



GCSE Examiners' Report

Latin
GCSE
Summer 2024

Introduction

Our Principal examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each component.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	Eduqas offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.edugas.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the Eduqas subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and component level. For linear specifications, a single grade is awarded for the subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results and Grade Boundaries and PRS (edugas.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	Eduqas provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.edugas.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the Eduqas subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner Eduqas

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Executive Summary

The number of candidates for Eduqas GCSE Latin is increasing year-on-year. In component 1 it was gratifying to see candidates show their knowledge of grammar and language. The quality of responses followed the positive progress of previous years. It was encouraging that most candidates adhered to the rubric and answered either question 4 or 5 as instructed. Component 2 contained new topics with Section B: Love and Marriage being preferred to Section A: Romans in the Countryside. There were good answers produced for both topics. The best answers demonstrated a thorough understanding of, and engagement with, the texts and sources. Candidates demonstrated their knowledge to good effect in the essay. However, some candidates did not have sufficient knowledge of certain themes. It was heartening to see some thoughtful responses in the essay. In component 3A successful candidates demonstrated clarity, depth of knowledge, and an ability to relate well to the title. More able candidates produced succinct and relevant responses, whereas weaker ones although using correct terms, failed to provide a point of emphasis. In component 3B 'Roman Family Life' was preferred as a topic. The paper differentiated between candidates well. There was good reference to source material with successful employment of supporting and counter arguments.

Overall, although it was noted that there were candidates carefully checking work in certain areas, common errors did occur. These errors included incorrect identification of singular and plural nouns along with tenses not always being fully recognised. Regrettably candidates also lost marks due to incomplete answers. Time pressure on candidates was evident and there were more unfinished papers this year. Examiners noted that candidates found style questions challenging this series. While candidates attempted to use technical language, many failed to explain how it added to meaning. Some candidates also disadvantaged themselves by not taking due care when reading line references.

Candidates should take care when reading questions and check they are answering appropriately. In component 3B there should be some analysis rather than just statement of fact. Candidates are reminded to demonstrate understanding of the cultural significance of monuments, as knowledge and evaluation are assessed throughout this paper. Teachers are urged to use the resource booklets available on the Eduqas website in their preparation of candidates. They should make reference to the relevant stages of the Cambridge Latin Course.

Areas for improvement	Classroom resources	Brief description of resource
Resources	LATIN RESOURCE GUIDE	Eduqas guides
Subject Page	LATIN SUBJECT PAGE	Relevant subject material
Teacher Guide	GUIDANCE FOR TEACHING	Component details

LATIN

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Latin Language – Component 1

Overview of the Component

The number of candidates for this qualification is growing each year and it was pleasing to see so many demonstrate knowledge of the grammar and vocabulary required at this level, with many candidates able to follow the story in questions 1-3 through to its conclusion. The standard of responses was well in line with previous years. Most candidates followed the rubric and did either question 4 or question 5. The vast majority chose question 5.

Comments on individual questions/sections

- Q.1 This question is intended to be the most accessible of the first three questions, allowing candidates to get a good understanding of the storyline and to demonstrate their knowledge of Latin. The first paragraph of passage 1 therefore only single-clause sentences. Indeed, candidates did tend to do very well here; almost all scored 10/20 or more and many scored full or almost full marks. Good discriminators for this question included the superlative (1.a), recognition of cases (some had Achelous talking to Deianira (1.d.i), the comparative in 1.h (*nobody is as brave as I* was not accepted) and question 1.i generally was the most challenging as there was some confusion over what Achelous was trying to do to Hercules.
- Q.2 The way in which this question is marked allows candidates to demonstrate their knowledge of the grammar, even if they are not sure of the vocabulary. Therefore, candidates should be advised not to leave gaps. Some candidates were clearly checking off each word, ensuring that they had rendered each word, which prevented any careless omissions. Common errors included misidentifying singular/plural nouns and incorrect translation of pronouns. Other areas of challenge in this question included easily confused words (*oppugno* often translated as if it were *pugno*; *tam* was confused with *tum*; *ita* with *itaque*; *novum* with *novem*). Pronouns, as is often the case, were good discriminators. Verbs tenses were often recognised but some candidates thought *poterat* was pluperfect, while, perhaps surprisingly, others did not recognise the pluperfect subjunctive form – *rapuisset*, translating it as a simple past tense instead. Very few got *deiectus est* – ‘he fell’ was the most common incorrect answer. *oculos apertos* confused several candidates, with some translating the participle as a verb and omitting *tenebat*. *vix* was not widely known causing further confusion. Although most understood who had their eyes open (scarcely) there was no requirement to indicate whose eyes were closed and any wrong English pronoun supplied was considered as a ‘harmless addition’. The time expression *multas horas* was quite well done, though *after many hours* was not accepted. The indirect statement proved quite challenging to many: *se* as the subject was not always rendered correctly (*himself* is not an appropriate translation here), but even the weaker candidates were able to get the sense of being able to overpower Hercules at the end.

