge of the prescribed text, they opt for the Higher Level paper. It could be argued that the difference between the Higher and Ordinary levels of difficulty is not adequate. This is largely due to the innate difficulty of original texts which are required to be translated on both papers. The differentiation is catered for by the Marking Schemes. As stated in the Chief Examiner's Report (Higher Level) 2004, a revision of the syllabus is overdue.

2. Performance of Candidates

 The results for this paper for the past five years are as follows:

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2000	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2001	12	0.0	25.0	50.0	75.0	25.0	0.0	0.0	0.0	0.0
2002	8	0.0	0.0	62.5	62.5	25.0	12.5	0.0	0.0	12.5
2003	4	0.0	0.0	75.0	75.0	25.0	0.0	0.0	0.0	0.0
2004	6	16.7	0.0	33.3	50.0	33.3	16.7	0.0	0.0	16.7

Although the candidature is consistently very low, some general comments can be made. For instance, it can be seen from the table above that while the numbers are very small, the results are relatively low. However, it is important to note that the vast majority of candidates gain D+ on this paper; they tend to bunch around grade C. This underlines the fact that this paper is an option for candidates who would be advised not to attempt the Higher Level. Given the structure of the paper and the need for syllabus revision, it could be argued that a student who is capable of gaining a grade B or A on this paper is also capable of getting a grade C on the Higher Level paper. Examiners have consistently noted that the critical factor is the candidate's

knowledge of the prescribed text. Excellent knowledge of the translation and the subsidiary questions means a potential 22.5 % of the available marks.

3. Analysis of Candidate Performance

The following table shows the average mark achieved in each question on the 2004 Latin Ordinary Level paper. (These marks are 'skewed' somewhat by the inclusion of one A grade candidate).

Question	1	2	3	4	5
Total mark	75	130	90	30	75
Average mark	49.6	65.2	36	19.5	32.5
Average %	66%	50%	40%	65%	43%

It can be seen from the table above that the two questions (3 and 5) which are statistically the most successful on the Higher Level paper, are the weakest on the Ordinary Level. These are the two sections of the paper which can be prepared in advance of the examination. More students who take the Ordinary Level are encouraged to see that level as a viable option and not a paper to take because one has learned neither the prescribed text nor the prescribed Roman History.

Question 1A. Composition.

This option was taken by 33% of candidates. Unlike the Higher Level paper, a negative marking scheme works in the candidates' favour in this question. In general, the candidates did not fare well with this question.

Question 1B. Comprehension.

The 66% of candidates who chose this option did better than those who took 1A.

Question 2. Unseen Translation:

Section A (i) Livy. This passage was the choice of the majority of candidates. Candidates found it challenging.

Section A (ii) Caesar. This was the less popular choice in this section. Candidates found it challenging.

Section B (i) Ovid. This passage was the more popular choice in this section. The vocabulary aid was well used and good translation presented. It is unusual for a poetry extract to be the passage most successfully handled by candidates at this level.

Section B (ii) Virgil. The small number who chose this passage found it challenging.

Question 3A. Prescribed text – Livy, XXI.

The text was presented by 33% of candidates. It was very poorly answered. The subsidiary questions also displayed lack of knowledge.

Question 3B. Prescribed text – Virgil, IX.

The text was presented by 66% of candidates. It was very poorly answered by most. However, there was one excellent candidate.

Each year examiners note the failure of Ordinary Level candidates to prepare adequately for the question on the prescribed text. It is treated by many as an unseen passage. Not only do many of them not know the text but they are also unable to make a fair attempt at the subsidiary questions. As this question comprises 22.5% of the paper it is a great pity that a greater effort is not made to study the text. Such an effort would pay dividends.

Question 4. Grammar:

(i) Cases of nouns: As in previous years, this was poorly answered. Many of the candidates do not display a knowledge of basic Latin grammar. Extra care here would help candidates to acquire more marks but would also have a positive effect on the other linguistic aspects of the course.

(ii) Principal parts of verbs: It was encouraging to see that this was quite well answered this year. The introduction of choice has worked in the candidates' favour.

(iii) Scansion: This was very poorly answered, as has been the pattern of answering in recent years. This is a pity as it is a straightforward question which is easy to prepare and in which the candidates could enhance their results.

Question 5A. Roman History.

(i) Philippi – Actium: In general, candidates displayed poor knowledge in their answers.

(ii) Year of Four Emperors: A few candidates could name the emperors but offered little other information.

iii) Trajan: Again, many candidates showed scant knowledge.

Question 5B. Roman Civilisation.

(i) Cicero/Ovid: No candidate attempted this question.

(ii)   Bridges/aqueducts: This was not a popular question and was not well answered.

(iii)   Mosaics/baths/amphitheatres: This was a popular question and was generally well answered. The answers here tended to boost the overall performance of candidates.

4. Conclusions

- This year, as in previous years, the majority of candidates gained D+ on this paper; in fact, each year the results tend to bunch around grade C. This underlines the fact that this paper is an option for candidates who would be advised not to attempt the Higher Level.

- Questions 1 B, 4 (ii) and 5 B were answered reasonably well.

