



GCSE EXAMINERS' REPORTS

**LATIN
GCSE**

SUMMER 2019

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Unit	Page
Component 1	1
Component 2	5
Component 3A	8
Component 3B	12

LATIN
GCSE
Summer 2019
COMPONENT 1

General Comments

The standard this year was very variable, with marks ranging from a good number achieving 100% down to a few in the low teens. Question 1 saw only the best candidates gaining full marks. Question 2 provided its usual set of challenges; many of the weakest candidates left most or all of this question blank. Unlike last year, Question 3 proved to be little more difficult than Question 2; many candidates scored similar marks on both questions. As last year, Questions 4 and 5 found very many candidates under-prepared.

Some very weak candidates were clearly familiar with the film version of the story, and tried referring to that instead of the Latin in the text.

One issue that emerged this year was the inability of very many candidates to distinguish between fairly similar Latin words, even when they were clearly glossed. Thus *speculum* and *spelunca* were frequently confused.

Another issue, much more unfortunate for the candidates involved, was the widespread failure to notice the second paragraph in the first Latin passage for translation in Question 2; since this was worth a lot of marks, it meant that some excellent candidates scored significantly fewer marks than they might have expected.

These last two points reinforce the importance of training candidates to look carefully at all details of the Question Paper, rather than rushing through it as quickly as possible.

Comments on individual questions/sections

- Q.1**
- (a)** all candidates answered correctly.
 - (b)** the great majority answered (i) correctly; very many however lost one or more marks in (ii), where the word order led half to treat *lovem* as the subject; many also omitted either *numquam* or *iterum* or both.
 - (c)** the great majority answered correctly, with only a few not knowing the meaning of *pulchra*.
 - (d)** most correctly chose B and D; some who did not follow the logic of the narrative chose wrongly.
 - (e)**
 - (i)** most correctly stated that the man wanted the death of Perseus, or wanted Perseus to die; but 'he wanted to kill Perseus' was not accepted.
 - (ii)** weak knowledge of vocabulary (*iussit, sibi, ferre*) caused many problems here.
 - (f)** most chose correctly.

(g) (i) & (ii)

the great majority answered correctly.

(iii) most answered correctly; a few treated *pennas* as singular; one combined the two objects and wrote 'wing-mirrors'.

Q.3 Centres are reminded again that the marking of the GCSE translation passages is different from that used to mark Level 1 and 2 translations. Here nouns, adjectives and infinite verbs carry only 1 mark instead of 2. Also, proper names as subject carry no separate mark; instead they are linked to the mark for the verb ending. Finally, prepositions carry no mark of their own; they are linked to their dependent noun or pronoun. The raw points total is divided by three to give the final mark for the question.

Perseus, postquam haec duo dona a patre accepit, Medusam invenire conatus est;

Most candidates omitted *haec*. Many also omitted or wrongly construed *duo*. Many did not know the meaning of *invenire*; very few knew *conor*.

sed nesciebat ubi habitaret. diu eam quaerebat.

Few knew *nescio*. The rest was handled well.

tandem senex ei speluncam ostendit.

Many did not know *tandem*. Others, because of their inability to recognise any of the other words, had no idea of the role of the old man.

circum speluncam Perseus multas statuas conspexit:

This was one of the most accurately translated sentences.

hae statuae erant homines quos Medusa in silicem mutaverat.

The only two common errors here were the omission of *hae* and neglect of the pluperfect ending on *mutaverat*.

'noli Medusam spectare,' inquit senex. 'si eam per speculum spectas, eam gladio occidere potes.'

Fewer than half the candidates were familiar with the use of *noli* + infinitive to express a prohibition. Many confused *spectare* with *videre*. Some did not know *si* or *eam*. Very many had no idea how to construe *potes*.

Perseus primum nihil in spelunca vidit, quod oculos non aperiebat;

Some did not know *primum* or *nihil*. Most were defeated by *aperiebat*, generally treating it either as an adjective or a passive.

deinde per speculum sublatum ignem in spelunca media vidit.

