



2012

Latin GA 3: Written examination

GENERAL COMMENTS

In 2012, 215 students sat the Latin examination and there were some outstanding students. It is pleasing to report that few students performed very poorly. The mean score for the unseen passage was noticeably lower than it was in 2011, but more in accord with the usual mean mark for this section. There were some students who scored much better for the unseen passage than for the rest of the paper. However, it remains true that the unseen passage presents major challenges to weaker students.

For some, the Virgil section is clearly not the easier section. There were a few students whose time management skills need attention. Some students did not answer the shorter questions in complete sentences, though instructed to do so. A few students ignored the instruction to answer questions in ink or ball-point pen and answered in pencil. Pencil is only acceptable for the scansion in Section 2, Part B.

SPECIFIC INFORMATION

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Translation of an unseen passage

Question 1

‘When a huge Carthaginian fleet had been defeated off Sicily, its leaders, with their spirits broken, were discussing plans for seeking peace. Of them Hamilcar said that he would not dare to go to the consuls, lest he be bound in chains in the same way as they themselves had thrown the consul Cornelius into chains. Hanno, however, a better judge of Roman character, thinking that there was nothing of the sort to be afraid of, went to confer with them with the utmost confidence. When he was discussing the end of the war with them, and a tribune of the soldiers had said to him that things could turn out for him just as they had for Cornelius, both consuls ordered the tribune to be quiet and said, “The good faith of our state frees you from that fear, Hanno”. The opportunity to tie up an enemy general had made them famous, but their refusal to do so made them even more famous.’

There were many students who would have benefited from using brackets, as suggested below. Some of the words that agree with each other are shown in bold.

[ingenti Poenorum classe (circa Siciliam) devicta], duces eius (fractis animis) consilia petendae pacis agitabant. quorum Hamilcar [se ire (ad consules) audere] negabat, [ne eodem modo catenis deligaretur], [quo (ab ipsis) Cornelio consuli catenae fuerant iniectae]. Hanno autem, (certior Romani ingenii aestimator), (nihil tale timendum esse ratus) (maxima cum fiducia) (ad colloquium) tetendit. (apud quos) [cum (de fine belli) ageret, et tribunus militum ei dixisset] [posse illi evenire] [sicut Cornelio accidisset], uterque consul, [tribuno tacere iusso], ‘isto te’ inquit ‘metu, Hanno, fides ciuitatis nostrae liberat’. hostium ducem vinciendo potestas claros illos fecerat, sed multo clariores fecit noluisse.

This passage from Valerius Maximus begins comparatively simply, but increases in difficulty as it progresses, and contains a good range of grammar and syntax.

The dictionary seems to be a hindrance rather than a help to most students. Students should be familiar with the majority of the words in this passage by the time that they face the examination. Much of the problem is caused by the unwillingness of students to trust their memory and neglecting to consider the accident of a word before searching for its meaning. Cases of nouns, adjectives and pronouns still create considerable difficulty, even though students may check these in the grammar section of their dictionaries. Many of the examples of poor translation that follow are a reflection of poor dictionary skills. In spite of these weaknesses, there were some students who translated the unseen passage very well.

For the purpose of assessment, the unseen passage was divided into sections and specific marks were allocated to these sections. The marks are shown alongside each section below.

- *ingenti – devicta* (three marks)



For most students this ablative absolute, together with the rest of the first sentence, provided a relatively easy start to the passage. There were some students, however, who had not revised the ablative absolute properly, could not identify the correct parts played by individual words and were unable to find the correct meanings for words. Although *classis* can mean ‘class’ or ‘military levy’, its most common meaning is ‘fleet’. This meaning helps to explain *circa Siciliam* – ‘around Sicily’. There were many students who translated the passive past participle as if it were active. Remove the prefix *de* from *devicta* and the comparatively easy *victa* is left.

- *After the great Carthaginian army had been defeated in Sicily*
- *When huge fleet of the Carthaginians had been completed around Sicily*
- *fractis animis* (two marks)

This second short ablative absolute was not understood by many students. Many looked up *fractis* and found *fractus* (weak, faint), rather than understanding it to be the passive past participle of *frango* (I break, etc.)

- *weak spirited leaders*
- *with weak pride/spirits*
- *the leaders of these weakened souls*
- *duces – agitant* (three marks)

The meaning of *agito* here needs to be translated as ‘to consider’ or similar. The pronoun *eius* refers back to *classe*. They are the leaders/commanders of the fleet. Most students were able to translate the gerundive construction *petendae pacis*, which is dependent on *consilia*.

