

# GCSE Examiners' Report

Latin

GCSE

Summer 2025

© WJEC CBAC Ltd.2025



## 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.<sup>1</sup>

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.	<a href="https://www.eduqas.co.uk/home/professional-learning/">https://www.eduqas.co.uk/home/professional-learning/</a>
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.	<a href="#">Portal by WJEC</a> or on the Eduqas subject page
Grade boundary information	<p>Grade boundaries are the minimum number of marks needed to achieve each grade.</p> <p>For unitted 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.</p> <p>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.</p>	<p>For unitted specifications click here:</p> <p><a href="#">Results and Grade Boundaries and PRS (eduqas.co.uk)</a></p>

---

<sup>1</sup> 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.	<a href="#">Portal by WJEC</a>
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.	<a href="https://resources.eduqas.co.uk/">https://resources.eduqas.co.uk/</a>
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.	<a href="#">Portal by WJEC</a> 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.	<a href="#">Become an Examiner   Eduqas</a>

## **Contents**

	<b>Page</b>
Executive summary	5
Component 1 – Latin Language	6
Component 2 – Latin Literature and Sources (Themes)	8
Component 3a – Latin Literature (Narratives)	10
Component 3b – Roman Civilisation	13
Supporting you – useful contacts and links	18

## Executive Summary

The number of candidates for Eduqas GCSE Latin continues to increase, with a pleasing growth in entries for Summer 2025. The quality of responses continued the positive progress of previous years. The demand of the Component 1 was comparable to previous sessions. The Mark Scheme was adjusted so that knowledge and understanding of the words *erit* and *mortuus erant* which are outside the Latin GCSE specification was not required in order to gain full credit. Candidates were well able to demonstrate their understanding of Latin language and grammar on this paper, with many candidates showing a range of grammatical knowledge. *Love and Marriage* was more popular than *Romans in the Countryside* for Component 2, however candidates were well prepared for both Themes and performance was consistent with last year. Component 3A evidenced some strong performance and candidates who structured the 12-mark questions carefully were generally more successful. For the 8-mark questions, there was clear evidence of well-practised technique in the best answers. Component 3B saw quite an even balance between topics 5 and 6, with the full range of performance represented. Successful candidates often made appropriate reference to source material to support their points in the 12-mark extended responses. Most responses used both supporting and counter arguments, leading to stronger AO3 marks.

Candidates should be reminded to answer in English unless specifically asked for Latin. A few candidates answered both questions 4 and 5 on Component 1; candidates should be reminded of the rubric for this. For Component 2, candidates should be mindful to take care that they have engaged with the correct the lines of the text in the question. In Component 3A, most candidates remembered to quote the Latin as instructed but some neglected to do so, costing unnecessary marks. Candidates should be reminded that for Component 3B, knowledge and evaluation are assessed throughout the paper, and so giving factual information without demonstrating evaluation is likely to cost marks on several questions. Teachers are urged to use the resources available on the Eduqas website and links to relevant resources of the Cambridge School Classics Project in their preparation of candidates.

# LATIN

## GCSE

Summer 2025

### Component 1 – Latin Language

#### Overview of the Component

The demand of the paper was comparable to previous years and provided a fair and suitable assessment of candidates' knowledge and understanding of Latin language at GCSE level. The Mark Scheme was adjusted so that knowledge and understanding of the words *erit* and *mortuus erant* was not required in order to gain full credit for the associated questions. The facility factor of the early questions was designed to be high with the challenge increasing as the paper progressed. As always, it was very important to read the questions carefully and – in questions 1 and 3 – to provide an answer taken directly from the Latin text in order to gain marks. Candidates should also be reminded to answer in English unless specifically asked for Latin words.

