



## GENERAL COMMENTS

The performance from the 183 students was very similar to that of previous years, with the mean score identical to 2008. There were some outstanding performances, and the top score was 94 per cent. However, about a quarter of the students scored less than half of the available marks and there were some who made little attempt to answer the questions on the paper.

The mean score for this year's examination was higher than last year. It remains true, however, that the unseen presents major challenges to the weaker students. It is hoped that the comments in this report might be helpful in overcoming some of those challenges. However, there were many students who scored much better for the unseen than for the rest of the paper.

For some, the Virgil section was clearly not the easier section. There were some students who clearly ran out of time. Time management is very important.

Some students still did not answer the shorter questions in complete sentences, even though the instructions on the front of the paper asked them to do so. Some students ignored the instructions to answer questions in ink or ball-point pen and answered in pencil. Pencil is acceptable for the scansion in Section 2, Part B, but nowhere else.

## SPECIFIC INFORMATION

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

For each question, an outline answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

Examples of common errors are included for each question.

### 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
%	12	7	13	17	24	21	7	28.5

'When Camillus and Valerius had left the city for Sutrium, they found that part of the city had already been taken by the Etruscans and that from the other part of the city the townspeople, by blocking off the streets, were with difficulty withstanding the onslaught of the enemy. Both the arrival of help from Rome and the name of Camillus, so well known to both the enemy and the allies, for the moment restored the dangerous situation and gave the opportunity to bring help. So Camillus divided his army and ordered his colleague to lead his troops around to attack the walls of that part of the city held by the enemy, not because he hoped that the city could be taken with the help of ladders, but so that, by diverting the enemy to that place, both the pressure might be taken off the townspeople, who were exhausted by fighting, and he might have the opportunity of entering the fortifications without a struggle.'

There are still many students who would benefit from using bracketing as suggested below. They might then avoid some of the worst errors of syntax. The setting panel adapts the original text and adds punctuation to try to point the students in the right direction.

*profecti (ab urbe) Sutrium Camillus et Valerius partem oppidi iam captam (ab Etruscis) invenerunt, et (ex parte altera) oppidanos, (intersaeptis itineribus), aegre vim hostium (ab se) arcentes. et (Romani auxilii adventus) et (Camilli nomen), celeberrimum (apud hostes sociosque), (in praesentia) rem periculosam sustinuit et spatium (ad opem ferendam) dedit. itaque (diviso exercitu) Camillus collegam, (circumductis copiis) (in eam partem) (quam hostes tenebant), moenia adgredi iubet, non (quod sperabat scalis capi urbem posse), sed ut, (aversis eo hostibus), et oppidanis iam pugnando fessis labor laxaretur et ipse spatium intrandi (sine certamine) moenia haberet.*

This passage from Livy was carefully chosen in the belief that it began comparatively simply, but increased in difficulty as it progressed. This should have meant that students had some idea of what was being described by the time they had to face the challenging parts towards the end.



The dictionary appeared to hinder rather than help most students. Much of the problem seems to be caused by an unwillingness to trust their memories and by a failure to think about the accident of a word before searching for a meaning. It is expected that students will be familiar with the majority of the words in this passage by the time they face the VCE examination, therefore it should not be necessary to look up every word. It is a military passage, but most courses have some passages with a military flavour (some more than others) and teachers should be exposing their students to a wide variety of unseen passages over the VCE years. Often students also do not look at the spelling of words carefully. For example, *celeberrimum* was sometimes translated as if it was *celerrimum* or *creberrimum*. The student examples given in this report contain other examples of poor use of the dictionary.

There was a noticeable and very welcome improvement in the translation of ablative absolutes and past participles this year. Some students could still learn to translate them literally first, before trying to put them into more appropriate English. Cases of nouns, adjectives and pronouns still created considerable difficulty, even though students can check these in the grammar section of their dictionaries.

For the purpose of assessment the unseen is divided up into sections by the assessors and specific marks are given for these sections. The marks are shown alongside each section.

- *profecti – Sutrium* (two marks)

The past participle *profecti* agrees with the subject *Camillus et Valerius*. Some students confused *proficiscor* with *progredior*. Many students could not cope with *Sutrium*, which is in the accusative and does not have a preposition because it is the name of a town. Far too many students made it agree with *urbe* in the ablative. Students should remember that Rome is often referred to as *urbs*. The title should have helped the translation of this opening phrase.

- *to the town of Sutrium*
- *from the city of Sutrium*
- *having been sent*
- *proceeded*
- *growing by the city of Sutrium*
- *progressed*
- *having been of use to the town of Sutrium*
- *making progress through the city of Sutrium*
- *to Sutrium*
- *as they had progressed toward the city of Sutrium*

- *Camillus – invenerunt* (four marks)

Many students translated *invenerunt* incorrectly. Though *invenire* can mean ‘to come across/meet’, its usual meaning is ‘to find/find out’, as is evidenced by the English words which come from it (‘invent’, ‘invention’).