- *were driven by the council*
- *their leaders were leading them*
- *their generals drove a deliberate attack to subdue the weak pride*
- *the leaders were driving his weakened spirits with the plan of seeking*
- *two of them were deliberating plans for attacking with agreements*
- *the leaders pursued the weak spirits of the men with a plan seeking peace*
- *quorum – negabat* (four marks)

quorum is the connecting relative and refers back to *duces* in the previous sentence. Students would have translated this section more easily if they had chosen the most common meaning of *negare*, ‘to say that ... not’. There is evidence that indirect statements still create major challenges for many students. Students are reminded that *se* is the accusative subject of the indirect statement. Too often *se* is translated by ‘himself’. Students would benefit from always writing ‘that’ after the verb, ‘saying’, etc. Latin uses an accusative with an infinitive; English uses a clause introduced by ‘that’ followed by a nominative subject (‘they’, not ‘them’) and an indicative verb. For some students, *audere* came from *audio* (I hear) rather than from *audeo* (I dare), which is followed by a prolativ infinitive (*ire*).

- *and listen to the consuls*
- *Hamilcar himself went to the consuls, who were declining to hear him*
- *to the consuls with anger*
- *Hamilcar was refusing his advice to be brave there*
- *Hamilcar himself denied to the consuls to go and venture there*
- *ne – deligaretur* (three marks)

Students had difficulty coping with the correlative *eodem modo ... quo*. The word *modo* often causes problems. It is not an adverb in this text in phrases such as *non modo ... sed etiam*, but is a noun that is qualified by the adjective *eodem*. The correlative needs to be translated by ‘in the same way as’.

- *now the same person was tied up with only restraints*
- *lest to the same place he might be tied up with restraints in anyway (sic)*
- *indeed he placed them quickly in a moment in chains*
- *quo – iniectae* (four marks)



The correlative *quo* begins this clause. Literally the clause means ‘by which by themselves to the consul Cornelius chains had been thrown’. This becomes ‘as they themselves had thrown the consul Cornelius into chains’. It is perfectly acceptable to turn the passive into the English active. The English reads better if this is done. *Cornelio consuli* is dative, not ablative, as far too many students incorrectly translated it. *Cornelio* could be dative or ablative, but *consuli* can only be dative. ‘By the consul Cornelius’ would, in Latin, be *a Cornelio consule*. Students performed less successfully here and with the previous clause than expected.

- *by whom putting on the chains had been done by Cornelius himself as consul.*
- *where the consuls had been thrown into chains by Cornelius himself.*
- *what restraints he tore from himself inspired by Cornelius’ advice.*
- *in the same way that the consuls had been clapped in irons by Cornelius himself.*
- *in the same way bonds which had been made by Cornelius to himself to the consul.*
- *by which from the consuls themselves of Cornelius there had been imposed constraints.*

- *Hanno – aestimator* (two marks)

A number of students chose inappropriate meanings for the words.

- *Hanno, however, more sure than a talented Roman valuer*
- *most definitely a valuer of Roman character*
- *Hanno, thinking more highly and certain of the nature of the Romans,*
- *determinedly guessing at the genius Romans*

- *nihil – ratus* (three marks)

ratus is the past participle of *reor* and means ‘having thought’ or ‘thinking’ in this context. It is a verb that is followed by an indirect statement. The word *tale* was often problematic for students. It is the neuter singular of the adjective *talīs*, meaning ‘such’ and did not derive from *talea* (stake) or *talio* (retaliation). It could only be the vocative singular of *talus* (ankle) – vocatives are found only in direct speech. Once again there is evidence that students do not consider the accident of a word before using the dictionary. *talīs* is commonly used in Latin, especially in result clauses, and it is a word with which students at this level ought to be familiar. It is an adjective that agrees with the pronoun *nihil*. *timendum* is a gerundive meaning ‘must be feared’.

- *thinking that nothing such should be feared very greatly*
- *having thought that the fearing was nothing with such great confidence*
- *nothing of such to fear having settled the most*
- *having thought there to be nothing to fear with retaliation in kind*
- *But Hanno no greater stake he aimed for than to be feared with trust at the conference*

- *maxima – tetendit* (two marks)

This part of the sentence required students to choose appropriate meanings for *colloquium* and *tetendit* from those listed in the dictionary.

