

# Commentary on candidate evidence

The candidate has achieved the following marks for each question of this course assessment component.

## Candidate A

### Letters and Letter-writing

#### Question 1 (a)

The candidate was awarded **1** mark for correctly identifying the writer's reference to her emotional state. Otherwise The candidate was confused about the content and purpose of the letter.

#### Question 1 (b)

The candidate was awarded **2** marks: correctly identifying evidence about legibility (1) and for evaluative comment drawing comparison with the legibility of modern computerised text (1). The answer is not very relevant to the question being asked.

#### Question 2 (a)

The candidate was awarded **3** marks for identifying 'metaphor of banquet' to describe assassination (1); identifying 'Antony as leftovers' (1) and evaluative comment that it was effective in showing Cicero saw the assassination as something to be enjoyed like a feast (1). The evaluative comment about a 'gathering of friends' is also valid.

#### Question 2 (b)

The candidate was awarded **2** marks for reference to 'pestis' / pest (1) and 'no crime no cruelty' and comment that this shows disapproval of his character (1). Marks are not awarded by simply quoting 'foedissimum discessum' without accurate comment.

#### Question 3 (a)

The candidate was awarded **6** marks for identifying 3 language techniques and examples and supporting each with an appropriate comment

Neither the quotation nor the comment made the point sufficiently clear. Fortunately, there were stronger points. 1 mark was awarded for repetition (technique) of 'servi sunt' (example) 1 mark was awarded for the comment – 'to portray majority view'

1 mark was awarded for long list (technique) 'immo homines ...' ending in climax  
'conservi'

1 mark was awarded for evaluative comment for 'to portray what they are in his eyes' – a bit vague but clarified by 'emphasises his positive to slaves'

1 mark was awarded for hissing sound (technique) in superlative adjective  
'superbissima'

1 for comment 'onomatopoeic sound of disgust towards cruel master'

No more marks were available but there was a further valid point in rhetorical question and quotation. However the comment about disgust was already credited and 'more dramatic' a bit vague.

### **Question 3 (b)**

The candidate was awarded **2** marks for identifying Seneca's point that fortune could make anyone a slave and explaining that Hecuba went from being the Queen of Troy to being a slave with nothing. Comments on Croesus and Plato are too vague.

### **Question 3 (c)**

The candidate was awarded **2** marks for explaining that vices are a type of slavery and for the developed point that 'we can break our own chains'

### **Question 4 (a)**

The candidate was awarded **3** marks for identifying evidence of affection in 'many greetings' reference (1), wishes for good health and reference (1) and teasing about lack of letters and reference(1).

Another mark for repetition of 'fratri / frater' and comment

### **Question 4 (b)**

The candidate was awarded **4** marks for a well-developed response with reference to both texts and a clear statement of opinion.

1 mark was awarded for 'higher intensity of emotion' and reference

1 mark as awarded for 'concern for family shows love and affection beyond letter 21 and reference

1 mark as awarded for letter 21 'shows affection through jest' and reference

1 mark as awarded for Cicero ends with expression of hope compared to list of names in letter 21 and references.

**Question 4 (c)**

The candidate was awarded **4** marks for effectively evaluating the evidence by finding evidence to support the claim in Cicero's stereotypically feminine tears and reference (1); his open admission of error and reference (1); prioritising of family and reference (1): and by finding contrary evidence in Cicero's fighting spirit and reference (1).

**Question 5**

The candidate was awarded **0** marks because the answer referred to the wrong letters

**Question 6**

The candidate was awarded **7** marks.

The essay began well with a clear introduction identifying a key line of argument.

(1) Initial points were well supported by reference to the text before the discussion ran out of steam and/or time.

The candidate did succeed in referring to at least three different letter-writers (Pliny, Trajan, Seneca and Vindolanda tablets) and in including references in Latin.

