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# **GCSE EXAMINERS' REPORTS**

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**LATIN**

**SUMMER 2023**

## Introduction

Our Principal Examiners' reports offer valuable feedback on the recent assessment series. They are written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and detail how candidates have performed.

This report offers an overall 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 goes on to look in detail at each question/section of each component, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.<sup>i</sup>

The information found in this report can provide invaluable 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 annual 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 6 months after the examination.	<a href="http://www.wjecservices.co.uk">www.wjecservices.co.uk</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 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 unit level.</p> <p>For linear specifications, a single grade is awarded for the overall subject, rather than for each component that contributes towards the overall grade. Grade boundaries are published on results day.</p>	<p>For unitised specifications click here:</p> <p><a href="https://www.eduqas.co.uk/Results-and-Grade-Boundaries">Results and Grade Boundaries (eduqas.co.uk)</a></p>

Exam Results Analysis	WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	<a href="http://www.wjecservices.co.uk">www.wjecservices.co.uk</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="http://www.wjecservices.co.uk">www.wjecservices.co.uk</a> or on the Eduqas subject page.
Become an examiner with WJEC / Eduqas.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with invaluable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	<a href="#">Exam Marking jobs   Examiner &amp; Moderator Vacancies From Eduqas</a>

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## Subject Officer's Executive Summary

- Candidates showed a good knowledge of vocabulary. Superstition and Magic proved to be the more popular of the two themes in 3A and Daily Life in a Roman Town was the preferred topic in 3B.
- Accessibility tended to vary depending on the question and there were some weaker attempts. Incorrect line references disadvantaged some candidates.
- There were common issues with grammar. There were instances of confusion with pronouns and with singular and plural forms of nouns. Recognition of tenses also proved to be challenging. There were instances of alternative choices for translations, this is not allowed. Some candidates were disadvantaged by not reading questions carefully.
- From 2024 the themes and topics for examination in Components 2 and 3B change.

Areas for improvement / Guidance	Classroom resources	Brief description of resource
Continued improvement of subject skills	Past papers Mark schemes OER (Online Exam Review) CPD materials Exam walkthroughs	Previous candidate responses / mark scheme
<a href="#"><u>Previous Examiner's Report Summer 2022</u></a>		previous Examiner's report for 2022
<a href="#"><u>Guidance for Teaching</u></a>		Subject Guide
<a href="#"><u>Latin Resources Guide</u></a>		Subject Resources
<a href="#"><u>Theme A Romans in the Countryside</u></a> <a href="#"><u>Theme A Vocabulary List</u></a> <a href="#"><u>Theme B Love and Marriage</u></a> <a href="#"><u>Theme B Vocabulary</u></a>		Theme A: Romans in the Countryside (2024-2026) Theme A Vocabulary List Theme B: Love and Marriage (2024-2026) Theme B: Vocabulary

## LATIN

## GCSE

Summer 2023

### COMPONENT 1: LANGUAGE

#### Overview of the Component

This component tests just the language objective (AO1). Candidates are tested on their ability to make sense of a Latin momentum test, involving both comprehension (Questions 1 and 3) and translation (Question 2). A further section allows a choice between translation short sentences into Latin and answering questions on grammar based on a short passage of Latin.