#### Comments on individual questions/sections

##### Question 1:

This was often done well, but the following errors meant that sometimes, even the best candidates did not achieve full marks:

- answering in Latin rather than in English
- easily confused words (*regis / reginae: mille / milites*)
- omitting words (e.g. *statim / unam*)

##### Question 2:

There were some excellent responses to this question; it was very encouraging to see so many candidates dealing with a range of grammatical structures – participles, imperatives, indirect commands, cum clauses and indirect questions – so successfully. Occasionally one or both of the indirect commands was confused with a purpose clause. Candidates are expected to translate proper names using their nominative form as provided on the paper. Active verbs can be translated using an appropriate active form; active verbs translated passively will not be credited unless the agent is also provided. Centres are advised to encourage candidates not to omit words as often a mark is attached to the inflected ending, so a correct tense of a verb which has been translated with the incorrect meaning will still gain partial credit. There were also several small words (*itaque, tamen, tandem* etc.) that were commonly omitted. Candidates are also expected to use all the information provided on the paper (e.g. the accusative form *Briseida* of the name *Briseis*).

Areas of particular challenge in this question included recognising:

- the pluperfect form (*pugnauerant*)
- neuter plural nouns (e.g. *praemia*)
- the irregular superlative (*maxima* was often translated as 'the best')
- the difference between *capio/cupio* and *audio/adiuvo*
- vocative case *rex Agamemnon...*

### Question 3:

Again, there were some very good answers to this question. However, many candidates did begin to lose the thread of the storyline at this stage. There was a notable number of candidates who referred to areas outside of the lemma to find their responses on occasion, which could not be credited. The multiple-choice questions worked well, presenting a good level of challenge, allowing the very best candidates to demonstrate their understanding of the Latin. Candidates should be encouraged to give full detail in their answers. Areas of confusion included:

- the indirect statement: *audivit Agamemnonem Briseida auferre* – many answers indicated that Achilles heard Agamemnon (in the act of) stealing Briseis, which were only partially credited
- *... ut cum Graecis non pugnaret*. Some appeared to take this as a *cum* clause making the Greeks the subject of the verb. Others thought that Achilles was (not) fighting (against) the Greeks
- *nolite bellum gerere* – this formed part of a multiple-choice question and revealed candidates' confusion with prohibitions and the verb *nolo*
- *Ulixes, quem Agamemnon miserat ut Achilli persuaderet, ei appropinquavit*: weaker candidates did not acknowledge the subjunctive and said Ulysses did persuade Achilles. There was some confusion as to who approached whom. Although *miserat* had not caused too many difficulties earlier on, the pluperfect form *miserat* was widely misunderstood as being connected with the adjective *miser*.

Vocabulary that was commonly not known included:

- *auferre*
- *nobis*
- *spes*
- *quanta*
- *nostros*
- *frustra*
- *tanta*

### Question 4

As in previous years this question is far less popular than question 5. However, this year there was a greater level of responses. Two half marks are allocated to each word: nouns must have the correct stem as well as the correct number and case; adjectives must have the correct stem and agree with the noun (even if the noun is not in the correct case etc.); verbs must have the correct stem and tense and person. It is expected that candidates will use the vocabulary on the DVL, but any other correct Latin words are also credited.

### Question 5

This is more commonly attempted than question 4. There was a minority of candidates who attempted both questions, making a rubric error. However, in this case, both questions were marked and the higher of the two marks was awarded to the candidate. The majority who did both questions scored more highly on question 5 than on question 4.

Common errors included:

- not specifying which noun was nominative and which accusative; claiming it was difference in number (some thought that *ancillae* was genitive or dative singular, which – while a possible ending – was not correct in the context of the passage printed on the page)
- confusing imperfect and perfect verbs
- not reading the question carefully enough and providing a singular verb rather than a plural verb (and vice-versa).

Overall, centres and candidates are to be congratulated on the knowledge and understanding of Latin demonstrated in these papers.

## LATIN

## GCSE

Summer 2025

### Component 2 – Latin Literature and Sources (Themes)

#### Overview of the Component

This was the second session for the topics *Romans in the Countryside* and *Love and Marriage*. In 2024 there was a marked preference for *Love and Marriage*, and it was the same this year; however, candidates were well prepared for both Themes and there were some excellent answers in both.

The literature papers assess AO2 (knowledge of the material) and AO3 (interpretation and response) and in both themes there was a range of questions testing candidates' ability not only to understand the Latin but to respond to the way it was written and the issues that arose from it. Although the Latin sources that the candidates' study for this examination is 2,000 years old, many of the human and societal issues that they cover are constant and it was good to see the candidates engaging with the issues of social difference and relationships with a 21<sup>st</sup> century eye. The candidates' responses to the way that these passages were written produced some perceptive and thoughtful answers demonstrating good engagement with the texts and the topics that they covered. As ever, there were some responses that we had not foreseen until we read the scripts, and it is always good to see candidates tackling the issues with a fresh perspective.

The performance across both themes seemed of a similar standard to last year and examiners were pleased to see some very perceptive answers in the essay questions.

#### Comments on individual questions/sections

The paper is comprised of content questions (AO2) and questions that test the understanding of the author's intention and use of language (AO3).

The 6-mark style questions seem often to be the differentiators in these papers, as they assess not only the candidate's understanding of the text but their response to the way the author has used his language. These questions are not easy as they require the candidate to know the text well **and** to be able to home in on specific points of language. In both themes there were some excellent answers, though some struggled with linking their choices to the terms of the question. The key to success in these questions is:

- to focus on linguistic devices such as repetition, word order, choice of vocabulary and the way the words sound etc.
- to ensure that candidates are commenting on the correct lines as there are often excellent, and perceptive answers that cannot be credited because they have been drawn from outside the line reference given in the question.

In both themes this year, the first style question was early in the paper. In Theme A question 1(c), candidates were asked to comment on how Cicero made the lines chosen an 'effective piece of writing'. Here it was assumed that candidates knew this was a court case and that Cicero was defending his client.

The best answers here focused on the repetition of phrases with slight differences such as in Theme B question 1(b) *in urbe luxurie creatur ex luxuria existat avaritia*, or the tricolon of *parsimoniae diligentiae iustitiae*. Whilst it is good to know the technical terms, use of them is not essential and a reference to three nouns without a connective is fine, as long as the effect it has is also given. The link to the question is important and there has to be more than 'the author does this to emphasise these words'. Perhaps it would help if candidates thought: **why** are these words important? **What do they add** to Cicero's argument here? **Do they link back** to something else said?

Equally in Theme B, the best responses spotted repetition of the line *fulsere ... soles* but with one word difference or the double negative of *nec ... nolebat*, with a reference to Catullus looking back on better days. Very often it seems that the author has 'done something clever' with the words to draw his audience's attention to them, and we have to work out why he wants us to notice them. The best way to answer these questions is to quote, translate, link to the question and move on. Word choice is a valid response and again the best way to approach this is to think about why the author chose that particular word? Explanations do not need to be lengthy; it is the focus that is key.

Candidates should also remember that unless the Latin is asked for in the answer, the response should be in English as per the instruction at the beginning of the paper. There were questions in each theme, (question 3 (a) in Theme A and question 4 (a) in Theme B), that asked for comment on e.g. effectiveness of the opening lines of the passages, that did not require Latin but were looking at the tone set by the author. If Latin was given, it was credited, but it was not needed for the marks to be given, it was the analysis that was key. Unless the question specifies the Latin, as in the 6- or 4-mark questions, there is no need to quote it.

The questions on the picture sources were generally done well but the best responses focused on what the candidates could see and the knowledge they had from studying and discussing these sources in class. The sources should be studied in context but the cultural values they display can be discussed in the light of their own time and ours, if appropriate to the question.

It was apparent that most candidates knew the texts well, and teachers as well as candidates should be given credit for this. Both themes covered a lot of ground, and most candidates were able to draw on a variety of texts and picture sources to support their arguments in the 16-mark essay. Although it is possible to gain marks if only picture sources are used, it is advisable to employ a combination of texts and sources as evidence in the essays as it demonstrates a broader knowledge of the topic studied. In the 16-mark essay the best responses ensured that they consistently linked back to the precise terms of the question to keep themselves on-track and to show the examiner that they were answering the question. To this end a brief conclusion is always helpful. The question in Theme B this year was focused on the place of faithfulness and/or love in a Roman marriage. While it was acceptable to use the Catullus, Ovid or Horace passages as possible counter arguments, which many did, there was a significant number of candidates who referred to Lesbia as Catullus' wife. It is important that candidates know the immediate background to the passages they are studying and this is where use of the resources available is recommended.

Other points made by examiners this year were for candidates to signal clearly when they had used the additional paper with an asterisk or a brief note (see additional page) as it is vital that all parts of the responses are read, and candidates should also ensure that they have read the terms of the question carefully as the wording gives information as to how each should be answered.

## LATIN

## GCSE

Summer 2025

### Component 3a – Latin Literature (Narratives)

#### Overview of the Component

Half (20) of the marks are for AO2 - assessed via 14 of the 15 marks' worth of the shorter questions on the Latin text and 6 of the 12 marks for the "mini-essay" at the end of the paper. The other half are for AO3 - assessed via a 1-mark evaluation question, the 8-mark question on the author's style in a given passage, the 5-mark comprehension question on an English passage and the other 6 marks of the mini-essay.

Candidate range of performance seemed comparable with that of previous years. Generally, one feels that the cohort for this paper demonstrates strong performance.

Strong 12-mark answers displayed clear discipline in each paragraph – discussion (AO3), well supported with obvious knowledge (AO2). However, some candidates seemed less well prepared for this question than others. Time did not seem to be an issue.

For the 8-mark questions, most candidates remembered to quote the Latin as instructed but some – including some very strong ones – neglected to, costing unnecessary marks. There was clear evidence of well-practised technique in the best answers, but weaker ones seemed not to grasp the need to make (at least) 4 distinct Latin-based points.

5-mark (English passage) answers were as good as ever and all but the weakest candidates were able to access the material. The key to the marks is that each point must have a clear explanation based on the question, rather than just citing a piece of relevant content.

Shorter answers were felt to be almost entirely down to how well the candidates knew the basic Latin content.

#### Comments on individual questions/sections

#### Section A – Nero

##### Section A – Nero, Question 1

- (a) (i) Most gained 2 marks here by referring to praising and deifying; those who referred to the funeral often omitted the superlative.
- (ii) As the question says 'what do you think', there was a variety of answers here, not always creditworthy but mostly acceptable.
- (b) Only the best candidates scored 8 marks here; many seemed very ill prepared for this type of question. The best answers produced 4 clearly separated points, identifying suitable Latin and making a valid comment. Some ignored the Latin altogether. Others made more points but without explaining them clearly or becoming confused about technical terms.

Most popular points raised referred to giving his father 'maximos honores', either emphasising the superlative for style or just the fact. Then putting his mother in charge of his affairs, and setting up a colony and referring to the superlative as to the expense of the harbour. Style points were much less common than content.

### **Section A – Nero, Question 2**

The majority scored all 5 marks here as there was plenty of material. Again, the best answers made 5 clearly separated points with explanation. Many wrote at length far more than the number of marks required and one hopes that a disproportionate amount of time spent did not cost them marks later in the paper.

### **Section A – Nero, Question 3**

- (i) Mostly correct.
- (ii) Mostly correct again but occasional confusion and reference to Poppaea.

### **Section A – Nero, Question 4**

Candidates seemed to know this passage less well and sometimes found it difficult to pick out the specific information required for ii) and iii) in particular.