- Q.3 In this final section of the story, the difficulty factor increased, allowed the very best candidates to show off their full knowledge and understanding of the language at this level. However, longer sentences were broken down into sections for the candidates through the use of commas and semi-colons and the sentences that were arguably amongst the most challenging were used for a multiple-choice question, to aid accessibility for as many candidates as possible. Candidates are encouraged to look to the number of marks awarded to each question to guide the amount of detail required for each question, but as a rule they are well-advised to give full answers to every question. Even some of the best candidates lost marks owing to incomplete (rather than incorrect) answers. The derivative question was quite well done, but a significant minority gave *post mortem* as an answer, which is of course a Latin word and therefore not credited here; *morgue* was another common incorrect response. The fourth declension nouns *manus* and the glossed *cornu* were problematic for many, particularly in recognising their plural forms.
- Q.4 Very few candidates attempted this question. Those who did either did very well indeed or just scored 1-2 marks.
- Q.5 This was generally very well done, even by weaker candidates. Question 5.b. was generally well done, the most common incorrect answer being *cibum* (perhaps as it was the nearest noun to the adjective *unus*) *servi* was credited as candidates were not expected to manipulate the noun so it agreed with *unus*. The weaker candidates confused the imperfect and perfect tense endings, losing marks in the final sub-questions on this paper. *poterat* again proving to be a good discriminator, with some suggesting it was a perfect tense verb.

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COMPONENT 2 Latin Literature Sources (Themes)

Overview of the Component

This year saw new topics for component 2 and there was a significant preference for Section B: Love and Marriage, over Section A: Romans in the Countryside. There were pleasing answers in both topics but there did seem to be more time pressure on candidates this year and examiners saw more papers than usual which seemed to be unfinished. There was generally a good range of marks awarded in each of the topics and the best answers demonstrated a thorough understanding of, and engagement with, the texts and sources.

Style questions were more of an issue this year and it was noticeable that many candidates aimed to use technical terminology without explaining either what it was or how it added to the meaning. Technical terminology is not required by the examiners. It is perfectly acceptable to say 'the author places two similar sounding words together' or 'the author uses a list with/without 'et' as long as the effect is then explained with reference to the terms of the question. The author's reason may be to draw attention to certain words, or to surprise, or to speed up delivery by omitting conjunctions or to slow it down by including them, and that, along with stating the words being discussed is the key to success in these questions.

Examiners also noticed that many candidates were not taking sufficient care in reading the line references given in the questions. This should be a priority, as answers taken from outside the lines indicated cannot be credited, however brilliant they are. It can be useful for candidates to bracket or highlight the lines indicated in order to avoid such errors.

The 16-mark essays are designed to cover a theme rather than to be looking at specific grammatical points. Some candidates still spend time analysing the Latin despite the rubric saying that examples should be in English. The best answers focus on the theme and use a selection of texts and sources to support the argument. The rubric specifies 'at least four examples' and in some cases four is sufficient with a good argument to access the highest marks, but it is often useful for candidates to look to refer to more than four and ensuring that the discussion addresses the precise terms of the question. Candidates do not need to come down wholly on one side or the other, but it is helpful if there is a decision of some sort with examples supporting that decision and perhaps one example as a counter argument.