- Most candidates found Question 2 to be the most taxing, with those of middle ability generally achieving considerably higher marks on Question 3 than on Question 2. This has often been the case in the past but was more marked this year.
- Noticeable this year was the relative accessibility of Question 1, which last year appeared to prove more challenging than intended. This year very many candidates achieved full marks for this question.
- Very few candidates attempted Question 4 (English - Latin translation), and most of those who did infringe the rubric by also attempting the alternative Question 5. Those who did attempt both generally achieved slightly higher marks for Question 5.
- Vocabulary knowledge was generally good, but difficulties were caused by pronouns and conjunctions. Details will be found below. Many could not distinguish between similar or related words, e.g. *dux* / *ducere* and *nauta* / *navis*.
- Very noticeable this year was confusion between singular and plural nouns and verbs, particularly in Question 2, where accuracy was required.
- Also in Question 2, many candidates found it impossible to distinguish between nominative and accusative plurals of third declension nouns. To make this distinction, they needed to consider word order and context, which many failed to do.
- Question 2 also revealed a widespread inability to distinguish between Latin perfect and pluperfect tenses, especially in the 3<sup>rd</sup> person plural. This distinction is not generally required for the comprehension questions.
- Nearly all candidates struggled with perfect participles.
- Only very able candidates could distinguish among the different uses of *ut*. Most simply treated them all as purpose clauses.
- Nearly all candidates recognised superlatives, but they appeared slightly less familiar with comparatives.
- A small percentage of candidates persisted in giving alternative answers or translations, usually separated by a forward slash. This practice is to be discouraged, as if one alternative is correct and the other wrong, a mark is not given. Similarly the use of brackets should be discouraged, as it is usually impossible to divine the candidate's intent.

## Comments on individual questions/sections

- Q.1 As stated above, all questions were handled well by the majority of candidates.
- The only multiple-choice error was the selection of C instead of D in Question 1 (c), reflecting either uncertainty over the meaning of *libenter* or ignorance of the case of *viros*.
  - Of the other questions, Question (e ii) proved challenging for the weakest candidates, who mostly wrote, 'Helen was the most beautiful woman in Troy' or similar; many mistook the comparative for a superlative; and similar numbers thought Helen was a Trojan. Question (g i) caused a particular problem, as some candidates were confused by the turning of the question into the negative; as a result, they wrote, 'he failed to search for his wife', instead of the correct 'he failed to find his wife'.

Q.2 *Menelaus uxorem recipere volebat.*

Nearly all candidates translated this opening sentence correctly.

*nuntios igitur ad urbes Graeciae misit;*

About half the candidates took *nuntios* and *urbes* to be singular.

*qui duces urbium oraverunt ut milites navesque pararent.*

Very few candidates identified and so handled correctly the connecting relative, and Centres are reminded that at least one of these appears in most years. Again half took *duces* and *urbium* to be singular. Many did not know the meaning of *oraverunt*. Far more candidates (about three-quarters) treated the *ut* clause as purpose, which is not acceptable. Many confused *naves* with *nautas*.

*hoc placuit ducibus, qui amici Menelai erant.*

Many did not know the meaning of *placuit*. Equally many took *ducibus* to be singular, while the majority treated the whole of the relative clause as singular.

*Menelaus, cum tot milites ducere nollet, fratri Agamemnoni persuasit ut eos duceret.*

At this level, candidates are expected to select from the meanings of *cum* the one appropriate to the context, here 'since' many chose inappropriately. Few knew *tot*. Many took *Agamemnoni* to be genitive. Again the indirect command was rarely handled correctly.

*ille enim fortis erat, maioremque exercitum habebat.*

Both *ille* and *enim* proved challenging. 'This' is not acceptable for *ille*. Fewer than half the candidates were familiar with *maior*, though most recognised it as a comparative ('better' was the usual rendering).

*mox multa milia militum per Graeciam iter facere coeperunt.*

Very many candidates rendered *multa milia militum* as simply 'many soldiers', being unfamiliar with *milia*. The other challenge here was *iter facere coeperunt*, since many did not know the meaning of *coepi* and so took *facere* as the main verb.

*Agamemnon eos rogaverat ut Aulem festinarent;*

Few recognised the pluperfect or the indirect command. Many omitted *eos*. Nearly all realised that *Aulem* meant 'to Aulis'.

*nam Aulis tantum portum habebat ut plurimae naves ibi sine periculo convenire possent.*

Many did not know *tantum*. Few identified the result clause ('such a great harbour so that' is not acceptable). Half the candidates treated *plurimae* as equivalent to *multae*. A minority were able to work out the meaning of *convenire* (Centres are reminded that simple compounds of verbs in the DVL may be used without glossing).

