



GENERAL COMMENTS

Of the 124 students who sat the Latin examination, only five scored fewer than half marks, which was very encouraging. 108 students scored more than 60%, 84 more than 70% and 46 more than 80%. They and their teachers are to be congratulated on their performance.

Though the marks were high, the examination produced its normal distribution curve. It allowed the most able students to shine, and the less competent to achieve encouraging results. It also seemed to be gender neutral, although male students slightly outperformed female students in the translation questions (3, 5 and 7). The mean scores show the relative ease or difficulty of each question, while the comments for each show areas of excellence and weakness, and some of the common mistakes that were made. In spite of the fact that they are allowed a dictionary, many students still encountered difficulty in finding the correct meanings for words. Although scores for the Virgil part of the paper were generally higher, this was not always the case.

SPECIFIC INFORMATION

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

Question 1

Marks	0	1	2	3	4	5	Average
%	3	13	16	24	27	17	3.1

If he wanted to save the situation, he should order four hundred men to go to that 'wart' and urge them to seize it.

Words which caused problems were:

- *vis*, which was not recognised as the second person singular of the present indicative of *volo*, and was often translated as 'force' or 'strength'. Students should have asked themselves what the verb was after the conditional *si*. It cannot be the infinitive *servare*
- *quadringentos*, which was often translated as 'forty'
- *aliquos*, which was translated as 'others'
- *verrucam*, the meaning of which was given as 'wart' and which was explained within the brackets in the Latin. This was sometimes translated as 'sweep' as if it came from *verro*
- *hortare*, which is the singular imperative of *hortor*, was not recognised by some, and was translated as if from *hortus* by others. The imperative *iube* ought to have helped.

Student responses included the following:

Caedicius recommended that the strength would save them.

Caedicius ordered to occupy the 4 hundred other soldiers to the wart of that place so that they could seized them.

He would send forty soldiers so that the action would turn out successfully to go with the crest and so they would hesitate to occupy.

four hundred important soldiers

Caedicius recommended that 400 of the soldiers the consul had sweep that area supposedly to lure out the enemy.

in order to preserve one strength of the army

Caedicius recommended to have a force of about 400 soldiers armed with javelins. Cato would order them to seize the hill with cheers.

if violence were to save the operations

Caedicius recommended that the consul observe the fact that they could be overcome by four hundred soldiers simply by a very small mistake. Therefore he recommended that the Romans occupy another position.

if force was to save the situation

forty men

400 other weaker soldiers must be ordered to go to that dangerous place to seize that place to harangue the enemy.

Caedicius recommended to the consul that if they were to save the Roman troops, 400 more soldiers need to be called up as Cato has pointed out the ground was rough. They are to go to that rough area to create a diversion and provoke the enemy.

to take up that place encouragingly

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to occupy the garden where the enemy is seen with Cato been in charge

Caedicius recommend that some of the 400 soldiers be delivered to the consul.

Caedicius recommended that to hold the position using strength.

Question 2

Marks	0	1	2	3	4	5	Average
%	5	7	11	28	27	22	3.3

They would give their attention to intercepting them and would concentrate on that task with the result that all four hundred would be butchered.

Students encountered difficulty with the deponent verb *praevertentur* and the passive *obtruncabuntur*. Clearly, *illi quadringenti* refers to the same 400 as mentioned in Question 1.

Student responses included the following:

Then with the 400 men they would be able to cut them down with strength of numbers.

All four hundred soldiers will be obstructed without doubt and they will tie up one man for notociation.

but then the enemy would be totally cut down by the 400 Romans

and will be slaughtered by the four hundred soldiers

Caedicius believed the enemy, when they see the consuls men would run to them and attend to them first and tie up their business.

and tie one another up in discussion

but the other soldiers could be bandaged due to this one ploy

join up into one force

the enemy would come to meet the Romans to negotiate surrender and the Romans could then stage an ambush

Caedicius believed they would call a meeting among themselves when they see this and after it is resolved.