Comments on individual questions/sections

Section A: Romans in the Countryside

- Q.1 seemed to cause few problems with candidates who were generally well aware of the content of this Livy passage. The texts have been chosen to interlink with each other as well as to stand alone and it was good to see candidates engaging with the similarities between the situations of Cincinnatus and Atilius.

- Q.1 (d) (ii) asked about Cicero's use of language, and this was intended to point candidates toward things such as the use of contrasting superlatives, exclamations or repeated sounds to draw attention to key words or ideas in the text. The examiners understand that these types of questions can be challenging but if candidates look for things amongst others, such as repeated vocabulary, unusual word order, use of superlatives, dramatic vocabulary choice and lists both with and without conjunctions then they have a good basis for an answer. The next step is to explain why this feature adds to or reinforces what the author is saying. Is the author trying to draw attention to specific words? If so, why? Answers need not be long; in fact, succinct but focused is the ideal.
- Q.2 was generally done well with most candidates knowing the text well so scoring well.
- Q.3 allowed candidates to use observational skills in using information from the picture source but also to draw on background knowledge. Most candidates seemed to score at least three marks on this with many scoring all four. Q3 (d) was generally answered well, though several candidates did not explain why Diana and Minerva were the relevant deities. Questions beginning 'Explain ...' often require the candidates to step a little outside the actual text and discuss some of the context, though the majority of the marks, if not all, can also be gained from careful reference to the source.
- Q.4 was answered relatively well with plenty of examples on offer in the text to gain high marks in (a) and only one example of style needed in (b).
- Q.5 The essay seemed to allow candidates to display their knowledge of the passages and sources, and there were some well-argued answers which used a variety of texts and pictures to support their views. As in previous years, the rubric asks for 'at least' four examples cited from the selection and the best answers were those who referred to both texts and pictures. There is no necessity for candidates to refer to all the texts and sources and those few who did understandably found it difficult to maintain a strong argument, but a judicious selection of around five or six examples seemed to be the ideal this year. That said it is perfectly possible to access Band 4 with the minimum of four examples, as it is the argument and the focus on addressing the precise terms of the question which are most important.

Section B: Love and Marriage

- Q.1 (a) most candidates scored at least one mark on the opening question, showing understanding of the friendly tone of the direct address to the *hospes*, and then the final two words on the last lines which gave the addressee permission to go. Q1 (b) caused a few more issues as many candidates, although they correctly spotted the chiasmus or referred to juxtaposition of *pulchrum pulchrae*, did not mention that it was the tomb and the woman who were being contrasted. Equally it was not enough to say, the writer uses *domum servavit* which is a short phrase, the point rather is that there are several short descriptions of Claudia's household tasks and those who pointed to repetition of *terra* were better advised to point to the contrasting prepositions preceding them *in terra ... sub terra* though a strong explanation often gained candidates the mark.

