

LOTE: Latin GA 3: Examination

The overall standard achieved in this year's examination was very high and there were some very good responses.

Suggested responses to 2002 examination paper were as follows:

Section 1 – Comprehension and analysis of the unseen text

Question 1

a.

She tells them to relax.

b.

If the owner is relying on his friends to help with the harvest, the harvest will not take place and I do not have to move you.

c.

She flew off to collect food.

Question 2

a.

He waited for the friends whom he had summoned.

b.

It was boiling hot and sunny.

c.

The day passed and no friends came.

Question 3

Then he said to his son again 'Those friends are slackers. Let us go then to our relatives and ask them to come tomorrow to help with the harvest.' The chicks were frightened in the same way by this and told their mother. When she heard this, she urged them to stop being afraid and worrying, for she said that no relatives were so obedient that they would come at once to undertake the work. When the next day dawned, the bird set out to feed.

Question 4

The relatives steered clear of the work, which they had been asked to do.

Question 5

It means 'so much for relatives' – they are no use either.

Question 6

a.

At dawn bring two sickles; I shall take one, you the other, and we shall harvest the corn ourselves.

b.

It is time to go, because what he has said will happen, will come about.

c.

She moved the nest.

d.

The owner harvested his crop.

Question 7

If you want a job done, it is no use relying upon others, such as friends and relatives. It is best to do it yourself.

Section 2 – Comprehension, analysis and interpretation of the prescribed seen text

Part A

Question 8

Priam is the speaker.

Question 9

a.

Pietas means a sense of duty towards gods, country, family, friends and mission.

b.

Here it means 'justice'.

Question 10

a.

He is saying that if there is any justice among the gods Pyrrhus will get his comeuppance.

b.

He has just chased Priam's son, Polites, through the palace and butchered him in front of his mother and father.

Question 11

a.

Achilles was the greatest warrior on the Greek side. He killed Hector.

b.

He is the father of Pyrrhus/Neoptolemus.

Question 12

In Book 24 of the *Iliad*, Homer describes how Priam goes through the Greek lines to Achilles' tent to beg him to accept a huge ransom for his son Hector's body. Achilles treats Priam with respect, gives him back Hector's body and allows him to take it back to Troy for a proper funeral.

Question 13

a.

Pelidae genitori is Achilles. *Genitori* because Achilles is the father of Pyrrhus and *Pelidae* because Achilles is the son of Peleus.

b.

When Priam is dead, he can go to Achilles himself in the Underworld and complain to him about the behaviour of Pyrrhus.

Question 14

Pyrrhus drags a trembling Priam, who is slipping in his son's blood, to the very altar, grasps him by the hair with his left hand, while he plunges his sword into his side up to the hilt with his right.

Part B

Question 15

The open nature of this question allowed for different approaches by students. However, they had to discuss each of language, metre and stylistic techniques to be able to secure full marks. The following was worthy of discussion:

Language:

Virgil's vivid pictures: repetition of words such as *et magis atque magis* (line 2), *sternit ... sternit* (line 9); words such as *miscentur* (1), *excitior* (5), *furentibus* (7), *rapidus* (8), *praecipites* (10), *stupet* (10), *inscius* (10), *ardet* (14), *amens* (17), *ardent* (19), *furor* (19), *praecipitat* (20).

Metre: the predominance of dactyls in these lines mirrors the excitement of the events being described; there is elision in lines 1, 3, 4, 5, 6 (two), 15, 17, 18 (two). These may help to speed up the lines too; Caesura in 2nd foot in lines 3, 6, 9, 13, 15, 20 and in 4th foot in lines 10, 12, 14, 16, 19.

Stylistic techniques: alliteration in line 1, line 7; assonance in line 6, line 17; simile lines 7–11; metonymy of *Volcano* in line 14 and *Ucalegon* in line 15; sarcasm (perhaps) *fides* in line 12; the sounds in line 16.

Question 16

Book 2 is the story of the fall of Troy. The Greeks frustrated for 10 years in their attempts to take the city finally try trickery in the form of the famous Trojan Horse. The success of this device leads to the capture and destruction of Troy. It is described as *donum exitiale* in line 1. Discussion needed to concentrate on the issue of fate (line 4 and line 24). As fate has decreed the fall of Troy, the Trojans do not take the sound advice of Capys, Laocoon (*si mens non laeva fuisset* line 24) and Cassandra (outside this passage). They are also duped by the story of Sinon, which follows the passage, and are finally swayed by what happens to Laocoon and his sons.

