



National
Qualifications
2015

X743/76/11

**Latin
Literary Appreciation**

WEDNESDAY, 6 MAY

1:00 PM – 3:00 PM

Total marks — 60

Choose **TWO SECTIONS** – attempt **ALL** questions in your chosen sections.

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 7 4 3 7 6 1 1 *

SECTION 1 – CATULLUS — 30 marks

Attempt ALL questions

Catullus, *Poems*

Turn to PAGE TWO of the Prescribed Text.

1. Refer to Poem 2 (“Varus . . .”).

Discuss whether Varus and his girlfriend acted like real friends to Catullus. Refer to the text to support your answer.

3

Turn to PAGE THREE of the Prescribed Text.

2. Refer to Poem 4, (*paene . . .*).

Find evidence in the poem to show how much Catullus loved Sirmio.

4

Turn to PAGE SIX of the Prescribed Text.

3. Refer to Poem 7, lines 5–16 (*quantum . . . medullis*).

Give reasons why Amor (the god of love) “sneezes approval” of what Septimius and Acme say to each other.

3

Turn to PAGE SIX of the Prescribed Text.

4. Refer to Poem 8, (“Of all . . .”).

(a) Find evidence which suggests that Catullus may not be sincere in his praise of Cicero.

2

(b) What might Cicero have felt after reading this poem?

2

Turn to PAGES SEVEN and EIGHT of the Prescribed Text.

5. Refer to Poem 11 (“According . . .”) and Poem 13 (*iucundum . . .*).

These poems are very different in their portrayal of love. Discuss the ways Catullus shows this by his use of language. In your answer, you may wish to refer to the arrangement and choice of words, imagery, sound or metre.

5

6. Roman poetry was often meant to be shared. Give evidence from the poems of Catullus that shows this.

3

7. Discuss whether Catullus is a likeable character or not. Refer to the text to support your answer.

8

SECTION 2 – OVID — 30 marks

Attempt ALL questions

Ovid, *Metamorphoses*

Turn to PAGE NINE of the Prescribed Text.

8. Refer to lines 1–9 of Extract 1 (“Pyramus” to “burned”).
Describe in what ways Pyramus and Thisbe could be considered the ideal couple. 3

Turn to PAGE TEN of the Prescribed Text.

9. Refer to lines 29–32 of Extract 2 (*callida . . . amor*).
In line 32, Ovid writes *audacem faciebat amor* (“Love made her bold”).
- (a) Explain what Thisbe does in these lines to justify this statement. 3
- (b) In view of what happens next, why is this statement not entirely justified? 1

Turn to PAGE ELEVEN of the Prescribed Text.

10. Refer to lines 24–28 of Extract 3 (*Pyrame . . . illa*).
In these lines, Ovid repeats the names of the two lovers several times. Discuss the effectiveness of this repetition. 2

Turn to PAGE THIRTEEN of the Prescribed Text.

11. Refer to Extract 6 (*ergo . . . undis*).
- (a) Describe what Baucis and Philemon do to make their visitors feel welcome. 3
- (b) Do you think that they do all this because they suspect their visitors are special? Explain your answer by referring to the story of Baucis and Philemon as a whole. 3
12. From reading the story of Baucis and Philemon, outline what you think a poor person’s countryside home in the ancient world might have been like. 4
13. Consider both stories. Outline the importance of trees in each myth. 3
14. “Ovid’s portrayal of women is simplistic and unconvincing.”
Evaluate this statement, based on Ovid’s portrayal of Thisbe and Baucis. Support your answer with reference to both stories. 8

SECTION 3 – VIRGIL — 30 marks

Attempt ALL questions

Virgil, Aeneid I, IV, VI (Selections)

Turn to PAGE SIXTEEN of the Prescribed Text.

15. Refer to Extract 2 lines 3–11(
- regina . . . futuris*
-).

In these lines, Virgil describes Dido's appearance and impact.

Analyse Virgil's description of Dido. To what extent is the description effective in making Dido seem dazzling and worthy of admiration?

4

Turn to PAGE SEVENTEEN of the Prescribed Text.

16. Refer to Extract 4 lines 2–6 (
- qualis . . . harundo*
-).

In these lines Virgil uses a simile to describe Dido.

(a) Give details of this simile.

2

(b) Evaluate the effectiveness of this simile.

4

Turn to PAGE SEVENTEEN of the Prescribed Text.

17. Refer to Extract 5, lines 6–9 (
- speluncam . . . Nymphae*
-).

In these lines Virgil describes the start of Dido and Aeneas' love affair as if it were a wedding. Identify three features of Virgil's description which would remind a Roman reader of a traditional wedding.