*tandem duo fratres ad locum illum advenerunt;*

There were few problems here. Again *illum* was often 'this' or simply 'the'.

*postquam cognoverunt quot homines adessent, gaudebant.*

There was much misunderstanding of the allowable meanings of *cognoscere*. Few knew *quot*. Quite a few confused *homines* with *hostes*. Most handled the indirect questions correctly.

*putaverunt enim se Troianos brevi tempore facile vincere posse.*

This proved, as intended, to be the most challenging sentence in the passage. Many were unfamiliar with *putare*. Very few could deal correctly with the indirect statement, with *se* posing its own challenges. Many lost sight of the earlier parts of the story and had the Greek leaders believing the Trojans would defeat them easily. This demonstrates the need for candidates to check the logic of what they have written.

- Q.3
- (a)
    - (i) Many candidates omitted to render *qui nondum advenerant*; a few wrote 'friends' from the next clause.
    - (ii) This caused major difficulties: 'led a hunt', 'led a hunt to / with his friends', 'hunted with his friends' were all common; it seems that many candidates do not recognise the close link of a preposition to its dependent noun.
    - (iii) Everyone (apart from a handful who gave a translation instead of a derivation) gave an acceptable word, the most common being 'military'.
  - (b) Many chose C instead of D, presumably beguiled by the frontal position of *inter*.
  - (c)
    - (i) & (ii) Nearly all answered correctly.
    - (iii) More than half the candidates failed to see the force of *cui* and were content with 'the stag was sacred', which gained one of the two marks.
  - (d) Virtually everyone correctly chose B.
  - (e)
    - (i) Almost all answered correctly.

- (ii) Many candidates misinterpreted *Troiam* to mean ‘Trojan (ships), which lost a mark.
- (iii) The many who did not know *coacti sunt* were content to write ‘they remained in the harbour’, which gained one of the two marks.
- (f) (i) All answered correctly.
- (ii) Most answered correctly, but there were many guesses, usually the result of ignorance of either *nesciebat* or *deberet* or both.
- (g) This multiple choice proved elusive: although nearly everyone correctly chose B, D and F, very few gave the correct G, preferring H instead; this was particularly true of the most able candidates, as surprisingly many weaker ones correctly chose G. The reason for this was a widespread unawareness that *pro*, as well as meaning ‘in front of’, can also mean ‘in return for’. Only those who paused to think through the logic of the storyline saw that G was preferable to H.
- (h) (i) Most candidates scored two of the three marks, losing the one earmarked for *vocatam*, which left the great majority of candidates mystified. This came, of course, at the top of the gradient of difficulty, as did the preceding question, and so was designed to be difficult.
- (ii) & (i) Nearly all answered correctly.

Q.4 This was not a popular option. It was attempted mainly by candidates who also answered Question 5. A small percentage chose it out of desperation, hoping that knowledge of a handful of Latin words would gain them a few marks, usually for the stems, as indeed it usually did. Those who did have some grasp of Latin grammar generally coped well, with vocabulary knowledge not a problem. Of the three sentences, (c) was the one tackled most successfully.

Q.5 The only question that caused difficulty, even for many able candidates, was (a). There were two acceptable approaches to answering this question: to state that *in urbem* is accusative and *in urbe* ablative; alternatively to state that *in urbem* means ‘into the city’ while *in urbe* means ‘in the city’. Perhaps ill-advisedly most chose the first of these approaches, despite the question asking for the meanings of the phrases. Unfortunately many gave partially correct and partially incorrect answers, such as correctly identifying the cases but adding wrong meanings, or vice-versa. Also extremely many thought *urbe* was nominative. (b) also allowed two approaches: translation or identification of superlative and, as most wrote, ‘ordinary’, ‘normal’ or ‘simple’, all of which were accepted. The rest were generally handled well, though there were many weak candidates who clearly had no idea what verbs were, let alone the different tenses.