- Q.2 This poem was relatively well known, but again several candidates lost out by not adhering to the line references in the individual questions. (b) (ii) required quite a lot of work for the marks available and several candidates found it hard to articulate how the individual words emphasised Catullus' meaning. Those who chose, *brevis*, *perpetua* and *nobis* seemed to do the best with short and clear explanations. Many candidates who mentioned that Catullus seemed to be referring to the brevity of life in the previous part of the question, completely changed their tune for this part and more than a few chose words that were not in the indicated lines, which was frustrating for the examiners. Parts (c) and (d) were generally well answered with candidates knowing about the multitude of kisses and the potential for evil-doing on account of jealousy.
- Q.3 Most candidates here, very sensibly, went for the list of verbs describing Pliny's wife's devoted actions, though there were many who simply translated rather than explaining that the list (of three) would draw attention to the actions as would the use of *etiam* as the final word in the sentence. The repetition of *quantalquanto* was also popular but it needed reference to the noun following each to be fully credited. Some candidates seemed to believe *egi* was a part of *ego* and mention of *quem ... quos ... quem ...* was popular with the repetition drawing attention to the nouns following them but comments on the chain of events described by these nouns was less common. (b) usually gained at least 2 of the available marks, though many candidates believed that it was Pliny's wife who was praising him rather than her listening for the praise of others for him.
- Q.4 Most candidates had a good understanding of the preparations for a Roman wedding and were able to refer to things from the picture and their own knowledge.
- Q.5 (a) Many candidates were not aware of who the Sabine women were and claimed they were immoral woman, which is understandable given the context, but it meant that marks were often not gained here. (b), the final style question of the paper, produced varied responses, many seemed to miss the emphatically placed *casta* as first word, and several believed that *tristior* referred to Laevina's husband which rather skewed their understanding of Laevina's behaviour. Many referred to the double meaning of *demittit* i.e. physical lowering into the water and metaphorical lowering of morals, and *incidit in flammis* was popular, though the whole phrase was needed rather than just *flammis* or *incidit* unless there was a particularly good explanation. (c) Most candidates scored at least two marks here but there were a few candidates who did not seem to know who Penelope or Helen were and therefore how the final line fitted in.
- Q.6 The essay produced a good number of thoughtful responses with most candidates coming down on the side of some women having independence and some not, though with some restrictions. While most candidates were aware of the meaning of *cum manu* marriages there were fewer who recognised the difference in *sine manu* marriages and there were few answers referring to the sculptures in the source pictures except to discuss that the bride in Picture 2 looked resigned. There were not that many responses that acknowledged the role of social status, or that Seneca, as was Pliny, was writing later in the 1st century rather than at the time of Augustus' moral legislation when Ovid and Horace were active. Several candidates discussed the way that the half-naked women in Picture 4 were likely enslaved but that they had the freedom to choose to be sex-workers. The divide between higher status women and enslaved women was not often discussed. However, there were well written and thoughtful essays amongst the responses.

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COMPONENT 3A Latin Literature (Narratives)

Overview of the Component

There were more, but not many more, candidates offering the Nero than the Perseus topic.

The most successful 12-marker answers displayed clear discipline in each paragraph – namely one clear overall point / sub-topic, a demonstrable knowledge of the text (AO2) and the ability to explain it clearly in relation to the title. One has the impression that some centres make preparation of their students for this question a greater priority than others; in any case it is important to not assume that the candidates will “find their own way” – the required technique is not complicated or hard to explain, but it is extremely important for accessing the top AO2/AO3 bands. It is also important to remember that 12-markers are not the place for “lit. crit.” – some candidates brought this in. Admittedly these were often the very best candidates, but this is not the place where such will be rewarded.

For 8-marker questions candidates must remember to quote the LATIN as the rubric clearly states. When making points concerning content (which is fine up to a maximum of 6 marks) the candidates still need to quote the Latin – even a word-perfect translation will not be credited. When making points about linguistic features we do not insist on them knowing technical terms but one can see how stronger candidates who understand them will produce more succinct on-message answers by bringing them in; conversely weaker candidates will mention terms then fail to establish a point of emphasis. (This is especially true when it comes to attempted points about emphatic positioning.)

While very few candidates seemed to run out of time on the final question, it is always worth remembering that the shorter questions can be answered for full marks in very few words leaving ample time for the 12-marker and 8-marker.

5-marker (English passage) answers were particularly pleasing this year – even candidates who struggled elsewhere were often strong here, pulling out a good range of relevant quotations or paraphrases and explaining convincingly why they had chosen them. It is worth noting the wording of the question, however – the Nero question asked about the Roman people and the city’s history, the Perseus question implicitly wanted a **range** of emotions discussed. Note the marking scheme which allowed max 3/5 for only discussion one of the two triggers (Nero) or just one emotion (Perseus).

Comments on individual questions/sections

Nero Q.1 (short question)

- | | | | |
|---|-----|------|--|
| 1 | (a) | (i) | Most gained 1 mark here; the superlative omitted sometimes lost the second mark. |
| | | (ii) | Generally ok, but with an occasional ‘mother’. |

- (b) Few gained both marks – the most common error was *summa* omitted or translated as ‘the whole’. One was slightly concerned when whole centres’ worth of candidates put this and had perhaps been mistaught it.

Nero Q.2 (8-mark question)

The best candidates understood the required technique, with direct quotation from the Latin and analysis of individual words or short phrases. The responses of the weaker candidates were too generalised without sufficiently precise focus on the Latin. The most common point was a reference to the list of qualities in the first line with a reference to *asyndeton* and its effect. Then the revelation of ‘*naturae villa vitia non aetatis ease*’. Other stylistic points commonly made were the double negative in ‘*nec sine pernicie*’ contrasted with ‘*ludibundus*’ and the sound effect of ‘*verberare... vulnerare*’. Comments on the content showed clear knowledge shown of Nero’s exploits and Suetonius’ description

Nero Q.3 (5-mark question)

Those candidates who had evidently been well prepared numbered their points and gave a paragraph to each. A number who commented on the destruction of the granaries saw this as an insult to Rome’s history rather than its impact on food supplies. Otherwise, comments were predictable and overall, this was a very well answered question.

Nero Q.4 (short questions)

- 4 (a) Most had some reference to ‘revolt’ or ‘defection’ but not all had plural armies but generally well answered.
- (b) Virtually all gained a mark for ‘box’ with or without other details not part of the MS.
- (c) (i) Only the best gained 2 marks here clearly understanding that the reference was to members of the praetorian guard, but most gained a mark for ‘tribunes’ or ‘centurions’ and seemed confused about these men being members of the Praetorians.
- (ii) A common answer was ‘for protection’ without any explanation or ‘they were soldiers’ with no further development. Better answers understood the power and significance of the Praetorians.
- (d) Almost all chose C here.
- (e) The majority gained all 3 marks here, clearly remembering these events

Nero Q.5 (12-mark question)

Some had been well prepared and wrote several pages where they clearly explained the development of Nero’s character as described by Suetonius. Many described events in great detail, showing their familiarity with the text.

Weaker candidates often struggled to select suitable incidents which they considered important. Many focused on his treatment of his mother then little else. Weaker candidates lacked detailed references to the text.

The best candidates often wrote more than enough to gain marks in the top band for AO2 and AO3. although most scored higher marks for AO2 than AO3. The main problem with the less successful responses was not covering a wide enough range of evidence from different sections of the Latin and English passages. (In particular, the English sections received insufficient attention.)

Perseus Q.1 (short question)

- 1 (a) (i) A surprising number failed to gain the mark here, by not referring to the head or identifying its owner.
- (ii) Answers here were not consistently so correct as in the equivalent question in Section A. Both A and D were selected by many.
- (iii) Very few gained both marks here. Virtually all referred to snakes and many mentioned the earth or sand but few had the earth doing the transforming.

Perseus Q.1 (8-mark question)

There were many stylistic points to be made on this passage and many candidates handled them well though some failed to deal with content so could only gain 6 marks.

Common points made were references to 'ventis discordibus' and its effect (interestingly a number made 'immensum' agree with 'ventis'), the repetition of 'nunc' and the effect of 'huc' and 'illuc', the repetition of 'saepe', the simile in 'example nubis aequosae'. Candidates were often confused about technical terms which they had been taught but not clearly understood. Latin references were often not sufficiently precise.

The best candidates understood the required technique, with direct quotation from the Latin and analysis of individual words or short phrases. The responses of the weaker candidates were too generalised without sufficiently precise focus on the Latin.

Perseus Q.2 (short question)

- 2 (a) Few gained all 3 marks here. Most mentioned walls or ramparts and the snake guarding it (though there were some references to a dragon) but many failed to mention the third point about preventing entry.
- (b) Many failed to gain both marks or even one. There were many generalised references to Atlas being rude or inhospitable with no specific points made.
- (c) (i) Most gained the mark here.
- (ii) A surprising number failed to gain both marks. Many mentioned Medusa's head but not its effect on Atlas or just referred to him becoming a mountain.
- (d) The format of this question aided candidates here, with its very specific requirements clearly set out and almost all gained all three marks. A small number referred to trees instead of woods and some referred to 'the summit of the highest mountain'.

Perseus Q.3 (5-mark Question)

This question was generally well answered. Most candidates were able to find five distinct points and explain them with varying degrees of elaboration. The more obvious points were references to the parents being sorrowful or wretched and weeping and wailing. Many realised the significance of their agreeing the marriage to a stranger and the importance of offering their kingdom.

Perseus Q.4 (12-mark question)

This question proved more challenging to candidates than the equivalent essay question in Section A. There seemed to be less material for them to choose from and many struggled with whether to treat Perseus as an actual person or focus on Ovid's presentation of him as a humorous figure.