- *he insisted with confidence to the conference*
- *although his self-confidence was stretched to conversation*
- *prolonged the conversation with great confidence*

- *apud – ageret* (three marks)

Under the subheading ‘public speaking’, the dictionary meanings for *ago* are ‘to plead, discuss, to negotiate, treat’. The word *colloquium* in the previous sentence should have suggested one of these meanings. *apud quos* precedes the conjunction *cum*, as *quos* is a connecting relative referring back to those involved in the ‘conference’. Far too many students neglected to provide the correct meaning for *fine* (end).

- *Among those when he pushed forward to the boundary of war,*
- *At this time he was pushing the limits of war*
- *When he was waging war against them for a border,*
- *When he had spoken about the end of the war he had waged among them,*
- *Beside them when around the boundary of the war,*

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- *et – accidisset* (five marks)

et joins the subjunctive *dixisset* to the previous subjunctive *ageret*, governed by the conjunction *cum*. Most students coped with the accusative and infinitive *posse illi evenire*, although this required students to understand that *posse* needs to be translated as ‘it was possible’. *illi* (to him) is a dative after *evenire*, meaning ‘to happen’. *accidisset* is in the subjunctive because it is in a subordinate clause in indirect speech. *Cornelio* is again dative, here after *accidisset*.

- *that he was able to bring that about for him just as Cornelius had approached*
- *of those military tribunes he said were able to come out there just as Cornelio was attacking*
- *and he had said that a military tribune would be able to come out and strike Cornelius*
- *tribunes and soldiers he said having been able that resulted just as fell upon Cornelius*

- *uterque consul ... inquit* (one mark)

Many students did not choose the correct meaning for *uterque* (each or both).

- *the consul said to each of them*
- *another consul*
- *both the consul and the tribune ordered silence*

- *tribuno tacere iusso* (two marks)

Literally, this ablative absolute means ‘the tribune having been ordered to be silent’. The verb *iubeo* is usually followed by a prolativ infinitive. Many students did not translate the phrase correctly.

- *since he was ordered by the tribune to be silent*
- *with the tribune having ordered silence*

- *isto (inquit) – liberat* (three marks)

The short, direct statement should have caused few problems for those students who carefully considered the accident of the words and the part played by each in the sentence. *isto* is in the ablative, agreeing with the ablative noun *metu*. By checking, using ‘by, with, from, in, on’, this should have produced ‘from that fear’, especially when linked to the verb *liberat* (frees). *te* can be either accusative or ablative. The absence of a preposition points to the accusative, which will make it the object of the verb. *fides* can only be nominative singular (as the word has no plural in Latin) and must be the subject of the sentence. It is connected to the genitives *civitatis nostrae*.

- *‘You there Hanno, are afraid, I trust you will keep your promise to our citizens.’*
- *‘Because of that fear of yours, Hanno, he has freed our faithful citizens.’*
- *‘With fear in your defendant, Hanno, the trust of our people has set you free.’*
- *‘Hanno with that fear of yours, the bravery of our city gave freedom to them.’*
- *‘To you yourselves’ he said ‘fear, Hanno, frees our divided city.’*
- *‘Hanno frees you from your fear and his loyalty to our state frees you.’*
- *‘By that fear of yours, Hanno, keep your promise to our city.’*

- *hostium – fecerat* (three marks)

This last sentence provided the opportunity to use another gerund. The sentence, which provides the moral point of the passage, was included to challenge students. Again, careful consideration of the accident of the words and the parts played in the sentence should have led to an answer resembling a correct translation. Even though the passage was about tying people up, most students thought that *vinciendi* came from *vincere* (to conquer) rather than *vincire* (to bind, tie up). Taking the words literally in order produces the following: ‘of the enemy (genitive plural) the leader (accusative – object of *vinciendi*) of tying up (genitive of the gerund) the opportunity (nominative singular – subject of the verb) famous (accusative plural adjective – qualifying *illos*, object of *fecerat*) them (accusative pronoun – object of *fecerat*) had made (pluperfect verb), but (conjunction) by much (ablative singular of neuter adjectival noun) more famous (accusative plural of comparative adjective – objective of *fecit*) made (perfect verb) to have refused (perfect infinitive – here the subject of *fecit*)’. Following this process may help students to avoid problems they create for themselves.