3

Turn to PAGE NINETEEN of the Prescribed Text.

18. Refer to Extract 7, lines 1–6 (
- at vero . . . sumat*
-).

In these lines Virgil describes how Aeneas reacts to Mercury's message. Describe Aeneas' reactions. Refer to the text to support your answer.

3

Turn to PAGE TWENTY-ONE of the Prescribed Text.

19. Refer to Extract 13, lines 1–6 (
- urbem . . . umbras*
-).

In these lines Dido reflects on her achievements before going to her death. Analyse these lines and evaluate the effectiveness of Virgil's language in portraying Dido's emotions.

6

20. Discuss the view that Dido is a helpless victim of forces beyond her control. Refer to the text to support your answer.

8

SECTION 4 – PLINY — 30 marks

Attempt ALL questions

Pliny: Letters

Turn to PAGE TWENTY-THREE of the Prescribed Text.

21. Refer to Extract 2, lines 5–11 (*nubes . . . sustulerat*).
Give three details which make Pliny’s description of the eruption easy to visualise. 3

Turn to PAGE TWENTY-THREE of the Prescribed Text.

22. Refer to Extract 2, lines 23–27 (*iam navibus . . . pete*).
Identify the problems which delayed Pliny the Elder’s departure. 3

Turn to PAGE TWENTY-FOUR of the Prescribed Text.

23. Refer to Extract 4, (*interim . . .*).
Analyse the language used in Extract 4 to make the story sound more exciting.
Refer to the text to support your answer. 6

24. Turn to PAGE TWENTY-THREE of the prescribed text and refer to Extract 1 (“You ask . . .”) and PAGE TWENTY-FIVE Extract 6 (*interim . . .*).
What can we learn from Pliny’s words about Roman attitudes to the study of history?
Refer to the text to support your answer. 4

Turn to PAGE TWENTY-SIX of the Prescribed Text.

25. Refer to Extract 11, lines 7–15 (*iam cinis . . . interpretabantur*).
To what extent does Pliny succeed in creating an atmosphere of horror and disaster in these lines?
Refer to the text to support your answer. 6
26. Analyse the character of Pliny the Younger from these two letters.
Refer to the text to support your answer. 8

[Turn over

SECTION 5 – CICERO — 30 marks

Attempt ALL questions

Cicero, In Verrem V

Turn to PAGE TWENTY-NINE of the Prescribed Text.

27. Refer to Extract 2, (“Now with . . .”).

Explain what crimes Verres committed in these lines, according to Cicero.

2

Turn to PAGE TWENTY-NINE of the Prescribed Text.

28. Refer to Extract 3, lines 1–11 (*cum propter . . . exhiberentur*).

Identify what Cicero says in these lines to make a personal attack on Verres’ character.

3

Turn to PAGE TWENTY-NINE of the Prescribed Text.

29. Refer to Extract 3, lines 12–16 (from *iste . . . misit*). Verres treats the people on the ship as if they were his slaves.

What can a modern reader learn about slavery in the Roman world from these lines?

4

Turn to PAGE TWENTY-NINE of the Prescribed Text.

30. Refer to Extract 3, lines 21–30 (*coniectura . . . facta est*).(a) In line 21, Cicero refers to guesswork (*coniectura*). Identify the reasons he gives to justify the use of guesswork.

3

(b) Evaluate the effectiveness of Cicero’s language.

2

Turn to PAGE THIRTY-TWO of the Prescribed Text.

31. Refer to Extract 7, lines 1–8 (*ne Panhormum . . . adhiberetur*).

Summarise Cicero’s arguments in these lines.

4

Turn to PAGE THIRTY-TWO of the Prescribed Text.

32. Refer to Extract 7, lines 20–25 (*cum magnus . . . arguebat*).

Identify what Cicero says in these lines to make the jury angry.

4

33. Discuss how convincing Cicero’s arguments are in persuading the jury of Verres’ guilt. Refer to the text to support your answer.

8

[END OF QUESTION PAPER]

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE



National
Qualifications
2015

X743/76/12

**Latin
Translating**

WEDNESDAY, 6 MAY

3:15 PM – 4:15 PM

Total marks — 40

Check that you have been given the word-list for this question paper.

Write your answers 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 7 4 3 7 6 1 2 *

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

An Incredible Journey

The African general Hannibal and his army made a difficult journey across the Alps to invade Italy.

in primo agmine erant elephanti et equites. elephanti per artas praecipitesque vias agebantur. nono die in iugum Alpium perventum est. de promunturio quodam, unde longe ac late prospectus erat, Hannibal Italiam militibus ostentat subiectosque montibus campos. cetera plana aut proclivia fore.