Many candidates struggled to find enough detailed references to satisfy AO2 but most kept the question in mind and came back to some sort of verdict on how likeable he was. Most dealt with his boasting to Atlas and its effects and his long speeches. But then many were uncertain where to go next. Weaker candidates' opposing arguments tended to be weak and lacking in detail.

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Component 3B Roman Civilisation

Overview of the Component

Topic 5, 'Roman Family Life' seemed to be the more preferred topic, especially if centres had previously entered candidates for the Level 1/2 qualifications and also if they had opted for 'Love and Marriage' as their component 2 topic. Examiners were pleased to note that the Roman Civilisation paper again differentiated successfully, and all the grades between 9 and 1 were represented. As in previous years, some questions only required a one-word answer, whereas others needed a more detailed response, particularly the 6-mark questions and 12-mark essay responses in both topics, which proved to be excellent discriminators.

Generally, with reference to the 12-mark essay responses in particular, it was noted that fewer candidates were writing very lengthy and detailed plans, ensuring running out of time was less of an issue. More candidates, in both topics, were making reference to source material to back up their points in the 12 mark extended responses, where both literary and archaeological sources were referenced. Direct reference to source material, either from those used on the paper itself or the candidate's wider knowledge often led to higher banded responses. It was also noted that the majority of responses used both supporting and counter arguments in their responses, leading to stronger AO3 marks at times. Although, it was the case that many candidates took a more 'modern' approach to the subject matter, analysing matters, such as attitudes to women or the poor, through a '21st century' lens.

Candidates should take care to read the questions very carefully to ensure they are answering what is being asked, rather than, for example, simply identifying features of the Forum Romanum, these should have been analysed as to how they would have impressed visitors, demonstrating the candidates' understanding of the cultural significance of these monuments. 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 certain questions. Indeed, single word answers for certain questions were often limiting and did not convey enough information and/or understanding for the mark to be awarded. Candidates should also note that when there's a written stimulus source, at least some of the answer will come from items in the text, something that is made clear in the rubric of the question.

In the 6-mark analysis questions on both topics, there was a tendency for some candidates to make a judgement but without linking this to any specific factual knowledge of tombs or the Circus Maximus. This made assigning both AO2 and AO3 marks challenging. Furthermore, overlapping or repeated responses were an issue in many questions, particularly these 6-mark questions.

Examiners would also 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.

There were some instances of candidates attempting both topics and there were several illegible scripts. Whereas examiners make every effort to read the handwriting, very messy or very small script can make this a challenging task. In the event of candidates running out of space, it would be useful if they would make it clear that their answer is being continued elsewhere and label additional material accordingly. This was not always the case and required examiners to keep checking the additional pages.

Candidates submitting word-processed answers seem to be about the same as in previous years, and although most of these were easy to follow, one or two had very closely typed answers which made annotation by examiners difficult. When both typed responses and the answer booklets were used, most candidates labelled these clearly. Some word-processed scripts were not always secured together or to the answer booklet. Fortunately, all papers were accounted for, but in future, it would be useful for centres to ensure all aspects of a candidate's response were clearly secured together.

From the evidence in the scripts, candidates had had sufficient time to complete the examination paper.

Comments on individual questions/sections

Topic 5 – Roman family life

- Q.1 (a) Most candidates identified this correctly as a mirror. Some added in extra detail, such as, 'polished bronze' or 'silver', which was not strictly necessary, but demonstrated nice attention to detail.
- (b) Candidates offered a range of responses from wine to hair products, most of which were accepted, with wine being the most popular response.
- (c) A range of responses were accepted here, although many candidates offered the response, 'hairstylist', which was overlapping information and thus not accepted, as the rubric of the question clearly states, 'two other duties'.
- (d) Again, there were a range of accepted responses here, but several candidates chose answers that related to poorer women, such as, 'work in the family bar' when the rubric of the question stated, 'rich, married Roman woman'. 'Manage the slaves' and 'control household finances' were the most popular responses.
- Q.2 (a) Either the Latin, 'iunctio dextrarum' or the English, 'joining of (right) hands' was accepted. Many candidates identified this as a 'cum manu' ceremony which was not the focus of the question. Generalised responses such as, 'the wedding ceremony' were not accepted.
- (b) A range of interesting and perceptive answers were offered for this question, with many candidates focusing on the wife retaining control of her dowry and property and/or remaining a part of her father's family. Many candidates offered the response that 'sine manu' marriages did not require a dowry, which is not supported by sources or evidence. A dowry was considered such a fundamental aspect of marriage across all social classes that it would be considered unusual to be married without one. This question also raised the problematic use of the word 'property', as in the bride 'remained her father's property'. This represents a simplification or misunderstanding of 'potestas' and without further clarification, saying the bride remained her father's property was not awarded the mark.