- *Power had made the leader of the enemy retrain those distinguished ones*
- *His authority had accomplished that the leader of the enemy who needed to be conquered was distinguished*



- *He had made those famous and powerful enemy leaders by restraining*
- *The power had made those men distinguished from confirming the leader of the enemy*
- *The leader of the enemy had promised to kill the distinguished and the powerful*
- *The power had created the leader of the enemy by conquering those distinguished men*
- *The leader of the enemy must be bound, power had given those men distinction*
- *He had made it clear the leader of the defeated enemy that he had power*
- *The ability had been made to the clear ones for conquering the leader of the enemy*
- *The enemy leader made those conquer the distinguished power,*

- *sed – noluisse* (two marks)

Refer to the comments above.

- *it made them more renowned than they had wanted*
- *but many distinguished men were unable to do so.*
- *but had made it clear that he was unwilling.*
- *but by far he achieved that he refused more distinction.*
- *but it made them not want to be much more well-known.*
- *but was unwilling to kill the many who were more distinguished.*
- *but with a lengthy speech he made the more distinguished men do what they did not wish to do.*
- *but he did not want to make them much clearer.*
- *but many were not able to make a sound.*
- *but it was not wished that it made many more distinguished.*

The following is an example of a weak effort at translating the unseen passage.

When the vicinity surrounding Sicily having been defeated by the might of the Carthaginian army, his councils drove the weak minds eager for peace to leaders. Of whom Hamilcar himself was denying to go to hear the consuls lest he should only be tied up with the same fetter, chains which had been made having been inspired by the consul Cornelius himself. But Hanno, a more determined valuer of the Roman strength, without such fearing to be had, having ask with great confidence he held towards conversation. Which when he had gone to the boundary of the war, he had asked to be able to be the tribune of his soldiers he had fallen just as he would come to Cornelius, and that consul, having ordered the tribune to be silent, said 'Your trust, Hanno, drinks which your civilian fear.' For the sake of binding the distinguished men the enemy had made the leader be able, but the many distinguished did not wish to be made.

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

Part A – Comprehension and analysis of the prescribed seen text

Most students did very well in the section on context and content. There were, however, a few students who seemed to have little understanding of the epic.

Despite the instruction to do so, some students neglected to answer in complete sentences. A few still wrote far too much for the number of marks allocated as, generally, the questions could have been answered in one or two sentences. Some students translated the necessary lines rather than specifically answering the question and may have missed out on marks as a result.

Question 2

Turnus is speaking. He is begging Faunus and Mother Earth to hold on to Aeneas's spear, which is lodged in the roots of an old, wild olive tree.

Almost all students answered this question correctly. Some thought that it was Aeneas's sword that was stuck in the tree.

- *He begged Faunus that she hold the spear*

Question 3

Faunus is an Italian wood spirit and patron of herdsmen.

Again, most students answered this question well.

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- *Faune is Faunus*
- *He is called Daunus*
- *Faunus is the name of a tree.*

Question 4

The Trojans had cut down the tree planted in Mother Earth and sacred to Faunus.

The majority of students answered this question correctly.

- *removing the tree without any compassion*

Question 5

Turnus's prayer to the gods is not in vain as the spear is held fast by the root and Aeneas cannot free it.

Many students did not score well on this question. It was, therefore, one of the questions least well done in this section.

- *The double negative shows how fearful of his death Turnus was.*
- *Faunus is not expected to help Turnus as he is fated to die. Therefore the prayer is in vain.*

Question 6

Metiscus is Turnus's charioteer.

Almost all students answered this question correctly. For full marks, it was not enough to simply state 'a charioteer'.

- *Aeneas' chariot-driver*

Question 7

dea Daunia is Juturna, Turnus's sister. She is a nymph and, like Turnus, a child of Daunus.

The majority of students answered this question correctly.

- *Danaus king of Apulia*
- *daughter of the god Daunus*

Question 8

Juturna gives back to Turnus his divine sword, which he had mistakenly left behind when fleeing Aeneas. Venus is indignant that the nymph is allowed to do this and pulls Aeneas's spear from the tree.

The majority of students scored full marks for this question.

- *She healed Aeneas and removed the spear from his leg.*
- *gives back his sword changed into the shape of Metiscus*
- *Juturna takes Turnus out of the battle.*

Question 9

olli are Aeneas and Turnus.

Most students answered this question correctly.