The hardest single word in the whole paper was *sublatum*, which only a few dozen candidates translated correctly. Many did not know *ignem*.

in manu una speculum, in altera gladium tenens, lente progressus est.

This was a test of how well candidates could translate into sensible English. The common 'in one hand a mirror, in the other holding a sword' lost one point; the equally common 'in one hand a mirror, in the other he held a sword, he advanced slowly' lost two points; neither version showed a sufficient grasp of how to handle a Latin participle. Many did not know the meaning of *teneo*.

simulac Medusam serpentisque in terra dormientes conspexit,

A substantial number did not know *simulac*. In other respects this was handled well.

caput eius abscidit et in saccum posuit.

This was nearly always correct.

tam perterritus erat ut e spelunca curreret.

Few recognised the use of *tam* followed by *ut* to introduce a result clause.

Q.3 (a) (i & ii)

all answered correctly.

(iii) the great majority answered correctly with 'portable' or 'transport'. 'Port' was not uncommon, and was not accepted.

(b) the great majority chose correctly.

(c) most omitted *ibi* and *staret* (either would have gained the mark). Many took *quodque* to mean the same as *num*: 'if she had a name' was not accepted.

(d) most gained the first point, but many did not know what to make of *poenas dare*.

(e) (i) only the strongest candidates got this fully correct; nearly all noted the word *pulchriorem*, but very many took it as a simple positive adjective, omitting reference to the goddesses.

(ii) very many did not realise that the word 'how' in the question pointed to the need to find an adverb; various inappropriate words were therefore quoted. Some who did quote the adverb *stulte* failed to translate it as such.

(iii) about half made any sense of *Neptuno persuaserunt ut me puniret*.

(f) (i) fewer than half recognised the future tense of *consumet* or the present tense of *mittit*.

(ii) many seemed unfamiliar with *adiuvo*.

- (g) (i & ii)
 - most answered correctly, with *delere* the main point of difficulty.
- (h) most recognised the passive verb and chose correctly.
- (i) (i) almost all answered correctly.
 - (ii) most knew *saevus*, but only half noted the superlative.
 - (iii) there were many who did not know the meaning of *festino*.
 - (iv) many did not know *rapio* and guessed 'to eat her'.
- (j) this proved difficult, as few knew *summum*.
- (k) nearly all referred to the marriage, but many failed to note that there were two marks for this question, and so a second point was needed.

Q.4 Generally vocabulary was not the main problem for the minority of candidates who chose this option (the only word not often known was 'relate'). But few candidates were able to apply sensible, let alone correct, endings. What distinguished stronger from weaker candidates was that the former did try to put verb endings onto verbs and noun endings onto nouns. The two adjectives were rarely made to agree with their nouns. Pleasingly there were a few fully correct renderings.

- Q.5** (a) this was by some margin the worst-answered question in the group, and one of the worst-answered in the whole paper. The vast majority thought that the difference between *tabernas* and *tabernam* was that they were in different cases; even many candidates scoring well above 90% overall gave this response.
- (b) the commonest choices for the two adjectives were *nova* and *emere*.
 - (c,d,f) these were mostly correct.
 - (e) many did not know what a preposition was.
 - (g,h) many got the tenses the wrong way round or chose words that were not verbs at all.

Summary of key points

The paper differentiated very effectively, generating a wide spread of marks. Despite all the errors listed above, the standard overall was high, and Centres and their candidates are to be congratulated on the quality and extent of their preparation for this examination.

LATIN
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COMPONENT 2

General Comments

As last year, Theme A (*A Day at the Races*) was by far the more popular choice, though examiners saw a similar range of quality in work on both Themes. Only a small proportion of scripts did not show some evidence of lively engagement with the material, though some candidates struggled to score equally well across the whole range. The time available seemed ample for most, and those who were assured enough to tackle Q1-4 without much hesitation had both the time and the resources to produce a three or four-page essay for Q5. If candidates need extra space for any section, however, they should go first to the extra page(s) deliberately provided for that purpose at the back of the answer booklet, rather than using only a few lines of an insert, and they should indicate beside the question where the examiner can find the rest of the answer.