In spite of Hannibal's encouragement, his army found the descent of the Alps very difficult.

- 5 inde agmen procedere coepit. sed iter multo difficilium quam in ascensu fuit. nam in levi glacie tabidaque nive volutabantur. nec stirpes nec radices circa erant, ad quas quisquam pede aut manu eniti posset.

The army invented a clever way to get men and animals safely down the mountains, using vinegar.

- tandem milites, nequiquam iumentis atque hominibus fatigatis, rupem munire decreverunt. arboribus inmanibus circa deiectis, struem ingentem lignorum faciunt.
10 cum vis venti coorta esset, struem succendunt ardentiaque saxa infuso aceto putrefaciunt. ita torridam rupem ferro pandunt molliuntque anfractibus modicis clivos, ut non solum iumenta sed etiam elephanti deduci possent.

Livy 21.35–37

[END OF QUESTION PAPER]



National
Qualifications
2015

X743/76/22

**Latin
Word List to accompany
Translating**

WEDNESDAY, 6 MAY

3:15 PM – 4:15PM



* X 7 4 3 7 6 2 2 *

ac	and	in (+ <i>ablative</i>)	in, on
acetum, -i (n.)	vinegar	in (+ <i>accusative</i>)	onto
ad (+ <i>accusative</i>)	on, by	inde	then
agmen, agminis (n.)	army	infundo, -ere, infudi,	
ago, agere	(to) drive	infusum	(to) pour on
Alpes, Alpium (m.pl.)	the Alps (a mountain range in the north of Italy)	ingens, ingentis	enormous
		inmanis, -e	huge
anfractus, -us (m.)	zigzag path	is, ea, id	he, she, it
arbor, arboris (f.)	tree	ita	in this way
ardens, ardentis	glowing	Italia, -ae (f.)	Italy
artus, -a, -um	narrow	iter, itineris (n.)	journey
ascensus, -us (m.)	the climb up	iugum, -i (n.)	top, summit
atque	and	iumentum, -i (n.)	horse
aut	or	late	wide
campus, -i (m.)	field	levis, -e	smooth
cetera	the rest	lignum, -i (n.)	wood
ceterum	but	longe	far
circa	round about	manus, -us (f.)	hand
clivus, -i (m.)	slope	miles, militis (m.)	soldier
coepit	began	modicus, -a, -um	manageable
coerior, cooriri,		mollio, -ire	(to) make easier
coortus sum	(to) build up	mons, montis (f.)	mountains
cum (+ <i>subjunctive</i>)	as soon as	multo	much
de (+ <i>ablative</i>)	from	munio, -ire	(to) make a road through
decerno, -ere		nam	for
decrevi	(to) decide	nec . . . nec . . .	neither . . . nor
deduco, -ere	(to) lead down	neququam	to no purpose
deicio, -ere, dieici,		nix, nivis (f.)	snow
deiectum	(to) cut down	non	not
dies, diei (m.)	day	nonus, -a, -um	ninth
difficilius	more difficult	ostento, -are	(to) point out
elephantus, -i (m.)	elephant	pando, -ere	(to) cut open
enitor, eniti	(to) hold onto	per (+ <i>accusative</i>)	along
equites, equitum (m.pl.)	horsemen	perventum est	they arrived
et	and	pes, pedis (m.)	foot
etiam	even	planus, -a, -um	level
facio, -ere	(to) make	possum, posse	(to) be able
fatigo, -are, -avi		praeceps, praecipitis	steep
fatigatum	(to) wear out	primus, -a, -um	the front section of
ferrum, -i (n.)	iron tools	procedo, -ere	(to) make progress
fore	would be	proclivis, -e	downhill
glacies, glaciei (m.)	ice	promunturium, -ii (n.)	look out point
Hannibal, -is (m.)	Hannibal (name of an African general)	prospectus, -us (m.)	view
homo, hominis (m.)	man		

putrefacio, -ere	(to) split apart	subiectus, -a, -um	
quam	than	(+dative)	lying below
-que	and	succendo, -ere	(to) set fire to
qui, quae, quod	which	sum, esse, fui	(to) be
quidam, quadam,		tabidus, -a, -um	melting
quoddam	a certain	tandem	finally
quisquam	anyone	torridus, -a, -um	burning, hot
radix, radicis (f.)	root	unde	from where
rupes, rupis (f.)	rock	ut (+subjunctive)	so that
saxum, -i (n.)	rock	ventus, -i (m.)	wind
sed	but	via, viae (f.)	path
solum	only	vis, vis (f.)	strength
stirps, stirpis (f.)	bush	volutor, volutari	(to) slide about
strues, struis (f.)	pile		

[END OF WORD LIST]

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE