



National  
Qualifications  
2017

**X743/76/11**

**Latin  
Literary Appreciation**

THURSDAY, 4 MAY  
9:00 AM – 11:00 AM

**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 ONE of the Prescribed Text.

1. Refer to Poem 1 (*cui dono . . .*).

In this poem, Catullus shows his appreciation towards Cornelius. Identify ways in which he does this.

3

Turn to PAGE THREE of the Prescribed Text.

2. Refer to Poem 3, lines 12–23 (*di magni . . . poetae*).

In this poem, Catullus talks about an unwanted gift.

- (a) Give **three** ways that Catullus makes his dislike of the gift clear.

3

- (b) Give **two** details that show Catullus plans revenge.

2

Turn to PAGE FOUR of the Prescribed Text.

3. Refer to Poem 5, (*Dianae sumus . . .*).

- (a) Poem 5 is a hymn by Catullus to Diana. To what extent is it effective in praising Diana?

4

- (b) Do you think Diana's different responsibilities fit together well? Give **two** reasons for your answer.

2

Turn to PAGE SIX of the Prescribed Text.

4. Refer to Poem 7 (*Acmen Septimius . . .*).

Septimius and Acme are very much in love. In which ways does Catullus use language to show this? In your answer, you may wish to refer to the arrangement and choice of words, imagery, sound and metre.

5

5. From reading Catullus' poetry, to what extent do you think the Romans tolerated people expressing strong opinions?

3

6. Catullus often overreacts to situations. Do you agree? Explain your answer in an extended response.

You should refer to at least **three** poems in your response.

8

## SECTION 2 — OVID — 30 marks

Attempt ALL questions

**Ovid, *Metamorphoses***

Turn to PAGE TEN of the Prescribed Text.

7. Refer to Extract 2, lines 19–25 (*tum murmure . . . arboris*).

Outline Pyramus' and Thisbe's plan of escape.

3

Turn to PAGE ELEVEN of the Prescribed Text.

8. Refer to Extract 3, lines 1–9 (*quoque . . . colore*).

In these lines, Ovid describes Pyramus' death.

- (a) Give details of Ovid's description.

3

- (b) How effective do you think this description is? In your answer, you may wish to refer to the arrangement and choice of words, imagery, sound and metre.

5

Turn to PAGE THIRTEEN of the Prescribed Text.

9. Refer to Extract 6 (*ergo . . . undis*).

Identify ways in which Baucis' and Philemon's lives seemed simple and humble.

4

10. Refer to Extract 7, lines 5–19 (*ponitur . . . voluntas*).

In these lines, Ovid describes in detail the meal which the couple prepared for the visitors. Explain why Ovid puts so much detail into this description.

4

11. Baucis and Philemon behaved differently from other people in the area. Would a Roman audience have approved of the behaviour of Baucis and Philemon? Give reasons for your answer.

3

12. "Ovid's stories are full of mysterious events, which add to the reader's enjoyment".

Discuss whether you agree with this statement. Support your answer with reference to both stories.

8

[Turn over

## SECTION 3 — VIRGIL — 30 marks

Attempt ALL questions

VIRGIL, *Aeneid*, I, IV, VI

13. Turn to PAGE FIFTEEN of the Prescribed Text.

Refer to Extract 1 (“It is said . . .”).

What relevance would the events foretold in these lines have in Virgil’s day?

4

Turn to PAGE SIXTEEN of the Prescribed Text.

14. Refer to Extract 3, lines 1–8 (*praecipue . . . deus*).

In these lines, Virgil hints at a tragic outcome.

(a) Identify ways in which he does this.

3

(b) In your view, does this approach of foreshadowing later events spoil or enhance the story? Give reasons for your view.

3

15. Refer to Extract 4 (*uritur infelix . . .*).

Identify evidence from this extract that indicates Dido’s state of mind.

4

Turn to PAGE SEVENTEEN of the Prescribed Text.

16. Refer to Extract 6, lines 1–10 (Mercury . . . Roman lands).

In these lines, Mercury reminds Aeneas of his mission and criticises him for staying with Dido in Carthage.

Which aspects of Mercury’s warning do you think were effective in persuading Aeneas to go on with his mission?

3

Turn to PAGE EIGHTEEN of the Prescribed Text.

17. Refer to Extract 7, lines 16–30 (*dissimulare . . . mentem*).

In these lines, Dido tries to persuade Aeneas to stay behind with her in Carthage.