Each section contained questions which entailed searching within a portion of text for a specified number of examples where the Latin style may be said to add something to the meaning. Candidates' responses to these need to include some explanation of what is special about the Latin words quoted **and** the likely impact of this on the reader, not just to discuss the meaning in English. Technical literary terms (e.g. *asyndeton*, *alliteration*) can provide a useful shorthand for those who are thoroughly at home using them, but are no better – and sometimes less convincing – than straightforward observations expressed in the candidate's own words (e.g. *Lines 18 to 20 are all one sentence with no stops at the ends of the lines, and that increases the tension as the two ships are constantly changing places in the race*).

Line references must be observed precisely. As always, many candidates offered plausible suggestions – for example, to Theme A Q1(c)(i) and Q2(b), and Theme B Q4c – relating to the wrong lines. Examiners are unable to reward answers, however worthy, which come from outside the parameters of the question.

Responses to the essay questions (Q5) generally featured a wide range of relevant material, both texts and pictures, but some could not resist developing individual examples for their own sake, neglecting to link these to the overarching question. Some, on the other hand, offered no more than a catalogue of items with one point about each, ignoring good opportunities to draw further relevant points from the same material. A few tried to explore stylistic features in various Latin quotations, but the framing of the question should have made it obvious that this is not the place for that kind of response.

The Specification for this component includes, besides the Latin passages, a number of illustrations and a list of aspects of the chosen theme with which candidates are expected to be familiar. Teachers are strongly advised to view the specification as a single package and to integrate pictures and historical background into work on the texts, rather than regarding these as a kind of add-on extra which students can sort out for themselves.

Comments on individual questions/sections

Theme A: *A Day at the Races*

Most candidates showed a good understanding of the whole range of texts but some revealed insecurity with one or more, most commonly the Boat Race. Q4b exposed those who were depending too much on a memorised English version and in Q4a some found it difficult to say exactly what noises were coming from where (there is nothing here about noises from the sailors, for example). Both in Q4c and Q2b there was a noticeable distinction between those who had had systematic practice in handling questions dealing with stylistic features and those who had not. Some responses to the pictures in Q1c and Q2c also seemed fairly haphazard rather than something studied in advance, and were not always suited carefully enough to what Ovid or Pliny was saying in the Latin specified.

Questions focusing on specific details of the Latin, such as Q5a, were often tackled successfully, even by some who collapsed in other areas. In Q2a, however, many failed to digest what Pliny imagines his correspondent will find surprising – which is not simply that there were chariot races taking place, or that Pliny had not gone to the them, but that he had a chance for once to write in perfect tranquillity. It was surprising too in Q3b(ii) to find that so many candidates had apparently studied this passage without finding out who Hector was (suggestions included another pupil, another chariot-driver, or even a horse), thus completely missing the whole point of Nero's mentioning him as a convenient stop-gap.

Candidates were largely able to produce something relevant and well-documented for Q5, and it was a pleasure for examiners to read many essays that merited marks in the top band. As mentioned above, the main weakness – apart from any lack of familiarity with the texts and pictures – was the tendency to dwell too long on what was interesting in each separate example and, in doing so, to miss the opportunity to draw any link between it and the initial question. Thus, for some, the question became 'what was the appeal of chariot races?' rather than a search for relevant details within the texts and pictures which might reveal the social class of either the author, the participants or the spectators. Ingenious use of the material was made by those candidates who pointed out that expensive mosaics (pictures 3 and 6) and tombstones (picture 4) must reflect a love of chariot-racing in the people who commissioned them. Less convincing was the suggestion that the gods in Martial's *Lament for a dead charioteer* prove high-class interest in chariot-racing. Examiners were amused too by the frequent rather snooty assertion that such activities as looking for girls or betting were only for the lower classes!

Theme B: *Youth and Education*

As with Theme A, candidates showed a good understanding of the majority of the texts, the Virgil extract in Q4 being the least assured. Reading of the Apuleius passage in Q1 was generally sound, but in (c) the roles of *litterator* and *grammaticus* were frequently confused, and responses to (d) rarely conveyed a secure overall grasp of what Apuleius is trying to do in this comparison.

Questions focusing on specific details of the Latin met with mixed results. Several, including the multiple-choice Q3a and Q4a, were generally well done, though they were harder than they perhaps look and depended on some careful working-out of a complex sentence or phrase. Responses to Q2a, Q3c and Q3d(ii) were often flawed by being presented entirely through English and making no comment about the Latin words themselves. In Q2, the necessary information about Martial's girlfriend was usually located correctly for (d), but (c) revealed considerable lack of awareness of the significance both of Cato and of the point Martial is making about Charidemus, a mere freedman, telling him what to do. In Q4, explanations of the Latin phrases in (b) tended to be very vague – often not going beyond the skeletal information provided in the Vocabulary list, with surprisingly little explanation about either the legendary connection with Troy or the significance of Romulus.

Those who had properly considered during their course both the pictures and the three aspects specified for study in the Specification found plenty of material to use for Q5. As mentioned above for Theme A candidates, essays often included impressive descriptions of individual texts or pictures but in the process tended to lose sight of the question posed. The more thoughtful were able to draw useful distinctions between 'needs' and 'wishes'. Horace's father, for instance, certainly arranged what he thought best for his son – who in later life acknowledges this in our passage – but, until it came to choice of career, there is little sign that young Quintus was consulted about his own wishes about any of it. Even more striking is the father in Petronius, who dictates what he wants for his son, overruling the boy's wishes (e.g. to keep birds or paint) in the process. Points could also be usefully included from more general study of the topic – about the very limited provision of education for girls, for example, or the focusing of Roman education on a very narrow range of careers (principally the army, law and politics) rather than on anything like the modern concern to develop the potential and character of the individual child.

Summary of key points

Though success on all parts of the paper was achieved consistently by only a few, many more were able to score highly on at least some of the texts/sources studied and the overall impression was that most students had found the study of their chosen Theme stimulating.

They are to be congratulated on meeting the challenge of studying material of such complexity and subtlety.

Looking ahead, the Themes for examination in 2020 remain the same. For 2021, 2022 and 2023 the Themes will be 'Travel by land and sea' and 'Superstition and magic.' The texts and pictures relating to these will appear on the Eduqas website shortly, together with the usual supporting guidance for teachers.

LATIN

GCSE

Summer 2019

COMPONENT 3A

General Comments

As last year there were fewer centres who chose Option A, Tacitus, *Germanicus and Piso*. The centres who did choose this option were well taught and knew the story well, giving informed and well evaluated answers to the AO3 questions. Those centres who opted for the verse text, Ovid, *Echo and Narcissus* also showed good knowledge of the text in the short answer questions but the AO3 questions, particularly the twelve mark essay seemed to be more of a challenge. This could purely be a result of the subject matter, which tends to elicit a more emotional response from the age group who are the majority of the candidates.

The examiners were pleased with the level of knowledge demonstrated by candidates on both options but one or two issues came to light, which need to be addressed. This year there was an increase in the number of candidates in both sections who did not refer to specific events or actions in their answers but referred the examiner to a section of the text (e.g ... as in Section C). Although the examiners understand that the candidates are under time pressure in these papers, it is not the examiner's job to go back to the text each time a reference is made. The candidates should be able to refer to specific points in their answers, which do not have to be in Latin in the twelve mark essay. This year too candidates seemed to be using extra sheets for their answers and not making use of the extra page at the back of the answer booklet. In the cases where the extra page has been used it was not always signalled to the examiner that he or she needed to look further; this is especially relevant when a new sentence begins the answer on the extra page. The examiners always look at the back of the answer booklet but it is frustrating to find something there after the mark has been decided upon and then has to be re-evaluated.