- *was now being captured*
- *partly to try to win the city from the Etruscans and partly to capture them*
- *part of the province (oppidum)*
- *which would very soon be captured by the Etruscans*
- *that part now captured from that which the Etruscans were holding*
- *had started being captured by the Etruscans from the city*

- *et ex parte (...) arcetes* (four marks)

Students encountered difficulty with the vocabulary of this part of the sentence. *alter* means ‘the one or other of two’. Here, as one part of the town has been mentioned, it means ‘from the other part’. *oppidani* is a common word. The small dictionary gives its meaning as ‘townsfolk’ as a masculine plural. *aegre* usually means ‘with difficulty’. *arcetes* is the present participle of *arceo*, which means ‘to keep off’ here. For these three words students tended to take the first meanings without thinking whether they were appropriate. *vim* is the accusative of *vis*, which means ‘force’ or ‘assault’ in the singular, but ‘strength’ in the plural. The preposition *a/ab* can mean ‘by’ or ‘from’. The latter is the correct meaning here. Students cannot provide alternatives, but must choose what they consider to be the correct version. Poor dictionary skills created more problems than were expected in this part of the sentence. Students needed to use a little imagination and consider what they thought might have been going on in the other part of the town, if the enemy already had captured part of it.

- *that small towns from another part had been blocked up from opposite directions and that the force of the enemy was scarce by their own blockades*
- *the other roads*



- *came into the troops of the enemy enclosing the townspeoples with the roads having been closed from themselves with displeasure*
- *painfully keeping the towns and the force of the enemies out of the other part by themselves while their journey were obstructed*
- *prevented with difficulty by the strength of the enemy*
- *the force of the enemies other parts painfully enclosing them by themselves*
- *requiting the great strength from the Etruscans enclosing them*
- *prevent painfully the force of the enemy by themselves*
- *saw with distress the enemy from their fortifications*
- *parts of the province*
- *with difficulty they enclosed the strength of the enemy*
- *they found the townfolk cut off from themselves from the other part to be aggravated*
- *from the higher part with difficulty by force itself of the enemy*
- *preventing them displeasingly from their powerful enemy*
- *the force of the enemy enclosing the townfolk*
- *and the provincial other part you shut off by road preventing with difficulty enemy troops*
- *other townfolk and their citadel painfully seized from themselves by the strength of the enemy*
- *and part of one of these towns enclosed by a fence shutting themselves in to keep from the force of the enemies*
- *with difficulty the victims ('enemy' crossed out) enclosed by themselves*
- *men who could hardly keep their citadel from the enemy*
- *and from other provincial parts*
- *high townfolk*

Following is an unsuccessful translation of the first sentence.

*They depart from the city of Sutrium, Camillus and Valerius, and find the Etruscans that will capture part of this town very soon and part of the townfolk from afar intercept their passage and with difficulty prevent the enemy from power.*

- *intersaeptis itineribus* (two marks)

It was pleasing to see the first ablative absolute translated better by the majority of students. However, students are again advised to avoid the words 'by', 'with' and 'from' which they obviously learn are to be applied to the ablative. It is true that 'with' could be used here (with the streets blocked off) or 'by' (by blocking off the streets), but fewer mistakes will be made with translating ablative absolutes if students translate them literally first; for example, 'the streets having been blocked off'.

- *shut off means of march*
- *shut off from the road*
- *with the march having been cut off*

- *et – sustinuit* (seven marks)

Livy's use of singular verbs (*sustinuit* and *dedit*) when both *adventus* and *nomen* are subject may have confused some students, but the meaning should have been clear. Poor dictionary skills prevented some from finding the correct meaning for *celeberrimum*. *in praesentia* is a phrase which means 'for the moment'. *praesentia* is the accusative neuter plural of the adjective after *in*, not the nominative or ablative singular of the noun *praesentia*.

- *So they called the Roman called Camillus for help with fame that makes them unite present control in danger and a walk that gives strength and passion.*
- *Camillus brought much talk among the enemy of the people, sustaining danger in the mind (of those talking about it) and giving time to those bringing wealth.*
- *uplifted the dangerous battle*
- *He was supported by the approaching Roman auxiliary it was very crowded between the enemy and the allies and things were in immediate danger*
- *The name of Camillus having arrived controlled the dangerous matter of the Roman assistance in his presence*
- *in the presence of a dangerous thing*
- *among the allies of the enemy*
- *one named Camillus united in a crowd in the presence of the enemy ready to bear this dangerous circumstance and enduring the time until help was brought*
- *Camillus in name celebrated ally among the enemy*
- *the name of Camillus approached the enemy among the populace and allies he checked the effectiveness with these hazardous things*
- *repeated amongst the united enemies*
- *in the place most crowded with enemies and allies*
- *at the house of the enemy*
- *both the Romans with help having advanced rapidly very crowded near the enemy and allies promptly*



- *besides the crowd of enemies and associates gave much money support and to an extent much of his wealth to this thing in his presence*
- *the most famous of their comrades and the enemy supported their dangerous position in effectiveness*
- *the man named Camilli, the fastest among the enemy and allies*
- *he upheld a terrifying presence*
- *famous and repeated among the enemy's associates/allies in the presence of danger maintain control and space over the surrenderers*

- *et – dedit* (three marks)

'Time' is the best meaning for *spatium* here. Though most students translated *ad* with the gerundive as purpose, choosing the correct meanings for *opem* and *ferendam* proved difficult for some.

- *and he gave them space to bring forth the siege work*
- *and needed to give room for fighting*
- *and gave space for wielding strength*
- *he gave room to work produce*
- *he gave space to show his power*
- *he yielded for help to hurry to the space*
- *yields the space in order to move the defences*
- *he gave his men room to work in killing the enemy*
- *and the space granted help/strength to be carried*
- *he gave up his bearing power to the space*
- *and giving up distance to strong soldiers*
- *and gave distance and resources for bearing*
- *he gives the extent that work must be carried out*
- *and gave fighting space to the soldiers*
- *and gave space to the siege works that had to be raised*
- *and to give to his extent the help he could bring forth*
- *gave a quantity of power to the situation*
- *gave space to bear the might*
- *space to work deeds*

- *itaque (...) partem (...) (...) iubet* (four marks)

A common mistake was to treat *collegam* as a part of the verb *colligo* rather than as the obvious accusative singular of *collega* and object of *iubet*. Many translated *adgredi* as 'approach' rather than 'attack'.