## LATIN

## GCSE

Summer 2023

### COMPONENT 2: LATIN LITERATURE AND SOURCES (THEMES)

#### Overview of the Component

As in 2022, there was quite a difference in the take-up for our two Themes – Superstition and Magic being by far the more popular choice, though Travel by Land and Sea gained more takers this year than last. Examiners saw a similar range of quality, however, in work on both Themes. Only a small proportion of scripts did not show some evidence of lively engagement with the material, though some candidates struggled to score convincingly across the whole range and there was also a surprising number of extremely weak scripts – often attempting random bits of both options. The time available seemed ample for most, and those who were assured enough to tackle the short-answer questions without much hesitation frequently had both time and the resources to produce a three or four-page essay at the end.

#### General advice

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

Line references must be observed precisely. As always, several candidates offered plausible suggestions relating to the wrong lines. Examiners are unable to reward answers, however worthy, which come from outside the parameters of the question.

It is clear that the composition of the 16-mark essays, like any other type of question, requires practice and it should not just be assumed that students will develop a suitable approach for themselves. The most successful responses came from those who adopted a clear line of argument from the start (sometimes working from a brief plan) and selected relevant evidence from a wide range, including both texts and pictures. Too many, however, seemed to ramble through the available material with no apparent rationale, describing individual examples, whether particularly useful or not, at length but neglecting to link these to the overarching question. Some offered no more than a catalogue of the minimum four items with one comment about each, ignoring opportunities to draw further relevant points from the same material. A few, bizarrely, tried to explore stylistic features in various Latin quotations, but the framing of these questions should make it obvious that this is not the place for that kind of response.

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

If candidates need extra space for any section, they should go first to the extra page(s) deliberately provided for that purpose at the back of the answer booklet, rather than using perhaps only a few lines of an inserted extra booklet. They are also advised to alert examiners to where they can find the rest of the answer – otherwise short additions are liable to escape notice altogether.

## Comments on individual questions/sections

### Theme A: Travel by Land and Sea

Most candidates showed a reasonable overall grasp of the material but there was often pronounced insecurity with one or more texts – most commonly the Ovid passage used in Q2. Here, there was often vagueness about the basic meaning, as well as a lack of focus on what each sub-question was getting at. Both (a) and (c)(ii) suffered from a failure to move beyond what Ovid is saying to explaining how stylistic features – choice of expression, word-order, sound, etc. add to this. Similarly in Q3, many candidates seemed familiar enough with Verres' shenanigans, by day and night, and Cicero's descriptions were often (correctly) said to be ironic, but actually explaining how the irony works proved quite a challenge, leading to many half-marks.

Q1a+b, on the other hand, were generally answered without much difficulty, and Q1c was often well done too, except by those who saw more significance in Trajan's polite *carissime* than was really intended. Responses to the pictures in Q4 seemed to come readily enough, though some suggestions – e.g. the destination of the boats, or the range of cargo carried – strayed outside 'the design and equipment of sea-going ships' or what can actually be seen in the photographs. Few had much difficulty either with Q5(a) – though the development of the storm in lines 8–11 tended to be condensed into two rather than three details. For (b), candidates found plenty of evidence of 'distress' to choose from, including the memorable description of seasickness and the phrase *vellet nollet*, but unfortunately some of what was offered (e.g. lines 10–13, *aspera esse ... terram*) referred to the helmsman rather than Seneca.