- *the onlookers*
- *the gods of Mt Olympus*
- *Venus and Juturna*

Question 10

Turnus puts his faith in his sword. Aeneas stands tall and fierce with his spear.

Students found this question quite challenging as less than half scored full marks and about a quarter did not score at all. Too many students ignored the fact that the question asked for comment on line 13 and instead commented on lines 12–14. Some students even translated all three lines. Line 13 pointed to a very marked contrast between a rampant Aeneas and Turnus, who sees his last hope to be his father's sword.



- *his faithful sword/his sharp and long spear*
- *Turnus stands boldly.*
- *People gasp and give a great shout as the two warriors are about to fight.*
- *They both confidently hold their sword and threateningly but sharply hold their spears.*

Part B – Interpretation of the prescribed seen text

Questions 11, 12, 13a. and 16 required very specific answers.

Question 11

Hendiadys occurs when one idea is expressed by two nouns joined together by ‘and’. In this text, it involves the words *clipeis atque aere sonoro*. This is translated by ‘with the clash of brazen shields’ rather than by ‘with shields and echoing bronze’.

Several students wrote about the effect that the hendiadys had rather than what it is.

- *Martem sonoro become the single concept of the sound of war*
- *as it shows the air (aere) and shields making the noise*
- *with shields and noisy weather*
- *the separation of clipeis ... sonoro*
- *aere sonoro is hendiadys for sword*
- *the word for bronze is an example of hendiadys*

Question 12

Metonymy occurs when a related word is used instead of the usual word. Mars is the god of war. Here *Martem* is used instead of a word such as *pugnam*. *invadunt Martem* means ‘they entered battle’.

It was surprising that almost half of the students were unable to answer this question correctly.

- *metaphor for battle*
- *an allusion to Campus Martis*
- *as Mars is the god of war and father of Romulus, Martem = Aeneas*

Question 13a.

This is a simile as Aeneas and Turnus are likened to two bulls fighting. A simile is the comparison of one thing to another, often introduced by *velut* in Latin. There was evidence that some students did not understand the difference between a simile and a metaphor as there were several incorrect techniques suggested.

Question 13b.

‘Virgil emphasises the conflict for leadership, the isolation of the two contestants as the cowmen and herds stand off, the noise and violence of the clash.’ (Williams, p. 488)

Many students correctly identified all of the features. Some students, however, thought that the mountains named emphasised the warriors’ distinct origins (neither mountain is Trojan) or highlighted the fact that the fight was taking place in Italy.

Question 13c.

The conflict for leadership is emphasised by *conversis frontibus*, *inimica proelia*, *quis nemori imperitet* and *quem tota armenta sequantur*. The isolation of the contestants and the isolation of the herdsmen is emphasised by *pavidi cessere magistri* and *stat pecus omne metu mutum*. The noise and violence of the clash is emphasised by *multa vi vulnera*, *cornuaque obnixa infigunt*, *sanguine largo colla armosque lavant*, *gemitu nemus omne remugit* and *ingens fragor aethera complet*. Students should have explained how some of these words emphasise each feature. For example, the heifers are uncertain which bull will have control over the wooded grove and which of the two the herds will follow (line 10). The words that were discussed should have related to the features that were identified in part b. (these features).

When a question is divided into parts, students must clearly indicate where each part of their answer begins. Some students failed to do this. Students should also read the keywords in the whole question before starting their answer to avoid repetition. Many students provided information in the first part that answered the last part of the question. They then seemed reluctant to repeat the information in part c., where it was relevant. These students were not given credit for information that exceeded the requirement for that particular part of the question. That information was not taken in to consideration when assessing the later part of the question. In part c., many students discussed techniques (such as



alliteration, anaphora, onomatopoeia, chiasmus, synchysis, periphrasis, asyndeton and hyperbaton) rather than the words. Questions clearly indicate whether students are to discuss techniques or words. Some students merely gave words without any comment. The Virgil section of the examination does not require students to discuss accident and syntax.

- *Virgil uses the ellision (sic) of many words in lines 6–15 to emphasise them – at least eight ellisions is abnormal*
- *Virgil chooses alliteration and uses similes throughout the epic for interest* [the student then wrote how words illustrated alliteration and similes]
- *of the two great bulls Sila and Taburno fighting*
- *an image of bovine nature is evoked*
- *a simile, a metaphoric comparison*
- *gemitu and remugit are polyptotonic*
- *the rhyming chiasmus of gemitu nemus omne remugit*

Question 14

īll(i) īn|tēr sē|sē // mūl|tā vī| vūlnērā| mīscēnt

‘The slow spondaic line with clash of accent and ictus conveys the struggle.’ (Williams, p. 488)

The largely spondaic nature of the line reflects the gravity of the situation.