Question 3

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	Average
%	0	0	2	2	6	6	6	11	8	9	12	10	13	14	8.9

'Then, while the enemy are tied up with that slaughter, you will have time to lead the army away from this place. There is no other hope of safety than this.'

As always, the ablative absolute caused problems. This was compounded by the fact that students had difficulty in choosing the right meaning for *occupatis* (some of the wrong meanings chosen can be seen below). Several students did not realise that *exercitus* (genitive) went with *educendi* and the two were connected to *tempus*. The incorrect meaning chosen for *salutis* also caused problems. Several did not realise that *nisi* meant 'except'.

Student responses included the following:

while the enemy had been surprised in this massacre

while the enemy had been seized in that massacre

Otherwise at that time being cut to pieces by the occupying enemy among them.

meanwhile then the enemies will taken possession of persons slain

Then meanwhile those occupying that place will slaughter the enemy.

Meanwhile (during the massacre) an army would take possession of the enemies positions leaving them spread out and troubled. Even if this doesn't happen, we would still have marched further (presumably to draw the Carthaginians out of position).

Nevertheless at that time we would occupy and slaughter the enemy, their army being lead from their position for a moment. No others would be there to greet us on this way.

Then meanwhile they took possession of the enemy killing them there, the army keeping them from marching out for some time from that place.

then in the meanwhile occupied with murdering the enemy at the right time drew up and lead them to this place. In another way unless you do not greet me along the way.

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Then nevertheless the occupants of the enemey will be massacred there to produce opportunities to have and invest in training. Unless in another way some carry respect in their march.

Then in the meanwhile occupied with murdering the enemy at the right time drew up and lead them to this place. In another way unless you do not greet me along the way.

Then meanwhile, having surprised the enemy with death for them, you will have the battle time I must lead out from this place. The otherway there is no safety for us.

Then meanwhile with the enemy having been occupied in their slaughter, at that time you will hold the army from that place requiring to be lead lest by another way no one is to pass this road.

Then in the meantime the place having been occupied by the enemy, kill them.

unless you call the others and nobody is on the road

There is no otherwise way than this of safety.

In another direction unless there is no safe passage.

If you do not agree to this there is no other way.

once you have taken control of the slaughtered enemy

Meanwhile at the time having surprised them and killed the enemies you will have the site and at the right time lead out the army from it. If not, there is no other way that you wish well.

unless this other way of safety is non-existent

But in any other way there would be no men left alive.

You shall have a portion of the army lead you away from this place. By a different way lest there is no safety that way.

to save those of the healthy

If this way is not respected find another way.

Then enter seize in this slaughter of the enemy in time lead away from this place. Other than this, there is not another road to life.

Then meanwhile you surprise them in the massacre of the enemies. At the right time you will have the army from that place requiring to be brought away. It is another method if the road is not safe.

Unless no one else is alive on the road.

Question 4

Marks	0	1	2	3	4	5	Average
%	3	7	14	28	22	26	3.4

The consul replied that the plan seemed prudent to him. He asked who there was to lead the four hundred into the face of the enemy.

Failure to recognise that *providens* is neuter and agrees with *consilium istud* caused problems for some. The passive of *video* commonly means 'to seem'. The small Collins dictionary gave 'wedge-shaped formation for troops' for *cuneos*, but several did not choose this as the appropriate meaning.

Student responses included the following:

The response of the consul to the proposed plan was that his foreseeing plan will be thought over by him.

Caedicius' plan seemed to look after the army.

He prudently held council with himself, then he asked 'But what client of yours would lead the 400 soldiers to this place against the enemy in a wedge formation.'

was looking ahead

The consul consulted his body counsellors and decided it was a prudent plan.

to make provision for him

The response of the consul was think ahead and consider their position.

seemed to make no provisions

After hearing this plan the consul was observed to be prudent.

seeing that plan ahead himself

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plan made provision for himself

already he had considered this plan himself

The consul responded with disbelief and asked where one could possibly hide 400 men in order to ambush the enemy.

that looking ahead the plan looked good to him

The consul was cautious about the proposed plan and had doubt.