- *And thus devided Camillus gathered together the army ... he ordered the defences attacked*
- *between his colleagues*
- *Camillus gathered*
- *with his associate*
- *thus Camilla would restrain their divided army*
- *of his colleague*
- *the defences to be pushed forward*
- *he ordered the defences to be taken up*
- *thought about dividing the enemy to keep them busy he ordered the building of walls to be undertaken*
- *among his collegees*
- *helped a colleague to be attacked to the walls*
- *by Camillus' colleague*
- *his armies of colleagues*
- *he yelled*
- *and so Camillus' colleague divides the army*
- *his comrades*

- *diviso exercitu* (two marks)

Literally, this ablative absolute means 'the army having been divided'. It should then become 'having divided his army' or 'when he had divided his army'. Several students chose the wrong meaning for *exercitus*.

- *with part of the army*
- *distributed his associate army*
- *enemy divided*
- *having supervised the division*
- *gathered his divided army*
- *with an army division having been gathered*
- *divided and disiplined colleagues*



- gathered the disciplined division
- into each part
- in that part
- divisions of his army which had gathered together
- collected the divisions of the army
- with a separated army drawn together
- and so separated the army of Camillus' colleague and surrounded the enemy in numbers in the keep

- *circumductis copiis* (two marks)

Literally this ablative absolute means 'the forces/troops having been led around'. This, from the word order of the sentence, refers to *collegam* (Valerius), not Camillus. Many made Camillus lead the troops around. He can hardly do this and try to enter the town without a struggle elsewhere.

- with his troops surrounded
- drawn round they were occupying in these parts as the enemy
- an abundance of them were led into each part
- with the forces surrounded in that part
- after the troops had surrounded that part
- with a horn
- which the enemies were holding in that part with their forces having been drawn around
- leading round to acquire more area than the enemy
- having been led around by the forces into each part
- drawn around the area and held the enemy
- with the forces in that part which the enemy held surrounded

- *quam – tenebant* (one mark)

Though this relative clause should have been simple to translate, some students made the accusative *quam* subject of the plural verb *tenebant* and made *hostes*, the plural subject of *tenebant*, its object.

- they held as many enemies as possible
- who was holding the enemy by surrounding them in that area
- they hold back as much of the enemy on that side
- which they were holding them hostage
- which was holding the enemy back
- so that they were holding their enemy in their part
- to siege the enemy

- *non – posse* (four marks)

Some students ignored the word order and took *non* with *sperabat*. *scalis* was inappropriately translated as 'stairs' by some; others translated it by a singular. Most students, however, encountered little difficulty with this part of the sentence.

- he hoped to lead and secure the town
- a ladder
- because he hoped it would not be possible to scale them and capture the city
- by the stairs
- occupied by ladders
- since he did not expect
- because he was not hoping that the city would be able to lose the steps
- for he was not wishing to be able to seize the city steps
- reach the city by stairs
- by crime (scalis taken as from scelus?)
- he hoped that they would not be able
- because non were hoping
- he was looking for ladders so he could capture
- seize the steps of the city
- to be able to be taken into the city by the steps
- scale to the top of the city
- the steps of the city could be seized
- to capture those on the steps to the city
- he was not expecting them to be able to reach the steps of the city
- they were not able as they had no ladders



- *sed (...)* *laxaretur* (four marks)

The assessors considered this to be the most difficult part of the unseen passage, and only the best students were able to translate this section accurately. Literally, the clause should be translated as ‘so that the work/exertion/hardship might be lessened for the townsfolk now/already having been exhausted by fighting’. (Alternate meanings are given here, but students are reminded that they must choose one meaning only. Some students left alternate meanings in their translation.) Many students took *oppidanis* as ablative rather than dative. Some students did not seem to be familiar with *et ... et* meaning ‘both ... and’.

- *and the townfolk already tired from their work opened up*
- *with the town now in distress, it could have been liberated to work by fighting*
- *was being relieved*
- *by the town fighting relieved worn out by labour*
- *with the tired townspeople’s energy for fighting now having slackened*
- *would be relieved now by the fight*
- *he must now attack to open out the work*
- *and now the town was weakened and tired from the exertion of fighting*
- *and the town having already been attack hard work may relax with tiredness*
- *both with the tired townsfolk fighting the work open out*
- *with the townsfolk already stretched worn out from the work of fighting*
- *and surely completely worn out by the work the slackened*
- *and after the enemy is tired of fighting they may slacken their work*
- *and now he relaxed the need that the townsfolk were required to fight*
- *now relax the tiring work of attacking the city*
- *to release the tired townsfolk from the work to fight*
- *now the work relaxed the tired fighting townspeople*
- *so that work might be extended by fighting with the townsfolk*
- *and the attack in this fight drew out the tiring work*
- *the tired task of the battle was abated*
- *that the town now must fight tired slacken in its work*
- *the labour of the townsfolk no fighting could be relieved*
- *and the townsfolk now fighting extended the work of the tired*
- *relieve the work of the town now hastily fighting*
- *by this time the toils of fighting had relieved the town of the weary*
- *and work having been extended*
- *in order for the town to relax its defence efforts in order to fight*
- *the effort would be relaxed by attacking the now tired town*
- *but then the enemies with hostility, they fought and worked themselves inside the walls, and extended into the space to allow the combat with the defences*

- *aversis eo* *hostibus* (two marks)

The last ablative absolute was more difficult than the others, for the most part because it contained *eo*, which means ‘to that place’ here. Literally it means ‘the enemy having been turned away/diverted to that place’. Many ignored *eo* completely or translated it as ‘by him’, ‘from him’ or even the grammatically incorrect ‘to him’.