- (i) Mostly correct.
- (ii) The majority were able to gain 2 marks here, but a significant number did not refer to leaping out of bed and did not clearly explain that he sent messages round his friends.
- (iii) Again, some confusion here. This passage seemed less well prepared or understood than earlier passages. For example, many omitted that he went to each or all of their houses and some said 'with friends' clearly misunderstanding.
- (iv) Mostly correct.
- (v) More confusion here. Most identified that the guards had gone, but not all were clear about the bedclothes or the poison.

### **Section A – Nero, Question 5**

As one would expect, a great variety in the length and the standard of responses here. A minority wrote 5 or 6 pages and were able to cover a large quantity of the material available, making valid interpretations. Others found it difficult to go beyond a few simple facts.

Most focused on Nero's initial good behaviour, often repeating points made earlier and then concentrating on his many murders and usually the fire. Better responses considered his upbringing and the young age at which he obtained power as mitigating factors.

This question seemed to allow most candidates to do well and the selection of material available was wide ranging and sufficient to produce a reasoned argument.

There was evidence that some candidates were poorly prepared and did not have a sound knowledge of the text. A very small number did not attempt this question.

## Section B – Perseus

### Section B – Perseus, Question 1

- (i) The vast majority did well in this question, though a significant number still just translated the famous plunder/memorable spoils.
- (ii) Variety of responses, mostly reasonable, though some seemed to totally miss the point of the question. 'She was famous' *vel sim*, was not enough.
- (iii), (iv) & (v) Nearly all candidates answered these questions accurately. A small number thought he was in Libya rather than over it.

### Section B – Perseus, Question 2

- (a)
  - (i) Generally correct.
  - (ii) Most referred to the snake but not all added its size; some thought it was a dragon and some that it protected the walls. Most but not all understood that it restricted entry only to foreigners not to everyone.
- (b) Almost all gained 3 marks here as there was a number of possible points to choose from. This transformation had clearly made an impression!

### Section B – Perseus, Question 3

- (a) Almost all gained 2 marks for her name and that of her country. A small number mentioned the mother.
- (b) Some correct answers but a large number went outside the lemma and referred to the monster appearing.

### Section B – Perseus, Question 4

Fewer satisfactory answers than for the Nero 5-mark question. There seemed to be confusion about the first simile where Perseus is compared to the eagle. Few seemed able to develop this and many were confused and seemed to think that the earlier details about the attack on the snake were actually referring to Perseus and the monster. The second simile also led to some confusion. Generally the content of the passage did not seem to have been well understood. Few satisfactory style points were made. Several made references to lines which were outside the lemma.

### Section B – Perseus, Question 5

Generally well-completed. A number of candidates failed to realise that it was Minerva using the image of the gorgon on her breastplate to scare her enemies. Also there was some confusion about the actions of Medusa and Minerva. Most mentioned the attack by Neptune, Minerva's reaction and the loss of her beauty and in particular her hair. So the majority were able to gain at least 4 marks.

### Section B – Perseus, Question 6

Answers to this question were shorter and less detailed than the Nero question. However, there were some very good responses which considered Perseus' achievements, his bravery and his respect for the gods as well as his boastful and at times callous nature. Weaker answers simply mentioned his boastfulness and arrogance. As with the Nero 12-mark question, a very small number of candidates omitted this question.

LATIN

GCSE

Summer 2025

### Component 3b – Roman Civilisation

#### Overview of the Component

There seemed to be an almost even split between Topics 5 and 6 this year, with perhaps a slight weighting towards Topic 5, *Roman Family Life*. 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 4 and 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 wrote lengthy and detailed plans, ensuring running out of time was less of an issue, instead giving brief lists of points and sources, which proved far more effective. Candidates, in both topics, made reference to source material to support their points in the 12-mark extended responses, where both literary and archaeological sources were referenced, although this was more consistently done in Topic 6, and fewer Topic 5 candidates used the Component 2 *Love and Relationship* sources as evidence this year. 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 observed that the majority of responses used both supporting and counter arguments in their answers, leading to stronger AO3 marks. However, examiners also noted that many candidates quoted the questions and stimulus quote repeatedly without providing evidence or explanation alongside this. At times, AO3 could be quite simplistic and regularly took the approach of saying this proves or disproves the statement, but without offering explanation or analysis of why or how the stated source or point achieved this.