It is also worth noting that, as it says on the title page of the resource booklet, that the passages in italics are summaries of events to support understanding of the narrative, and are not part of the prescription. Candidates may refer to them but basing the majority of an answer on the passage in italics is not going to gain many marks.

Comments on individual questions/sections

Option A – Tacitus, *Germanicus and Piso*

Q.1 Most candidates scored full marks on these questions, which required knowledge of the text and the ability to evaluate Tacitus' writing. In 1 b) ii) a variety of answers were allowed as long as they could be supported from the text. As in all the questions, there was no one set form of words required and the examiners were pleased with the way that candidates were engaging with the text on a number of levels.

- Q.2** Again this was mostly well done but it was noted that in a) rather more candidates than we would have liked stated that the urn with Germanicus' ashes 'got on the ship'. This rather suggests that candidates were not taking the time to read the question accurately.
- Q.3** The style question is always the one that seems to cause issues. As in previous years, the question focuses on how the author conveys a particular emotion or viewpoint and the instruction requires candidates to refer to both content **and** features of the Latin; if this is not the case then marks will be restricted to six as a maximum. As noted in last year's Examiner's Report, Latin must be quoted to support the comment being made on the passage and it was frustrating this year to see some very good answers lacking the Latin to back it up. The content is sometimes seen as more difficult to provide Latin for but as an example from Section A, it would be possible to say that 'Piso's behaviour was immoral as is shown by his bribery of the soldiers – largitione et ambitu'. For the style points, it is not sufficient to say that Tacitus uses repetition without quoting the relevant Latin word before going on to explain why he has chosen this word in particular. Candidates should also be very careful to check that, if they are discussing the historic present tense that they are actually quoting words in the present tense and that they have confined their answer to the required lines.
- Q.4** There are several passages of English in these prescriptions and these seem to be answered either very well or less so; there is often no half- measure. The aim of the question is to elicit an evaluative response while ensuring that the candidate has selected relevant lines to support the argument. It is most helpful if candidates could refer directly to specific events or even words, if appropriate while ensuring that they explain why these events or lines are relevant.
- Q.5** There were some very pleasing answers to this question demonstrating that candidates had engaged thoroughly with the set text and that they had clear opinions on the behaviour of the characters, they also focused more on addressing the question. The best answers not only provided a range of examples from across the text but also evaluated the degree to which each character was wholly or partially a hero or a villain, and those that discussed Germanicus and Piso as well as their wives were often the highest scoring. In essays of this type there is no right or wrong answer, it is the quality of the argument that wins the day, and a thorough knowledge of the text allows a range of examples to be used.

Option B – Ovid, *Echo and Narcissus*

- Q.1 (a) (i)** Several candidates misread which section this was from and gave the answer from last year's paper. It is very easy to slip into an error such as this in the excitement of the beginning of a paper, but candidates should ensure that they have read the questions carefully and turned to the correct section.
- (ii)** This was mostly answered correctly with some reference to burning with love, or falling in love.
- (b)** The examiners were surprised that a number of candidates made no reference to sulphur in their answers. The simile itself discusses the volatility of sulphur when in close proximity to a flame and this would seem to have been an obvious starting point for a comparison when Echo was following in the footsteps of Narcissus. References to wedding torches were welcomed and a fair few candidates mentioned them.

(c) (i) & (ii)

Both (i) and (ii) caused a few to falter. The lemma was from lines 7-9 (*natura ... remittat*) and it is from these lines that the answers should be taken.

- Q.2 (a) (i)** As with the previous question answers should focus on the content of the lines in the lemma.
- (ii)** Most candidates were not fooled by the wrong answers in this question.
- (iii)** Answers that mentioned Narcissus or his reflection were credited. The answer required a degree of understanding as to what Narcissus was looking at and the majority of candidates scored the mark here.

