



GENERAL COMMENTS

The performance of the 169 students who sat the examination in 2006 was an improvement on 2005. The mean score improved from 62 per cent to 69 per cent. There were several students who scored between 90 and 100 per cent, whereas last year the highest score was 88 per cent. It did not seem that students ran out of time in the way that some did last year.

There was a noticeable improvement in the standard of responses to the unseen translation, though this part of the paper remains the stumbling block for weaker students. Essays, too, were better this year. This may be because students found that they had more time because they had coped with the unseen passage in less time.

SPECIFIC INFORMATION

Section 1 – Translation of an unseen passage

Question 1

Marks	0–15	16–20	21–25	26–30	31–35	36–40	41–45	Average
%	6	11	11	21	23	20	8	29.7

‘Listen, gentlemen of the jury, I beg you, and show some pity for our allies. Since the whole of Asia thinks that man was justifiably killed, a man nominally Verres’ lictor, but really the agent of his most wicked lusts, the defendant Verres was very afraid that Philodamus would be acquitted by Nero’s court/decision. He asked and begged Dolabella to leave his province and set out to Nero; he pointed out that he would not be safe if Philodamus was allowed to live and to come to Rome. Dolabella was disturbed by this; he did what many censured in as much as he abandoned his army and his province, and set out for Asia and the province of another for the sake of a most worthless man. After he reached Nero, he urged him to investigate Philodamus’ case.’

The mean score for the unseen passage was an improvement on the 2005 mean. Last year’s report highlighted the advantage of breaking up sentences by using brackets. The students who encountered the most difficulty with the passage would certainly have benefited from using this process, as it should have enabled them to avoid some of the worst errors by keeping words within their clauses. Students should look for verbs (indicative or subjunctive – usually subordinate) and the conjunctions which link them. They should then look for nominatives, which can only be subjects of verbs, and accusatives, which are likely to be objects of the verbs. Prepositions are linked with the nouns which they govern. Punctuation is a very good guide; however, students still often ignore the punctuation, which should help them to a correct translation. Colons and semi-colons are akin to full stops, and words should not be taken from one clause into another on the other side of a colon or semi-colon. Commas often delineate the start and end of a clause.

It is suggested that the unseen passage could have been quickly broken up in this way:

audite, (quaeso), (iudices), et miseremini sociorum nostrorum. [quod toti Asiae iure occisus videbatur ille verbo (Verres lictor), re vera (minister improbissimae cupiditatis)], [pertimuit Verres iste] [ne Philodamus (Neronis iudicio) liberaretur]. [rogat et orat Dolabellam] [ut (de sua provincia) decedat, (ad Neronem) proficiscatur]; [demonstrat (se incolumem esse non posse)] [si Philodamo vivere atque Romam venire licuisset]. [commotus est Dolabella]; [fecit id] [quod multi reprehenderunt], [ut exercitum, provinciam relinqueret, et (in Asiam) (in alienam provinciam) (hominis nequissimi causa) proficisceretur]. [postquam (ad Neronem) venit], [hortatus est eum] [ut Philodami causam cognosceret].

Genitives remain a problem for many students. It should be remembered that most genitives are linked to another noun, as is shown above. Clearly dictionary skills need to be improved, but from an earlier stage not just in the final year. Students should ensure that they use the correct translations of any words given below the passage. It was also disappointing to see students unable to give the correct form of names. Names are inflected in Latin but they are not in English. All the necessary names were given in the appropriate form in the introduction. Names should not be abbreviated, as the assessors must be able to see that the students can change the Latin inflected form into the appropriate English form.

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

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- *audite – nostrorum* (four marks)

Last year's Assessment Report pointed to the difficulty encountered by students with passive imperatives. Unfortunately, many students still did not identify *miserimini* as an imperative, in spite of the presence of *audite*. A little more difficult was the fact that *misereror* takes the genitive case, even though this is made clear in the dictionary. It seemed that students often simply looked up the meaning without noticing other important information about the word. *sociorum nostrorum* was often translated by the singular, *nostrorum* by 'your', not 'our'. The following versions show how students had difficulty with this reasonably straightforward sentence.

that you be sympathetic

my most unhappy good friends

you might be sorry

judge and share your sorrow

Listen you give judgment and having found out we are distressed about are (sic) comrades.

with little sympathy for our friend

I begged of the judges

you shall pity our friend

you will be pitied by our associates (A genitive cannot mean 'by')

your associates to sympathise for us

The case was to be heard and I asked our associates verdict.

of the most miserable things of our allies

and you can pass judgment on our wretched companions

to ask the trial and of our most sad friends

and investigators and deploreat (sic) society

The judges at the hearing questioned the sad native associate.

and most pitied of our company

share our pity

to be sent (miserimini) word of our allies

in fact about the most wretched of our allies

to the most sad situation of our allies

ask you to judge and sympathise

It is pitiful in fact to ask and hear from the judges.

listen, which, judges and to show little pity of

our most wretched of societies

and I ask you if you will pity the judges of our companions

hear about the most miserable allies of our country

you may judge and our associates can be sent (miserimini) by you

give to me most pity

Having heard, asked and judged we sympathised with our friends.

Hear, I beg, the critic, and the most miserable man of our society.

Listen, ask, judge and you will sympathise for our men.

Listen, pray, judge and ally with despair.

