



National  
Qualifications  
2018

**X843/75/11**

**Latin  
Literary Appreciation**

TUESDAY, 29 MAY  
9:00 AM – 11:00 AM

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**Total marks — 60**

Choose **TWO** sections — Attempt ALL questions in your chosen sections.

Section 1 — CATULLUS — 30 marks

Section 2 — OVID — 30 marks

Section 3 — VIRGIL — 30 marks

Section 4 — PLINY — 30 marks

Section 5 — CICERO — 30 marks

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* X 8 4 3 7 5 1 1 \*

## SECTION 1 — CATULLUS — 30 marks

Attempt ALL questions

1. Refer to **Poem 1** (*vivamus mea Lesbia . . .*).
  - (a) In lines 7-9, what does Catullus ask Lesbia for? 1
  - (b) (i) In lines 11-13, what does Catullus suggest they do? 1
  - (ii) Explain why he says this. 1
  
2. Refer to **Poem 2** (That man seems to me . . .).
  - (a) Catullus is watching two people. Describe the scene. 3
  - (b) In lines 1-2, Catullus describes the man as being extremely lucky.
    - (i) What comparison does Catullus use to show this? 1
    - (ii) Do you think it is a good comparison? Explain your answer. 1
  - (c) In lines 7-12, Catullus describes his feelings. Explain, in your own words, what his feelings are. 3
  
3. Refer to **Poem 4** (*nulli se dicit . . .*).
  - (a) In lines 1-2, what **two** statements has Catullus' girlfriend made? 2
  - (b) Catullus doubts her words. What evidence is there in the poem to show this? 2
  
4. Refer to **Poem 5** (*odi et amo*).
  - (a) Describe Catullus' emotional state in this poem. Refer to the text to support your answer. 3
  - (b) Discuss the impact this poem has on the reader. You may wish to refer to word choice, structure or length. 3
  
5. Refer to **Poem 8** (*multas per gentes . . .*).
  - (a) Refer to lines 1-4. Who is Catullus talking to and why? 2
  - (b) Identify **three** pieces of evidence in this poem to show that Catullus is very sad. 3
  
6. Catullus' poetry reveals a lot about the love lives of the Romans.  
 From your reading of Catullus' poems, what have you learned about Roman love lives? 4

SECTION 2 — OVID — 30 marks

MARKS

Attempt ALL questions

7. Refer to **Extract 1** (Daedalus . . . building).
  - (a) Look at lines 1-2 (Daedalus . . . directions). What had Daedalus designed and why? 2
  - (b) Give **two** details from **Extract 1** which show how clever this design was. 2
  
8. Refer to **Extract 2**.
  - (a) Refer to lines 1-3 (*Daedalus . . . pelago*).  
What are Daedalus' feelings towards Crete and why? 2
  - (b) Refer to lines 3-5 (*terras . . . Minos*).  
What problems does Daedalus face in finding an exit route? What is his solution? 3
  
9. Refer to **Extract 2**.  
Refer to lines 7-10 (*nam ponit . . . aves*).  
What materials does Daedalus use to make the wings? 3
  
10. Refer to **Extract 2**, lines 25-28 (*inter . . . timet*).
  - (a) Give **two** clues from these lines that suggest the story is going to end unhappily. 2
  - (b) In your opinion, do clues like these spoil the enjoyment of the story? Explain your answer. 2
  
11. Refer to **Extract 2**, lines 32-35 (*hos aliquis . . . deos*).
  - (a) In these lines Ovid gives us a picture of ancient country life. Identify **three** jobs which Ovid mentions. 3
  - (b) Why do you think Ovid includes this scene at this point in the story? 2
  
12. Refer to **Extract 2**, lines 46-48 (*at pater . . . undis*).  
In what ways does Ovid make the reader feel sorry for Daedalus at this point in the story? Explain your answer. 3
  
13. Refer to **Extract 3**, (As he . . . of heights).  
A partridge suddenly appears while Daedalus is burying his son. Explain why this bird is so happy to see this. 3
  
14. Consider the story as a whole.  
Many ancient myths were intended to teach lessons about life. What lessons might a Roman reader have learned from reading this story? 3