- *as soon as the enemy got in behind them*
- *from him*
- *to him*
- *it was turned aside by him to the enemy*
- *from there*
- *with those enemies having been turned away*
- *diverted by this*
- *after they turned round from the enemies*
- *with the enemy behind him*
- *since the enemy were behind that place*
- *with him behind the enemies*
- *to withdrew their enemy*
- *with the enemy in the rear*
- *having gone behind the enemy*
- *having been diverted by this enemy*
- *he being diverted by the enemy*
- *behind the march of the enemy*
- *with the enemies having opposed them*
- *at the other side from the enemies*
- *repulse his enemies*

# 2009 Assessment Report



- *had averted that place*
- *to be behind his enemy*
- *with the enemy having been confronted*

- *et ipse – haberet* (four marks)

Many students struggled to recognise that *moenia* was the object of the gerund *intrandi*. A literal translation with the words taken in order might have helped; that is, ‘he himself time of entering without a fight the walls might have’.

- *and secured the place he was in without a battle*
- *and he could have space himself by entering without a struggle by the walls*
- *he himself was having a time interval without a battle of penetrating the walls*
- *he was within the defences which he held without a struggle*
- *without a doubt the space*
- *the space itself may hold the walls without battle*
- *must enter the room without rival to hold the wall*
- *was in a position to enter the space without the contest of the defences*
- *he himself possessed the town walls without the time for a battle*
- *with himself entering the space he had the walls without a struggle*
- *without these defences they were penetrated*
- *have respite from the invasion without fighting over the walls*
- *have room to have close combat without walls*
- *space to enter the battle without defences*
- *enter in leisure without having to contest the walls*
- *and have himself the city walls as a space of entering without battle*
- *he could hold the walls to penetrate the space without a battle*
- *he himself might obtain the walls by entering the space without a struggle*
- *and they themselves have space to step inside the walls without a struggle*
- *and he will have been entering this area without troops for combat*
- *and entered the very area without having had a battle defence*
- *have an entrance into the space and the walls*
- *those entering the space had captured the walls*
- *he himself within the space of an interval had the city for certain without its walls*
- *had his own space being entered without struggling with defences*
- *he himself had the wall space without combat*
- *he could have defences to enter the place himself*
- *and now without battle defences were left to the road*

Following is an unsuccessful translation of the last sentence.

*And so the disciplined division tied up Camillus and lead around more in that direction than the enemy could hold he commanded them to approach the defences. The ladders were not was he was hoping for to be able to capture the city but in order to they went behind the enemy and now they fought the townspeople tired and slackened from work and they entered the space without having to combat the defences.*

## 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 did quite well in the section on context and content. The average mark was identical to last year. Some students still did not answer in complete sentences, although the instructions on the front of the paper asked them to do so. A few still wrote far too much for the number of marks allocated. Generally, these questions can be answered in one or two sentences. Some students resorted to translating the necessary lines rather than specifically answering the question, and may have lost marks as a result.

#### Question 2

Marks	0	1	2	3	4	Average
%	9	1	3	16	71	3.4

*alii* are the Greeks. Their tasks are to:

- make lifelike statues of bronze
- make lifelike statues of marble
- plead cases better in court
- study astronomy.

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Students had to give three of the dot points listed above (bronze statues and marble statues were allowed as separate answers). Some students gave all four responses. Some tried to ascribe the tasks to the Egyptians because of astronomy, but this would be to go against all the commentators. Most students answered this question well.

- *beg for better causes, lead lives of marble expressions*
- *to breath soft air*
- *engrave things expertly*
- *better material for armour and weapons*
- *to discover copper*
- *lead life with a marble expression, speak of better causes and rise to the sky*
- *orating, poetry and worshipping the gods*
- *kings, generals and emperors and alii are those waiting to be born in the fields of Elysium*
- *research with medicine*
- *narrating stories of clouds flying*
- *to be soft with money (not spend too much), to lead the people with a face of stone (impassive) and to cause the boundaries of the empire to be better (expand) and alii refers to the future kings of Rome*
- *rule a great empire*
- *the Roman people*
- *the Trojans*
- *people of the future Roman race*
- *the others or the Romans*
- *The alii were men who chose to live their lives as statues, giving warnings or advice to those who needed it.*

### Question 3

Marks	0	1	2	Average
%	5	19	75	1.7

The Romans' tasks will be to:

- bring other peoples within their rule
- add civilisation to peace
- spare the conquered
- defeat the arrogant.

Students were required to give two of the responses listed above; again, some gave all four. Most students answered this question well.

- *The Romans will be the bringers of peace, the one who conquer the weak.*
- *to spear the conquered*
- *wadge war on the proud*
- *to maintain tradition and fight magnificently*
- *remember the kings, moderately subject and end wars with the insolent*
- *to found the greatest city in history and erect their own statue*

### Question 4

Marks	0	1	Average
%	28	72	0.7

The reference is to the Sibyl, who has led Aeneas into the underworld.

The examples of students' responses below show that there were several other suggestions. The oddest is Turnus, who plays no part in the first part of the *Aeneid*.

- *Marcellus*
- *Other Trojan companions*
- *Augustus Caesar*
- *Anchises' admiration for both Aeneas and Marcellus*
- *Deiphobe, the Cumaeen Sibyl*
- *Anchises*
- *Aeneas with Deiphoebus or the Sibyl*
- *other ghosts*
- *unborn descendants of New Troy*

# 2009 Assessment Report



- *Aeneas*
- *the future Roman race*
- *those men who have won the spolia opima*
- *the Trojans*
- *great line of Aeneas' descendants*
- *Sibyl and Vergil's contemporaries*
- *Turnus*

## Question 5

Marks	0	1	2	3	Average
%	11	16	30	43	2.1

Marcus Marcellus, consul five times, killed the Gallic chief Viridomarus at the battle of Clastidium in 222 BC. He was therefore awarded the spolia opima, which were awarded for killing an enemy leader in battle. He was the third (and last) to be given this award.

Some students thought that it referred to the young Marcellus. The majority answered the question well.

- *is indicating how rich and successful Marcellus was*
- *teria arma refers to the three Punic Wars*
- *subdued three Gallic uprisings*
- *Marcellus is the son of the emperor Augustus*
- *a descendant of Achilles*
- *which he managed to do three times*
- *from the first Punic War*
- *against Gauls and in the battle against Antony and Cleopatra*
- *the first Rome War*
- *Marcellus is Augustus*
- *died at a young age*

## Question 6

Marks	0	1	Average
%	24	76	0.8

*pater Quirinus* is Romulus.

Three quarters of the students answered the question correctly, but there were some incorrect answers, as is seen below.

- *The father of Romulus was the god Mars.*
- *to the land of Romulus i.e. Rome*
- *is a senator*
- *another who had achieved spoliis opimis*
- *a man who is the perfect example of a patriot, killing his sons because they rebelled against Rome*
- *Cossus*
- *Jupiter*
- *father of Marcellus*

## Question 7

Marks	0	1	2	Average
%	6	24	71	1.7

Young Marcellus is said to be 'a young man of exceedingly good looks in shining armour', but is said to be 'not at all happy with downcast eyes'.

Some students only referred to one of the lines. Some referred to the *iuvenum* or the *iuvenium* rather than *iuvenem*.

- *with a down expression*
- *forehead is dark*
- *a dark ora around him*
- *with disappointing fleetingness*
- *a happy masked expression*
- *is being glorified*



- *brave and bold*
- *they are described as beautifully shaped by disheartened by their own good looks*
- *lightning fast with weapons*
- *whose face light is cast down from (lumina taken to mean light rather than eyes)*

**Question 8**

Marks	0	1	2	Average
%	16	30	54	1.4

Marcus Marcellus is a descendant of the hero of Clastidium, nephew of Augustus and husband of Augustus' daughter Julia. Augustus seemed to have him in mind as his successor, but the young man died aged 20 in 23 BC. Anchises highlights his promise, says that the gods took him young because they feared Rome would become too powerful and points to the sadness it caused in Rome.

Generally speaking, students resisted the temptation to write too much in answer to this question. This was encouraging.

- *the struggles the Trojans have gone through*
- *lamentous reply to Aeneas' inquisition*
- *tells Aeneas of his own future*

**Part B – Interpretation of the prescribed seen text**

The average mark for this section was identical to that in 2008. The answers given to questions on techniques often went well beyond the expected response. Some of these answers were valid and accepted; others were incorrect or very doubtful and received few marks. Students should limit their responses to those techniques listed in the study design. Some students appeared to spend too much time looking for minutiae at the expense of the obvious.

**Question 9**

Marks	0	1	2	3	4	5	6	Average
%	2	6	17	19	22	23	10	3.7

In line 1 there are transferred epithets (*obscuri, sola*); in line 2 there is chiasmus (*domos vacuas et inania regna*) which could also be thought of as repetition. There is alliteration of *s*. The slow, heavy spondaic first line is contrasted by the quicker, lighter second line with four dactyls and a trochee. Austin, in his commentary on Book 6, says that this is 'a rhythmic sound-picture of the real and actual setting of insubstantiality'. He also says that 'the intricate vowel-patterns, the alliteration, the disposition of the epithets, all contribute to the effectiveness of these two lines'.

- *this builds up suspension*
- *elision in the second line*
- *in these lines spondaic*
- *poignant word order*
- *by switching obscuri with sola (without saying to what)*
- *as darkness and shadow might in the same way postpone ones ability to see his surroundings*
- *shadow obscuring the sun*
- *hendiadys as vacuas and inania have essentially the same meaning*
- *fastness of the line mimicks the vastness of Pluto's realm and the word order groups noun with its adjective*
- *there is inferred metonymy where loneliness is connected to night and shadow*
- *heavily dactylic lines*
- *personification of 'obscuri – umbram'*
- *anaphora of sub, -que and et*
- *Virgil's assonance of the vowel sounds in these lines creates a tone of dread.*

**Question 10**

Marks	0	1	2	3	4	5	6	Average
%	5	9	13	19	24	19	11	3.5

The simile in these lines is of the darkness of the underworld being like a journey through woods by the light of the moon on a cloudy/stormy night. Words which help to create the picture of gloom are *incertam, maligna, in silvis, condidit, umbra, atra nox* and *abstulit colorem*. There is assonance (*incertam lunam*) and alliteration of 'c' in *caelum condidit* and of 'l' in line 3. The juxtaposition of *atra colorem* might be mentioned. There is chiasmus in line 3. Personification of night and the metaphor of *abstulit* were also possible.



- the continual enjambment of the lines carries the idea of the simile from one line to the next
- synchysis is also used in the words 'incertam ... maligna'
- It suggests that the leaves move and fall just as the shadows mysterious glides through the dense and foggy air.
- and the enjambment that lingers through to line 5
- There is strong assonance and alliteration in these lines, specifically in the second and third words from the end of the line.
- Virgil's choice of words here is as always painfully true. The use of caelum in line 4, with its alternative meaning heaven, links the condidit to Iuppiter, father of the heaven and the earth.
- compares to how he sees Dido
- onomatopoeic alliteration of lunam sub luce
- the repetition of 'l' in line 5 conveys the sound of howling

**Question 11**

Marks	0	1	2	Average
%	7	36	58	1.5

The technique which Virgil repeatedly uses is personification. The causes of death are said to have placed their beds in the entrance, as if it was the entrance of a house.

There were some students who commented on the polysyndeton of the lines. Though it was not the obvious answer, the assessors allowed it because it amounts to a use of words.

- there is allusion (without saying what the allusion is)
- turns them into proper nouns
- hyperbatons
- he personifies the monsters present, giving them a Roman colour
- stappled (for 'stabled')
- He uses spondees. This give rhythm and speeds up the action
- Virgil uses hyperbatons throughout these lines which give a tense feel when they are interlocked.
- Here Virgil uses a very obvious form of personification – abstract concepts become proper nouns here (e.g. Death, Old Age etc.). This technique is common in Classical literature and originates in the Greek Pantheistic religions. This acts as an allusion (particularly to Homer's *Odyssey* and *Odysseus' katabasis*), bringing a sense of familiarity to the sequence, but also to produce the effect of real beings confronting the hero, which triggers fear.

**Question 12**

Marks	0	1	2	Average
%	13	20	67	1.6

vĕstĭbŭl(um) ānt(e) ĩp|sŭm // prĭm|ĭsqu(e) ĩn| fāucĭbŭs| Ōrcĭ

Some students missed one or more of the elisions. Some failed to put in a caesura. Ōrcĭ was allowed, though the final *i* should be long. Some students scanned line 12 and lost marks unnecessarily. Students are not required to show ictus.

**Question 13**

Marks	0	1	2	3	Average
%	10	10	38	41	2.1

vānā tĕ|nĕrĕ fĕ|rŭnt // fŏl|ĭsquĕ sŭb| ōmnĭbŭs| hāērĕnt

Austin states that 'the line has a notable rhythm, fluttering lightly like the Dreams.' The two consonants make the final syllable long. The assessors required this to be shown, as it follows one of the basic rules of scansion. Some students scanned line 13 instead of line 17 and therefore did not score any marks. Some again forget to put in a caesura. 'Very fast moving' is not a correct answer.

- mimics the tension of Dreams holding on
- leaves falling (there was some confusion with the simile in lines 309–10)
- mimics path of leaves as they fall
- more terrifying and is building to a climax
- reflective of the line
- the intensity of the situation and the movement of the leaves
- there are so many and really emphasis the masses
- this is very spondaic

# 2009 Assessment Report



- *the rhythm is hexameter with equal dactyl and spondee*

## Question 14

Marks	0	1	Average
%	36	64	0.7

*stridens* is an example of onomatopoeia – it sounds like its meaning.

Other possible answers were allowed, but vague answers such as ‘very descriptive words’ were not sufficient to score a mark. Several students thought that *horrendum stridens* applied to the Chimaera rather than to the Lernaean hydra.

- *horrendum is used as an adverb rather than an adjective*
- *words are very aggressive (without saying which words)*
- *interlocked word order*
- *flaming armour*
- *its monstrosity*
- *chiasmus (ABBA) structure*
- *very graphic and striking*
- *very long slow words*
- *as it may recall Hercules victory over the Lernaean*
- *all words are very emotive in a frightening way*
- *striding horribly*

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

### Question 15

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

Book 6 is perhaps the most pivotal point in the *Aeneid*. In it, Aeneas, while visiting his father in the underworld, has to learn that he must put his past behind him so that he can go forward to accomplish his mission. If he accomplishes his mission, he is promised that a long line of prominent men will follow who will ensure that Rome becomes a great city and the ruler of an empire.

During his journey to meet his father, Aeneas meets the ghosts of three important figures from his past – Palinurus, Dido and Deiphobus. Brooks Otis made much of the fact that these meetings are in the reverse order to his experiences. Such views could be negated by the fact that Palinurus must obviously be the first whom Aeneas meets, as he has to be on the near side of the Styx, since he is unburied. The positioning of Dido and Deiphobus on the far side of the Styx seems to be more dependent on Virgil’s imaginary vision of the placing of the dead in the underworld. Whether the order is significant or not, the meetings represent the conclusion of three episodes of his life. The meeting with Palinurus brings his wanderings to an end, even if he does not reach the Tiber until the very first lines of Book 7. The meeting with Dido shows that his affair with the Carthaginian queen is a thing of the past. The meeting with Deiphobus suggests that Troy is no longer relevant; it is Rome and the future that matters now. This is also confirmed by the fact that Aeneas, at the end of Book 5, has said that Troy will be where Acestes and his followers settle in Sicily (5.755–61).