- Question 2 (unseens) continues to prove problematic for the candidates. This is the case each year. Unusually, this year candidates fared quite well on the Ovid extract.

- There are a number of areas on this paper where candidates could attract more marks with an extra effort throughout their studies.

- Question 3 (prescribed text) was generally handled badly. It was treated by many as an unseen passage. Not only that but many were also unable to make a fair attempt at the subsidiary questions. This is the case each year.

- In question 4, many of the students do not display a knowledge of basic Latin grammar. This lack of basic knowledge is also a difficulty in composition, comprehension and translation of unseens.

- In question 4 (ii) the introduction of choice has worked in the candidates' favour.

- In question 4 (iii), scansion continues to be problematic.

5. Recommendations to Teachers and Students

- Of the candidates who take the Ordinary Level more should see that level as a viable option and not a paper to take because one has not learned the prescribed sections of the course.

- Candidates should note that there are a number of areas in this paper where they could attract more marks with an extra effort throughout their studies. For instance:

  ➢ As Question 3 counts for 22.5% of the paper a greater effort to study the text would pay dividends.

  ➢ Extra care in learning basic Latin grammar would help candidates to acquire more marks in Question 4 and would also have a positive effect on the other linguistic aspects of the course.

  ➢ In Question 4 (iii) the question on scansion is a straightforward question which is easy to prepare and in which the candidates could enhance their performance.

- Teachers and students should familiarise themselves with the marking scheme and notes published each year. These will serve as a guide for classroom work and study.

APPENDIX

Exemplars of Standard

The following is a selection of exemplar material from the scripts of candidates who sat the Ordinary Level paper in Latin in 2004. These exemplars should be read in conjunction with the Ordinary Level paper and the Ordinary Marking Scheme. The exemplars are reproduced as they were written.

Question 1 B.

Marking Scheme stated:

    (i)   Frame of mind **5**/ How night spent **3.**

    (ii)   Two points **(5+3)**

    (iii)   Two words **(5+3)**

    (iv)   When **5/3**; why **3/5.**

    (v)   One remark **4.**

    (vi)   One remark **4.**

    (vii)   One point **8**.

    (viii)   Two points **(5+3)**

    (ix)   **4.**

    (x)   Two points **(5+3)**

    (xi)   Yes/No **2**; reason **5**.

Candidate wrote:

    (i)   *They spent the night in fear (5) and anxiety (3)*

    (ii)   *He was unable to sleep (5) or rest (he was restless)*

    (iii)   *Anxietate (5) and oppressit (3)*

    (iv)   *At dawn (first light). (5) In order to take their orders from Alexander. (3)*

    (v)   *The unaccustomed silence around the headquarters (4)*

    (vi)   *They believed him to be weak from fear (4)*

    (vii)   *He didn't dare to enter the tent (8)*

    (viii)   *It's late in the day. (4)*

    (ix)   *The enemy line were in place. (5) Alexander's soldiers were unarmed and waiting for orders. (8)*

Total Marks: 57 ex 75

Comment:

The candidate has persisted in answering the questions and has displayed a good grasp of the meaning of the passage.

Question 2A (i)

Marking Scheme stated:

Ad…..venerunt **6**/ alii…..usus erat **16**/ iuvenes…..mallent **14**/ se…..admoveret **10**/ si…..esse **12**/ Hannibal…..iussit **7.**

Candidate wrote:

Fifty young nobles from Tarentum came to Hannibal (5) some to Trasumenum, some captured at Cannae they were sent home with the friendliness which Hannibal showed to all of the Roman troops. (11) The youths remembering of the generosity shown to them, said that they would like to themselves persuade the greater part of the youth of Hannibal's friendliness towards the Roman people (10) he therefore moved his own army to Tarentum with his own messages in order to ask (3) if their signal were seen from the Tarentum camp, then the town could be taken without delay (11) Hannibal given these great promises ordered them to return home. (6)

Total Marks: 46 ex 65

Comment: The candidate has made a very good attempt at sections and phrases in the passage.

Question 3 (b) (i)

Marking Scheme stated:

sponde…..coeptis **5**/ nam…..defuerit **7**/ nec…..manet **5**/ casus…..solebat **9**/ quae…..manebunt **10**/ sic…..illacrimans **2**/ umero…..eburna **12**/ dat…..Aletes **10.**

Candidate wrote:

Your reward worthy of all your enormous effort (3) in your mother will be mine in all but the name Creusa. (7) … that which was born will not receive small thanks (3)

that will be done which follow, on this head I swear, as my Father was in the habit of
doing (8) what things will be returned to you will thus be given to your mother and
your family" (8)
Thus he said crying; (2) at the same time taking out from his shoulder the sword of
gold which was made by Gnosius Lyca and the scabbard of ivory which hung well
(10)
Mnestheos gave to Nisus a bristling pelt which had been skinned from a lion, faithful
Aletes exchanged helmets. (8)

Total Marks: 49 ex 60

Comment:

The candidate has done reasonably well but could have done better with more
knowledge of the prescribed text.

Question 3 B (ii) (a): Who is speaking in the first half of the above passage?
What circumstances led to this speech?

Marking Scheme stated:

> **(a)**   Who **5**/ circumstances **5**.

Candidate wrote:

Aeneas's son is speaking (5) and he is addressing Euryalus. The Trojans are
enclosed in their camp. Nisus and Euryalus have gone to the leaders of the Trojans
and volunteered to break out of the camp and go to find Aeneas who is at the Palatine
hill. The Trojan leaders are overcome with admiration for the courage of Nisus and
Euryalus and are expressing their gratitude. (5)

Total Marks: 10 ex 10

Comment: The candidate has answered the question very well. Although the name
of Ascanius has not been give, at Ordinary level the answer 'Aeneas's son' is
acceptable for full marks.

Question 3 A (ii) (b): Explain the cause of Juno's enmity to the Trojans.

Marking Scheme stated:

    (b)   One cause **10**.

Candidate wrote:

Juno felt scorned because her sister Venus was judged by Paris as more beautiful.
Aeneas was the son of Venus. (7)

Total marks: 7 ex 10.

Comment: The point made was not fully developed.

Question 3 B (ii) (d): Write a note on two of the following:-

                          Parcae; Mycenae; Mons Palatinus; Cybele; Aurora.

Marking Scheme stated:

    (d) (3+2) + (3+2).

Candidate wrote:

Parcae: These are the three Fates (3), who have control over the destiny of all
mortals, and indeed of the Gods. They are depicted as three old women (2) who spin
out the thread of life and decide, without mercy, when it will be cut.

Total marks: 10 ex 10.

Comment: This response is unusual in its precision and knowledge. Full marks
were gained early on in the response.

Question 5. A. (ii): Write an account of the Year of the Four Emperors.

Marking Scheme stated:

   (ii) Three points (**9+8+8**).

Candidate wrote:

AD 69 was the year of the Four Emperors – Galba, Otho, Vitellius and Vispasian. (9)

Total marks: 9 ex 25.

Comment: The candidate was unable to present more information. At this level some further information or evidence of some knowledge would have gained marks.

LEAVING CERTIFICATE

HIGHER LEVEL 2004

1.   Introduction

The syllabus in Leaving Certificate Latin has remained largely unchanged for the past thirty years. One change did occur in the examination paper in 1989 when a comprehension question was introduced as an alternative to the composition passage in Question 1. A revision of the syllabus is clearly overdue.

The Leaving Certificate Latin examination paper comprises five questions. Question 1 consists of a choice between a passage for composition and a comprehension passage, each carrying seventy-five marks. Question 2 offers four Latin passages, two prose and two poetry, for translation into the vernacular: candidates must choose three of those four passages. Question 2 carries 130 marks. Question 3 requires candidates to translate a passage and to answer subsidiary questions from either of the two prescribed texts. (In 2004 the prescribed texts were Livy, *Ab Urbe Condita*, Book XXI and Virgil, *Aeneid*, Book IX.) Question 3 carries ninety marks. Question 4 comprises three subsections which examine grammar and scansion. Question 4 carries thirty marks. Question 5 consists of Section A (History) and Section B (Art and Literature), each of which offers three questions. Candidates must choose to answer one question from each section, and a third from either section. Question 5 carries seventy-five marks. The total number of marks for the paper is 400.

A total of 116 candidates sat the Latin Higher Level paper in 2004. This represents a marginal increase on 2003. This increase is not significant. The following table shows the number of candidates who have taken this paper in the past six years:

Year	1999	2000	2001	2002	2003	2004
Candidates	125	146	134	139	113	116

As can be seen from the table above, the number of candidates taking this paper has remained more or less constant in the past six years.

2. Performance of Candidates

The following table shows the number and percentage of candidates achieving each grade in the current year (2004) and in the previous three years (2000 – 2003):

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2000	146	26.7	41.8	22.6	91.1	7.5	0.7	0.0	0.7	1.4
2001	134	29.8	36.6	22.4	88.8	8.9	0.0	2.2	0.0	2.2
2002	139	24.5	39.6	23.7	87.8	9.4	1.4	0.7	0.7	2.8
2003	113	32.7	42.5	15.0	90.3	6.2	1.8	0.9	0.9	3.5
2004	116	24.1	41.4	21.6	87.1	10.3	2.6	0.0	0.0	2.6

It can be seen from the following table that the results in 2004 compare very closely to the mean scores for the four years from 2000 to 2003:

2000-03	Total	A	B	C	ABC	D	E	F	NG	EFNG
Mean	532	28.4	40.1	20.9	89.5	8.0	1.0	0.9	0.6	2.5

While no candidates received F and NG grades in 2004, the percentage of candidates who received D- remained very close to the mean. Those candidates would have been well advised to have taken the Ordinary Level paper.

The standard of answering was very high with evidence of strong commitment and extremely hard work on the part of this small cohort of students and their teachers.

This is particularly commendable as some teachers and students work in conditions that are less than ideal – during lunch time and after normal school hours.