- *quod – lictor* (five marks)

This causal clause caused great difficulty. Many students were unable to cope with *videbatur* as 'seemed' with a nominative and infinitive, though this is a very common structure in Latin. A majority of students took *toti Asiae* to be genitive; however, this would be *totius Asiae* (or at least *totae Asiae*, if students thought that *toti* was second declension



genitive). The dictionary gives both the genitive and dative singular of *totus* alongside its meaning. Students ought to be aware of the list of pronouns/adjectives which have a genitive *-ius*, a dative *-i* all genders. They are very common. The correct meaning of *iure* is given under *ius*, *iuris*. *Verris* was often left thus in spite of the fact that the name *Verres* was used nine times in the introduction. The genitive *Verris* was often taken with *verbo* and translated as 'in the name of Verres' even though the meaning 'in name' not 'in the name' was given for *verbo* and the title talked of *Verres' lictor*.

- *re vera – cupiditatis* (two marks)

The meaning of *re vera* is listed under *res*, though it requires the student to skim through the list of meanings and expressions given there. Nouns of the third declension which end in *-as*, *-atis* are feminine. Such knowledge would have helped students to take *improbissimae* with *cupiditatis*. Some students thought that *occisus* came from *occido* (to fall, be ruined), though its past participle is given as *occasus*.

*He seems that that lictor in the name of Verres was killed for the entirety of Asia, the most persistently greatly minister.
actually the slaves most badly want this
as he was seen to have justly killed
of all Asia
saw that Verris lictor in name a new spring of shameless greediness
because he saw so many injured and killed in Asia
that the justice that falls be in Verre's (sic) lictors name the servant (sic) in fact had very bad desires
would be justly killed
because it seemed with all justice of Asia killed that lictor in the name of Verres in fact an agent of unwanted love
has seen Philodamus in name of Verres' lictor
you desire to learn of the actual very shameless accomplice
in fact the attendant disapproved greed
might have been killed by all
because all of Asia swear that he in the name of Verris (sic) lictor
in this truth the servant with very wicked eagerness
Because all of Asia was waiting to see who had killed Verres' lictor, for the servant was condemned
by the whole of Asia in the name of the law
justly ruined in the name of Verres lictor
swears to have seen
in fact condemned the helper in the last
All Asia was seen justly to be killed in the name of that Verres' lictor, truly a most shameless act of ambition
was seen being killed
swear in the name
wishing most disapproving servant with the truth
which justice of the whole of Asia having been ruined
in the name of Verres swore in Asia that he saw the entire ruin, he disapproved of the eager truthful attendant
it seems that the whole of Asia has been ruined by law
we will see the whole of Asia would justly fall in the name of Verres' lictor, in fact servants wish to condemn him
seems to have cut down the justice of all Asia in fact the greed of the servant was most wicked
It falls to be seen that Verres swears in the name of lictor to the whole of Asia, or for the attendant to eagerly reject the true
thing,
in fact the attendant did a thing most greedy and most wicked
indeed the most inferior attendant matter you desire
to have ruined the entirety of Asia with his authority*

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he (Verres) is an agent

licitor by the name of Verres

It seems that while (sic) of Asia has falled (sic) from justice for that licitor in name of Verres, yes indeed the attendant you most cruelly blame

he was seen to be the killer of Verres' licitor, the first servant of rejected passion

indeed the servant you desire for the matter is very wicked

the conspiring eyes (occisus)

disloyal disirving (sic) a manservant

throughout Asia the conspiracy to kill was to be seen by he in the name of Verres' licitor, the culprit by in fact the agent, had an extremely wicked desire

the sworn fall out himself

you blame the affairs and spring to immediately reject

the thing indeed most wrongly done by his passionate servants

Because it seemed that he had had the whole of Asia killed through law

because all of Asia seemed to have been cut down

that licitor named Verres

the prosecuter (sic) with most cruel intention

he seemed to have killed the governor of the whole of Asia, in fact the attendant was so very afraid of your wicked desire Verres of desire's great immorality

the entire law of Asia seems to be filled in the name of this man Verres' licitor

the truth of the matter was the servant's dishonest desire

by truthful things a most inferior minister of ambition

which by law the whole of Asia seemed to fall

the attendant was alarmed by the worst passion

all of the law of Asia seems to have died in the name of

whole of Asia it seemed in the name of the law having perished

for the whole of Asia is watching the jury in naming by truth they desire to see if the ministers are dishonest

the tool of this thing with enthusiasm was very bad

has seen justice be killed

He it seems killed the licitor of Verres in name in fact the servant was most probably not lust

all of Asia has been killed justly

the shameless attendant longed for these things

law of the whole of most wicked Asia

and concerning (re?) this unforeseen longing for this attendant

Because all of Asia swear that Verres in name was to have seen the death of his licitor, the defendant persistently desires the truth about the attendant,

As for just as many Asian is seen to die I swear judge in my name Verres licitor I desire to be truthful to the servant with no dishonesty,

Because the killed licitor was seen by Verres himself in name, actually the minister of the entire of Asia conspired most shameless with longing,

so many Asians have come to see Verres swear in the name of his licitor, a new spring servent (sic) who was condemned by desire,

the minister having been compelled by his desire for the truthful thing

- *pertimuit – liberaretur (four marks)*



Bracketing here would have prevented many of the mistranslations, as it would have separated the clause of fearing after *ne* from the main clause. For example, *iste* was taken with Philodamus. *iste* was often thought to be *ipse*. Students at this level who refuse to make nominatives the subjects of verbs are greatly disadvantaged. While it is true that *Verres iste* comes after its verb rather than coming before, this word order is not uncommon either in Latin courses or in passages of real Latin. This part of the sentence should have been simple, but it was not handled well by many students. Some students seemed unfamiliar with verbs of fearing.