Valid points –

Insight into moral attitudes towards Christians and Pliny reference (1)

Developed with references to Trajan, confirming Pliny (1) and offering a contrary point of view (1)

Attitudes to women as objects to be married off (1)

Developed with comments on virginity & legitimate children (1)

Attitudes to slaves and brief but reasonably accurate summary of Seneca's more humane view (1)

Moral attitudes to food – potentially a good point but not pinned down precisely enough.

Comments on Vindolanda tablets were too general and vague to be credited.

## Candidate B

The evidence for this candidate has achieved the following marks for each question of this course assessment component.

### Ovid and Latin love poetry

#### Question 7 (a)

The candidate was awarded **3** marks for explaining that Cupid had stolen one metrical foot (1), forcing him to write Love poetry in iambics (1) rather than the epic he was planning (1)

#### Question 7 (b)

The candidate was awarded **3** marks for identifying Ovid's point that Cupid should not involve himself in something he knows nothing about (in other words ought to stick to his own job) (1) and for citing a relevant reference - Ceres swapping roles with Diana (1) and explaining how this illustrates the point - each know nothing about the other's role (1)

#### Question 7 (c)

The candidate was awarded **4** marks for two examples of humour and evaluative comments:

- ◆ Cupid stole a foot and reference (1)
- ◆ Funny because Cupid imagined as cheeky little boy causing mischief (1)
- ◆ Humour in the way the structure of poem creates contrast between opening and conclusion and reference (1)
- ◆ Funny because poet forced to change his attitude at the command of a child (Cupid) (1)

The 'bard' references had potential but the candidate did not pin down their humorous significance clearly enough.

#### Question 8 (a)

The candidate was awarded **2** marks for explaining that women had fewer rights than the lowest male citizen (1) and that women were not considered citizens in the same way as men (1)

**Question 8 (b)**

The candidate was awarded **4** marks for one example of apparent sincerity and evaluative comment and one example of insincerity and evaluative comment.

- ◆ Example of sincerity - 'the enormity of what I had done' (1)
- ◆ Comment– genuinely feels bad as he realises it was a truly terrible action (1)
- ◆ Example of insincerity – 'rearrange her hair as it was before'
- ◆ Comment – doesn't really care; just wants her to be back to being pretty (1)

**Question 8 (c) (i)**

The candidate was awarded **1** mark for identifying that both have been physically abused by male partners.

**Question 8 (c) (ii)**

The candidate was awarded **2** marks for claiming that both poets were most upset about damage to the woman's beauty. Although The candidate's answer differed from the expected answer it was considered to be a reasonable response, supported by reference to the text.

**Question 9 (a)**

The candidate was awarded **3** marks for explaining that the friends are named (1); that they will stick by him wherever he goes and reference (1); and always be there no matter the task and reference (1)

**Question 9 (b)**

The candidate was awarded **2** marks for Britain being on the northern edge of their world and reference (1) and attitude shaped by experience of the Mediterranean and reference (1).

**Question 9 (c)**

The candidate was awarded **4** marks for identifying that Catullus is like the flower (1) and comment that this reflects how delicate and beautiful his love was (1); and for identifying Lesbia with the plough (1) and commenting on her brutish, uncaring attitude (1).

**Question 10 (a)**

The candidate was awarded **0** marks as no response was given

**Question 10 (b)**

The candidate was awarded **0** marks. Although The candidate cites relevant Latin phrases, there is no evidence that The candidate understands their significance.

**Question 10 (c)**

The candidate was awarded **0** marks. The candidate's comments were very generalised and confused.

**Question 11**

The candidate was awarded **18** marks for a well-argued essay that explored a number of different angles without losing track of the overall thread and demonstrated wide ranging and detailed knowledge of the texts in selecting relevant examples for discussion.

3 marks were awarded for effective organisation, introduction and conclusion.

- ◆ Introduction identifies different aspects sets out line of argument.
- Conclusion sums up main points and reaches final evaluation.