In responses to Q6, a frequent fault was to tackle each example separately and, in doing so, to fail to provide any real answer to the overall question. As might be expected, there were multiple references to the unpredictability of weather, storms and seasickness, as evidenced by Ovid, Seneca, etc. and disparaging comments about rough roads, slow mules and uncomfortable carriages. One unlikely thought that kept appearing was that the difficulty of getting about in Rome, as described by Juvenal, could have been avoided by using water transport! Perceptive observations were made by some about the various types of vehicle/vessel shown in the pictures, and from background knowledge – such as Rome's dependance on corn shipments from far-away Egypt via the port of Ostia and barges on the River Tiber. Some obvious points, however, were rarely considered (e.g. it's a long way round the empire by road, which is why a traveller like Pliny needed a combination of sea-going ships, smaller coastal boats, and finally carriages to reach Bithynia from Rome), and it was rare to find any distinction made between the differing types of transport suitable for people and goods, or between local and overseas travel. The majority of candidates, however, were able to produce something relevant and well-documented from a wide variety of material, and it was a pleasure for examiners to read many essays that merited marks in the top band.

## Theme B: Superstition and Magic

Many candidates for this section showed both enthusiasm and knowledge about the Theme. In Q1, a-c gave most a good start, but (d) was often answered too glibly with details from the content (especially just the mention of blood) rather than aspects of style and explanations of how each heightens the vividness of the storytelling. One frequent and successful choice was the comparison of the man in bed to a bull, reminding the reader of his strength or size, or perhaps (as some aptly said) his animal nature. Another was the chilling terseness of the sentence in which the narrator first sees nothing, where he had expected to find his friend's clothes, then suddenly finds blood. Similarly in Q4, though the passage was obviously familiar to many and a-b usually went well, (c) was frequently answered too readily with a selection of the striking things that Ovid says about Dipsas (double pupil, turning into a bird, etc.) without investigating how the style of writing contributes to the vividness of these descriptions. One example, however, that was particularly successful (probably because it is well covered in the CSCP commentary) was the verbal splitting (i.e. hyperbaton – though the term was not necessary) of the ancient tombs and solid ground in lines 17-18 by the ancestors and the long spell. Another was the alliteration in *versam volitare* (line 13), combined with further hyperbaton of *nocturnas ... per umbras*, both of which draw attention to the weirdness of Dipsas' behaviour. The pictures in Q3 were familiar to almost everyone, though not all took care to explain that the liver in Picture 4 is a bronze model, or exactly how it would be useful during a sacrifice, and there was some confusion between a *hurspex* and an *augur*.

Several questions were more subtle than they perhaps looked and depended on carefully relating the question to the wording of the texts. Answers to Q2 a+c were prone to omission of crucial information, such as exactly what work Fannius was engaged in and what Pliny had resolved to save from the clutches of death. Answers to (b) – though more successful than some of the other literary questions – tended either to cite features of style without explaining what Pliny is trying to emphasise, or vice versa. In Q5, despite the general familiarity of the passage, (a) many candidates lost marks by not taking on board the requirement to select items specifically related to the Underworld; knowledge of the facts needed for (b) and (c) was often sound, but only the best could disentangle the tortuous closing lines of the passage convincingly and many threw in information about the building of the pyre or Dido's suicide that is not actually mentioned in lines 14-18.

Those who had properly considered during their course both the pictures and the three aspects specified for study in the Specification found plenty of material for Q6. Most proceeded item by item, rather than assembling related points from different items, but this worked well enough so long as they remembered each time to provide some verdict on the original question. Every text and picture could be made relevant to the question, and there were interesting differences of opinion about some – e.g. *defixiones* (cheap and easy, or complex and needing expert help?), and *augury* (a simple DIY procedure, or no use unless handled by professional *augures*?) – all of which were credited so long as they were well argued. Rather oddly, some did not rate Dipsas an expert in magic, and Dido was frequently said to manage her ritual on her own – leaving the priestess out of it, while *Spurinna* was sometimes unfairly blamed for not preventing Caesar's murder. There was, however, general recognition that most people could interpret dreams, as in Pliny and Suetonius, without expert help and that *Martial* was wasting his wine employing the *saga*.

