Herewith the report on the last Latin examination set by WCED. As in the past, there were candidates who delivered work of outstanding quality in which the input of dedicated teachers was visible.

FIRST PAPER

Language questions (Questions 1, 4, 7 and 10)
Questions on the extracts from Vergil and Catullus were handled very well, while Cicero and Pliny proved to be a greater challenge. Most of the candidates struggled with the following questions: Questions 1.6, 7.1, 7.2, 7.4, 7.6, 10.1 and 10.5.

Translations (Questions 2,5,8 and 11)
Translations of all the authors were well answered.

Contextual questions (Questions 3, 6, 9 and 12)
These questions produced excellent answers from some candidates. There were interesting and innovative answers, especially to questions with open ended answers where a candidate's own interpretation of the text is allowed, provided that his opinion is justified.
Due to the confusing line reference in Question 3.11, candidates were compensated for an incorrect answer by awarding 3 marks for a correct answer to Question 3.12 which no-one answered incorrectly!
Candidates found Question 9 (Cicero) difficult, and (suprisingly) very few candidates were aware of the use of the historic present tense (Question 12.5).

PAPER 2
The most popular choice this year were the translations of Caesar and Cicero. The best translations were awarded bonus marks, which led to one candidate achieving full marks for the Caesar and Pliny translations.

Caesar
-   suos and se (line 1) were often confused.
-   The translation "rushed out" for se eiecerunt impressed more than the neutral "went out".
-   multis was often not read as being part of the prepositional phrase multis de causis.
-   impelli was often translated as "driven back".
-   The following words were generally not known or recognized: **reliqui, perierunt** (< **perire**), **retinere**, **veriti** (< **vereri**), **statuere**, **apud**, **audere**

Cicero
-   repellendum qualifies postremum (malorum omnium)
-   liberatores was confused with libertas.
-   petentem agrees with hominem which was often not translated with the singular.
-   Vocabulary: **deferre, relinquere, impetus**

Pliny
-   The translation of this extract produced both the best and the weakest translation. Less than half of the candidates tackled this question.
-   Vocabulary: **quamquam, pulsum** (< **pellere), arduus, crescere, ferus (-a –um), negare**

ASSIGNMENTS
There were once again some outstanding essays from candidates who impressed with the way in which they processed and presented their research.

There were unfortunately still a few candidates who did not cite their sources correctly.

Please teach the learners to follow the bibliographical system suggested in the guidelines since 1985:
-   The list must be in alphabetical order.
-   Date of publication is placed straight after author/translator's name, without brackets, e.g. Wiedemann, T. 1994.
-   Translated sources are listed under the translator, e.g. Graves, R. (transl.) 1957.

- The <u>title</u> of the source is highlighted (usually in *cursive* print), e.g. Wiedemann, T. 1994. *Cicero and the end of the Roman Republic.*
- The <u>place of publication</u> is placed before the publisher, separated by a colon, e.g. Graves, R. (transl.) 1957. *Suetonius. The Twelve Caesars.* Harmondsworth: Penguin Wiedemann, T. 1994. *Cicero and the end of the Roman Republic.* London: Bristol Classical Press
- The source list must include books, and not only internet sources and/or encyclopedias.
- There should be some sort of reference (e.g. quotation) in the text to <u>**each**</u> source cited in the source list to prove that it has indeed been consulted.
- The access date of Internet sources need <u>not</u> be given, only the <u>date of the most recent updat</u>e.

Note the method used for references within text (and note the punctuation), e.g.

(Grant 1978: 101)

or Grant (1978:101) has the following comments…...

Every care should be taken to determine the academic quality of the Internet sources used by learners. If a webpage is that of a university, research institute or museum, it is usually reliable. Learners should be guided to distinguish between unfounded personal opinions and conclusions based on sound research.

It is clear that the average student has much to gain by being introduced to academic research methods in doing these projects.