International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

LATIN

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 14	15 - 31	32 - 45	46 - 57	58 - 68	69 - 80	81 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 10	11 - 22	23 - 33	34 - 46	47 - 58	59 - 71	72 - 100

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 13	14 - 15	16 - 17	18 - 20

The range and suitability of the work submitted

Nearly all the projects devised were well judged. It is worth considering adding an element of text in the sources relevant to a project; candidates whose sources are (e.g.) all pictures do not always show the art-history skills to analyze the pictures they use in their works.

Candidate performance against each criterion

There were relatively few cases this year of one criterion being much less well met than the rest.

Recommendations for the teaching of future candidates

It is important in some cases for teachers to remind students that they are doing a Latin assignment. If the sources are all from Greek writers who wrote about Rome, that may cause a difficulty; and work which consists of selection from books in English about ancient Rome is unlikely to score well. The rules do not mandate that all sources should be in Latin, and there is considerable scope: but a student who is thinking of completing a piece of work which does

not have anything in it in Latin ought to think hard about how to develop the piece into something which is clearly a Latin assignment.

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 11	12 - 17	18 - 23	24 - 28	29 - 34	35 - 40

General comments

The very best candidates handled the translation very well, but it proved to be very challenging for many candidates.

The areas of the programme and examination which appeared difficult for the candidates

colonis: `farmers` or, if one must, `colonists`; far too many made it into `colonies`, perhaps not thinking the difference between `colonis` and `coloniis` important. A surprising slip given that dictionaries are allowed.

`magistro equitum`: one does not absolutely need to know that the Master of Horse was a dictator`s number two--as long as one can translate literally and get `master of the knights` one can get a correct translation just by doing nothing silly. Surprising, then, how few did.

`primo congressu`: this was a stumbling-block. In some cases I think the metaphor (`meeting` = battle) was what put candidates off the track.
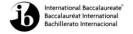
`aedem ... dedicavit` this bit is genuinely awkward, and only three or four got the idea that Bubulcus had made a vow to build the temple when he was consul, then signed the contract when he was censor, and did the dedication ceremony when he was dictator.

`which the consul had vowed and the censor had let the contract for, the dictator dedicated` was given full credit, with a grimace (because an important idea is missing).

`in Sallentinis` (`among the Sallentini`) was missed by a lot of candidates who got most of the rest.

The areas of the programme and examination in which candidates appeared well prepared

Questions 2 and 3 were mostly well done, though only a few tried `ad Italiae`.

`It was hardly believable that in such distressed circumstances the Aequi had started a war on their own` is an intricate phrase which encouraging numbers got completely or almost completely right.

`I find in certain history-books that Junius Bubulcus was sent as dictator against the Sallentines` was done better than expected: relatively few missed `annalibus` by turning it into `years` or something.

The strengths and weaknesses of the candidates in the treatment of individual questions

The prose unseen in the Higher Latin is a challenge, and weak students can end up with under ten out of 40 for Paper 1 as a whole. However, the best are tackling it with sophistication and making something of it.

Recommendations and guidance for the teaching of future candidates

It is always important to do plenty of dictionary work. There is a danger in students who do not use a dictionary very much and then try to use in an exam. They will end up making unnecessary mistakes.

Further comments

A passage of straightforward narrative was chosen on this occasion--on the whole with good results. Students should perhaps get more of a chance than they already do to learn about place-names, ethnics, job titles et cetera.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 13	14 - 17	18 - 21	22 - 25	26 - 29	30 - 40

General comments

Poetry continues to be the preference of candidates or their teachers. Relatively few did not attempt Virgil, or love poetry, or both. Tacitus seems to be out of fashion, but Juvenal has a small cult following.

The areas of the programme and examination which appeared difficult for the candidates

Surprising numbers of candidates managed to get the translation of the first two lines of `Militat omnis amans` wrong.

Broadly, there are surprising numbers of candidates losing marks for prepared translation. They are supposed to come into the exam knowing their set books: not by heart, but confusion over translation of short selections is not to be expected.

The areas of the programme and examination in which candidates appeared well prepared

A good number of excellently-prepared candidates had studied Cicero`s Pro Caelio, and handled the questions confidently.

Questions on the Pyrrha Ode were on the whole well done, though some were not clear about the wet clothes.

Comment on Kit Marlowe`s translation of lines from `Militat omnis amans` was well done, sometimes by candidates who did not get much else right.

Candidates for the most part wrote well about fathers and sons in the Aeneid. Perhaps not being asked to write about furor or the character of Aeneas (or not directly, at least) helped them to think and not just repeat a narrative they had heard in class.

Essays on the whole sensibly done, though a few ended up disappointingly short and superficial.

The strengths and weaknesses of the candidates in the treatment of individual questions

`Mock-heroic` seemed to be a poorly understood idea. Perhaps a candidate's best chance of grasping it is if s/he has read both Virgil and Juvenal; but not everyone has the chance.
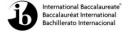
Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 29	30 - 40

General comments

Performance in this Paper was particularly variable.

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The areas of the programme and examination which appeared difficult for the candidates

It was clear that a candidate was in trouble if s/he had begun with `You sad bird, Orpheus!` `Birds ... mourn` is in the title: there is a broad hint, then, that 'volucres` has to be plural. When someone in line 1 is paying as little attention as that, things are not going to go well.

The areas of the programme and examination in which candidates appeared well prepared

Most managed to make the punctuation in the English translation broadly follow the couplets, which minimized misunderstanding.

The strengths and weaknesses of the candidates in the treatment of individual questions

Remarkably few knew 'nescio quid' ('something-or-other').

`flebile lingua` does not mean `mournful tongue`! That would be `flebilis lingua`.

The idea of the rivers growing with their own tears was hardly ever understood with precision.

Recommendations and guidance for the teaching of future candidates

It is felt that overall Standard Level Latin students are not reading enough Latin verse. The main thing needed is practice.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 13	14 - 18	19 - 23	24 - 28	29 - 40

General comments

Essays were patchily done; some had good ideas, others lacked much thought on (1) what an anti-Greek poem at Rome might or might not be, or (2) what `a plausible poetry about plausible people` might amount to, and how Horace`s characters would fit into such a thing. Few tackled the other essay questions, though there were some answers to the question about the prosecutors of Caelius and whether they stuck to the point.

The areas of the programme and examination which appeared difficult for the candidates

Broadly, there are surprising numbers of candidates losing marks for prepared translation. They are supposed to come into the exam knowing their set books: not by heart, but confusion over translation of short selections is not to be expected.

Scansion seems haphazard in many cases. Candidates must identify long and short syllables, but foot divisions are not needed.

More abstract questioning seems to reveal uncertainty: questions like `Is this a fitting high point or an unconvincing ending?`

The areas of the programme and examination in which candidates appeared well prepared

Factual/context knowledge about Virgil seems to be solid in many cases.

Many of the candidates who have studied Cicero's Pro Caelio appear to be well prepared.

Recommendations and guidance for the teaching of future candidates

More practice of scansion would yield better marks for many candidates. If you can do a whole line without a wrong quantity that is a mark.