November 2019

GCSE Latin

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Component 2 (Themed Literature)
(Special focus on Day at the Races)

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Game of Two Halves

1. Overall Structure and Suggested Timings
2. Each Type of Question:
   General Thoughts / Comments on Report
   Through 2019 Paper (sample scripts in pack)
   (Comments on marks awarded if helpful)
   Mark a Couple of Sample Answers

(Themed lit. but will make a few informal remarks on narrative too)

Overview

Component 1: compulsory language paper (100 marks / 90 minutes)

Component 2: compulsory themed "literature and sources" (60 marks / 75 minutes)

Then choose one of:
Component 3A: narrative literature choices
Component 3B: Roman civilisation
(each 40 marks / 60 minutes)

Themed - Structure

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60 Marks / 75 Minutes / 30% of overall marks

c. 90 lines of Latin and 6 images

Variety of Questions

c.26 Marks: Various comprehension

c.6 Marks: Questions on images

12 Marks: Two 6-mark style questions

16 Marks: "Mini-essay" (incl. images)

Narrative - Structure

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40 Marks / 60 Minutes / 20% of overall marks

c. 90 lines of Latin and similar amount in English

Variety of Questions

c.15 Marks: Various comprehension

c.5 Marks: Questions on the English bit

8 Marks: Single style question

12 Marks: "Mini-essay" (incl. English parts)

Pause to read **Handout 1** (overview of literature papers)

Resources Available

www.cambridgescp.com under *Public Examinations*

Latin texts

Vocabulary lists

Online explorers

Online student commentaries

Student study books (without notes)

Interlinear word orders and translations

Teachers' notes (be careful!)

Overall Timings

NOT a lot of time

Shorter ones first

Quickly but do not rush

If you know it, gains time and confidence

Report – General Findings

Virtually everyone went for *Day at the Races*

Very few failed to engage at all

But many struggled to maintain consistent standard

Not many seemed to struggle with time this year

Refer to the right bit of text (again!)

Lit. Crit (6-markers): explanation of **emphasis** essential, far more so than just spotting features and using flash terminology

16-markers

Thematic, NOT lit. crit. (as wording of qu. makes clear)

Important to refer widely but no Latin quoting

Lots of relevant material used, but examples not always clearly geared up to the specific question

Comprehension Questions

All one mark per point / MS "any sensible answer"

Latin (most questions)

- More of the "why do you think …"

- But common sense and KNOWING it!

- Still refer literally to the relevant bit of Latin

Comprehension Questions
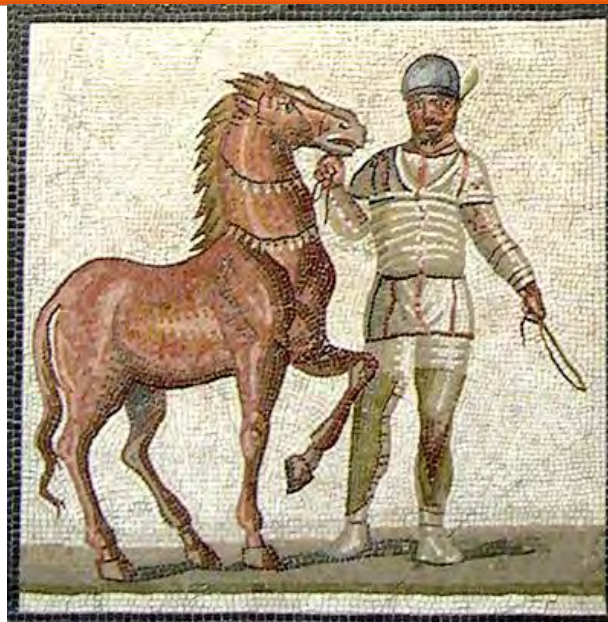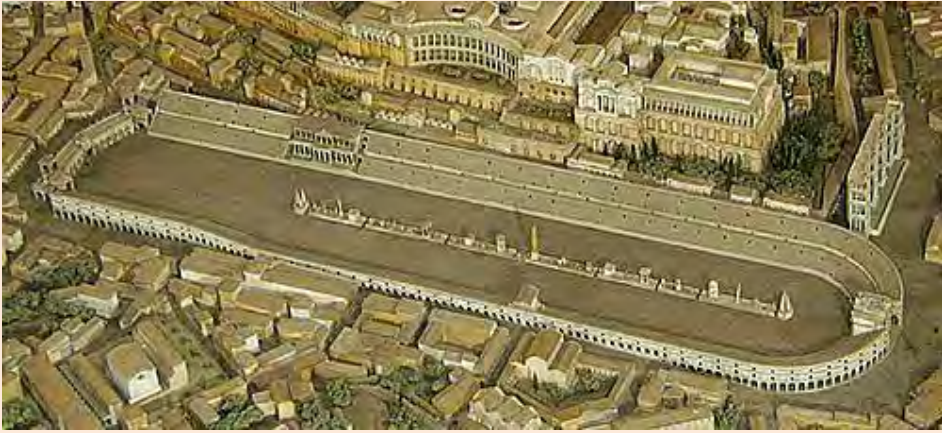
All one mark per point / MS "any sensible answer"