The open nature of the question allowed students to answer in a variety of ways.

Section 1 – Comprehension and analysis of an unseen text

Most students performed better on the translation (**Question 3**) than on the comprehension questions.

Question 1

a.

There was some poor choice of English expression in the responses of those who did not score full marks for this question.

b.

Many encountered difficulties with this question, especially with choosing the appropriate meaning for *committit* and recognising that *amicis* was in the dative case.

c.

Few encountered any difficulty with this question.

Question 2

a.

This question caused problems for many, e.g. making *rogaverat* the main verb and therefore *opperitur* the verb after *quos*. The absence of the antecedent *eos* of the relative may have caused this.

b. and c.

Few had any difficulty with these questions, though one student did state that ‘the day did not proceed’ in answering 2c.

Question 3 (translation)

The standard of translation was very pleasing. Most coped well with the gerunds and the ablative absolutes, though several left *alia luce orta* in the literal form ‘another light having risen’ rather than taking the next step to say ‘next day’ or ‘after it became light next day’. Some translated *alia* as ‘in another way’, others took it with *avis*. Some did not see that *tam* was a signpost that *ut* was introducing a result clause. Several could not provide the correct meanings for *rursus* and *nihil cunctentur*. A common mistake was to translate the jussive subjunctives *eamus* and *oremus* as future indicatives.

Question 4

Careful and accurate literal translation might have avoided the difficulties encountered by many who could not see that *quam* was the object of *darent*.

Question 5

The meaning of the jussive subjunctive *valeant* caused problems for many, though the meaning of *valeas* is given under *valeo* in the Collins Gem Dictionary. ‘Explain’ in the question meant that students did not have to give an accurate translation. It was hoped that they would understand the force of the remark from the sense of the story.

Question 6

a.

Most students found this question straightforward.

b.

The contracted nature of *fiet enim quod futurum dixit* with the omission of the antecedent of *quod* and of *esse* with *futurum* caused problems for many.

c. and d.

Few encountered any difficulty with these questions.

Question 7

Though most students saw the moral of the fable, there were some who were way off the mark in their responses.

Section 2 – Comprehension, analysis and interpretation of the prescribed seen text

Part A

Question 8

Few had any problem with this question.

Question 9

a.

‘Briefly explain’ meant that the response should be one sentence only. Some wrote more than they needed to, but most answered the question very well.

b.

A few students wrote over half a page in answer to this question. Most students were unable to answer the question appropriately.

Questions 10

a. and b.

Few encountered any difficulties with these questions.

Questions 11

a. and b.

These questions proved to be straightforward.

Question 12

There were some who were not familiar with the events in *Iliad Book 24*, which are referred to here, but most answered the question well.

Question 13

a.

Some encountered difficulty with this question, as they did not know that *Pelidae* was a dative agreeing with *genitori* and meant ‘son of Peleus’.

b.

Most answered this question satisfactorily.

Question 14

Most answered this question well.

Part B

Question 15

There were several very long responses to this question, some up to four pages long. A few responses were almost identical, suggesting they had been learnt by heart. Some other responses were very detailed and contained ideas that are probably not necessary for students at this level.

Students had to address each of metre, language and stylistic techniques. There was an improvement in the work on metre, but some students still tended to be too general with their comments. For example, though a general comment like 'these lines contain many dactyls' will be given credit, a good response would perhaps identify some of the dactyls. Similarly, the use of technical terms for stylistic techniques requires explanation of how they are being used. Merely to say that there is alliteration in line 7 is not sufficient. The student must say which letter is being repeated.

The following technical terms appeared frequently: alliteration, assonance, anaphora, pleonasm, polysyndeton, enjambment, metonymy, hyperbaton, chiasmus, periphrasis, hyperbole, ictus, dieresis, onomatopoeia, paradox, prolepsis, synecdoche. Yet some who used these terms but did not discuss or elucidate a simile.

Question 16

The open nature of this question invited some long responses up to six pages in length. There was some surprise that the question was confined to Book 2 rather than allowing a discussion of the Aeneid as a whole. Some still went on to produce information not relevant to Book 2 and could therefore not be given credit. If the question set was to become predictable and to deal with themes in general, it might lead to prepared answers simply learnt for the examination. In this question the relevant theme is 'fate'. Many students discussed this theme very well.