3. Analysis of Candidate Performance

The following table shows the average mark achieved in each question on the 2004 Latin Higher Level paper. This mark is calculated from a sample of twenty scripts selected at random from the total:

Question	1	2	3	4	5
Total mark	75	130	90	30	75
Average mark	55.5	89	86	20.5	62
Average %	74%	60.8%	95%	68.3%	82.6%

It can be seen from the table above that the most marks are gleaned on Question 3 (prescribed text) and that Question 2 (unseens) continues to be the most challenging aspect of the paper for candidates. The success rate of candidates on Question 4 (grammar and scansion) continues to be surprisingly low, given the standard of preparation that the candidates for this paper usually display. This relatively low success rate on Question 4 occurs each year. Candidates would be well advised to concentrate on improving their responses in this section as they frequently appear to lose marks unnecessarily. In Question 5 (History and Civilsation) the average mark is the second highest achieved by candidates. However, as in previous years, a number of individual candidates did not answer the questions as asked. This may be due to not reading the questions carefully or to having a number of prepared answers which do not allow for flexibility in the examination.

Candidates' choice of questions reflected the trends of recent years. Almost two thirds of candidates selected Question 1B (Comprehension); only a handful of candidates opted for Livy XXI as the set text in Question 3.

Question 1A. Composition.

In 2004 this option was taken by 43% of candidates. In general, the standard of answering was very good and showed an improvement on recent years. The positive marking scheme, introduced in recent years, enables candidates to receive credit for work attempted; examiners report that this is a more equitable process vis-á-vis the alternative comprehension (Question 1B).

In this question, the following proved challenging for some candidates:
> ➢ the superlative of the adjectives as in 'very powerful' and 'very proud'
> ➢ the two verbs in the Purpose Clause 'so that all the peoples of the earth may recognize our power and obey us'
> ➢ the Conditional Clause 'if Calvius carries out … rich'
> ➢ the Direct Command 'let us support him'.

Most candidates experienced very few difficulties with the vocabulary in this passage.

Question 1B. Comprehension.

This was taken by 57% of candidates. Some candidates seem to experience difficulty understanding the content of the passage and this lead to some confusion in the answering. This was evident in question (i) where many candidates thought the army was going through the mountain pass 'in order' as they misunderstood the correct meaning of '*ordinibus solutis*'. Other questions poorly answered were (iii), (ix) and (x). Difficulties in these questions were exacerbated by a lack of knowledge of vocabulary such as: '*solutis*', '*patiens*', '*regiam*' and '*saluti*'. Where students study a range of authors and where they learn vocabulary within that range, they will be better able to cope with extracts of e.g. a military nature.

Question 2. Unseen Translation.

Candidates generally achieved good marks in the unseen passages. A high level of preparation was obvious in the manner in which the passages were tackled.

2A. **Virgil**. This was the most popular passage. The vocabulary was very familiar to most candidates and they seemed to understand the content very well. The conditional clause in the final three lines of the passage was not handled well by many candidates.

2B. **Sallust**. Although most candidates followed the trend of the action taking place in this passage, a number of candidates were unprepared for the use of the historic infinitives. Examiners expressed disappointment at this as the study of Sallust in preparation for the examination would have highlighted this literary technique. The writing style used by the prescribed authors should be familiar to candidates.

2C. **Horace**. This was the least popular of the four passages. Examiners felt that this lack of popularity was not due to the difficulty of the passage. This is evidenced by the fact that those who chose to attempt it scored very high marks. The unpopularity of this passage would seem to indicate that many candidates were unfamiliar with Horace as an author. It is important that students are exposed to the works of the prescribed range of Latin authors as this will enhance the enjoyment of Latin as well as allowing them choice in the examination.

2D. **Livy.** As in previous years, the passage from Livy proved popular. However, in general, candidates did not handle it well. Many seemed to be unfamiliar with military vocabulary as used in the passage e.g. '*expositis*', '*depopulatus*', '*praesidio*', and '*instructi*'.

Question 3A. Prescribed text – Livy, XXI.

This option was taken by a very small number.

3A (i) The standard of translation was very high.

3A (ii) The questions on the text were answered accurately with plenty of detail.

Question 3B. Prescribed text – Virgil, IX.

This option was taken by the large majority of candidates.

3B (i) The standard of translation was very high. In a few cases, the list of items left behind by Nisus and Euryalus caused some confusion.

3B (ii) In general these were answered very well. Examiners noted that almost all candidates attempted to answer the questions as the marking scheme required i.e. by the use of points of information that related directly to the question as asked.

> (a)   Character of Turnus: this was very popular and very well answered.

> (b)   Horrors of war: there was excellent answering showing detailed knowledge of the content of the text.

> (c) and (d): these were well answered and popular.

> (e)   Speed and urgency: this was taken by very few candidates but generally well answered.

Question 4.   Grammar.

> **(i)**   This was generally answered poorly. Many candidates were unable to recognize the tense, case or mood being examined. Some candidates, while able to recognize the grammar used, could not explain the reason for its use. The question requires this explanation. Examiners recommend that candidates focus on improving their response to this question. It is worth getting it right: not only will it provide additional marks for candidates but it relates to grammatical points which are fundamental to the understanding of Latin.

(ii) This was very well answered with many candidates answering correctly on more than the three verbs required. The provision of a choice in this question seems to have increased candidate confidence.