became very scared of Verres, not that Nero judged Philodamus as free
I would be very alarmed Nero if you were to judge and acquit the defendant Verres not Philodamus.
be scared of Verres himself because
by judge Nero
Verres alarms your defendant that the trial by Nero
so he had become Verres reader not Philodamus' which was ordered by Nero
because the whole of Asia fears him greatly
frightened Verres so that Philodamus is not set free
and wanted to be set free of Verres lest Philodamus let Nero pass judgment on him
and tended to the client Verres
he became scared of Verres
of your client Philodamus unless the judge Nero
he reached Verres the defendant lest Philodamus Nero be freed from trial
very afraid of your Verres
by the juror Nero
he was affraid (sic) that the freedman that of Verres not Philodamus would be judged by Nero.
Verres is free to be afraid of Philodamus, Nero and the judge.
Philodamus of Neron
so that Philodamus was not afraid
Philodamus was alarmed the defendant Verres was truly free in the courtroom of Nero.
he feared that Verres
Philodamus feared that Verres the plaintiff would be freed by Nero in trial.
whether they would sentence or free Verres himself not Philodamus by Nero.
Verres did not reach Philodamus was judged and released by Nero.
might not be set free
it was referred to Verres
judges of Nero judged himself
I persist, judges, that Philodamus may be acquitted and not the client of Nero, Verres.
so afraid was Philodamus of Verres that Nero decided to free him.

- *rogat – proficiscatur* (six marks)

Several students translated the third person main verbs by the first person; this kind of carelessness should be avoided at VCE level. Finding the correct meanings for *rogat* and *orat* proved difficult for some. *orat* was often translated as 'told', despite the fact that this point was made very clearly in last year's report. Several students treated *Dolabella* as a woman. VCE students should know that many male names have the feminine form and that in the Roman world women were never governors of provinces. The asyndeton of *decedat* and *proficiscatur* defeated some students, although it is a prescribed technique for Units 3 and 4. Last year's report also discussed this point.

to withdraw their troops from the province
her province

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*that the province was becoming his, promised by Nero
to make progress Nero
I ask and plead
being wanted to proceed by Nero
with him (de sua)
to let the governor of the adjoining province of Asia decide
is withdrawn from his province and he sets out
spoke to as he retired from
for Dolabella
from her command
so that he could withdraw his men from the region
told Dolabellam
he requested to speak
for to Nero to start
that Dolabella be removed and she is sent for by Nero
Dolabellam why she
to Neron
to get him out of his province he proceeded to
to Neronem
he was asked and spoken to by Dolabella
decide on your province
Dolabellus
it proceeded to Nero
He asked about his province and said that Dolabella withdrew, and set out for Nero;
set after Nero
He asked this and told Dolabella to leave the province to attend to do this thing.
while he withdraws Dolabella from his duty
he would command the death to make headway with Nero
I request a speech (sic) from Dolabella to Neronis proceeding.
He proceeded to Nero and asks and begs that Dolabella be shown safely himself in order that he can withdraw from his province.*

- *demonstrat – posse* (three marks)

Bracketing here would also have prevented much of the mistranslation, as it would have separated the main verb with its accusative and infinitive from the subordinate verb in the conditional clause. Finding the best meaning for *incolumem* was a problem for some students.

*her not able to be safe
may I point out that
was unharmed and would not be able to
himself unable to be safe
that he was unharmed that it was not possible
she be able to be harmed
she explained herself*

- *si – licuisset* (four marks)



Several students gave the meaning 'to be for sale' or 'to value at' for *licisset* rather than taking it from *licet* which takes the dative. Far too many treated *Philodamo* as an ablative rather than as a dative after *licisset*. If it meant 'with *Philodamus*', it would be very unusual for there to be no *cum* meaning 'with'. Both infinitives are dependent on *licisset*, but many only took the second with it. Running this clause and the main clause together was a common fault, as can be seen from those examples which follow.

if it wasn't possible for Philodamus to live and that he may come back to become a Roman licitor.
demonstrated himself safely that it is not possible for Philodamus to live nor even come lawfully to Rome.
if she were to live with Philodamus and that in Rome she had been permitted to come.
show him that it would be impossible to live if she were permitted to live with Philodamus.
to live if Philodamus was safe and was valued to come to Rome.
He points out himself if Philodamo is not able to arrive unharmed and come to Rome to waste away.
her to be unharmed and to be alive with Philodamus unless she came to Rome.
that it was not safe to live with Philodamus and that he himself should return to Rome.
is able to live and that he had valued at coming to Rome.
he showed that he was uninjured but not able to live by Philodamus.
and Rome allowed him to come
if to live by Philodamus and also it had been evident to come to Rome.
and cleared the Roman to live.
that Philodamus would not be safe living in Rome.
if he is seen by Philodamus and values the Roman way of life.
and that he had decided to come
he had been permitted to live with Philodamus
if he was put up for sale to live with Philodamus
and the Romans permitted to come
if seeing Philodamus and that she is to be for sale to come to Rome.
if she were to live with Philodamus and melted away to come.
to explain himself which would not be possible if Philodamus lived unharmed and then he could go to Rome lawfully.
and he would be up for sale if he came back to Rome.
to be safe he cannot live by Philodamus and is to be permitted.
and asked if it could be permitted that he go to Rome.
if he saw Philodamus and sold it to Rome.
to live with Philodamus he would be allowed to go to Rome.
it had not been permitted for him to live with Philodamus and go
and that Rome must continue to be lawful
Philodamus will become Roman and in fact come to bid.
to enjoy life if Philodamus is unharmed and moreover he might value to come to Rome.
he did not prove safely to Philodamus that he was as roman (sic) who cared for life.

- *commotus* – *Dolabella* (two marks)

This sentence should have shown that *Dolabella* is masculine. The reverse order of verb and subject and the passive verb both caused some problems. So too did choosing the best meaning for *commotus*.