Looking ahead, the Themes for examination in 2024, 2025 and 2026 change to 'Romans in the Countryside' and 'Love and Marriage.' The texts and pictures relating to these are posted on the Eduqas Latin website, and the usual supporting guidance for teachers is available free from the Cambridge Schools' Classics Project website.

## LATIN

## GCSE

Summer 2023

### LATIN (NARRATIVES) 3A

#### Overview of the Component

Entries for component 3A seemed to be roughly equal between the options. The general standard was similar to previous years with some very good answers. A good approach to this paper is to ensure that the short answer questions are given short answers; some will require only one- or two-word answers and this approach will gain time in a paper which is only an hour long. Thorough knowledge of the story is also key to success here. Examiners commented this year that there was a deterioration in handwriting, and it is worth noting to candidates that very small handwriting is very difficult to read and although all efforts are made to decipher the script it does make it harder for the examiners to award marks. There also seemed to be rather more papers where candidates ran out of time and either finished the essay question abruptly or missed out questions such as the 8-mark style question. Timing an exam is a key skill and it is really helpful if candidates have adequate practice at doing this in order to maximise their marks.

#### Comments on individual questions/sections

Option A: Tacitus, *Boudica*.

- Question 1 (a) (i) was generally answered well with candidates being able to pick out the name Claudius from the text. (ii) A variety of answers were given here with some very clearly pointing to the temple being a symbol of Roman domination due to its huge size. Answers needed to be specific so responses that referred to it as a 'symbol' or to its 'size' but nothing more were not credited.
- Question 2 was the 5-mark question on one of the English passages and here candidates were asked to pick out five examples from the passages and link them to the question. Given that there was a mix of supernatural-type examples as well as military reasons, the question specified a 'range of different reasons' to avoid a simple listing of omens and while most candidates did give a mix of examples, there were some who seemed to believe that the reference to the sea turning red and referring to human bodies being left on the shore was factual, without acknowledging that it was 'likenesses'. Those who stated that human bodies had been left were not awarded the marks as this was not faithful to the passage. Many candidates managed to give more than 5 examples with a justification.
- Question 3 most candidates knew that Boudica's daughters were in her chariot but there were some in the second part of this question who repeated this answer for what Boudica was doing rather than paying close attention to the actual question. In part (b), the line reference was clearly given at the beginning of the question, so it was a shame that a number of candidates took their answer from the preceding sentence and talked about her kingdom and wealth. It is always a good idea to mark the lines given in the question to try and avoid such errors. Part (d) of this question was mostly well answered as candidates needed to get the meaning of both gerundives to gain the mark.

- Question 4, the style question, was focused on the preparations and battle tactics of Suetonius and the Roman army. This year there seemed to be rather more candidates who picked out one or two unrelated words from different parts of the passage indicated to make a rather vague point. The best answers were those who looked at things like the choice of words or phrases and who linked them to the question. A good approach is to look at, for example the choice of adjectives and consider why the author chose to include them or why he chose that particular one.
- Question 5: the best answers here ranged widely across the whole text looking for examples of organisation from the Roman army whether it be in the early sections at Mona or later in the story at Camulodunum or Londinium or in the main battle. Likewise, references to the raw emotion shown by the Britons were good examples of their passion i.e. their emotional response to the situation. A brief conclusion is always helpful in these essays as it draws the threads together and it seemed that this year there were rather more who did not manage to organise their time to include one. There were however some very well argued and evidenced essays and candidates are to be congratulated on their grasp of the situation in the text.