The three meetings also confirm facts for Aeneas. He clearly believes that Palinurus has drowned at sea. This would mean that Apollo’s statement that Palinurus would reach Italy was false, which would cast doubt upon the veracity of Apollo and his oracles. Palinurus’ reply that he was killed on land and not at sea confirms Aeneas’ belief in the truth of Apollo’s prophecies, which have guided him in Book 3 and have been given to him by the Sibyl in this book. The meeting with Dido confirms the rumour that she had died. The meeting with Deiphobus tells Aeneas what was happening to Deiphobus while he himself was escaping with his father and son. It allows Virgil to make one last statement about the night of Troy’s fall. In it he condemns Helen, Menelaus and Ulixes. Aeneas may well regret that Venus stopped him from killing Helen when he had the chance, though he does not say so. Aeneas learns that Deiphobus was butchered in his bed and did not die on a heap of Greek and Trojan dead in the fighting. Most importantly of all, Deiphobus farewells Aeneas in line 546 with words which point to the future, not the past.

Students could have made some of the following points by referring to the passage.

- Dido is unhappy/unlucky – *infelix* (as she was in 1.749, 4.68, 4.450, 4.596), which has almost become an epithet for her. Aeneas now knows that the news of her death is true, but cannot believe that he is the cause of it. (Note that he says that she died ‘by a sword’, but does not say ‘by my sword’.) Once more he states the fact that he left her because of the gods’ instructions and not by choice (4.58–63), as he had done in 4.351–61.



- The choice of words in 461–2 (*umbras, loca senta situ, noctemque profundam*) illustrates the gloominess of the underworld and gives an appropriate setting for this meeting. Aeneas begs Dido not to go away as this will be the last chance for him to speak to her (466). Her mind is on fire (*ardentem*), presumably with anger, and she has a grim look (*torva tuentem*), though she is turned away (*aversa*), has her eyes fixed on the ground (*solo fixos oculos*) and does not react to his words (470).
- MacLennan says that ‘Beginning to cry’ (*lacrimas ciebat*) may refer to Aeneas beginning to shed tears himself (Virgil has already said that he has begun to shed tears in 455) or that he is trying to encourage a response from Dido. MacLennan believes that Virgil may want us to have both ideas in mind.
- The simile in 470 causes some irony because of Dido’s description of Aeneas in 4.366–7, in which she says that he is born of a Caucasian mountain.
- The way in which Dido rushes off and seeks solace from Sychaeus (472–4). *inimica* suggests that she is now a personal enemy of Aeneas, as Juno is (1.67 *gens inimica*).
- The reaction of Aeneas and his personal sadness at the unfairness (*iniquo casu*) of her fate. Students could refer to the fact that he follows her with tears from a distance (*prosequitur lacrimis longe*) and pities her as she goes (*miseratur euntem*). Aeneas is frequently saddened by the deaths of those who are lost in the pursuit of his mission. The meeting is a very unhappy one for both Aeneas and Dido, and brings no solace. It is brief (Otis says that it is half the length of the Palinurus episode and one third of the Deiphobus episode), sad, unsatisfying and final.

As a reminder, here is Otis’ version of the structure of Book 6.

1. Preparation 1–263
2. The descent: the Mythological Hades (264–547)
  - a. Entrance, the Vestibulum (264–94)
  - b. The hither side of the Styx (295–383)
    - (i) The *insepulti* (295–336)
    - (ii) Palinurus (337–83)
  - c. Crossing the Styx (384–416)
  - d. Between the Styx and the fork in the road (417–547)
    - (i) Preliminary view (417–49)
    - (ii) Dido (450–76)
    - (iii) *Arva ultima*: Deiphobus (477–547)
3. The Left-hand Road: description of Tartarus (548–627)
4. The Right-hand Road to Elysium (628–78)
  - a. *Moenia Diis*: deposition of the Golden Bough (628–36)
  - b. Elysium (637–78)
5. The Philosophical Hades: the Valley of Lethe and the souls of future Romans (679–892)
  - a. The meeting of Aeneas and Anchises (679–702)
  - b. The theory of reincarnation (703–51)
  - c. The show of Heroes (752–892)
6. The re-ascent: the two gates (893–901)

Good essays had an introductory paragraph which briefly identified the significance of these meetings within the structure of Book 6. There were some very good introductions which then led into pre-prepared essays. Essays should have discussed the meetings in turn; clearly the meeting with Dido required the most discussion as the question required discussion of the set passage. A brief conclusion should have summarised the main points which the student had made. Students should use the conclusion to help check that they have answered the question.

Students must realise that prepared or previously used essays are very unlikely to address the question and consequently will not score well. The average mark for the essay was the lowest ever. Many students who had scored very well on the rest of the examination performed very poorly in the essay. There were some students who did not even address the passage itself.

The style of the question seems to have taken many students by surprise. It is true that the Palinurus and Deiphobus episodes are not in the set lines for translation, but they come either side of the Dido episode, which was set. All commentators and many critical analyses discuss the purpose of these meetings (see, for example, MacLennan, page 24). The essays showed that students had considered many other parts of the *Aeneid* in preparation for the examination.



There had been much detailed consideration of the confrontation of Aeneas and Dido in Book 4 and some students spent much time discussing this. Yet many had obviously not spent time on the passages surrounding the Dido passage which help to give that passage a context. From the answers to this question, it was clear that most students had little knowledge of what happened in or what was important about the Palinurus and Deiphobus episodes. Some had Aeneas meet Deiphobus before Dido. Many ignored the meetings with these two and only wrote about Dido. Some identified ‘major figures from his past’ as Anchises, Diomedes, Creusa, Paris, Sychaeus, Marcellus, Misenus and Marpesia. Many ignored the instruction to ‘discuss the significance of these encounters **in relation to Book 6**’.