Q.3 The English section seems to be either well done or badly done. Answers should be based specifically on the passage in question and, if possible, should quote a phrase or word, as with the Latin style questions. Candidates had to support their choice of reaction with a plausible section of the passage and those that did not do this, did not score the marks.

- Q.4 (a) (i)** The first part of Q4 relied on an understanding of *liquefacta*, which was glossed in the vocabulary, but also needed the candidates to understand the context.
- (ii)** Here also, candidates who recognised the perfect of *fero* and who knew its meaning were able to understand the point of the question. Many scored the mark but it was not universally answered correctly.
- (iii)** This question asked candidates to show that they understood the second description of what was happening to Narcissus, that is he was melting like morning frost in the sun. Candidates were required to refer to the process as well as the frost and the sun to score full marks.
- (b)** As with the eight mark question in option A, candidates were required to discuss content and style of writing and to consider the emotions of both Echo and Narcissus. This was a tall order but the majority of candidates seemed to rise to the occasion and most scored a reasonable mark here. There were some misunderstandings such as *miserabilis puer* being said to describe Narcissus' feelings when it is an opinion expressed by Ovid, but in general, candidates were well aware of the areas which needed to be commented upon and focused on them. In line with the prose section, content and style must be discussed, and if this was not the case then marks were restricted to six as a maximum.

Q.5 As with the twelve mark essay in option A, there were many candidates who showed knowledge of the story and were able to refer to specific events in support of their opinion. Most candidates referred to Echo's part in the deception of Juno and the subsequent curse, but fewer seemed to think of Nemesis' curse on Narcissus as a reason to exonerate him from blame. There were some who believed that the lover who prayed to Nemesis was Echo which rather muddled that story.

The best answers were those who gave a wide range of examples of reasons to feel sympathy for the characters and evaluated sensitively discussing their individual situations. As with the equivalent essay last year, many candidates engaged deeply with the plight of Echo and Narcissus and there were strong opinions expressed on both sides.

Summary of key points

This is the second and final presentation of these two topics for the Narratives paper and the examiners have been impressed at the excellent engagement shown by candidates, particularly in the verse prescription which in both years has elicited strong emotions and opinions which has considerably enlivened the marking process.

LATIN

GCSE

Summer 2019

COMPONENT 3B

General Comments

As in 2018, the vast majority of candidates chose to answer Topic 1: Roman Entertainment and Leisure, probably because this was the more familiar topic, especially if centres had previously entered candidates for the Level 1/2 qualifications.

Examiners were pleased to note that the Roman Civilisation paper again differentiated successfully, and all the grades between 9 and 1 were represented. To ensure accessibility to all candidates, some questions only required a one-word answer, whereas others needed a more detailed response. Weaker candidates – or those who did not read the question carefully – often missed out on the evaluative element of individual questions, preferring simply to stick to information. The 12-mark essay question proved to be a good discriminator in both topics.

As was the case last year, it was surprising to examiners that some candidates were somewhat uncertain about a number of the topics listed in the specification, in particular the different genres of theatre productions in Topic 1 and the attributes of the various gods in Topic 2. Although they are not prescribed materials as such, the examiners would urge teachers to make use of the resource booklets available on the Eduqas website when preparing candidates for the examination and to refer to the relevant stages in the Cambridge Latin Course and/or other similar courses. Full details of what candidates are expected to study are available in the specification, also on the website.

Candidates should also take care to read the questions very carefully to ensure they are answering what is being asked, rather than reproducing a general description of, for example, a dinner party or the life of a Vestal Virgin. As knowledge and evaluation are assessed throughout the paper, those who simply limit themselves to giving factual information may deprive themselves of half the marks for the questions.

Virtually no candidates attempted both topics this year, which is very pleasing, and illegible scripts were few and far between: a significant number of candidates submitted word-processed answers.

Although candidates were instructed to continue their work on pages 21/22 if necessary, some still preferred to use additional answer sheets. If candidates run out of space, they should always make it clear that their answer is being continued elsewhere and label additional material accordingly.