(iii) Candidates found some difficulty in naming the Sapphic meter in this line. The diphthong in the first syllable caused problems for some and led to difficulties in recognizing the metre and marking the quantities. Examiners recommend that candidates focus on improving their response to this question.

Question 5A. Roman History.

(i) The expanding empire of Augustus: This was the least popular of the three questions. In general it was not well answered as many candidates did not refer to the expanding empire but confined their answers to the domestic policy of Augustus. Examiners noted the need for candidates to read such questions carefully and to answer the question as asked. There is evidence each year of students preparing answers on e.g. the domestic policy of Augustus and presenting this answer irrespective of whether it is congruent with the question or not. In Roman History and Civilisation, students should cover all the set course and avoid concentration on certain sections which can greatly restrict choice of questions.

(ii) Nero/Delatores/Dacia/Women: This was the most popular question and was well answered. Some candidates failed to relate their answers on Nero to aspects of his character. This is another instance where answers were not tied directly to the question asked. Only a small number of candidates wrote on the role of women in politics.

(iii) The Flavian Dynasty: This question was very well answered by the majority of candidates. Some candidates, while giving great detail on the rise of the dynasty, did not refer to the importance of the dynasty –

as required in the question. Again, this highlights the need for candidates to read the questions carefully and to give due weight to all aspects of the questions.

Question 5B. Roman Civilisation.

(i) Caesar/Sallust: This was a popular question with most answers giving details on Caesar. Candidates provided plenty of details on the life of their chosen writer as well as descriptions of his works and aspect of his style and influence.

(ii) Arch of Titus/Ara Pacis/Circus Maximus: This was the least popular question. Candidates had little difficulty giving detailed descriptions of the items but were either unable or omitted, in some cases, to refer to their political significance. Again, this highlights the need for candidates to read the questions carefully and to give due weight to all aspects of the questions.

(iii) Pantheon/Protrait/Trajan's Column: This was the most popular question in this section. Candidates had little difficulty recognizing the features and the descriptions given were most detailed.

4.   Conclusions

- In general, the standard of answering in this paper was very high. This reflects the detailed preparation being undertaken by teachers and candidates.

- In Question 1, Section A was taken by 43% of candidates. In general, the standard of answering was very good. Section B was taken by 57% of candidates. Some candidates seem to experience difficulty understanding the content of the passage.

- Question 2 (unseens) continues to be the most challenging aspect of the paper for candidates. However, candidates generally achieved good marks in the unseen passages in 2004.

- Question 3 (Prescribed text) remains the section of the paper where candidates do best. Section A (Livy) was chosen by a very small number of candidates.

- In Question 4 (grammar and scansion) the success rate of candidates remains surprisingly low, given the standard of preparation that the candidates for this paper usually display. Candidates frequently fail to explain the use of tenses, moods and cases in (i).

- In Question 5 (History and Civilisation) the average mark is the second highest achieved by candidates. However, as in previous years, a number of individual candidates did not answer the questions as asked.

6. Recommendations to Teachers and Students

- Students should study a range of authors because where they do so and where they learn vocabulary within that range, they are better able to cope with composition, comprehension and translation.

- Students should study a range of authors in order to ensure that the writing style used by authors is familiar to them.

- Students should be exposed to the works of the prescribed range of Latin authors as this will enhance the enjoyment of Latin as well as allowing them choice in the examination.

- In Question 4, students should concentrate on improving their responses as they frequently appear to lose marks unnecessarily in this section. Students are reminded that in (i) they are asked to explain the grammatical points. Examiners recommend that students focus on improving their response to this question.

- Students should be encouraged to analyse prose and poetry passages to identify and understand the author's use of grammar rules.

- In Roman History and Civilisation, students should cover all the set course and avoid concentration on certain sections which can greatly restrict choice of questions and result in the presentation of prepared answers which are not pertinent to the question.

- Students should always be careful to answer only what the question asks. This is especially relevant in Question 5 and in the questions on the set text. The marking scheme will always be formed to reflect the question exactly as asked.

- Teachers and students should familiarise themselves with the marking scheme and notes published each year. These will serve as a guide for classroom work and study.

APPENDIX

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Exemplars of Standard

The following is a selection of exemplar material from the scripts of candidates who sat the Higher Level paper in Latin in 2004. These exemplars should be read in conjunction with the Higher Level paper and the Higher Marking Scheme. The exemplars are reproduced as they were written.

Question 1. A

The marking scheme states:

½   1   2   2   ½   1   ½   1   2
Calvius, the consul, wished to build a huge amphitheatre. "We Romans are very
   1   ½   1   2   2   ½   1   ½   1/2
powerful and very proud. We ought to have a magnificent amphitheatre so that all the
   1   1   2   ½ 1 ½ 2 1   1   ½   ½
peoples of the earth may recognise our power and obey us." Friends of Calvius along
       1   ½ 1   2   ½ 1 ½ ½ 2   ½
with contractors and merchants shouted with great joy. "If Calvius carries out his
 1   2   ½   2   ½   ½   ½   1   2   ½
plan, we will be rich. Let us support him." Marcus, the other consul, knew that he
  2   2   ½   ½ 1 2   ½ ½ ½   2 ½ 1   1
should oppose Calvius. Many people were so poor that they had no food. Robbers
    2   1   ½   1   2 ½   1   2   ½
terrified the old. Many citizens asked why the rulers were neglecting them.