#### Option B: Ovid, *Ceyx and Alcyone*

- Question 1 was mostly answered well with candidates showing that they knew what was going on in this early passage. Once again there were several who lost marks because they took answers from outside the lines indicated, especially in (a) (iii), and (c) the question about the phases of the moon was generally well understood.
- Question 2 had some variable success in (b) where several candidates assumed that hic referred to the crew, showing a lack of understanding of the Latin here and (ii) was sometimes answered with the bare minimum referring to just the winds and sea rather than how they stopped the orders being heard. Part (c), the style question produced some very good answers. Again, it is important that candidates note the line references in the rubric of the question and adhere to them, and that they also ensure that they give at least one each of content and style points or they will be restricted to 6 marks out of the available 8 marks. What was good to see was that most answers referred to both the captain and the crew as specified in the question.
- Question 3 seemed to confuse some candidates in that there were quite a few answers in (a) that were not taken from the lines indicated but which talked about the wax being stripped from the hull - an answer that was from the 2022 paper. This is a lesson for the candidates to ensure that they correctly identified the lines indicated in the question.
- Question 4, the 5-mark question based on a passage of English produced many very good answers, demonstrating that candidates had understood what Ovid was doing as he described Alcyone's reactions on the beach.
- Question 5, the essay question, was generally done well with most candidates citing a range of passages in the text and discussing successfully whether suffering was the main emotion in the story. Many candidates argued well, referring to the final section where Ceyx and Alcyone are reunited as birds, while others argued that suffering was the main emotion: both points of view demonstrated good knowledge of the text as a whole.

**LATIN**  
**GCSE**  
**Summer 2023**  
**LATIN 3B**

**Overview of the Component**

As in 2022, the vast majority of candidates chose to answer Topic 3: Daily Life in a Roman Town. This seems to be the more preferred topic, especially if centres had previously entered candidates for the Level 1/2 qualifications. Examiners were pleased to note that the Roman Civilisation paper again differentiated successfully, and all the grades between 9 and 1 were represented. 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 those with very lengthy and detailed plans tended to run out of time in the written body of their response. Stronger responses made reference to source material to back up their points. 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.

Candidates should take care to read the questions very carefully to ensure they are answering what is being asked, rather than, for example, identifying a flour mill rather than explaining how it was used, or reproducing a general description of the patron client system, or explaining how rural slaves were treated in Britain (see the comments on individual questions below). 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. 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.

There was frequent confusion in both topics where candidates did not understand or were unable to differentiate between Roman public and private religion. Therefore, answers concerning the lararium, temples, or sacellum were explained in terms that were more reminiscent of attending a Church, Temple, or Mosque than a Roman person attending to private or public rituals. Several candidates explained the purpose of the sacellum as a place for soldiers to attend religious worship, which is not strictly the case.

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.

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

## Overview of the Component

### Comments on individual questions/sections

#### Topic 3 – Daily Life in a Roman Town

- Q.1 (a) Popular responses focused on the windows. A few mentioned the front door but didn't give detail to its significance. Most got the 2 marks.
- (b) Many expanded on the points in (a), with a large number commenting on the windows being small to provide security. Weaker candidates tended to ignore the rubric asking how the house did or did not meet the needs of the people living within. Most answers focused on how the house did meet residents' needs.
- Q.2 (a) The change in the source from 'discharge' to 'freedom' perhaps influenced some candidates choosing 'master'.
- (b) Nearly all correct. 'atrium' on its own was not enough, candidates needed to specify it was Fabianus' atrium.
- (c) When there is a written stimulus piece at least some of the answers will come from items in the text. Some candidates in this question gave plenty of detail about the patron client system but did not link their information to the passage. Others simply said Martial was or was not benefitting without adding in explanation.
- Q.3 (a) Mostly correct. There was no mark for 'furnace', but if a candidate added 'oven', this was credited.
- (b) Many candidates simply identified feature Y as a flour mill which was not the question. Others struggled to identify and explain how this was used, many thinking it was another oven.
- (c) The second point proved tricky for some. A lot assumed the bakery and the thermopolium were the same thing.
- Q.4 (a) This majority of candidates were able to come up with three things to say here. Weaker responses did not link their answers to features or buildings in the forum, thus affecting their AO2 marks, and some discussed the Pompeii forum specifically.