There were many occasions once again where several candidates took a more 'modern' approach to the subject matter, analysing matters, such as attitudes towards the enslaved or the poor, through a '21<sup>st</sup> century' lens. It should also be pointed out that there were several scripts that improved their overall scores with good and detailed essay responses. Finally, when citing authors and sources, candidates regularly attributed quotations and references to the wrong author. Examiners were instructed to credit content and relevance, even if the author cited was incorrect.

Examiners were pleased that candidates were taking care to read the questions more carefully, ensuring they were answering the specific question, however, there were still occasions of candidates repeating or giving overlapping information in certain responses that could not always be credited. 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. It is necessary that any quotations offered to support the AO2 point must be explained to show evaluative understanding, simply providing a quote or repeating the question key words are unlikely to gain the AO3 marks.

## Comments on individual questions/sections

### Topic 5 – Roman family life

- Q 1**
- (a) This question did not pose any real issues, with candidates identifying a range of writing materials. ‘Scribe’ was a common answer that could not be credited, nor could quill be credited as it did not appear in the image.
  - (b) Again, a good range of responses was credited, but very general responses, such as ‘outside’ were deemed too vague, as there were many outdoor locations that a Roman teacher might have delivered his lessons.
  - (c) A range of responses was accepted here, although many candidates offered responses relating to gender and enslaved status.
- Q.2**
- (a) In this question, most candidates were able to identify three clear AO2 points, mostly referring to music, astronomy, and philosophy (several gave astrology, but this is a very different subject and not mentioned in the passage, so could not be credited). However, as AO3 explanation, a large proportion of candidates simply provided a second quote from the passage. Without indicating understanding or evaluation of this second quote, the AO3 mark could not be awarded.
  - (b) This question was answered well, with candidates favouring the response that poetry would support oratory and public speaking, but also many saying that it provided information on Roman culture and history. There were several examples of candidates giving an example from the passage, which could not be credited.
  - (c) Nearly all candidates provided the correct response of *grammaticus*. Few opted for *paedagogus* and there was an occasional *lanista*.
- Q.3**
- (a) This question was answered well. Misspellings were not penalised, with a lot of candidates writing *pater familia*, which was credited.
  - (b) This question was answered well, with a range of different types of togas suggested. ‘Tunic’ or ‘robe’ were common responses that could not be credited.
  - (c) This was also answered well, with many candidates citing ‘to prevent haunting’ as a popular answer. This question saw many candidates simply restating the question with different synonyms for ‘honouring’. To gain the second mark, there needed to be some display of facts regarding Roman methods of honouring their dead.
- Q.4**
- (a) Most candidates gained the marks on offer here, providing a range of answers from the presence of two parents and their protective stances, to the modest clothing worn by the woman/*mater* and the *bullae* worn by the children (both boys).
  - (b) There was a range of mixed responses in this question and many candidates gave answers that did not address the idea of “advantage”, or discussed marriage in general. This was also an occasion where modern values and interpretations or generalisations were used as answers, such as, ‘she could be with the man she loved’. As love was not necessarily a precursor to Roman marriage, this was not a creditable response.

Other responses of this type included, 'her husband could support her', 'she could have children'. In the former, her father/ *pater familias* would support her before marriage, and in the latter, marriage is not necessary for the begetting of children, so there had to be some indication of legitimacy for this response to be credited. Many candidates believed that Roman women were not allowed to leave the house unless accompanied by their husbands. However, this question did provide a range of excellent answers that addressed the advantages of both types of marriage, advantages across the whole range of social statuses and the means of influence a wife possessed in her marriage.

- Q.5**
- (a) Answers ranged from 5 to 20, but with most being in the correct range.
  - (b) No problems here with candidates easily lifting correct answers from the passage. A small number did not specify whose perverse nature encouraged Augustus' divorce, so on rare occasions, this was not credited.
  - (c) This was generally well answered with few issues.
  - (d) Over generalising or 'modern' responses, such as 'divorce was expensive' could not be credited. Candidates must show knowledge of Roman culture in these questions.

- Q.6**
- All candidates were able to gain a range of marks on this essay. The better candidates made a comparison between enslaved and free persons. Some candidates wrote extensively about enslaved people but gave little information about poor, free Romans. Some candidates referred to freedmen but clearly meant 'freemen' and wrote about free Romans using the term "freedmen". Others wrote extensively about freedmen and missed the main point of the question. A pleasing number of candidates used the resource materials very effectively, using these to prove or evidence a point, or analysing them as part of their evaluation. As this is a source paper, it is expected that candidates make clear reference to source material as they would in other components. The range of sources cited was varied and extensive, several referring to heavy taxation on the poor, cruel punishments meted out to enslaved people and their lack of identity. This is a sensitive topic, and all candidates approached this with sensitivity and maturity, which was pleasing to assess. There were several centres that cited the stories and characters from popular Latin courses as evidence, whereas these are often based on historical examples, caution must be applied in using the stories themselves as evidence. Use of a 'whipping boy' was a common point across centres, but there does not appear to be evidence to support this practice by the Romans.

Many candidates wrote too long an introduction without really saying anything apart from repeating the question. The same applies to the conclusions which were often too long and just repeated what had been said in the main answer.

## Topic 6 – The City of Rome

- Q.1**
- (a) The majority of candidates gave the correct answer, *Troy*, with some giving, *Lavinium* which was not credited.
  - (b) The majority of candidates gave the sought after response of *Julius* or *Julius Caesar*.
  - (c) The majority of candidates gave the answers of *Romulus* and/or *Remus*.
  - (d) This question was quite high scoring and well answered where most candidates were able to provide two AO2 points extracted from the passage and explain how and why these made the Romans proud of their ancestors. Few neglected to use the passage, ensuring evidence from the source and wider knowledge.
- Q.2**
- (a) The majority of the candidates identified the lighthouse, although answers stating, 'Lighthouse/Pharos of Alexandria' were not credited.
  - (b) This proved to be a challenging question on a par with its equivalent in Topic 5, requiring candidates to analyse specific features of the port and Ostia. Overlapping answers were not credited, so the lighthouse was not awarded an AO2 mark, however, if this feature had not been correctly identified in question 2(a), the mark was awarded if given in question 2(b). Correct AO3 explanation was credited in both instances. General responses, such as 'port', 'near the Tiber' or 'mosaics' were not credited, requiring some specific detail demonstrating clear AO2 knowledge. There was an extensive range of creditable responses given, ranging from the colossus statue, hexagonal basin, Square of Corporations, and even the use of Roman concrete in building the harbour walls! Unfortunately, there were a significant number of responses believing this image to be of the Forum Boarium.
- Q.3**
- (a) All but a few recognised the Pantheon.
  - (b) Most responses referred to the rotunda or oculus as an usual feature, but other acceptable responses included that this was a temple to all/many gods, and even the slightly slanted floor to the drain under the oculus.
  - (c) This was generally answered well with most candidates writing variations of 'to encourage the gods to show favour to the Romans/show off Roman power and divine favour'.
- Q.4**
- (a) Many candidates incorrectly identified this as the arch of Titus, which in itself, was not an issue so long as candidates gave points that addressed the reasons why triumphal arches were built. Very specific answers such as, 'to celebrate the deification of Titus' were not credited, as were very general answers, such as 'for triumphs', which required more context. There were several candidates who discussed the inspiration for both the arch of Titus and the arch of Constantine, which was not required by the question, and unless these addressed the reasons behind why a triumphal arch was built, they could not be credited.
  - (b) The majority of candidates were able to identify many structures that contained arches, from theatres to bridges. The question did not ask for specific examples of buildings, but candidates responding with 'Colosseum' or 'Circus Maximus' were credited, as these are names often applied to all buildings of this type.