15 marks were awarded for relevant points and developed discussion

- Ovid compliments Lyce as possible lover and reference (1)
- Development – only cares about appearances (1)
- Negative attitude when relationship breaks down and reference (1)
- Development – women seen as objects for sexual gratification (1)
- Ovid compliments Corinna's physical features and reference (1)
- Development – women again viewed as objects (1)
- Propertius interested in what a woman truly is and reference (1)
- Values skills and reference (1)
- Develops contrast (1)
- But still mainly about looks and reference (1)
- Ovid compliments Nape for skills and reference (1)
- Development – further example and reference (1)
- Development – sometimes valued for more than looks (1)
- Objects to be used by men because of lower status and reference (1)

## Candidate C

The evidence for this candidate has achieved the following marks for each question of this course assessment component.

### Ovid and Latin Love Poetry

#### Question 7(a)

The candidate was awarded **3** marks for explaining that Cupid stole a foot (1), making Ovid write love poetry (1) instead of intended war poetry (1)

#### Question 7 (b)

The candidate was awarded **4** marks for identifying Ovid's point that Ovid has no right interfering in another god's domain (1) and explaining the role reversal of Mars playing the lyre (1), Apollo taking up weapons (1) and Venus taking Minerva's weapons (1)

#### Question 7 (c)

The candidate was awarded **6** marks for identifying 3 examples of humour and making 3 evaluative comments.

- ◆ Example – play on word *bella* (1)
- ◆ Comment - establishes humorous contrast between love and war (1)
- ◆ Example – Ovid pretending to be under Cupid's control and reference(1)
- ◆ Comment – farcical to be at mercy of winged boy (1)
- ◆ Example – dramatic statement and reference (1)
- ◆ Comment – funny because exaggerated (1)

#### Question 8 (a)

The candidate was awarded **2** marks for explaining that women had few rights (1) and the most lowly citizen had more status (1)

#### Question 8 (b)

The candidate was awarded **4** marks for identifying and making evaluative comments on two valid references.

- ◆ reference – 'enormity of what I had done' (1)
- ◆ comment – apparently sincere because understands gravity of situation (1)
- ◆ reference – implores her to beat him back (1)
- ◆ comment- apparently sincere – feels he deserves to suffer (1)

Also valid

- ◆ reference – 'just rearrange your hair' (1)
- ◆ comment – not sincere – wants to forget about what happened (1)

**Question 8 (c) (i)**

The candidate was awarded **1** mark for identifying similarity – Lydia also subject to domestic violence.

**Question (c) (ii)**

The candidate was awarded **2** marks for identifying different attitudes

- ◆ Ovid feels little remorse for violence (1)
- ◆ Horace horrified and reference (1)

**Question 9 (a)**

The candidate was awarded **2** marks for identifying and developing an example

- ◆ The extremities they would suffer and reference (1)
- ◆ Reinforced by repetition and reference (1)

**Question 9 (b)**

The candidate was awarded **2** marks for drawing two conclusions

- ◆ Admired the endurance associated with extreme environment (1)
- ◆ International attitude – aware of exotic places (1)

**Question 9 (c)**

The candidate was awarded 2 marks for identifying that the flower represents the relationship (1) and commenting that something delicate has been destroyed (1).

**Question 10 (a)**

The candidate was awarded **2** marks for describing two qualities – hard-working and faithful – using examples from the text.

**Question 10 (b)**

The candidate was awarded **0** marks because there was no reference to the specified lines.

**Question 10 (c)**

The candidate was awarded 1 mark for a reasonable response

- ◆ Unlike Propertius, Tibullus is in love and loved and reference (1)



**Question 11**

The candidate was awarded **19** marks for a well-argued essay that showed a confident grasp of the text and skilful selection of evidence in support of a broad and balanced range of analytical points.