SECTION 3 — VIRGIL — 30 marks

MARKS

Attempt ALL questions

15. Refer to **Extract 1**, lines 1-6 (Everyone . . . weeping?).  
Why does Aeneas find his story hard to tell? 2
16. Refer to **Extract 2**, lines 8-10 (*instar . . . simulant*).  
What does Virgil tell us about the appearance and construction of the horse? 3
17. Refer to **Extract 2**, lines 20-27 (*panduntur . . . ferebant*).
- (a) Virgil tells us that the Trojans were excited to visit the beach and the site of the Greek camp. Explain why they felt this way. 4
- (b) In lines 22-23, Virgil repeats the word *hic* (here) several times. In what way does this repetition add to the sense of excitement? 2
18. Refer to **Extract 2**, lines 25-26 (*et molem . . . locari*) and to **Extract 3**, lines 1-4 (But Capys . . . opposing groups).
- (a) These two extracts feature two Trojans, Thymoetes and Capys, who have very different opinions on how to deal with the horse. Compare their points of view. 4
- (b) Suggest reasons why the Trojans did follow Thymoetes' advice and not the advice of Capys. 2
19. Refer to **Extract 4**.
- (a) In line 10, Laocoon uses a now famous saying 'beware the Greeks bearing gifts'. Why does this phrase fit in the story at this point? 3
- (b) In line 15, Virgil refers to 'fate' (*fata*). What would a Roman reader think 'fate' meant? 2
20. Refer to **Extract 5**, lines 5-23 (At this . . . round shield).  
Which **two** details of this scene do you think were particularly shocking to the Trojans who were there? Give a reason for each detail you have chosen. 4
21. The story of the Trojan War is from Greek mythology. Explain why the Romans enjoyed reading mythological stories like this one so much. 4

## SECTION 4 — PLINY — 30 marks

Attempt ALL questions

22. Refer to **Extract 1**, lines 1-4 (*per silentium . . . quatiebatque*).
- (a) What is the first sign the ghost is on its way? 1
- (b) Which details of the ghost's appearance make the description particularly spooky? 3
23. Refer to **Extract 3**, lines 1- 5 (*venit . . . fingeret*).
- (a) Why do you think Athenodorus decided to rent the house rather than buy it? 2
- (b) What does Athenodorus do when it begins to get dark? 3
- (c) What do you think these lines show about the type of man Athenodorus is? 2
24. Refer to **Extract 3**, lines 5-10 (*initio . . . incumbit*).  
Pliny builds up suspense in these lines. Explain the ways in which he does this. 4
25. Refer to **Extract 3**, lines 11-14 (*illa . . . ponit*).
- (a) What does the ghost do to get Athenodorus' attention the second time? 1
- (b) In what way does Athenodorus behave differently this time? 1
26. What does Pliny's ghost story tell us about Roman beliefs in the supernatural? 4
27. Refer to **Extract 6**, lines 1-3 (*delphinus . . . terrae*).
- (a) In these lines, Pliny makes the dolphin's actions seem playful. Give details which show this. 3
- (b) Do you think the boy thought the dolphin was being playful at this point in the story? Explain your answer. 1
28. Refer to **Extract 6** lines 4-5 (*serpit . . . narrare*).  
Describe the celebrity treatment given to the boy. 3
29. Refer to **Extract 7**.  
Why do you think the killing of the dolphin was done **in secret**? 2

SECTION 5 — CICERO — 30 marks

MARKS

Attempt ALL questions

30. Refer to **Extract 1**, lines 2-5 (*ibi . . . solent*).
- (a) What is Cicero's opinion of the statue of Hercules? 1
  - (b) What makes him think his opinion is correct? 1
  - (c) What evidence is there that the people of Agrigentum particularly treasured this statue? 3
31. Refer to **Extract 1**, lines 5-8 (*ad hoc . . . repelluntur*).  
Explain why the attack on the temple was especially shocking. 3
32. Refer to **Extract 2**.  
What can we learn about violence in the Roman world from this extract? 3
33. Refer to **Extract 3**, lines 1-7 (*nemo . . . milites*).  
Cicero was clearly impressed with the people of Agrigentum. Identify evidence to support this view. 3
34. Refer to **Extract 3**, lines 6-10 (*dant sese . . . oportere*).  
In what ways does Cicero try to add humour in these lines? 3
35. Refer to **Extract 4**, lines 1-14 (But as . . . impossible).  
In your view, did the Senate act correctly in these lines? Give reasons for your opinion. 3
36. Refer to **Extracts 4 and 5**.  
In line 25 of **Extract 4**, Cicero says about Verres: 'He treated the man with gentleness and kindness'. Do you think Cicero really means this? Give reasons for your answer with reference to **Extracts 4 and 5**. 4
37. Refer to **Extract 5**, lines 7-11 (*ut isti . . . aufertur*).  
What did the people of Tyndaris say to their Senate? 2
38. What could we learn about Roman statues from reading this story? 4

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National  
Qualifications  
2018

**X843/75/12**

**Latin  
Translating**

TUESDAY, 29 MAY

1:00 PM – 2:00 PM

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**Total marks — 40**

Write your answer clearly in the answer booklet provided.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



\* X 8 4 3 7 5 1 2 \*

Read the following passage carefully, including the English sections, then translate all the Latin sections into English.