'Temples' was a common response, but generally, Roman temple design did not include arches, so 'temples' was not credited. However, the Pantheon did contain arches, so this example did gain the mark, but was very much the exception, not the rule.

- (c) The majority of candidates gained both marks here, with a vast range of creditable answers supplied, keystones or voussoirs being among the most popular responses. Different tools, such as hammer or chisel, were accepted, but not as two separate answers.

**Q.5** This was typically a high scoring response with candidates accessing the marks in a range of ways. Some candidates possessed very specific knowledge of Trajan's campaigns and the Roman army in general, discussing the role of Trajan, identifying auxiliary soldiers, the Roman standards etc. However, this specific knowledge was not necessary for gaining full marks, with many candidates pointing out the severed heads or mounted soldiers as their AO2 points and explaining how these demonstrated power and domination. In weaker responses, the AO3 simply restated the question, so this was not always creditable.

**Q.6** The majority of candidates displayed sound knowledge of Rome, citing many examples of buildings, representing and analysing both the rich and powerful and the impoverished. Candidates used a vast array of examples to make their point with some making relevant references to the resource materials and discussing specific details of the buildings and structures cited. Some weaker candidates, however, did struggle to provide much factual information and instead spoke in general terms, making such points as the ruling classes built impressive houses and palaces without giving much detail or analyses of these. There were many creditable approaches to this question, with candidates interpreting 'image' in several different ways, from the physical topography of the city, to the self-image of the ruling elite. This permitted candidates the opportunity to make different arguments and cite a range of examples, from physical buildings to support systems such as the *cura annonae*. The higher achieving candidates also grasped the nuance of the debate, e.g. the corn dole shows the elite cared about keeping people happy, and not just looking good, but this in fact made them look generous anyway.

Many candidates appeared to believe that the Servian Wall was built to separate or hide the Subura from the rest of Rome, which is factually incorrect, as this was a defensive feature built after the Gallic invasion of 390 BC. It is assumed that candidates who made this point were confusing this with the north-east wall of the Forum of Augustus which was built, in part, to separate the forum from the Subura and provide a fire break in this crowded area of the city where fires were common.

The majority of candidates tended to take a very binary approach to features of the city as either decorative or functional. This led to several missed opportunities when discussing examples such as the Flavian Amphitheatre, Circus Maximus, Baths and even aqueducts. Whereas these structures were functional in providing entertainment and services, their beauty and their complex decoration offered many opportunities for discussion of image and the city 'looking good'.

There were, as last year, a number of candidates who believed all the rich of Rome lived on the Palatine and/or the Domus Aurea.

## Supporting you

### Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 029-2240-4294

Email: [latin@eduqas.co.uk](mailto:latin@eduqas.co.uk)

Qualification webpage: [GCSE Latin | Eduqas](#)

See other useful contacts here: [Useful Contacts | Eduqas](#)

### CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: <https://www.eduqas.co.uk/home/professional-learning/>

### Regional Rep Team

Our regional team covers all areas of England and can provide face-to-face and online advice at a time which is convenient to you.

Get in contact today and discover how our team can support you and your students.

[Regional Support Team | Eduqas](#)

### Eduqas Qualifications

We are one of the largest providers of qualifications for schools, academies, sixth form and further education colleges across England, offering valued qualifications to suit a range of abilities. Each and every one of our qualifications is carefully designed to engage students and to equip them for the next stage of their lives.

We support our education communities by providing trusted qualifications and specialist support, to allow our students the opportunity to reach their full potential.



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)