He was moved by Dolabella.
Dolabella stayed. (commotus perhaps confused with commoratus)
having excited Dolabella.

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having been stirred up by Dolabella

The commotion is Dolabella.

must be agitated

Dolabella discharged him emotionally.

Dolabella moved.

Dolabella has caused commotion.

Dolabella set into motion.

He set in motion Dolabella.

He was stirring up Dolabella.

- *fecit – reprehenderit* (three marks)

Very few students were able to translate this part of the sentence correctly. Translated literally it would be ‘He did that thing which many censured’. Students had difficulty in finding the right meaning for *reprehenderit*; clearly the English ‘reprehensible’ did not come to mind. Students seemed to find the use of the demonstrative together with the relative difficult, even though it is a very common construction in Latin. Last year’s report discussed *eorum qui. quod* was translated as ‘because’ far too often. *reprehenderit* was translated often as a passive. Words which were not in the Latin were often invented.

She performed this as many held back,

He made it because many were holding back,

He is excited because they caught many,

Because many had delayed he made it these,

She did it because a great number having to be rebuked,

He made many young men reprehend Verres,

many hold back

He made it because they held much,

He supposed that because many held back from,

from which many men held back

Because many have held back to make this,

It happened that many were seized,

he had many reprehend

He did it because many held him back,

He did it because many were held back,

and made sure that many were reprehended

It caused that they retained many,

because many things held him back

because they restrained him often and the army

which caught many

She did what many restrained,

It was because of her many were restrained,

He organised it so that many, in as much as the army, refrained,

restrained themselves from doing

This came about because many men in as much as the army had held him back when he tried to leave,

They retained him many times because he caused,

instigated many reprehensible things

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*It made her because he held many,
He made it so that many restrained him (Philodamus),
which convicted many
He thought of what penalty they would have retained,
He caused it to be that many were forced,
He made it because they had killed many,
She made which many held her back,
He had many hold him back,
He allowed it because they held much back,
He did much of it because they restrained him,
He proclaimed what the many refuted,
He made it because he caught hold of much,
many blamed that it was done because
would have restrained from*

- *ut* – *relinqueret* (two marks)

Some students did not use the meaning given for *ut*, which was a basic error. The asyndeton of *exercitum, provinciam* (both clearly in the accusative singular and therefore likely to be the object of *relinqueret*) was difficult for almost all students, though it is a prescribed technique and one which they should have seen frequently. It was disappointing that many students did not translate *exercitum* correctly, even though its meaning as ‘army’ is very common in Latin. It was translated as ‘swarm’, ‘trouble’, ‘work’, ‘exercise’, ‘assembly’, ‘laborious’, ‘keep busy’, ‘discipline’, ‘having been superioyed (sic)’, ‘practice’, ‘made busy’ and ‘supervised’. Many made the accusative *exercitum* subject of *relinqueret*. It is imperative that students are prepared for this part of the examination by being exposed to unseen passages, including military passages, by a wide range of authors.

*the army abandoned the province
as an army, having left behind a province
as much as an army, to abandon the province
he returned the forces to the province
an army, should it return to the province
and ask him his reason for leaving the province behind
in as much as work intend to leave the province
the army and she abandoned the province
province of the army
as the army to leave the province
the army, he had left the province
and as laborious as it would have been to leave a province
in as much as troubled, removed from the province
in as much as having been superioyed (sic) he was left behind in the province
to supervise the province gave him up
in as much as to have been made busy, she relinquished the province
in as much as an army he would set out to the province
so that he could practice (sic)
that he would have to leave an army in Asia*

- *et in* – *proficisceretur* (four marks)

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Many students had difficulty with the meaning of *alienam* (though an appropriate meaning was given in last year's Assessment Report) and with recognising *causa* as a preposition which takes the genitive and follows its noun, though they should have known this from learning about gerunds. All students at this level ought to be able to translate *in* + accusative correctly.

with the worst reason

is most worthless in both Asia and an alien province having set out for the cause of a man

to be the most worthless man

with a party of the most worthless men

and start in Asia and I transfer it to the province, there would not be enough men for the purpose

by men in alien provinces with a worthless cause

due to the army of a very wicked man

men make progress to the cause in vain (nequissimi taken to be from nequiquam)

province unsuited to men with very bad cause

with cause he set out into Asia into an alien province with the most worthless men

for the most worthless cause of men

and other foreign places lest anyone knew the man's reason

set out the most worthless of his men into Asia into a strange land for this reason

of people most wretched he set out for a reason

the men were becoming the worst cause

and start living in another bad province of Asia

with a case most worthless to men

they were sent unable the cause of people

it was bad people that made her set out again in Asia

without any sort of reason for the sake of that man

in the deserted province

became the worst human being

to a home in an unknown

and in Asia he transferred the province of very bad men because it was being started

province unsuited to the purpose of such a worthless man

brought about the origins of this most worthless man's case into the foreign province of Asia

he would be of use (proficisceretur from proficio) to the case of

and in Asia in an alien province this most wicked man might proceed to a trial

he was killed by men as promised

the men didn't have reason to set out

and he might set free the baddest (sic) men in Asia in another province for this reason

where he is unable to be a problem of human

to most wickedly blame men

has started to worthlessly excuse a man while in Asia

and because he needed men so badly he set out to foreign provinces

He made sure he was abandoning in as much as practice it retrained (sic) him of the province and he was proceeding into Asia into other provinces of the most useless.

He supposed that because many held back from leaving the province in as much as the army and that most worthless man might pursue the case in Asia in another province.