Well structured with effective introduction and conclusion (3)

- ◆ Women as source of joy and Tibullus reference (1)
- ◆ and developed reference to Catullus (2)
- ◆ as source of anguish and Tibullus reference (1)
- ◆ and developed references to Ovid (3)
- ◆ unequal – no voice (1)
- ◆ and developed reference to Ovid's violence / lack of response (2)
- ◆ objectified and developed reference to Ovid (2)
- ◆ physical beauty and references to Horace (1)
- ◆ and developed reference to Propertius (3)

## Candidate D

The evidence for this candidate has achieved the following marks for each question of this course assessment component.

### Ovid and Latin Love Poetry

#### Question 7 (a)

The candidate was awarded **3** marks for identifying three valid reasons.

- ◆ Intending to write epic (1)
- ◆ Cupid stole a foot (1)
- ◆ Making it a love poem (1)

#### Question 7 (b)

The candidate was awarded **4** marks for identifying Ovid's point and explaining three mythological references

- ◆ Gods should stick to their own roles (1)
- ◆ Goddess of love should not take weapons (1)
- ◆ Goddess of weapons should not be involved in love (1)
- ◆ Ceres belongs in fields not mountains (1)

Additional references also valid

#### Question 7 (c)

The candidate was awarded **6** marks for three examples of humour with three accompanying evaluative comments.

- ◆ Example –Cupid mocks Ovid's grand claims and reference  
Comment – funny because Cupid uses poet's own words against him
- ◆ Example uses typical love poet's phrase and reference  
Comment – funny because mocking exaggeration of love poets
- ◆ Example – even Apollo's lyre not safe  
Comment – funny because mocking Cupid's bid for power

**Question 8 (a)**

The candidate was awarded **1** mark. The candidate has misinterpreted the question and has not provided a relevant answer but is awarded one mark for recognising even lowest Roman citizen had rights.

**Question 8 (b)**

The candidate was awarded **4** marks for two valid references accompanied by two valid explanations.

- Reference to 'enormity
- Explanation – remorse seems genuine because realises it's a huge deal
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- Reference to rearranging hair
- Explanation – just brushing it off – disregard for her feelings

**Question 8 (c) (i)**

The candidate was awarded **1** mark for a similarity – Lydia also being a victim of violence

**Question 8 (c) (ii)**

The candidate was awarded **2** marks for explaining how their attitudes differ:

- ◆ Ovid does not care and reference (1)
- ◆ Tibullus disgusted and reference (1)

**Question 9 (a)**

The candidate was awarded **2** marks for two explanations

- ◆ Calls them friends and *comites* (1)
- ◆ List of far-away places to which they would travel for Catullus (1)

**Question 9 (b)**

The candidate was awarded **0** marks as no response was given.

**Question 9 (c)**

The candidate was awarded **4** marks for explaining that the passing plough represents Lesbia (1) and their love was like the flower (1); and for developed comment on Lesbia as a destructive force, destroying beauty without feeling (2)

**Question 10 (a)**

The candidate was awarded **3** marks for describing two qualities – doing good deeds and loyalty – using examples from the text.

**Question 10 (b)**

The candidate was awarded **2** marks for identifying two reasons and references

**Question 10 (c)**

The candidate was awarded **3** marks for explaining three differences

- ◆ More interested in love than war (1)
- ◆ In love's chains (1)
- ◆ Not interested in glory (1)

Also valid – happy to be called lazy

**Question 11**

The candidate was awarded **11** marks for using well selected examples to substantiate relevant analytical points. The discussion was organised; contained a clear introduction and conclusion; drawing some comparisons and made some developed points but limited in overall scope and rather brief.

Structure (3)

- Sexual objects in Ovid and reference (1)
- and developed comment (1)
- Not to trusted and Catullus reference (1)
- Unfaithful and Catullus reference (1)
- Comparison with Horace - women also unfaithful (1)
- and developed comment (1)
- Women destructive and Horace reference (1)
- Comparison with Catullus – also destructive (1)