The response of the consul is to let him see the tribune's plan.

Question 5

Marks	0	1	2	3	4	5	6	7	8	9	10	11	Average
%	1	0	3	3	3	6	10	10	14	21	20	9	7.9

The tribune said 'If you can find no-one else, you may use me to face this danger; I offer up my life for you and the state.'

Most students seemed to think that *me* went with *licet*, though *licet* takes the dative. They did not realise that *me* is the object of *uti*, which takes the ablative. Many did not see that *hanc* went with *animam*, and some failed to translate *inquit tribunus* correctly.

Student responses included the following:

'If otherwise' said the tribune 'by no others discovery allow me to order this peril; I will give this disposition of the matter of the people to them.'

'If another' said the tribune 'not finding anyone it is permitted to me to use this danger. I give this and my soul to you and the nation.'

'I give this and my the courage of the Sate to you.'

'Is there any other?' asked the tribune 'noone is more suited and it is permitted for me to go, I have experienced danger; I will give the republic the breath.'

'allow me to deploy this dangerous task; I give these men to the republic and their souls.'

'I will sacrifice myself for you and the spirit of the republic.'

'I give my reason to you and the republic.'

'If there is another way' the tribune says 'you will not find one, allow me to take up this danger; as I give to you the life of the republic.'

'The tribune says 'If you will have asertained no one other, it is permitted that I am experiencing this danger.'

'If others find out some of them have been permitted to be lead into danger' he said 'I will responsible to the government.'

'let yourself and the republic grant me this'

'you shall have discovered the name'

The tribune said 'If no others discover us, this danger is permitted. I will go with the republic in my mind.'

'If only another' said the tribune 'nobody to return has permitted me to enjoy this trial.'

Question 6

Marks	0	1	2	Average
%	2	7	91	1.9

He thanked and praised the tribune.

Most students encountered no difficulty with this question.

Student responses included the following:

praises and pleasingness

Question 7

Marks	0	1	2	3	Average
%	1	4	18	78	2.7

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The tribune and the four hundred set out to die.

Although most students had no difficulty in translating this sentence correctly, some confused *morior* with *moror*.

Student responses included the following:

The tribune and the 400 soldiers set out to cause death.

The tribune and the four hundred men advanced without delay.

The tribune and the 4 hundred men set out to kill those requiring to be killed.

The tribune and the 400 men proceeded to the dying task.

The tribune and the four hundred soldiers set out to the place they would stay.

for the purpose of dying

The tribune and 400 to proceed to death.

for the purpose of delaying

Question 8

Marks	0	1	2	3	Average
%	4	32	45	18	1.8

At first they were amazed at their bravado and waited to see where they were going.

Students had some difficulties with the deponent *demirantur*, and the indirect question *quo eant*.

Student responses included the following:

and dreaded who they were

were waiting in order to go

and by this they expect they will leave

watched as they went

and waited them where they were coming to [This student's only mistake in Section 1]

they went to await them

Question 9

Marks	0	1	2	3	Average
%	2	16	49	33	2.2

He sent the most energetic of the infantry and cavalry in his army against them.

Although the structure of *mittit – strenuissimos* may have been a little unusual, its meaning should have been clear.

Student responses included the following:

The Carthaginian general rejected their advance.

Question 10

Marks	0	1	Average
%	3	97	1.0

Aeneas is speaking to the Sibyl.

Almost all students answered this question correctly.

Student responses included the following:

Apollo is speaking to Aeneas through the Sybil.

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Question 11

Marks	0	1	2	Average
%	2	26	71	1.7

Aeneas is asking to be allowed to visit his father in the underworld. He asks the Sibyl to show him the way.

Two lines should have been enough for this question, however some students wrote well in excess of this.

Student responses included the following:

caring father and reach the border

it befall him to go to the sight and mouth (face) of his father

The speaker is making the request that the gates to be taken hold of and opened.