How effective, in your view, is Virgil’s language in conveying Dido’s emotions? In your answer, you may wish to refer to the choice and arrangement of words, imagery, sound and metre.

5

18. “Aeneas is an accidental hero.”

Discuss the view that Aeneas is a reluctant leader carrying out a difficult task at great personal cost.

8

## SECTION 4 — PLINY — 30 marks

Attempt ALL questions

Pliny, *Letters*

Turn to PAGE TWENTY-TWO of the Prescribed Text.

19. Refer to **Extract 2**, lines 3–4 (*usus . . . studebatque*).  
Describe how Pliny’s uncle spent the day up to the time when the cloud appeared. **2**
20. Refer to **Extract 2**, lines 13–19 (*iubet . . . auxilium*).  
Pliny and his uncle both have very different reactions to the cloud and to the arrival of Rectina’s letter.  
Explain what we can learn about each of their characters from their words and actions. **4**

Turn to PAGE TWENTY-FOUR of the Prescribed Text.

21. Refer to **Extract 7**, line 4 (“*quamquam . . . incipiam*”).  
Pliny’s story contains a famous quotation.  
Explain this quotation, and evaluate how suitable it is as an introduction to Pliny’s tale. **3**

Turn to PAGE TWENTY-FIVE of the Prescribed Text.

22. Refer to **Extract 11**, lines 2–6 (*tum mater . . . moretur*).  
What does Pliny’s mother ask him to do, and why? **3**
23. Refer to **Extract 11**, lines 7–15 (*iam . . . interpretabantur*).  
Evaluate how well Pliny’s language captures the atmosphere of fear and panic in these lines. In your answer you may wish to refer to the arrangement and choice of words and use of literary techniques. **6**
24. At various times in the story, people have to make decisions based on what they think is the right thing to do.  
What can we learn from this story about the Roman sense of duty? **4**
25. Evaluate the strengths and weaknesses of Pliny as a source for understanding the eruption of Vesuvius, and the reactions of the people at the time. **8**

[Turn over

## SECTION 5 — CICERO — 30 marks

Attempt ALL questions

Cicero, *In Verrem V*

Turn to PAGE TWENTY-SEVEN of the Prescribed Text.

26. Refer to Extract 1, lines 23–34 (“Moreover . . . Cannae”).  
What impression of Verres’ achievement as a military governor does Cicero give us? 2

Turn to PAGE TWENTY-EIGHT of the Prescribed Text.

27. Refer to Extract 3, lines 1–8 (*cum propter . . . Syracusis*).  
Explain what Cicero says in these lines to discredit the capture of the pirate ship. 4
28. Refer to Extract 3, lines 8–11 (*quod ubi . . . exhiberentur*).  
Cicero describes Verres’ behaviour on the beach. Identify which detail you think the jury would find most shocking, and explain why. 2

Turn to PAGE TWENTY-NINE of the Prescribed Text.

29. Refer to Extract 6 (“But because . . .”).  
In this extract Cicero suggests reasons why Verres did not put the substitute pirate chief in the stone quarries.  
Do you find Cicero’s argument convincing? Explain your answer. 3

Turn to PAGE THIRTY of the Prescribed Text.

30. Refer to Extract 7.
- (a) Refer to lines 1–8 (*ne Panhormum . . . adhiberetur*).  
Identify the qualities that made Centuripa the ideal place for Verres to hide his captive. 2
- (b) Refer to lines 20–33 (*cum magnus . . . putem*).  
Evaluate the effectiveness of the language which Cicero uses to express his anger at Verres’ treatment of Roman citizens. In your answer, you may wish to refer to the arrangement and choice of words, and the use of rhetorical techniques. 6
- (c) In this extract, Cicero refers to Roman citizens.  
What can the modern reader learn about Roman citizenship from this extract? 3

## SECTION 5 (continued)

31. “Cicero succeeds in showing that Verres was a bad person, but not that he broke the law”.

To what extent do you agree with this statement? Support your answer with reference to the text.

8

[END OF QUESTION PAPER]

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National  
Qualifications  
2017

**X743/76/12**

**Latin  
Translating**

THURSDAY, 4 MAY  
11:20 AM – 12:20 PM

**Total marks — 40**

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.



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

**A king stops at nothing to keep his power**

*A king of Greece, Philip, feared that his two sons-in-law were plotting against him and took brutal action, in spite of the effect on his daughters.*

Philippus rex generos interfecit. filiae suae, Theoxena et Archo, viduae iam erant. tum Archo Poridi nupsit, sed, cum plures partus enixa esset, decessit. Theoxena, ut ipsa liberos educaret, Poridi nupsit.