Some students missed the elision. A few students marked the last syllable as short, even though the two consonants make it long. A caesura in the fourth foot was accepted, although it is much more likely to be in the third foot. A few students scanned line 14, the number of the question, rather than line 11. Students should mark on the task book the line that they are required to scan. Some students wrote too much for one mark. Merely writing that the line enhances the scene did not score a mark; students needed to say how it enhanced the scene.

- *The line is dactylic*
- *The heavy spondaic rhythm communicates the rapid and violent exchange of thrusts by the bulls.*

Question 15

ēt fērīt;| ēxclām|ānt // Trō|ēs trēpī|dīquē Lāt|īnī

‘The conflict of accent and ictus on the pyrrhic word and the heavy pause add great dramatic emphasis after the slow spondees of the previous line.’ (Williams, p. 489)

There is a contrast between the solid, spondaic Trojans and the nervous, dactylic Latins. The diaeresis at the end of the first foot places great emphasis on the enjambed *et ferit*. The short syllables on *ferit* make it a quick action. For one mark, mention of any one of these sufficed.

Some students neglected to show the caesura or thought that the caesura came after *ferit*, where there is a diaeresis. The word ‘caesura’ means that there is a gap between two words in a foot. Students were not required to mark the ictus on words as well as the long and short syllables. Several students scanned line 15, rather than line 21. Some students incorrectly scanned *Troes* as a diphthong.

- *the reach out to the stars foreshadows Turnus’ death*
- *the spondaic stress on et ferit*
- *the dactyls make the line slow down*

Question 16

It is an example of assonance, where two or more words begin with the same vowel. In this case the three words begin with ‘a’.

It was surprising that a third of the students scored no marks for this question. Students at this level need to understand the difference between vowels and consonants.

- *epic periphrasis*
- *enjambment*
- *a tricolon progression*
- *anaphora*
- *hyperbaton as arrectae and acies are separated by amborum*



- *synecdoche*
- *a tricolon of the vowel 'a'*

Part C – Analysis of themes and ideas from the prescribed seen text

Question 17a.

This question limited students to Book 12. Students should have concentrated on lines 1–8. In his speech, Turnus pleads with Aeneas (*oro*) to take pity on his aged father Daunus (2–4) and to return him dead or alive to his family (5–6). For once, he shows concern for others. He admits to defeat and to begging Aeneas as a beaten man (6–7). He concedes Aeneas's right to Lavinia and asks him not to go further in his hatred (7–8). Students could have referred to the picture of Turnus in the first lines of Book 12 (1–17) as he steels himself for the duel with Aeneas and his reaction (45–53) to Latinus's words. He is still a proud and angry warrior. Students could also have referred to his preparation for the duel (81–106). Though Turnus is restrained during the treaty process, he shows his true colours again from lines 324 to 382, and again from lines 509 to 553 as he continues killing. He changes when he learns of the Trojan attack on the city and the death of Amata, and goes to meet Aeneas (614–696). He begs Juturna that he be allowed to die nobly, if he must die, and, in that dramatic last line of his speech to her (680), begs to be allowed one more chance to show himself to be full of *furor*. It is only when attacked by one of the Dirae (861–868) that Turnus is finally gripped by fear and becomes a beaten man, as he is here. Students might not have included all these points, but should have referred at least to the passage for Turnus's current mood and have made some comparisons with how he has been portrayed earlier in the book.

There were many very good answers to this part of the question. Less good were the answers that either did not discuss the lines or did not give examples from the rest of Book 12. Some students produced evidence from earlier books, such as Book 7 or the death of Pallas in Book 10.

- *Aeneas visited Anchises in Book 4.*
- *Allecto in Book 6*
- *As the teleological epic concludes*
- *It recalls Priam and Achilles*
- *Turnus is regarded as a coward who is unwilling to accept his end.*
- *Confronted with the raw reality of his own imminent (sic) death Aeneas begs Turnus that he take pity on him.*
- *Throughout almost the whole Aeneid Turnus displays furor, madness.*

Question 17b.