Question 12

Marks	0	1	2	Average
%	4	6	89	1.9

He is referring to the way in which he carried his father from burning Troy (Book 2).

Most students found this question straightforward.

Student responses included the following:

He wants to get his next plan from the fire, tear his future away from his enemies.

where he and his father stood side by side in battle

The speaker is referring to the flames being thrown out.

Question 13

Marks	0	1	2	3	Average
%	2	6	31	61	2.5

He says that his father accompanied him on most of his wanderings (Book 3), though he was ill and it required an effort beyond the strength of an old man.

The last part of line 9 caused problems for some students, but most answered the question correctly.

Student responses included the following:

the strength of his old age was beyond the prophecy

and he is now beyond old age, he's dead

although he was sold – he had strength beyond his years

and an old man beyond lot of years

The speaker refers to ille as a powerful person, however this person still has weaknesses (invalidus) by Virgil extending this sentence to the next line he has placed a greater emphasis on invalidus and compared it to the strength Aeneas must have.

Question 14

Marks	0	1	Average
%	17	83	0.9

He had been begging and instructing Aeneas to come to the Sibyl as a suppliant.

Most students found this question to be straightforward.

Student responses included the following:

to seek the suppliant and to go to her threshold

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Question 15

Marks	0	1	Average
%	6	94	1.0

Hecate is a name for Diana as goddess of the underworld or of Proserpina.

Almost all students answered this question correctly.

Question 16

Marks	0	1	2	3	Average
%	1	4	22	73	2.7

Orpheus was a great musician in mythology. When his wife died, he went to the underworld to recover her. Though Persephone, charmed by his music, granted his wish, he looked back at his wife just as he left the underworld, broke the condition imposed by Persephone and lost his wife. Virgil tells the story in *Georgics* 4. Orpheus was able to visit the underworld and return.

Some students talked about intertextuality with *Odyssey* Book 11; however the link doesn't seem clear, as Orpheus does not appear in the *Odyssey*. There is a link to *Georgics* Book 4.

Student responses included the following:

to rescue his love Proserpina

Orpheus was able to reach out and touch the hands of his wife. (He failed to grasp her three times.)

Question 17

Marks	0	1	2	3	Average
%	0	3	18	79	2.8

Pollux and his brother Castor are the heavenly twins (Gemini). When Castor died, Pollux volunteered to alternate with him spending days in the underworld. Virgil includes him as an example of someone who was able to return from the underworld.

Most students answered this question correctly.

Question 18

Marks	0	1	2	3	Average
%	2	13	26	59	2.4

Alcides is Hercules. Hercules, as one of his labours, had to bring Cerberus back to Eurystheus from the underworld. He too was able to go down to the underworld and return.

Some students did not know which of Hercules' labours brought him to the underworld, but most knew that his last task was to bring Cerberus back to Eurystheus. Some students wrote up to half a page, which was more than was needed to gain the two marks available for the second part of the question.

Student responses included the following:

completing one of seven tasks

Question 19

Marks	0	1	Average
%	7	93	1.0

Aeneas is claiming that he is descended from the gods like the others. He is the son of Venus, the daughter of Jupiter.

Almost all students answered this question correctly.

Student responses included the following:

means that there was a great descendant for Aeneas from Jupiter almighty.

anaclonthon

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Aeneas is of the line (genus) of the gods, hence the name.

race loved by Jupiter

'And me I raise to the great Jove.' Virgil looks up to the god Jove and his power.

Question 20

Marks	0	1	2	Average
%	1	17	82	1.8

Cerberus is pictured as a monstrous and frightening dog with three heads and necks, from which snakes appear. Students discussed words like *ingens*, *trifauci*, *personat*, *immanis*, *horrere* and *colla colubris*.

This question was worth only two marks, therefore excessively long responses were not required. Some errors included:

- claiming that Cerberus was enjambed
- thinking that *horrere* meant 'to terrify' rather than 'to bristle'
- spending too much time discussing techniques rather than the use of words as directed by the question
- claiming that *trifauci* is a hapaxlegomon. It is not, as it is used by Silius Italicus too.

Student responses included the following:

who guards the medicated herbs

two nouns for huge – ingens and immanis

explains that he has two heads in two words

Question 21

Marks	0	1	Average
%	12	88	0.9

Obicit comes at the beginning of a line though it completes the sentence in the previous lines. It is an example of enjambment.

Most students saw the enjambment. Again, long responses were not required for a question worth only one mark.

Student responses included the following:

The verb is at the start of the sentence which draws attention to the Sibyl throwing the sleep inducing food.

The sentence ends at the start of the next line.

It is also diaeretic.

in a diaeresis

hendiadys with ingens and immanis and personat is enjambment

Question 22

Marks	0	1	2	Average
%	9	53	38	1.3

Line 6 has two elisions. There is no place for a caesura. Diaeresis probably occurs after *obiectam*. The two elisions and the majority of dactyls help suggest rapid action as Cerberus swallows the drugged cake and passes out.

cōrrīpīt| ōbiēc|t(am), ātqu(e) īm|mānīā| tērgā rē|sōlvīt

The instruction 'scan' meant that students were expected to write out the line, mark the length of the syllables and show the ends of feet. The caesura is a problem in this line. There might be one in the fifth foot, but it is more likely that diaeresis occurs after *obiectam*. One amusing response stated:

The fast and sudden action of the ravishing dog.

Question 23

Marks	0	1	2	Average
%	9	39	53	1.5

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Williams says that the tone is mock-heroic and humorous. This is achieved by the exaggeration of words of size: *immania*, *ingens* joined with *extenditur* and *toto antro*.

Some students made no mention of tone here. One student thought that *fame* was archaic without explaining why, then produced a term unknown to the assessors (*hemeolelentea*), discussed the assonance of 't' and claimed that *fusus* is a Greek middle, though it seems to be a normal past participle; none of this seemed to be relevant to tone. One student said that '*totoque ingens* was elided for greater effect', but did not say how it produced a greater effect.

Student responses included the following:

a tone of imagery

an arrogant tone

Question 24

Marks	0	1	2	Average
%	13	53	34	1.2

Virgil produces alliteration *voces vagitus* which helps to imitate and emphasise the wailing of the infants. He can do this by placing *et* after *vagitus* rather than in its usual position. Gould and Whiteley refer to this.

The assessors felt that there might be more than one answer to this question and were as generous as possible. The chief examiner felt that the second half of the question pointed to only one correct answer. Gould and Whiteley comment on the postponement of *et* in this line, as it does not come between the two nouns as usual. R.D. Williams also notes that it is used to increase the effect of the alliteration. A small number of students did identify this postponement, which occurs only nine times out of the 2150 times that *et* is used in the *Aeneid*.

Some students suggested brachyology for the technique because of the omission of *sunt* after *auditae*, but Gildersleeve and Lodge suggest that it should merely be regarded as the omission of the copula, which might be termed ellipsis and which is common in both prose and verse. Chisamus seems to be ruled out by the fact that *auditae* is really the verb with a suppressed *sunt*, rather than an adjective like *ingens*. Some students thought that *infantum vagitus* produced an oxymoron, because *infans* means 'not speaking'. However, *vagitus* means 'wailing' which is certainly appropriate for infants. Some suggested hendiadys for *voces vagitus*, but this was unlikely.

Some students made comments about the 'use of alliteration and onomatopaeic language' without showing which words produced the alliteration or onomatopaeia. One student said that *vagitus et ingens* is unusual, but did not explain why. Perhaps teachers and students spend too much time trying to milk the set passages for all they are worth rather than concentrating on the bigger picture.

Some of the answers given to these types of questions will not be examinable next year. Teachers and students should make sure that they consult the list on pages 14 and 15 in the new Latin Victorian Certificate of Education Study Design.