*Fearing that his grandchildren might be a threat to his power, Philip issued an order for their arrest.*

post regis edictum de comprehendendis liberis, Theoxena ausa est dicere se potius sua  
5 manu omnes eos interfectorum esse, quam illi in potestatem Philippi venirent.

*Poris proposed an alternative plan to save the children, which Theoxena accepted.*

Poris, abominans mentionem tam foedi facinoris, liberos ad fidos hospites deportare constituit. Theoxena et liberi navem praeparatam a Poride conscendunt.

*The plan did not succeed. Realising Philip was too strong, Theoxena decided to take drastic action.*

sed in adversum ventum frustra navigabant, cum milites regis lembum armatum ad  
comprehendendam navem miserunt. cum lembus appropinquaret, Poris quidem ad  
10 hortationem remigum intentus erat; interdum manus ad caelum tendens, deos orabat ut  
opem ferrent. ferox interim femina ferrum promit, et "mors" inquit "una vindicta est."

Livy 40.4

[END OF QUESTION PAPER]



National  
Qualifications  
2017

**X743/76/22**

**Latin  
Translating  
Word List**

THURSDAY, 4 MAY

11:20 AM – 12:20 PM



\* X 7 4 3 7 6 2 2 \*

a (+ <i>ablative</i> )	by	interim	meanwhile
abominor, abominari (+ <i>accusative</i> )	(to) be horrified at	ipse, ipsa, ipsum	himself, herself, itself
ad (+ <i>accusative</i> )	to	is, ea, id	he, she, it
adversus, -a, -um	blowing against them	lembus, -i (m.)	boat
appropinquo, -are	(to) approach	liberi, liberorum (m.pl.)	children
Archo, Archonis (f.)	Archo (a woman's name)	manus, manus (f.)	hand
armatus, -a, -um	armed	mentio, mentionis (f.)	mention
audeo, -ere, ausus sum	(to) dare	miles, militis (m.)	soldier
caelum, -i (n.)	sky	mitto, mittere, misi	(to) send
comprehendo, -ere	(to) seize	mors, mortis (f.)	death
conscendo, -ere	(to) get on board	navigo, -are	(to) sail
constituo, -ere, constitui	(to) decide	navis, navis (f.)	ship
cum	when	nubo, -ere, nupsi (+ <i>dative</i> )	(to) marry
de (+ <i>ablative</i> )	concerning, for	omnes, omnia	all
decedo, -ere, decessi	(to) die	ops, opis (f.)	help
deporto, deportare	(to) send away	oro, orare	(to) pray to
deus, -i (m.)	god	partus, -us (m.)	child
dico, dicere	(to) say	Philippus, -i (m.)	Philip (a man's name)
edictum, -i (n.)	order	plures, plura	several
educio, educare	(to) bring up	Poris, Poridis (m.)	Poris (a man's name)
enitor, -i, enixus sum	(to) give birth to	post (+ <i>accusative</i> )	after
et	and	potestas, potestatis (f.)	power
facinus, facinoris (n.)	crime	potius	rather
femina, -ae (f.)	wife	praeparatus, -a, -um	previously got ready
fero, ferre	(to) bring	promo, -ere	(to) bring out
ferox, ferocis	brave	quam	than that
ferrum, -i (n.)	sword	quidem	indeed
fidus, -a, -um	trustworthy	rex, regis (m.)	king
filia, -ae (f.)	daughter	remex, remigis (m.)	rower
foedus, -a, -um	terrible	sed	but
frustra	in vain	se	she
gener, generi (m.)	son-in-law	sum, esse	(to) be
hospes, hospitis (m.)	friend	suus, -a, -um	his, her (own)
hortatio, hortationis (f.)	urging on, encouragement	tam	such a
iam	now	tendo, tendere	(to) hold up
ille, illa, illud	he, she, it	Theoxena, -ae (f.)	Theoxena (a woman's name)
in (+ <i>accusative</i> )	into, against	tum	then
inquit	she said	unus, -a, -um	only
intentus, -a, -um (+ <i>ad +accusative</i> )	intent on, focussed on	ut (+ <i>subjunctive</i> )	so that; to
interdum	sometimes	venio, venire	(to) come
interficio, -ere, interfeci, interfectum	(to) kill	ventus, -i (m.)	wind
		vidua, -ae (f.)	widow
		vindicta, -ae (f.)	escape from slavery

[END OF WORD LIST]