### The Birds' Beauty Contest

*Jupiter wanted to find the most beautiful bird of all in the world.*

Iuppiter erat rex deorum. olim deus constituit certamen habere ut formosissimam avem deligeret. itaque omnes aves se ornaverunt et, summa celeritate, ad Montem Olympum advolaverunt. nam omnes praemium magnum obtinere sperabant.

*A jackdaw came up with a clever plan to make herself the most beautiful of all the birds.*

monedula tamen nullam formam propriam habebat. pennas igitur colligebat, quas aliae aves  
5 deposuerant, et eas in corpore suo figebat. monedula tam diligenter se ornavit ut mox splendidissima omnium avium fieret.

*The next day, the contest began, but the jackdaw's thefts were revealed.*

postridie omnes aves ad certamen festinaverunt. Iuppiter, pulchritudine monedulae attonitus, eam victorem certaminis pronuntiavit. sed aliae aves, arrogantia monedulae incensae, pennas suas arripuerunt. eheu! monedula, iam nudata, omnem pulchritudinem amisit. aliae aves  
10 maxime riserunt.

*In the end, justice was done.*

Iuppiter cognovit monedulam informem esse. itaque deus iratus constituit eam vehementer punire et postremo creavit pavonem victorem.

<b>ad</b> (+ <i>accusative</i> )	to
<b>advolo, -are</b>	(to) fly
<b>alius, alia, aliud</b>	other
<b>amitto, amittere,</b>	(to) lose
<b>amisi</b>	
<b>arripio, -ere, -ui</b>	(to) grab back
<b>arrogantia, -ae (f.)</b>	cheekiness
<b>attonitus, -a, -um</b>	astonished by
<b>avis, -is (f.)</b>	bird
<b>certamen, -inis (n.)</b>	contest
<b>cognosco,</b>	(to) realise
<b>cognoscere, cognovi</b>	
<b>colligo, -ere</b>	(to) collect
<b>constituo,</b>	(to) decide
<b>constituere, constitui</b>	
<b>corpus, corporis (n.)</b>	body
<b>creo, -are</b>	(to) make
<b>deligo, -ere</b>	(to) choose
<b>depono, deponere,</b>	(to) drop
<b>deposui</b>	
<b>deus, -i (m.)</b>	god
<b>diligenter</b>	glamorously
<b>eam</b>	her
<b>eas</b>	them
<b>eheu!</b>	oh no!
<b>et</b>	and
<b>festino, -are</b>	(to) hurry
<b>fieret</b>	she became
<b>figo, -ere</b>	(to) attach
<b>forma, -ae (f.)</b>	beauty
<b>formosus, -a, -um</b>	beautiful
<b>habeo, -ere</b>	(to) hold, (to) have
<b>iam</b>	now
<b>igitur</b>	therefore
<b>in</b> (+ <i>ablative</i> )	to
<b>incensus, -a, -um</b>	furious at
<b>informis</b>	ugly
<b>iratus, -a, -um</b>	angry
<b>itaque</b>	and so

<b>Iuppiter, Iovis (m.)</b>	Jupiter ( <i>name of a god</i> )
<b>magnus, -a, -um</b>	big
<b>maxime</b>	loudly
<b>monedula, -ae (f.)</b>	jackdaw ( <i>a bird</i> )
<b>Mons Olympus</b>	Mount Olympus
<b>mox</b>	soon
<b>nam</b>	for
<b>nudata</b>	stripped naked
<b>nullus, -a, -um</b>	no
<b>obtineo, -ere</b>	(to) win
<b>olim</b>	one day
<b>omnis</b>	all
<b>omnium avium</b>	of all the birds
<b>orno, -are, -avi</b>	(to) get ready
<b>pavo, -onis (m.)</b>	peacock
<b>penna, -ae (f.)</b>	feather
<b>postremo</b>	finally
<b>postridie</b>	the next day
<b>praemium, -i (n.)</b>	prize
<b>pronuntio, -are</b>	(to) announce
<b>proprius, -a, -um</b>	of her own
<b>pulchritudo, -inis (f.)</b>	beauty
<b>punio, -ire</b>	(to) punish
<b>qui, quae, quod</b>	which, who
<b>rex, regis (m.)</b>	king
<b>rideo, -ere, risi</b>	(to) laugh
<b>se ornare</b>	(to) get ready
<b>sed</b>	but
<b>spero, -are</b>	(to) hope
<b>splendidus, -a, -um</b>	magnificent
<b>sum, esse</b>	(to) be
<b>summa celeritate</b>	at top speed
<b>suus, -a, -um</b>	her own, their own
<b>tam</b>	so
<b>tamen</b>	however
<b>ut</b> (+ <i>subjunctive</i> )	to, that
<b>vehementer</b>	harshly
<b>victor, -oris (m.)</b>	winner

[END OF QUESTION PAPER]

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