In Book 10, Pallas and Turnus meet in a duel, which the more experienced and violent Turnus wins easily. He kills Pallas and, as he triumphs over the body, takes from it Pallas's sword belt. Virgil says (10.503–5) that there will come a day when Turnus will regret having killed Pallas and taken the spoils from his body. In the conclusion to the epic, Aeneas catches sight of the sword belt, which Turnus is wearing as a trophy, just when he is considering sparing him. The belt reminds him of the death of Pallas, for whom he felt responsible. (Students are reminded how he reacts in Book 10.510–605 by killing anyone who gets in his way as he goes after Pallas's killer, Turnus.) Pallas had been entrusted to his care by Evander. In Book 11, Evander begs Aeneas to avenge Pallas's death. Aeneas blazes with anger and kills Turnus to avenge the death of Pallas. Students were expected to refer to lines 10–19.

There were many very good answers, with nearly half of the students scoring full marks. Some students performed well with the events of Book 10, but were less successful at discussing the relationship between Aeneas and Pallas.

- *Earlier in Book 12 Turnus kills Pallas.*
- *One can still comprehend the passage without the knowledge of what happened to Pallas.*
- *It is the death of Pallas by Aeneas hand which is the primary factor.*
- *plundered the body of the boy which depicted the Danaids*

Question 17c.

The sudden, violent and angry end to the *Aeneid* leaves the reader unsettled and asking questions. Unlike Homer's two epics, the *Aeneid* does not reach a form of reconciliation. All this has led to much scholarly discussion and debate over the years. One group sees the fact that Aeneas is *furiis incensus et ira terribilis* and the violent way in which he kills Turnus to be a negation of the *pietas*, which is supposed to guide him, and the instruction given to him by his father to spare the conquered (*parcere subiectis* 6.853). The other group regards Aeneas's killing of Turnus as a necessary act and one of *pietas* towards Pallas. Students were free to argue whatever case they chose, provided they mounted an argument that was based on evidence. They were expected to make reference to lines 15–22, especially the words already mentioned and *fervidus* in line 21.



Students who did not make any use of the passage or only minimal use were limited to being awarded a maximum of seven marks. Some students wasted valuable time discussing events in other books of the epic. A few students did not clearly show where each part of their answer began. However, there were many very good responses. Some students argued with passion, supporting each extreme view, and others saw validity in both points of view.

The instructions for the question clearly stated that the answer should have been in English and that Latin should be in parenthesis. There were some students who ignored the instructions and included Latin in their English.

It was common for *subiectis* (from Book 6) to be translated as ‘meek’, rather than ‘those in an inferior position’. There is a difference between these two concepts. *indignata* was often incorrectly translated as ‘unworthy’, as if it came from *indignus* rather than *indignor*. A long paragraph on Aeneas’s *pietas* with mention of Books 2 and 4 was for the most part irrelevant. It is probably invalid to claim that sparing Turnus would amount to *pietas*. Drawing a parallel between Aeneas and Turnus and Achilles’s respect for Priam was not appropriate. The parallel should have been drawn from Achilles’s treatment of Hector.

- *debellare subiectis*
- *the insipientia of Turnus*
- *mesarchia of Pallas/Pallas*
- *pietal/anti-pietal*
- *he promised Evander to venge Pallas’ death*
- *Turnus’ respectful treatment of Pallas and Evander*
- *The funeral games in Book 6*
- *He is not justified in killing Aeneas.*
- *Turnus manages to beg for his own life and remind Aeneas of the person he is suggesting that Aeneas ultimately made his own decision and somewhat controlled his own furore.*
- *Aeneas’ actions cannot be fully condemned because for the majority of the Aeneid, and even the start of Book 12, when he speaks so harshly to Latinus and Amata and kills many Trojan soldiers who are not directly fighting with him is arrogant and overbearing.*

Students are strongly advised not make use of prepared essays. This question requires an extended response. The first two parts of the question made it more difficult for students to use a prepared essay. In the third part, however, too many students were clearly relying on prepared answers on topics such as the character of Aeneas, *pietas* v. *furor*, Stoicism, the Homeric hero and the new Roman hero. A few students simply ignored the instructions on the paper and wrote a single essay, which had clearly been prepared. If the question is divided into parts, then students must indicate where their answer to each part begins. Students should plan for the examination by compiling sets of notes so that they can address whatever issues or themes are raised in response to the passage given. Students are expected to make reference to the passage. There are still many who do not discuss the passage, even when required, as in Question 17a. of this examination.