Candidate wrote:

½   1   2   1   ½   ½   1   1
Calvius, consul, volebat aedificere ingentem amphitheatrem. "Nos Romani summus
* 1   ½ 1   2   2   ½   ½ 1/2*
potentissini et fortissimi." Debemus habere amphitheatrem magnificum ut omnes
* 1   1   2   1   ½ ½ 1   1*
gentes mundi videant (cognoscant) potestatem nostrum et nobis parerent."
*   1   ½ ½   1   1   2   ½   1*
Amici (socii) Calvii cum redemptoribus mercantoribus clamaverunt magna laetitia.
½ ½   1   ½   1   ½   2   2   ½   ½
"Si Calvius conficerit suum consilium, divites erimus. Iuvemus eum." Marcus,
* 1 ½   2 ½ 2   2   ½   1 1 ½   ½*
consul alius, scivit se debere resistere Calvio. Multum populi erat tam pauper ut
* ½   1   2   1   2   1 ½ 1   2   ½ 1*
nullum cibum haberet. Latrones terruerunt senes. Multi cives rogaverunt cur duces
½
eos neglegarunt.

Total marks: 66 ex 75

Comment: This candidate's composition work displays an ease with language

                 along with a very high level of accuracy.

Question 1. B

The marking scheme states:

(i) **4** With their ranks in disarray.

(ii) **(3+3)** Many had perished 3; Many others, (scattered through the woods 3) were wandering about 3.

(iii) **(4+4)** He was able to tolerate such great hardship 4; he went round to the soldiers 4; drew together those who were scattered 4.

(iv) **(4+4+4)** To pitch camp in a suitable place 4; to set fire to as many trees as possible 4; one would think that all the pass was on fire 4.

(v) **(3+5)** In the evening 3; he was barely able to keep himself upright 5; he was barely able to keep his weapons upright 5.

(vi) **(4)** By moving closer to the fire.

(vii) **(3+3+3)** He jumped out of his chair 3; he took away the soldier's arms 3; he ordered the soldier to sit on his own chair 3.

(viii) **(4+4)** Where he was resting 4; by whom he had been received 4.

(ix) **(6)** To indicate how the soldier felt when he realised where he was 6; on whose chair he was sitting 6; when he saw the king 6.

(x) **(4)** He asked if he (the soldier) knew how much better off he was 4.

(xi) **(6)** For the Macedonian soldier the king's chair provided safety 3; for a Persian soldier such an act would have meant death 3.

Candidate wrote:

(i) *They were making their way in loose rank line of marches (4)*

(ii) *Many soldiers perished and many others were straying off dispersed through the forest. (6)*

(iii) *He was pitying them and their such great hardships. He went around the soldiers and was drawing together those scattered. (8)*

(iv)   *The king ordered the camp to be pitched and the trees, of which there were many, to be set alight. By the fires it soon appeared that the entire mountain pass was lit up. (11)*

(v)   *He arrived in the evening, exhausted and dragging his weapons. (8)*

(vi)   *He was warming his body beside the fire. (4)*

(vii)   *He got up off his throne to the numb soldier, took away his weapons and ordered him to sit in his own place. (9)*

(viii)   *He didn't realize where he was nor did he know he was being cared for by the king. (8)*

(ix)   *Territus is used to describe the soldier when he suddenly realizes that he is on the king's seat and the king is there and so he jumps up terrified. (6)*

(x)   *He asked him did he not know that it was better fate that he was living under him as a king and not under a Persian king. (4)*

(xi)   *The Macedonian soldier was sitting on the kings throne because the king had pitied him but if he were in Persia he would have been killed because sitting on the royal throne is a capital offence in Persia. (6)*

Total marks: 74 ex 75

Comment: This answer shows a great understanding of the content of the comprehension passage. It also shows an awareness of the marking scheme in that the answers for many questions give all the relevant points as may be seen from the number of marks allocated for each answer.

Question 2 A

The marking scheme states:

vix … apertos (7) exsuperatque … agmine (8) nec … absunt (3) ac simul … vidit (7) et saevum … equorum (7) continuoque … temptent (4) ni … reducat (8)

Candidate wrote:

Scarcely had Turnus gone out of sight and held the plain, when the father Aeneas,
having entered the open mountain passes, (7) and is climbing up the hill crest and
invades (enters) the shaded woods.

Like this do both move rapidly to the walls and with the whole squadron (7) nor are
they away with long steps between themselves. (3) And at the same time Aeneas
caught sight of the plains smoking with dust and from a distance he saw the
Laurentine squadrons. (7) Turnus recognized the fierce Aeneas in arms and hear the
arrival of feet and the breath of horses. (7)

Immediately they begin fights and try battles (3) .... No longer does the rosey sun
from the western sea touch the tired horses and brings back night with day having
fallen. (7)

Total marks: 41 ex 44

Comment: This candidate shows an excellent ability to understand and translate
Latin.