English sections (component 3A) and **Images** (component 2) - absolute common sense

Images: more than just a way in

Images

Images

Images

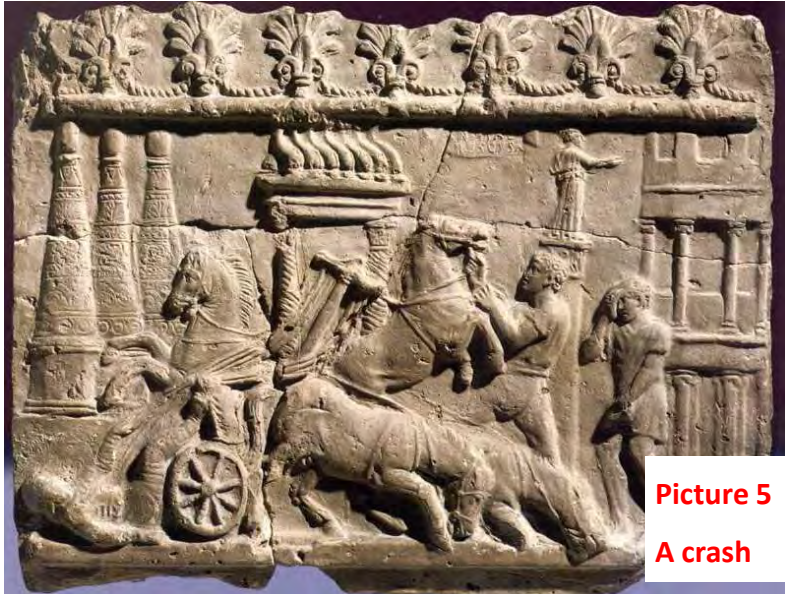**Picture 1
Four teams**

Images

Picture 4
Preparing to
turn at the *meta*

Images

Images

Picture 5

A crash

Images

Images

Images

Picture 6

The winner

eduqas Comprehension Questions

All one mark per point / MS "any sensible answer"

English sections (component 2) and **Images** (component 3A) - absolute common sense

Images: more than just a way in

See **handouts 2-5**
- Resources for *Day at the Races* images
- General notes on non-Latin bits)

eduqas Comprehension Questions

All one mark per point / MS "any sensible answer"

Latin (most questions)
- More of the "why do you think …"
- But common sense and KNOWING it!
- Still refer literally to the relevant bit of Latin

Qu. 1 (*Good Day at Circus*)

a) Look at lines 5-6 (*tu … suos*). In line 6 Ovid says 'let each of us feast our eyes': how does each of them do that? **(2)**

MS: You (the girl) watch the races **(1)** / I (Ovid) watch you **(1)**

ER: Fine!

b)i In lines 7-8 (*o, cuicumque ... tuae*): what feeling does Ovid seem to have towards the charioteer? Give two ways. **(1)**

MS: Envy / rivalry

ER: Most fine, some "that he's lucky" (wrong as not an emotion)

bii) Give two ways in which lines 7-8 show this. **(2)**

MS: Calls him lucky / emph. pos. *felix* he is her main care (centre of attention) / rhet. qu. / apostrophe / exclamatory tone / alliteration

ER: Most got "says lucky" and (albeit non-literally) referred to her attention / virtually no lit. crit.

Qu. 1 (*Good Day at Circus*)

ci) Give three features of a chariot race which Ovid mentions in lines 9-11 (*hoc mihi ... notabo*). **(3)**

MS: Starting stalls / speeding along the straight / letting the horses have free rein / lashing the horses on with a whip

ER: Often 2/3 because of just saying "horses" as a feature

cii) How does picture 4 illustrate what Ovid says in line 12 (*nunc … rota*)? **(2)**

MS: Picture shows chariot taking the turn, going close to the meta **(1)** / Ovid's reference to "scraping the meta with his inner wheel" **(1)**

ER: Often not making it easy to give 2 ("picture says X which connects to Ovid who says Y")

Qu. 1 (*Good Day at Circus*)

d) *si mihi* ... *fluent* (lines 13-14): why would Ovid be unlikely to win the race which he describes? **(2)**

MS: If he caught sight of the girl, was distracted by her **(1)** / he would slow down, the reins would drop from his hand **(1)**

ER: Fine!

e) What did the winner usually receive at the end of a race? **(1)**

MS: D (palm branch)

ER: Fine!