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- *postquam* – *venit* (two marks)

This comparatively simple temporal clause challenged some students. Some could not distinguish between *post* (preposition), *postea* (adverb) and *postquam* (conjunction).

she came

after Nero had arrived

they came

afterwards he came

After Nero was sold

When Nero came

afterwards they

After the return to Neronem

since

although

then

- *hortatus* – *cognosceret* (four marks)

Some students encountered difficulty with the deponent verb *hortatus est* and with choosing appropriate meanings for *causam* and *cognosceret*, though these should have been obvious from the last sentence of the introduction.

Philodamus is exhorted from the investigation process.

he had found out Philodamus' reason

he was urged

She was delayed so that she knew

to recognise Philodamus' guilt

to learn the reason

After he went to Nero, encouraging him that he knew the cause of Philodamus.

to learn and reason with Philodamus

as he came to know

he was encouraged to understand Philodamus' motives

he was urged by him

identified Philodamus as the reason

them so that he would know Philodamus' reason

Philodamus understood the cause of the hour

it was encouraged

he learned that the case of Philodamus is encouragement for them

She was encouraged that Philodamus was the reason for understanding.

harangued

to understand the for the sake of Philodamus

it was ordered that he learn Philodamus' pretext

recognise Philodamus' excuse

he was exhorted to lay the blame on Philodamus

It encouraged him that the case of Philodamus might be investigated.

He had learnt having encouraged him that Philodamus was the cause.

so that he would discover it to be Philodamus' fault



was encouraged that he knew the problem which faced Philodamus

He has learnt that of Philodamus encouraging the case.

He lied to him that he believed Philodamus to be the cause.

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

Part A – Comprehension and analysis of the prescribed seen text

The vast majority of students encountered little difficulty in answering the questions on content and context. Students should be reminded that the instructions to the examination ask them to answer in complete sentences.

Question 2

Marks	0	1	2	3	Average
%	1	5	16	78	2.7

Venus is speaking. Aeneas has just caught sight of Helen. He wonders what will happen to her and what action he should take. He decides that he should win glory from killing her and avenging the Trojan losses. He is rushing to do this when Venus intervenes.

Almost all students answered this question, though some were a little vague on the circumstances. Most answered the question correctly and briefly; however, a few wrote more than half a page. This wastes valuable time and scores no more than a response which answers the question correctly in one sentence. The speaker was sometimes identified as Dido (wrong book?), Athena or Aeneas urging his father to leave the city, though these lines of Book 2 were not prescribed.

Incorrect responses included the following.

on the threshold of the Vesta he is holding

after he wakes up and sees the destruction

The king of Troy after the death of his son Priam which Pyrrhus had killed in front of Priam's father.

Question 3

Marks	0	1	2	Average
%	1	7	91	1.9

Venus is urging Aeneas to consider his family first rather than think of taking revenge on Helen. He should go back to where he left Anchises to see if he, his wife Creusa and son Ascanius are still alive.

Again there were one or two students who wrote more than half a page in answer to a question that could be correctly answered in one sentence. Questions on content can be answered by translating or by summarising what the Latin says. The latter method was preferred by students. Almost all students answered the question correctly.

Incorrect responses included the following.

to avenge the killing of father, wife and son

he has surrounded the sharp edge in a fire

Question 4

Marks	0	1	2	Average
%	9	27	64	1.6

Venus says that it is only because of her care that his family has not fallen to the fire which is destroying Troy or the swords of the Greeks.

Very few students encountered any problems with this question.

Incorrect responses included the following.

She has resisted the Greek army and carried them into the flames.

conceal him from the Greeks

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Venus claims to have surrounded the Greeks from all sides and altered their sight so that they wander aimlessly away from Aeneas.

Venus claims to have fought off all the Greeks, who were unable to oppose her, using flames and swords.

lifted up by the flames

unable to resist her charms

Venus claims to have seen the swords and flames and her son has not cared for her.

watching over Aeneas

She describes how the flames and spears were thrown by the enemy.

Question 5

Marks	0	1	2	Average
%	2	10	88	1.9

Paris is the son of Priam and Hecuba. He might be regarded as *culpatus* for the destruction of Troy as he took Helen from Menelaus and brought her to Troy. This led to the Greek expedition against Troy.

Almost all students correctly identified Paris, though some failed to mention that his abduction of Helen led to the Trojan War. One student wrote well over half a page to answer the second part of the question.

Incorrect responses included the following.

He took Helen from Troy.

Menaleus

Paris is a Trojan sheperd (sic).

due to his irresponsible actions in the Illiad (sic)

as he did nothing to stop the Greeks or attempt to save his father

Paris is the son of Polites.

Paris is one of the gods responsible for the downfall of Troy.

Paris is the son of the Greek king. He is blamed because they think that he made the snakes eat Laocoon.

as he didn't choose Minerva to win a beauty contest

Question 6

Marks	0	1	2	Average
%	3	29	68	1.7

Neptune has loosened the foundations of the walls with his trident and is tearing the whole city from its foundations. Laomedon had cheated Neptune of his promised reward after Neptune had helped build the walls of Troy. It is clearly the will of the gods, even those who had been on the side of Troy, that Troy is destroyed.

Either of the suggested reasons for Neptune's actions was awarded full marks. Some students mentioned both.

Incorrect responses included the following.

his triton to crash them down

offence from the Trojans involving a sacrifice involving a virgin

Exactly why he is doing this is anyone's guess.

He favours the Greeks and is against the Trojans.

eluding to gods divine help

Laodeden

because Jupiter broke a promise concerning Troy to him

because the sacrifice to him by Laocoon was left incomplete

his mighty tritan (sic)

because they were ignoring Laocoon's advice

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angry at the stupidity of the Trojans

Laomedes

He is stirring up the oceans against Troy.