- (c) This question appeared to invite a number of single word responses such as, 'money' or 'status'. In order to gain the marks, a little more detail was required. Similarly, 'to have children' was not credited, as marriage is not a prerequisite for bearing children – there needed to be the extra detail of legitimacy included.
- Q.3 (a) Variations of 'lar' or 'lares' or 'penates' were accepted. Most candidates gained this mark, although, 'protective spirit' or 'household god' were not credited.
- (b) Most candidates focused on the 'cornucopia' or 'horn of plenty' for this mark, but there were a number who misidentified this as a 'rhyton'. Stating that the statue was holding grapes was also not credited. Some candidates believed the lar's belt and/or hair was a snake/ were snakes.
- (c) Most candidates gave 'lararium' (with most spelling variations accepted) or 'household shrine'. Examiner discretion was employed if the answer of 'kitchen' or 'pantry' was given. Generally, this mark could be given if the response in (a) was 'penates'.
- Q.4 This question was quite high scoring, and most candidates were able to provide three bullet points regarding the size, function, materials and decoration of the tombs. Some struggled to explain how these honoured the dead and there was a tendency to generalise or use the same AO3 explanation twice. There were a good range of responses employing evidence from the picture and wider knowledge.
- Q.5 (a) Mostly correct, although several; candidates did not take their response from the source as directed in the question.
- (b) This was answered well by almost all candidates, giving a range of appropriate and sensitive responses.
- (c) Most candidates gained the marks on offer here, many focussing on the payment of a dowry as a reason for preferring a son (although this point was only awarded once per response). Examiners did not accept 'girls could not work', as many sources show that girls, mainly poorer girls, did indeed work.
- (d) Well answered, with very few incorrect responses.
- (e) (i) Most candidates gave 'Greek' as the correct response.
- (ii) This was another question where candidates often gave overlapping responses. For example, 'reading and writing' were not accepted as two points. There were a range of correct responses ranging from, 'carrying books to school' to 'ensuring he displayed good manners'. There were a large number of candidates who gave, 'taught politics and public speaking', clearly confusing the paedagogus with a rhetor.

- Q.6 There was a good range of points and information given in this response, where candidates focused mainly on the paterfamilias' powers over those in his household. Many candidates cited Dionysius of Halicarnassus' source stating that Romulus 'granted absolute power...', but few assessed how likely this was to have been enforced by individuals (although some referenced Brutus and Manlius Torquatus) or that that this power dwindled over time until being effectively abolished by Hadrian. Much importance was given to the discussion of the different types of marriage, but only the stronger responses picked up on the fact that a woman was nearly always under the potestas of a paterfamilias throughout her life. A lot of candidates tended to take a very simplified approach to this, believing that a 'sine manu' marriage gave a bride her full independence. Here too, many candidates referenced wives and daughters as 'property', which is not a wholly accurate assessment of 'potestas'. The role of the materfamilias and her day to day running of the 'familia' and influence over the children and slaves was the most common counter argument, with Julia Procilla, Eumachia, and Calpurnia Hispulla being used as the most popular evidence to support arguments.

Overall, in this response, candidates referenced a good range of topics and there was a distinct increase from last year in candidates referencing specific sources (literary and archaeological, taken from a wide range of material, not just those cited on the paper or EDUQAS booklet) to support their arguments. It was interesting to note that a lot of candidates also made good reference to the Component 2 sources for the Love and Marriage theme.