Qu. 2 (*Not at the Races*)

a) *omne* ... *potuisti* (lines 1-2): what does Pliny think the recipient of this letter will find surprising? **(2)**

MS: In perfect quiet / in the city / usually the city is noisy

ER: Many struggled to connect races with lack of noise in the city itself

c) How does picture 1 illustrate what Pliny says in lines 8-10 of this letter (nunc ... *transibit*)? **(2)**

MS: Picture shows that charioteers wore different colours for their teams **(1)** / Pliny says that spectators are only interested in the tunic the charioteers wear **(1)**

ER: As with Ovid answer, make the connection between image and author clear

Qu. 3 (*Nero's Passion*)

a) Suetonius says that Nero was passionately keen on horses from an early age. Give three ways in which Nero's behaviour showed this. **(3)**

MS: Was always talking about races / chatted to his mates about a dragged charioteer / used to play with model chariots / went to all the races / even the smallest, most insignificant ones

ER: Fine!

bi) *et quondam ... ementitus est* (lines 3-5): on one occasion a charioteer suffered a nasty accident. To which team did he belong? **(1)**

MS: Greens

ER: Fine!

Qu. 3 (*Nero's Passion*)

bii) why did Nero mention Hector when talking to his paedagogus? **(4)**

MS: paedagogus had told him off for talking **(1)** about a dragged charioteer **(1)** so he said/lied that he was discussing Hector **(1)** who had also been dragged behind a chariot **(1)**

ER: Disappointing – not knowing the Hector myth and its connection to this anecdote

Qu. 4 (*Vergil's Boat Race*)

a) Look at lines 10-12 (t*um plausu ... resultant*): what noises are heard during the boat race? Give three examples. **(3)**

MS: Applause (supporters) / roaring or cheers (supporters) / woods resounding / shore echoing back the noise / hills echoing the cheers

ER: More points than marks but lots of 1-2/3 (confusion about shores or hills!)

bi) *effugit ... tenet* (lines 13-16): (i) Gyas takes an early lead in the race. Write down and translate a 3-word phrase which tells us this. **(2)**

MS: *effugit ante alios* ("he sped forward in front of the others" vel sim) **or** *primisque elabitur undis* ("he glides ahead on first waves" vel sim)

ER: Bang on or nowhere near – don't just learn a translation!

bii) What are we told about Cloanthus' boat? Make two points. **(2)**

MS: Has better oars, rowers / heavier / slower / made of pine (not "wood")

ER: Fine!

6-/8-Mark Questions

"You should refer **both** to the content and to features such as the choice and arrangement of the **Latin** words"

Key Formula

  S tatement

  E vidence

  e X planation! (or S-E-E if you prefer!)

Key to be as specific to the title as possible

VERY bread-and-butter features only

VERY predictable questions

Oh yeah, and read the line references!

6-/8-Mark Questions

"You should refer **both** to the content and to features such as the choice and arrangement of the **Latin** words"

Key Formula
   S tatement
   E vidence
   e X planation! (or S-E-E if you prefer!)

CATEGORISE   Sound   Word Order
                         Other Linguistic   Non-Linguistic

See **handout 6** (evaluating GCSE literature in the original)

6-/8-Mark Questions

Single marks for content and / or style
Possible 2nd mark for connecting style to content
Assume will only get one mark per point!
   Content – **what** the passage says / means
   Style – **how** the content is reinforced
Max 6 for only doing content or style
So as before: S-E-X formula
NOT rocket science! ***NB SPOUTING OUT TERMS***
Beware the generalised pre-prepared answer!
(Quote and explain as much Latin as possible)

6-/8-Mark Questions

at Cn. Piso, *quo celerius consilia inciperet*, postquam Syriam ac legiones attigit, largitione et ambitu infimos militum iuvabat.

But Gnaeus Piso, *in order to begin his plans more quickly*, after he reached Syria and the legions, began to win over the basest of the soldiers with generosity and bribery.

quo celerius consilia inciperet = content!
quo **c**elerius **c**onsilia inciperet = style!

See **handouts 7-8** (model 6-mark and 8-mark answers – way more than they need to do but designed to illustrate the formula)

Qu. 2 (*Not at the Races*)

b) In lines 3-7 (*circenses ... videre*), how does Pliny's style of writing emphasise his dislike of the races? Give **three** examples, quoting the **Latin** for each. **(6)**

MS: *ne levissime* (superlative) = complete lack of interest
Anaphora of *nihil* = absolutely nothing of interest
Tautology in *nihil novum, nihil varium* = nothing is ever different
Alliteration *semel spectasse* = hissing disapproval repeat visits
Contrast *pueriliter / virorum* = grown men behaving childishly

ER: Obvious things homed in on but sometimes just rehashed content / beware just saying "oooh there's alliteration"

Qu. 4 (*Vergil's Boat Race*)

c) In lines 16-20 (*post hos ... carina*), how does Virgil's style of writing add to the excitement of the scene he is describing? You should discuss three examples, referring to the Latin for each. **(6)**

MS: Historic present throughout = feels vivid etc. (cheap 2 marks!)