Question 7

Marks	0	1	2	3	Average
%	5	25	51	19	1.9

Juno here is described as very fierce and possessed by *furor* in her attack upon the doomed Troy. The reasons for her anger towards the Trojans are outlined at the beginning of Book 1. This anger and her opposition to Aeneas and his mission are not resolved until the end of Book 12. Through Dido and Turnus she does her best to prevent Aeneas from completing his mission.

There were many very good answers to this question which drew upon Juno's role in other books of the Aeneid. Quite a number of students surprisingly did not mention *furens* in line 20, though they mentioned *saevissima* and *ferro accincta*.

Incorrect responses included the following.

She's very militant, screaming forth to do battle. Beyond that I don't know how she compares to elsewhere in the epic, me having not read all of it.

She supports Aeneas as he fights against Turnus.

The vivid and methodical nature of her actions.

Aenied/Aeneus (Both are spelled correctly on the examination paper.)

Juno, a fury

Juno is described

Juno is clearly against the Greeks.

her furling army from the ships

her angst at Paris's actions in having fled with Helen

Throughout the Aeneid she can be seen rallying (sic) soldiers to sail to other locations.

She tries to summon a storm in Book 1.

as she is aiding the enemy in the destruction of Troy, although she is meant to protect women

Question 8

Marks	0	1	Average
%	12	88	0.9

When Venus has opened Aeneas' eyes to the destruction of Troy by the gods, Aeneas, with his mother's help, returns to his father's house.

This question proved to be very straightforward.

Incorrect responses included the following.

He listens to them.

to exile Troy

Part B – Interpretation of the prescribed seen text

This section on literary, stylistic and structural techniques was not as well done as the previous section. Verse scansion remains difficult for many students. 'Scan the line' means that students should write out the line, mark the length of all syllables and show elisions, the ends of feet and the main caesura. While the last syllable of the line is often regarded as doubtful, there are many occasions when it is clearly short or long and students ought to be able to recognise this; for example, the dative/ablative plural *-is*.

Question 9

Marks	0	1	2	3	4	5	6	Average
%	1	5	11	19	24	26	15	4.0

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Students were expected to discuss both the choice of words (three marks) and the use of techniques (three marks). To some extent these overlap, as it is the choice of words which produces the alliteration and the assonance. There is an underlying use of 's' to reflect the hissing of the snakes and the sound of the sea; line 7 is a prime example. Students may have discussed the subtle echoes in: *pectora...arrecta...suffecti; superant...spumante; tenebant...lambebant...vibrantibus; volumine...sanguine...agmine* (see Williams' note in *The Aeneid of Virgil: Books 1-6*). There is a metaphor (*ardentes* line 8).

When discussing the choice of words, students might have referred to the choice of *ecce* (which is designed to draw the reader's attention) and *tranquilla* (line 1) which is in stark contrast to the rest of the description and with *horresco* in the next line. They could mention the repeated use of *immensus* to emphasise the size and of *sanguineae/sanguine*, which looks forward to the idea of the bloodshed of Laocoon and his sons. Very good students mentioned the six different words for 'sea' used in the lines.

Answers to this question were very varied. The best answers used examples to show how Virgil's words helped to create a vivid picture in the mind of the reader, and chose and explained (with examples) techniques which also helped do this. Students who had read *The Serpent and the Flame: The Imagery of the Second Book of the Aeneid* by Bernard Knox would have been at an advantage. Some answers tried to make vague, general statements without using examples from the text to support them. It is not enough to say 'There is alliteration here'; students must show what the alliteration is. There were claims for techniques which the assessors could not see in the first nine lines of this passage. Some students went beyond the ninth line. There was much emphasis on the first two lines of the passage, but not as much on the other seven.

Incorrect responses included the following.

the enjambment of ecce

the assonance of sanguine superant

sivelence (sic) of the snakes

enjambment (carrying on the sense flow onto the next line) emphasises the relentlessness of the snakes' arrival. This is throughout lines 1-9.

enjambment of line 5 (It is usually stated that enjambment involves one word only delayed to the following line.)

chiastic order in line 3 (It is usually stated that chiasmus occurs where alternating pairs are found next to each other, not separated by other words.)

gemi – angues is hyperbaton to emphasise the imagery of a coiling snake (hyperbaton is not a prescribed technique.)

By using assonance (line 1) Virgil immediately grabs the readers attention that 2 huge serpents are coming to kill Laocoon.

line 8 is chiastic

there is a tricolon – the movement in the sea, then appearance, then come to shore

enjambment in lines 2 and 3

synchysis in line 6 caused by the alternating –e –a word endings

onomatopoeic – the sounds reflect the snakes (does not say which sounds)

epithets

chiasmus of l and b sounds in line 9

He uses a very wide and strong vocabulary with which he conveys a sense of evil and treachery and disaster. (No examples given)

sinuatque immensa volumine terga is chiasmus

uses alliteration in lines 3 and 4 (does not say which letter and which words)

the metaphor in fit sonitus spumante salo

There are a lot of allisions, alliteration and alacrity achieving an admirable ambience of very fast and serious enemies.

Question 10

Marks	0	1	2	3	4	Average
%	4	15	29	27	25	2.6

dīffūgī|mūs vī|s(u) ēxsān|guēs.// ī|l(i) āgmīnē |cērtō

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The dactyl of *diffugimus* represents the speed of their flight. The long syllables of *visu exsangues* reflect the sombre tone of the effect of the monsters on them.