Student responses included the following:

ascending tricolon

hyperbaton is used to emphasise the loudness of their cries by placing ingens at the end of the line.

voces vagitus = hypallage

hyperbaton

uses hysteron proteron

uses synezesis to order the words voces and vagitus into alliteration

adjective vagitus is placed immediately beside the noun voces

continuo is first word

Virgil employs a hyperbon.

Virgil uses antistrophe or a change word order. Was the Greek chorus moving?

pleonasm of voces vagitus and ingens belongs to voces

Also he has separated ingens from flentes trying to emphasise the magnitude of ingens.

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There are several techniques used in line 10. The *sunt* from the periphrastic *audita* *sunt* is omitted in a brachyology. However, the more significant technique is the use of hendiadys. *vagitus et ingens* is a great wailing, the adjective and noun are described with two nouns instead joined by *et*. This is possible because of the unusual use of *et*. It does double duty, it expresses the hendiadys but it is also a delayed conjunction joining *voces* and *vagitus ingens*. Strictly there could have been another *et* before *vagitus*. Though this of course would destroy the metre.

Question 25

Marks	0	1	2	3	Average
%	2	6	33	58	2.5

The tone changes to one of sadness. There is strong contrast between *dulcis* at the beginning of line 12 and *acerbo* at the end of line 13 – their meanings are opposites. The infants are snatched from the breast, a black day removed them (days in Rome were marked black to show that they were inauspicious) and drowned them in a bitter death. The words chosen add to the pathos of the situation. Words mentioned included *flentes*, *vitae exsortis*, *ab ubere raptos*, *abstulit atra dies* and *funere mersit acerbo*. *Mersit* is an example of a metaphor. The predominance of spondees in lines 10–12 helps produce the sombre note.

cōntīnū|(o) aūdī|taē vō|cēs || vāg|ītūs ēt| īngēns
īnfān|tūmqu(e) ānī|maē flēn|tēs || īn| līmīnē| prīmō
quōs dūl|cīs vī|(ae) ēxsōr|tīs || ēt āb| ūbērē| rāptōs

Some students wrote too much here (two-thirds to three-quarters of a page), when it is only necessary to identify the change of tone to one of sadness, to identify some of the words which convey that sadness (for example *flentes* and *vagitus*), and to refer to the predominance of the slower spondees in lines 10–12. Some students did not say anything about metre and therefore lost a mark.

Student responses included the following:

The use of spondees and dactiles give a constant wailing sound that contributes to Virgil's image.

in limine primo = on the threshold of life

Question 26

Line 1

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	0	0	0	2	7	16	21	34	16	4	6.5

Line 2

Marks	0	1	2	3	4	5	6	7	8	9	Average
%	0	0	1	1	9	16	27	29	14	4	6.3

Students discussed issues and themes such as:

- the link between Augustus and Aeneas through Iulus
- the achievements of Augustus, especially in bringing in a new golden age after the long civil wars
- the spread of Roman power through the Mediterranean and its surrounding countries.

The last three lines, with Anchises' famous instruction to the Romans about the way to rule, were expected to generate plenty of discussion and perhaps raise the question of the cost of the empire, which has been raised by many commentators. There is a basic division between the optimistic view of Rome's achievement and the pessimistic observation of the cost at which it came. Better answers were expected to refer to the contentious issue of the Ivory Gates at the end of Book 6 and to the difficult ending of Book 12, where Aeneas does not spare Turnus (*parcere subiectis*). This should have led students to consider the purpose of the *Aeneid*.

The skills of the Romans were not in the finer arts, but in the art of governing an empire. Better students were expected to mention that lines 1–4 of the second passage refer to the skills of the Greeks. Better students also referred to the four distinct points in lines 5–7 of the second passage – *regere imperio populos, pacique imponere morem, parcere subiectis* and *debellare superbos*.

Better answers made good, relevant use of the passages. Students were rewarded for what they said rather than penalised for what they did not. A wide range of views was possible, provided that the answer was relevant and supported by reference to the passages. A very high mark was not possible if the issue of relevance to the *Aeneid* as a whole was not addressed. There were several excellent essays that addressed both the question and the passages.