Examiners felt that candidates had had sufficient time to complete the examination paper.

Comments on individual questions/sections

Topic 1 - Roman Entertainment & Leisure

- Q.1** (a) Many achieved one mark for Martial being given inferior wine, but a surprising number of candidates didn't seem to understand that this was in relation to the wine being drunk by the host, Cotta (frequently referred to as "she").
- (b) Mostly correct answers, although some gave the number as three and contradicted themselves when answering the next question.
- (c) The wording of the question was often ignored and candidates simply described a typical Roman dinner party. As a result, the AO3 marks were sometimes completely lost.
- Q.2** Some odd spellings of "strigil" but most candidates did well on this question. Occasionally the contents of **B** were given as "sweat", "dead skin" or "water".
- Q.3** Candidates frequently ignored "shown in the picture" or the reference to spectators. Generally, (a) was well done but answers to (b) were often disappointing. Some candidates reeled off different events in the arena with no comment as to whether these were dull or otherwise and why. Most knew the various types of gladiators but candidates should not be satisfied with saying simply "There were fights between gladiators and sometimes exotic animals were used."
- A few candidates thought the question referred to theatre performances and wrote about comedy, pantomime etc. When they came to answer question 5, these candidates often repeated what they had already written here.
- Q.4** Well answered.
- Q.5:** Most candidates knew that there were different genres in the theatre and some details pertaining to them. However, the details often failed to match the type of production being referred to.

The interpretation of the evidence was not always sound with many assuming that any higher-class spectator had no interest in comedy. For some, evaluation simply consisted of "I agree to a great extent/I strongly disagree/I somewhat agree with the statement."

Better candidates cited pantomime (and sometimes tragedy) and explained the features of the performance which would interest a more highbrow audience: others mentioned recitations. One candidate remarked that "even a person who preferred tragedy would still sometimes laugh at rude jokes in a comedy".

Topic 2 - Religion in the Roman World

- Q.1** This was generally well done. Most candidates were able to give a reason why a curse might have been put on someone; most knew that lead was the most commonly used material and there were several examples of "magic" words etc. added to the tablet to make it more mysterious.

- Q.2 (a)** This was done well with the vast majority of candidates recognizing Minerva.
- (b)** Some answers were too vague (for example, “a bird”) and others seemed unfamiliar with the word “helmet”. “A military hat” appeared several times as did the beautifully archaic “helm”!

Q.3 (a) & (b)

caused very few problems.

- (c)** However, many candidates simply recounted everything they knew about a *haruspex* with no reference to a spectator’s reactions to what was seen. A few mistakenly described a sacrifice with the attention to detail, the decorated animal and a pipe-player to drown out noise – a question asked on last year’s paper.

Q.4 (a) Well done on the whole.

- (b)** Many surprisingly vague answers here, such as Vesta was the goddess of the fire or that she would be angry.

- (c)** The parents didn’t always get a look in – or at least only in passing: “They would have liked it because it was an honour and they wouldn’t have to feed her.” But there were some excellent answers about the duties and benefits of being a Vestal Virgin – and candidates were extremely enthusiastic in describing the punishments bestowed on a vestal virgin if she broke her vows.

Q.5 As intended, this question proved to be an excellent discriminator. Many candidates simply wrote down what they knew about all the gods with no evaluation as to what made their worship attractive to the Romans. However, some knew a lot about the worship of both the traditional gods and of Isis and Mithras and were able to put forward a well-balanced argument.

Quite a number bracketed Isis and Mithras together which meant that the details of the worship of these gods was not always accurate. Worryingly, there were a number of centres whose candidates seemed to know very little about these gods even though the study of their worship is clearly indicated in the specification.

Summary of key points

The topics *Roman Entertainment and Leisure* and *Religion in the Roman World* will again be set in 2020.

From 2021, the topics will be *Daily Life in a Roman Town* and *Roman Britain*. Resources for both these topics will be on the EDUQAS website.



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