- (b) There was a cross over from (a) in this question, with most candidates focussing on selling goods. The second mark did prove tricky for some the occasional teacher or banker or a vague 'doing business'. Few cited poets and performers.

Q.5 There was a good range of points and information given in this response. Most responses tended to take one of two approaches: a focus on houses or a focus on facilities in the town with housing as one point. There was a tendency for candidates to include all they know on particular points leaving insufficient time to state other facts and arguments. Examples here were the baths routine, patrons and clients, the insula and to a lesser extent the domus. It was surprising how few mentioned the large-scale public entertainments such as gladiatorial contests. There was a lack of focus on and examples of what 'ordinary' poor people did as jobs, and when discussing enslaved peoples, many candidates tended to cite examples of jobs out with the town, such as mining and farming. Stronger responses differentiated between the educated domestic slaves and the more put-upon who worked in the thermae etc. A minority seemed to think that all slaves were beaten, tortured, whipped etc on a daily basis. It was pleasing to see that some included women as a separate category even if a few thought that even women from wealthier families were not allowed to leave the house. Juvenal will be pleased that his 'matchsticks' image has been so well remembered (even if some claimed it was Martial all along!). Strong responses often made reference to evidence, literary and archaeological taken from a wide range of material, not just those cited on the paper of EDUQAS booklet.

#### Topic 4 - Roman Britain

- Q.1 (a) Ditches and drainage were among the most popular features mentioned, followed by the camber. Many responses stated the top layer was concrete.
- (b) Quite a lot of vague answers, such the Britons could now travel from town to town, or the same response given for both Romans and Britons. To gain both marks, there had to be a differentiation in response between the two.
- Q.2 (a) Those who used the passage gained the three marks, but there were many who made three points about rural slaves. Many were of the opinion that Columella was writing specifically about enslaved people in Briton.
- (b) Quite straightforward although sometimes lacking in detail (e.g. they had gardens or they had many rooms)
- (c) Most candidates got this mark, with silver and copper being added to the mark scheme. There was the occasional answer of 'bronze'.
- Q.3 (a) No problems here.
- (b) The second mark proved quite tricky to achieve here.
- (c) Almost all candidates gave the 'defixio' (all recognisable spellings accepted) as an answer with a variety of plausible explanations. Healing was the next most popular response. Not all focused their answer on the baths or springs, but many mentioning the temple and altars.

- Q.4 This question was generally high scoring and most picked up marks here. For some points, such as the hospital or granaries, the AO3 marks were nicely straightforward. Few mentioned the vicus or amphitheatre which were not credited. More obscure points, such as stables needed more specific explanation (sections of some of the barracks were converted to house the horses). There were a number of candidates who described the sacellum as a chapel for soldiers to attend prayers and worship, which is not strictly accurate.
- Q.5 Cogidubnus was a very popular focus in this response, alongside lots of details of Fishbourne. Many candidates appeared to believe the Romans enslaved all Britons they met, with some stating that the Romans brought slavery to Britain. Those who believed Columella was describing British slaves would cite this source as evidence for this. It was a common theme also to state that, with the new roads, the Britons would spend much of their time travelling up and down the country, suffering robbery and corruption in the *mansions*. Stronger responses tended to be those that identified the day-to-day lives of most Britons were not fundamentally changed by the occupation. As with topic 3, the stronger responses made reference to evidence to support their points and maintained a balanced line of argument throughout.

### Summary of key points

- From 2024, the topics will be *Roman Family Life* and *The City of Rome*. Resources for both these topics will be on the EDUQAS website.

## Supporting you

### Useful contacts and links

Our friendly subject team are on hand to support you between 8.30am and 5.30pm, Monday to Friday.

Tel: 029 2240 4294

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

Qualification webpage: [Latin GCSE](#)

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

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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/>

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<sup>i</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.*