Anaphora *nunc* = quick changes / things happening in rapid succession

Chiastic word order (*nunc … Centaurus*) = attention on change of lead

Juxtaposition of *una ambae* = stress on how close they are

iunctis frontibus = graphic description of boats battling it out

Enjambement in lines 18-20 = non-stop action

Alliteration in lines 19/20 = attention to the battle between the two boats

sulca vada salsa = graphic metaphor (with which agrarian society Romans familiar) or possible onomatopoeic sibilance

ER: generally harder than the other one – harder Latin, good differentiator - but as before, "any sensible point"

12-/16-Mark Questions

"Mini Essay" ("write in continuous prose")

Half for AO2 / half for AO3

Banded descriptors system (cf. **handout 1**)

General question on whole text

Themed: *can* use images / Narrative: *should* use English bit

No comment on Latin needed (or desired)

Brief introduction and conclusion

6-7 developed paragraphs?

Read the **specific questions**

Often a "yes and no" / "both sides" answer (cf ER)

See **handout 9** (notes, model paragraph and sample plan)

12-/16-Mark Questions

For each paragraph (remember the S-E-X formula!)
- Opening statement (e. g. Aeneas is brave)
- Specific example(s)
- Explain how examples support statement!

Narrative Lit. Questions: usually very predictable:
- Main character(s)
- "How exciting" / "how interesting"
- Other (ever more than 2-3 possibilities?)

Day at Races 16-Markers?

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Themed Lit. Questions: usually equally predictable:
- Has to be something which lots of the texts can feed
- Won't just be on one character of author
- Just think about the theme and go back to the Latin

Why a Roman would go?

Only for lower classes?

How much a whole family would like?

Was it just about the races themselves?

How obsessed do Romans seem to have been?

   Often just asking the same thing!

Qu. 5 (16-marker)

"To what extent did going to chariot races appeal only to the lower classes in Roman society? (Read handout X)

In your answer you should:
- Present a balanced and logical argument
- Support your argument with **at least four** examples (in English) from the passages and pictures that you have studied
- Write in continuous prose without bullet points.

If not at least four references, forget the higher levels!

Qu. 5 (16-marker)

"To what extent did going to chariot races appeal only to the lower classes in Roman society? (Read handout X)

Only very weakest getting nowhere

Lots of really detailed knowledge shown

Some very good use of the images this year

Best answers splicing images with author in same pargraph

Pliny's point often misunderstood

Not everyone staying on the question!

Weaker answers not giving enough specifics from the texts

A few managed to make the ship-race relevant!

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Your Turn

Handout 10 – Sample *Germanicus et Piso* 12-mark answer

Handout 11 – Sample *Day at the Races* 16-mark answer

Why have these answers been given these marks?

Get It "Learned!"

Can't do it until you know it! (**Handout 12** for ideas)

"Although there is no necessity to translate passages of the text in this component, it is important that candidates know exactly what the Latin means."

Printed Vocab – BE CAREFUL!!!

All way through first v small chunks at a time?

Introducing the texts / Historical context

Translation
- CSCP resources   - Dictate?
- Regular learning / revision
- Tests: "pick out and translate the phrase …"

Getting Through It

Lit. Crit.
- Another clean text?
- Brief overall introduction
- Through text annotating with notes
- Come up with practice questions as you go

General "Essay"
- Easy enough to think of titles in advance
- Set one and refine technique
- Collect model answers (v. able pupil)

finis (tandem!)

2020-2021 Narrative Choices
Ovid, *Metamorphoses* 1 244-421 (The Flood)
Pliny on events surrounding and during the eruption of Mt. Vesuvius (VI.16 on Latin / VI.20 in English)

2021-2023 Themed Choices
Travel by Land and Sea
Superstition and Magic

Free Resources

Unlock Classroom Potential

https://www.eduqas.co.uk/qualifications/latin/

resources.wjec.co.uk
Free WJEC digital resources to support the teaching and learning of a broad range of subjects

oer.wjec.co.uk
WJEC's free Online Exam Review allows teachers to analyse item level data, critically assess sample question papers and receive examiner feedback

EVENT FEEDBACK SURVEY

Please help us evaluate our events by completing this short survey.
We will use your feedback to determine how we can improve our future events.

Scanning this QR code with your smartphone or tablet opens the survey on your mobile device. Some devices already have QR code readers built in, or you can download a QR code reader app onto your device.

Alternatively you can access the bilingual survey via the web link below.

This link has also been sent to the email address entered during course registration.

https://www.surveymonkey.co.uk/r/eduqasCPD

Contact our specialist Subject Officers and administrative support team for your subject with any queries.

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