Essays varied in length from half a page to nine pages. Clearly, very short essays were unlikely to provide enough discussion to score well. There seemed to be many pre-prepared essays, which were often excessively long and took about two pages to get to the passages and the topic. The themes and issues raised by the set 300 lines are limited and, because the students write an essay for SAC 2 of Unit 4 as well as other practice essays, it is almost impossible to set an essay which will not have been covered by many students. This is not unique to this study, however it leads to a propensity to reproduce essays which seem to have been prepared beforehand. Sometimes this is the reproduction of a similar topic which was written in response to other passages, therefore the essays do not address the requirements of the set passage(s). At other times it is the reproduction of an essay on a different topic applied to the set passage(s); for example an essay concentrating on *pietas* and *furor*, though neither word occurs in either passage set. This means that there is much irrelevance. There were some excellent essays that did not seem to address the issues raised in the set passages. It was often clear when students used prepared essays, particularly when assessors read more than one beginning in the same way, such as ‘These are “your Romans”...’

One student seemed to be rewriting G. Williams’ commentary (for example, *he shows the idealogy–actuality dicotomy in the Aeneid*), but did not stick to the passages and digressed into discussion of Daedalus’ carvings. The use of the word ‘priamel’ showed that some students had read Hardie’s commentary. It is good to see that students are using commentaries and occasionally quoting sources in essays; however, assessors sometimes wondered whether they were assessing a student or Williams et al.

Some essays were repetitive, full of vague generalities, or took too long to get to the discussion of the passages themselves. Some only discussed one of the two passages. Students who failed to discuss the issues in the wider context of Book 6 and the *Aeneid* as a whole were penalised. However, such discussion must still be relevant to the issues raised by the set passages; much extraneous discussion did not seem to be relevant. Many students failed to discuss *parcere subiectis* with reference to the Ivory Gates at the end of Book 6 and to the death of Turnus at the end of the epic. Horace, Res Gestae, Ara Pacis, the *Odyssey* and the punishment of Salmoneus and others were sometimes discussed at length, although it was hard to see their relevance. Some students translated the last three lines of the second passage, but offered no comment on them. Several thought that *alii* in the first line of the second passage referred to the Romans rather than the Greeks, and did not appreciate the contrast being drawn.

Students should be reminded that many of Augustus’ laws concerning the family were passed after Virgil’s death and are probably irrelevant. Several students used the term *theios aner* in their essays; however the use of a Greek term in an essay on a Roman epic is not desirable; *divus vir* or *pious vir* would have been more appropriate. In the fifth line of the first passage, Virgil says that Augustus is *divi genus*.

There were some notable statements:

He also lists the achievements of the Roman people in the areas of debate, law, astronomy and other areas.

Aeneas goes to the underworld in Book 4 and visits Dido in Book 6.

the use of Troius/Dardanus in books 7-12 implies that he has learned nothing from the past

the civil war between Caesar and Antony had just ended and Octavian was in charge

In book 6 we see a personification of the qualities which will make Rome great through Aeneas own joiney.

Through a social syncretism Rome’s independence from its Homeric past is noted.

Alexander the Great could rule with power, but Rome could also improve civilisation. [This ignores the effects of the Hellenistic world]

The apocalyptic splendour of Anchises describes in exactitude the means and principles of the ideaology of empire.

Will empire fail to be what Anchises had set out? The gleam and incadiscence of the Ivory gate which Anchises sends them out of answers ‘no’ [But does not say why this is so]

Julius Caesar a radical demagogue contradicts everything Augustus stood for.

Aenea’s isnt a commoner, one who breathes bronze.

The Romans will hammer out breathing bronze.

Augustus anaphoral juxtaposition with Saturn is no coincidence.

Editor queries:

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- Suggested answers 22 & 25: I wasn't sure why you had included the lines from the text here, as they're not included for any other questions. I have taken them out, but please let me know if there was a specific reason for them being there.