Some students missed either one or both elisions. Where the main caesura should be is not easy to define, and this is something that teachers should discuss. Different texts have different views about its meaning. A caesura comes after a word which ends within a foot. It seems unlikely that there would be a caesura where there is elision. If there is more than one caesura in the line, one is likely to be the sense pause, which is often shown by the punctuation imposed on the line. In line 10 the caesura which gives a sense pause is in the fourth foot. Though there are different ways of teaching scansion, assessment is much simpler when the line is written out as it appears on the paper rather than being written in syllabic form. Several students missed the fact that the *u* in *exsangues* is not scanned.

For the second half of the question some students referred to the whole line. Many referred to the line reflecting the movement of the snakes rather than the reaction of the onlookers.

Incorrect responses included the following.

ellipsis (for elision)

Vergil enfisies (*sic*)

like a pack of wolves – sinister

Question 11

Marks	0	1	2	3	Average
%	9	20	35	35	2.0

Students commented on the pathos of *parva* and *miseros* and the contrasting horror of *ingentibus*, *squamea* and *altis*.

There was some confusion about what amounts to an adjective. The assessors identified *parva*, *duorum*, *uterque*, *miseros*, *ingentibus*, *squamea* and *altis* as adjectives. However, there are five participles (*amplexus*, *subeuntem*, *ferentem*, *amplexi* and *dati*) which, it could be argued, should be considered as adjectives. Generally students only referred to *amplexi* in this respect. *medium* in the accusative neuter singular should probably be treated as a noun. *bis*, *collo*, *capite*, *certo*, *cervicibus*, *agmine*, *spiris*, *natorum* and *superant* all were cited as adjectives. Several students simply made sweeping statements with no examples, others discussed techniques.

Incorrect responses included the following.

the snakes are described as wretched and powerful

parva duorum corpora (does not identify the adjective)

bis collo squamea circum (as above)

The use of adjectives such as miseros, medium and amplexus give the desired imagery to the audience.

miseros is onomatopoeic

the deaths are miseros

artis (tight) for *artus*

miseros applied to Laocoon, not his sons

Vergil uses many adjectives and piles them up to emphasis (sic) the events. (no examples given)

One student discussed the placement of the words in lines 11–12 with no discussion of adjectives.

subeuntem and ferentem are linked to the serpents (sic)

the bites are miseros

Virgil's use of adjectives throughout this 11–17 seek to make the imagery even more vivid. (no examples given)

The adjectives evoke emotion and pity in the reader. (which adjectives and how?)

He uses strong adjectives describing the pain and suffering of Laocoon's sons. (which adjectives?)

Question 12

Marks	0	1	2	3	4	Average
%	6	5	17	41	31	2.9

pērfū|sūs sānī|ē vīt|tās // ā|trōquē vēn|ēnō



The predominantly spondaic metre of the line is slow and heavy to reflect the horror of the action.

One student produced only five feet, while another who had five said that the line was incomplete. One had a fifth foot spondee – influenced perhaps by the 2005 paper.

Incorrect responses included the following.

The dactyl in the first foot, also a diarsis (sic), shows the dripping pace of the venom and gore.

The caesura placed after vitas (sic) places emphasis on this word as it is life that is lost. The dactyls surrounding vitas represent the life pouring out and both of which allude (sic) to the death of Laocoon.

masculine and feminine caesuras surrounding vittas

The spondees round the dactyls equal the sons surrounded by snakes.

spondees exclaimates (sic) the horrific scene

Question 13

Marks	0	1	2	3	Average
%	5	10	32	53	2.3

This is a simile. It is effective because Laocoon himself was sacrificing victims at the altar when the snakes appeared. Now he is the victim himself. His cries are just like the bellowing of the wounded animal victim.

Though simile was the expected answer, onomatopoeia was also accepted for the first part of the question, although it was not easy to answer the second part of the question based on this. Several students said that it was a metaphor. There still seems to be some confusion between similes and metaphors.

Incorrect responses included the following.

The internal rhyming of qualis...aram and taurus...securim creates a link between the two lines.

enjambment

hyperbaton increases the effect of the simile

the simile ridicules Laocoon

the chiasitic structure over lines 18–22

Aeneas is compared to a bull

Virgil likens Virgil's cries

an overday (sic) occurrence

ring composition

Homeric simile (to the best of the chief assessor's knowledge it is not one copied from Homer, but an original Virgilian simile)

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

Question 14

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	1	0	0	1	1	1	1	2	3	5	7	6	10	8	9	12	12	10	5	4	1	13.3

The simile (lines 7–11) emphasises the bewildered and helpless state of Aeneas. It also likens him to a shepherd, which looks forward to the role which he will play. However, his immediate reaction is like that of a Homeric warrior imbued with the heroic code. Even though the situation appears to be hopeless, he is determined to go out to fight and die a heroic death. He is affected by anger and furor, which take away his powers of reasoning and make him act impetuously.