There was much discussion by students of issues such as *pietas* (which was relevant as long as it was in context of the question set, but not when much of the discussion concerned Books 2 and 4), the development of Aeneas’ character, losses and the cost of mission/empire, fidelity in marriage (with discussion of Antony and Cleopatra), duty versus passion, heroic character, emotions (with *furor*), fate, and Anchises’ prophecy. Though discussion of these issues may have been relevant to an answer, this is not the case if they were the focus of the essay, did not address the question asked and made little or no reference to the passage in the examination. Some students spent time discussing inconsistencies between the passages in Book 6 and earlier passages in the epic. While it is correct that there are inconsistencies, which Virgil might have removed had he lived to revise his epic, such discussion was not relevant to this question.

Much discussion was wasted on irrelevance such as Augustus and his values, Dido and Turnus being subject to *furor*, Achilles, the *Aeneid* as a national poem, Turnus in Book 12, Misenus, the Golden Bough, the departure through the Ivory Gate, Book 12 and Aeneas’ change over the whole epic, the cost of sacrifices to citizens, Marcellus, Apollo and *bacchatur*, Ajax, Mark Antony and Cleopatra, Orpheus in Georgic 4, *tu regere*, etc. and details of the parade of heroes. There was some good discussion of the move from the past to the future, but far too many students strayed from the question. A student’s guideline for answering the essay question should be relevance to the question in the examination. It was also disappointing that many could do no more than name Palinurus and Deiphobus and that so many made little or no use of the passage.

Almost all students had heeded the directive to write their essays in English with Latin quotations in parentheses. There was, however, still a very small number who mixed the two languages. Inverted commas do not amount to parentheses. *ardentem* was applied by several to Aeneas rather than Dido. Discussion of techniques is generally irrelevant in an essay on themes and issues.

- *Palinurus was a casualty of war*
- *Palinurus was so disfigured by death*
- *Before he died, Anchises instructed his son to seek him out in the underworld in order to learn of his great fate.*
- *sweat love*
- *the Sibyl reassures Deiphobus he will be able to cross the river bank soon.*
- *Aeneas’ journey to the underworld has not got much context in relation to the rest of the text and could serve as more of a message than a part of the story. Vergil’s messages are scorn no god, do no wickd and fate cannot be fought against.*
- *he met Dido in Egypt*
- *Pollius, son of Priam*
- *stoiticism*
- *the three ghosts he encounters represent his past, present and future*
- *The Palinarus episode is a taster for Aeneas’ journey to obtain knowlage.*
- *In Book 6 Virgil represents the journey of the Trojans to Latium culminating in the internal journey of Aeneas to the underworld.*
- *and kills Turns*
- *in future books Aeneas recovers Palinurus’ bones and buries them*
- *Palinurus lies unburied at Troy*
- *Palinurus was not buried when he met his death in Troy.*
- *Similar to Betrice in Catalyst (presumably Catullus) 66*
- *self-fish tears*
- *Synchaesus (a new technique?)*
- *We see the boat sink as Aeneas weighs it down with his wordly troubles and corruptability.*
- *Dido’s death was unknown to Aeneas and the audience till Book 6*
- *He followed his old wife back into burning to look for her.*
- *It was his temporary alleviation of such a loyalty that prompted Mercury’s reminder in Book 4.*
- *as Remus accuses the Trojans on the battlefield*
- *that is a rare moment whereby Aeneas who ‘ardentem’ displays a moment of ‘furor’*



Students may find the following books to be useful.

Boyle, A.J. 1972, 'The Meaning of the Aeneid: A Critical Inquiry' in *Ramus 1*, 113–51

Brooks, Robert A. 1966, 'Discolor Aura: Reflections on the Golden Bough' in Steele Commager (ed.) *Virgil: A collection of Critical Essays*, New Jersey

Camps, W.A. 1969, *An Introduction to Virgil's Aeneid*, Oxford

Cairns, Francis 1989, *Virgil's Augustan Epic*, Cambridge

Clausen, Wendell 1966, 'An Interpretation of the Aeneid' in Commager (ed.)

Gransden, K.W. 1990, *Virgil: The Aeneid*, CUP

Hardie, Philip 2001, 'Journeys of Knowledge in Aeneid 6' in *Omnibus 42*, London

Hornsby, Roger A. 1970, *Patterns of Action in the Aeneid: An Interpretation of Vergil's Epic Similes*, Iowa

Otis, B. 1963, *A Study in Civilized Poetry*, Oxford

Owen Lee, M. 1979, *Fathers and Sons in Virgil's Aeneid*, New York

Parry, Adam 1966, 'The Two Voices of Virgil's Aeneid' in Commager (ed.)

Quinn, K. 1968, *Virgil's Aeneid: A Critical Description*, London

Ross, David O. 2007, *Virgil's Aeneid: A Reader's Guide*, Blackwell, Oxford

Solmsen, Friedrich 1990, 'The World of the Dead in Aeneid Book 6' in S. Harrison (ed.) *Oxford Readings in Vergil's Aeneid*, Oxford, pp 208–223

Wells, Colin 1992, 'Aeneas in Purgatory' in Wilhelm and Jones (ed.) *The Two Worlds of the Poet: New Perspectives on Vergil*, Detroit

Williams, R.D. 1990, 'The Sixth Book of the Aeneid' in *Oxford Readings in Vergil's Aeneid*, Oxford, pp 191–207