Topic 6 – The City of Rome

- Q.1 (a) Most candidates answered this correctly, citing 'augury', or 'deciding where to build the city/ who should rule the city'. 'Vulture spotting' was a common response, but not enough on its own.
- (b) Nearly all candidates identified Mars, but there were a significant number of centres with candidates mostly opting for Jupiter.
- (c) This question did cause some issues for a number of candidates. In order to gain the AO2 and AO3 marks available, it was necessary to link an opinion into a piece of factual information. Analyses had to be stated and not simply implied. Candidates who wrote simple statements such as, 'because Romulus killed Remus', did not gain two marks for this point. 'They were raised by a wolf' was also another common response, with the analysis being along the lines of, 'so they did not know how to act in society' which was also problematic, as it did not show knowledge of their being raised by Faustulus and Acca Larentia. Some candidates cited some of Romulus' more questionable behaviour when king, which demonstrated a wide knowledge of the myth.
- Q.2 (a) Most candidates knew, 'Tiber'. Examiners were prepared to accept a range of spellings, with 'Tiba' being the most common alternative.
- (b) No problems in selecting the answer from the source.

- (c) This question did pose a few problems. Again, weaker candidate did not always link their analysis into a factual point, or they used their response from (b). Mention of Rome's hills and/or the Apennines were a popular choice, but many candidates did not specify which hills they were referring to and what exactly made them advantageous. Stronger candidates referenced it was easier to defend when fighting downhill, or that it was easier to fortify a hill in times of siege.
- Q.3 (a) Very few issues, with candidates making good use of the picture source.
- (b) Also well answered, with most responses referencing the likelihood of the spread of fires or the collapse of insulae.
- Q.4 (a) Most candidates stated, 'Chariot racing', with some offering 'Ludi' or 'gladiator fights'. 'Chariot racing' was the accepted answer, as 'Ludi' were not unique to the Circus Maximus once other venues became available. Gladiator fights were held at the Circus Maximus, but these were not the 'main type of activity' as stated in the question.
- (b) This was a case of whether candidates knew the answer or not. Some more enterprising answers included, 'the structure the chariots raced around', which was accepted.
- (c) This question did cause some problems. Like others in the paper, the feelings expressed had to be linked to a factual piece of information then explained why this caused the feeling. Many weaker candidates tended to simply state a feeling (excited, overwhelmed, impressed) and give a general statement about 'enjoying racing', or 'the venue was big'. Such responses were unlikely to gain marks as they did not convey knowledge and understanding of the Circus Maximus. There were a significant number of candidates who were clearly referencing the Colosseum. Many also cited Ovid's 'Amores' 3.2 in their answers but struggled to make this wholly relevant to the question.
- Q.5 (a) No problems here.
- (b) Candidates demonstrated a good range of knowledge of the different features of the many fora but did not always state why or how these would impress visitors. Many weaker candidates simply gave generalised responses saying there were 'huge columns' or 'there were a range of buildings'. There were also a significant number of candidates who believed the Pantheon was located in the Forum Romanum.

- Q.6 This question encouraged candidates to reference a number of topics and many were able to cite sources, both literary and archaeological to illustrate these. The most popular topics to support the question included Nero's Domus Aurea and Domitian's luxurious residences on the Palatine, with stronger responses analysing, not just the look and decorations, but also how these were paid for and who had access. The Cura Annonae was also a common theme with candidates using this to support a variety of arguments; with some arguing it largely benefitted the poor, while others stated that it was simply a means of control. Few responses examined how this developed from the republic and how it was utilised by different emperors. Many candidates, as a counter argument, examined the possibility of social mobility, assessing the role of Ostia and trade. They also assessed the fact that entertainment was often free and frequent and accessible to all classes, but with many supporting Juvenal's cynical, 'bread and circuses' assessment. Terrible housing and the perilous conditions of living in the Subura, as described by Martial and Juvenal, were also common supporting topics, although there was a tendency to take the rather simplistic approach that a person living in Rome was either super rich, living a charmed life of luxury, or was living hand to mouth in the most appalling conditions, merely surviving on the bread donated by the emperor. Surprisingly, there was little discussion around temples or bath houses. As with topic 5, the stronger responses made reference to evidence to support their points and maintained a balanced line of argument throughout.

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