This is not the kind of leader which the *Aeneid* requires. He has to learn to be a leader exemplified by the Roman quality of *pietas*. This quality requires respect for the gods and their wishes, a willingness to protect one's family and social group, and a willingness to complete the mission imposed by fate. Aeneas is given the epithet *pious*, but not in Book 2 (nor Book 3), as he has yet to learn the significance of that quality. In Book 2 he responds to a series of signs and portents and to specific advice. First Hector tells him in a dream that Troy is lost and that he must take the household gods to a new city which he will found across the seas. It is only later in the book that he obeys these instructions. When he wakes from the dream and becomes aware of what is happening, he goes out to fight and die. This allows the reader to believe that Aeneas was no coward at the fall of Troy and that the city fell in spite of his best



efforts. It also presents the picture of a formidable warrior, one that will be required in the second half of the poem. He enjoys successes against the enemy, but his companions are killed. He takes part in the desperate defence of Priam's palace and witnesses his death. After he has been shown the gods destroying Troy, with his mother's help he reaches home. When Anchises refuses to leave, Aeneas will not go without him and prepares to go back to the fighting. The signs sent by Jupiter convince Anchises to leave. Aeneas shows his *pietas* towards his family by carrying Anchises on his shoulders and towards the gods by taking the sacred images with him. The loss of Creusa during the escape sends him back into the city to look for her at great personal risk. Though deeply saddened, Aeneas accepts the advice of Creusa's ghost, which gives him more specific information of his destination and his mission. Her words have reminded him of Hector's words. He realises that he has to leave the past behind and build a new life in the future. His actions at the end of the book confirm his willingness to take on his mission and to provide appropriate leadership. He takes his father, his son, his followers and the sacred images into the hills to begin their journey. He has put aside the self-centred style of the heroic hero.

The mean score for the essay improved from 11.6 in 2005 to 13.3 in 2006. Students must ensure that they refer to both the lines given and the text as a whole; some students wrote general essays and provided little or no reference to the lines given. Such responses were often prepared essays which did not adequately answer the question asked.

Those who did address the lines given often did so very well, though one student wrote more than half of his/her response on the lines, which is not in proportion to the marks allocated. No more than five marks could be given for discussion of the lines. Students were expected to refer to specific words.

The discussion of the lines given often led into a wider discussion of the struggle within Aeneas between *pietas* and *furor* in Book 2 and elsewhere in the *Aeneid*. Students needed to show how the development of Aeneas' character in this book was important for the rest of the *Aeneid*. Some answers were very limited in this respect. Students were expected to give examples from later books where the change in Aeneas' character was important.

Several students wrote about Aeneas' *pietas* towards Troy. This was not sustainable since *pietas* referred to his future, not his past, as this is the quality which Aeneas is struggling to learn to adopt in the *Aeneid*. This misunderstanding might be caused by the fact that Book 2 is told in flashback and Aeneas has been described as a man of *pietas* in Book 1. It must be remembered that the events of Book 1 come in sequence after the events of Books 2 and 3.

As always, some students spent too much time retelling the story without much analysis. Some essays were still only one page in length. Some of what seemed like prepared essays concentrated too much on Augustan Rome or Roman society. It was good to see one student discussing the opposing critical views of the *Aeneid*. It is to be hoped that students will have read some of the better known critiques of the prescribed book.

Incorrect responses included the following.

like Phyrrus he is taking up arms in vain

Aenead

Aeneaid

A homeric hero/warrior is said to have only pietas and therefore no furor, however Aeneas has both.

returns to battle after losing Creusa

these lines show Aeneas's concerns for his father

following the gut feeling of jingoism given him by pietas

at the site of Helen

Such as when he pursues Turnus in a frenzy after catching sight of Pallas Evander's belt on him.

secreta – domus is a sign of piety because he remembers his father (Surely the mention of Anchises' house is simply to show why his house has survived so far?)

Notably, if Aeneas yielded to fate and left Troy after he is told the first time, Book 2 would be very short, boring and not suitable for Virgil's didactic purposes.

after he views a fallen comrades equipment, killed by Turnus

In these lines Aeneas is portrayed as a person who is dedicated towards the ideals of piety, however he suffers from furor or a frenzied state of mind.

From Hector he learns that he is the one who must save Troy.

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Throughout Book 2 Aeneas isn't portrayed by Virgil as a Greek hero, one who goes into battle and fights to earn heroism and victory/praise, but rather a true Roman hero with pietas.

the simile reminds us of Aeolus in Book 1

The Aeneid tells the mythological story of Aeneas from his arrival in Africa to his eventual passing into the underworld.

Throughout the Aeneid, Aeneas is shown to ignore most of the good advice he is given. (Perhaps this student should read Books 3 and 6.)

Hector tells Aeneas to flee and found Rome.

with Laocoon blazing down the cithadel (sic) and Pyrrhus killing Priam and Hecuba

Venus wrote this epic during the savage civil war.

Heroic impulse spurred on by a person's pietas. This pietas drives them into a state of furor.

paradine (sic) for Romans

he is a man who struggles continuously against his 'piety' to his family and country

he puts on the shield given him by his father Vulcan

Of note though is the use of a water themed simile to describe the action of fire. The sheperd (sic) is thus framed within the context of water a point which will ellusidate (sic) Aeneas' actions after this simile.

sitizan (sic)

just as the concept of the sheperd (sic) moves from being passive to destructive throughout the Aeneid.

Hector tells him to head for Hesperia.

Unlike what some may say it was pietas and furor that caused Aeneas to ravage the city for Creusa.

Laocoon, Creusa and Priam are obstacles to Aeneas' fate.

his ultimate fate of settling Rome

If Aeneas had of continued fighting, he would most likely have died.

Throughout the whole of Book 2 Aeneas is shown to be a pious hero. The care for his country and patriotism is shown in this passage.

the belt of Polites on Turnus

pietas to Troy

He is often removed from the battle (here and when not able to save Creusa). This physical removal suggests that Aeneas is not fundamentally heroic in the Homeric sense.

as a father (pastor) watching over his city being destroyed

minsets (for mindsets)

I seize weapons without arms.

his awareness that going into battle isn't ration

One student made admirable efforts to quote Latin from this and other books. Unfortunately the quotes were inaccurate.
si Pergama defendi possent, dextraque defensi possunt (for 2.291-2)

longa tibi exile et ponto arares (2.780)

Italiam non sponte venio (4.361)