Question 2 B

The marking scheme states:

> Eo tempore … quaerere … (4) qua … corrumpere (6) modo se … ostendere (3)
> postremos … pati (6) Metellus … dari (5) urbem … oppugnare (3) ratus est …
> fore (5) at … pararentur (3) magnis … defendant (5) praeterea … fore (4)

Candidate wrote:

At that time Jugurtha followed the enemy through the wood glades, he was seeking
the time or place for battle (4) where he had head the venturing enemy (where) ....
food and fountains of water, were a scarcity, he destroyed; (4) at one time he showed

to Metellus himself at another time to Marius (2) afterwords he tried to go back in a line (battle) at once into the woods and he did not allow to do battle neither rest. (5) Metellus when he sees himself to be fatigued by tricks and to be given from the enemy any occasion of a need to fight (3), he decided to attack the great city with the name Zama. (3) He thought that Jugurtha would venture with difficulty with his allies and there would be a battle. (4) But Jugurtha when he had learned from the fleeers who were prepared (2) to come against Metellus with great marches and the opponents were waiting to defend the ramparts (3) besides he promised himself to be ready on time with the army.

Total marks: 34 ex 44

Comment: This candidate has successfully identified the historic infinitives used by Sallust. This has made a significant contribution to the understanding and the attempted translation of the passage.

Question 2 C

The marking scheme states:

> integer … arcu (8) nec … pharetra (7) sive … Caucasum (9) vel … Hydaspes (6) pone … negata (8) dulce … loquentem (6)

Candidate wrote:

One good man of life does not need Moorish ladders or bows of javelins, Fuscus (4) nor with a serious quiver (would be) poisoned by snakes. (2)
Or if he would make a journey through burning Syrtes or through the inhospitable Causasus (9) or fabulous Hydaspes washes places. (3)
Banish me under the course of approaching salvation in land neglected with leaders, too much (3).
I will love, with sweet, laughing and speaking Lalage. (5).

Total Mark: 26 ex 44.

Comment: This translation of the Horace passage is uneven in quality and the meaning is not captured. However, the candidate received credit for the attempt at accurate translation of words and phrases.

Question 2 D

The marking scheme states:

Cum … agros (9) inde … appulit (2) ibi … tenuisset (3) nocte … ducit (6) nec … moturos (7) ceterum … attulerant (7) et visa … apparebat (6) itaque … continebatur (4)

Candidate wrote:

When he sailed past the coast of Spain, having disembarked troops not far from New Carthage and having laid waste the nearby fields (9) from there he brought the fleet to the city. (2) There when by day he had kept the troops in the ships (3) by night he lead the disembarked (troops) to the part of the wall, where Carthage had been captured by the Romans, (6) and he thought the city was not held with a sufficient garrison and that some of the townspeople would be moved to the hope of renewing the state. (7) To the other side worried messengers from the fields brought news of the destruction and flight of the countrymen and the arrival of the enemy, (7) and by day the fleet had been seen and so without further reason he had prepared the post/defence before the city. (5) And so soldiers, armed and drawn up were waiting amidst the harbours. (3)

Total Marks: 42 ex 44

Comment:

This candidate shows an excellent ability to understand and translate Latin.

Question 3 B. (i)

The marking scheme states:

> his … iubet (5) postero … petit (5) nonqua … esset (4) sed … credens (5) cum quo … conserere (6) quartis … pervenit (3) ibi … unum (8) mediis … inditum (4) incolunt … (7) tum … erat (2) regni … imperitarat (4) Brancus … pellebatur (7).

Candidate wrote:

Then he drew towards the comrades of Messapus; (4) there he saw the fire burning to its end and the horses duly tethered cropping the grass. (8) Then Nisus addressed him briefly as follows for he felt that he was getting carried away with excessive desire for slaughter. (6) "Let us desist" he says, "for the unfriendly dawn draws near. We have drunk enough of vengeance. A way has been made through the enemy. (8) They leave behind many arms of warriors wrought in solid silver and bowls and beautiful rugs mingled together. (9) Euryalus (sees) the trappings of Rhamnes and his swordbelt golden with studs, (5) gifts which in ancient times richest Caedicus gave to Tiburtine Remulus, while though absent he united him with the bounds of friendship (8) and he as he lay dying gave to his grandchild to keep; (4) after his death the Rutuli gained possession of them in the battlefield in war: these he sweeps away and fits them to no avail on his brave shoulders. (8)

Total marks: 60 ex 60

Comment: Full marks.

Question 3 B. (ii) (a) : Briefly describe the character of Turnus as shown in *Aeneid IX*.

Candidate wrote:

Turnus is the Prince of the Rutuli who began a war against the Trojans after Latinus, King of Latium, had pledged his daughter Lavinia to Aeneas on the advice of an oracle even though she had previously been betrothed to Turnus. Turnus is an

exceptionally strong and brave warrior who is well respected by his men. Virgil tells us that he towers over the rest of the army by a full head and these virile qualities alone are sufficient to elicit our sympathy. (5) However, as a hero, he is incomplete and lacks the depth of Aeneas. Moreover he is rash and headstrong; the assault on the Trojan camp is finally failed at the end of Book IX because Turnus is too carried away with slaughter once he has breached the rampart to open the gate and allow his troops to flood into the camp. (5)

Total marks: 10 ex 10

Comment: The marking scheme required two examples. The candidate has provided these and expanded on them appropriately.

Question 3 B. (ii) (b): Briefly discuss the opinion that *Aeneid IX* shows graphically the true horrors of war.

Candidate wrote:

Virgil spares us no detail in Book IX. He shows us the true horrors of war when Nisus and Euryalus rampage through the Rutulian camp. We hear how heads are swept off leaving the trunk spurting with blood, how Nisus' spear lodges in the brain of one of Volcens' men and how Nisus buried his lightning sword into Volcens' mouth. (5) All these images portray the horrors of war quite graphically. (1)

Total marks: 6 ex 10

Comment: The marking scheme requires two examples illustrating the horrors of war. The candidate develops one example only. As the candidate know the text well, a greater effort to engage with the question by providing examples from more than one episode would have gained full marks.

Question 4 (i) (a)

The marking scheme states:

> Present Indicative after dum 4 (traiciuntur); supine to express purpose 3 (speculatum); imperfect subjunctive in Indirect Question 3 (pararent).

Candidate wrote:

Traiciuntur: 3rd person plural. This verb is in the present tense passive voice in the indicative mood as dum is followed by the indicative meaning while. (4)

Speculatum: this is the supine form of the verb speculare indicating purpose. (3)

Pararent: 3rd person plural. Imperfect subjunctive in an indirect question. (3)

Total marks: 10 ex 10

Comment: The candidate has explained the use of the tenses and case.

Question 5 A (i): Augustus' greatest success was in his administration of the expanding empire. Briefly discuss this opinion.

Candidate wrote:

Since Augustus' foreign adventures were nothing spectacular compared with subsequent emperors, his administration in a volatile time of rapid change can be claimed to be one of his greatest achievements. After the Battle of Actium (32 B.C.) when Augustus was left sole ruler of the Roman world, he seemed reluctant to remain administrating the provinces but the senators declared that he continue to administer Spain, Gaul and Syria for 10 years starting in 27 B.C. Having got rid of his consular duties in Rome, Augustus set about ensuring the smooth operation of the empire through his civil authority, "Imperium Proconsulare Maius" and the provincial

"Tribunicia Potestas" as well as the strict administerial power of the censorship "reginum legem morum".

The provinces were classified as follows. There were Imperial Provinces. These included Ilyrium and lusitania which had not been pacified. In these areas it was necessary to have military reinforcement. These were ably administered by Augustus' own "legati pro praetore". Another kind of provinces were the Senatorial areas – these were areas where no army influence was necessary as they were already pacified e.g. Africa. Augustus allowed the Senate to administer these areas with proconsular powers. (7) Finally, there was Egypt – this was Augustus' personal province. It was the corn granary which initially supplied Rome. The "Preafectus Annonae" was appointed in charge and no person of senatorial rank was allowed to set foot in Egypt without special permission. (3)

Total marks: 10 ex 25

Comment: The marking scheme required four points on aspects of administration which are linked to the foreign policy of Augustus. This candidate has received no marks for the first paragraph. The answer is an example of knowledge not put to good effect. It is disappointing to see candidates waste precious time writing at length on matters which are not pertinent to the question which has been asked. In the subsequent two lengthy paragraphs (not illustrated above) the candidate described in detail the financial and the social administration of Rome itself without any reference to the expanding empire/foreign policy. The candidate received no marks for this.

Question 5 A (iii): Give an account of the rise and importance of the Flavian dynasty.

Candidate wrote:
The arrival of Vespasian to Rome in the summer of 70 marked to beginning of the Flavian dynasty. He treated the senate respectfully but curtailed their power. He did not support the delatores but did not allow for their prosecution. He ordered Titus against Jerusalem and Judeae was made a Roman province. He carried out the

economic policey of Galba and retrenched expenditure (7). In foreign expansion, he organised an enlarged the united province of Lycia – Pamphylia. He incorporated the kingdom of Antioch into the empire and repelled a Parthian invasion in 77 (3). He was succeeded by his son Titus who courted popularity freely and squandered what his father had saved. He ordered no senator to execution however. (3) He built the Flavian amphitheatre in 80 and died in 81. He was succeeded by his brother Domitian with whom came the fall of the empire. He defeated the Chatti in 83 and assumed the censorship for life in 84. His aim was to break down the power of the senate and he assumed the power of life and death over them. (6) He celebrated some military success in 85 with the defeat of Calgacus the Caledonian chief by Agricola. The revolt of C. Calpurnicus Piso turned him into a harsh and severe ruler and was killed eventually by a conspiracy led by his wife Domitia in 96. This brought and end to the Flavian dynasty.

Total marks: 19 ex 25.

Comment: The marking scheme for this question required four points with at least one point on the importance of the Flavians.

It can be seen from the candidate's answer that he/she is answering a question which reads "Write an account of the Flavian dynasty". It can also be seen that the candidate has the knowledge required to answer the question which was asked on the paper. However, the candidate does not engage with that question and indirectly accounts for the rise of the dynasty while ignoring the reference to *importance*. This is a common error and candidates lose marks in this way.