



National
Qualifications
2025

X843/75/11

**Latin
Literary Appreciation**

THURSDAY, 29 MAY

9:00 AM – 10:45 AM

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**, lines 5–13 (*nobis . . . basiorum*).
 - (a) Explain the imagery of *lux* and *nox* as they are used in lines 5–6. 2
 - (b) Suggest reasons why Catullus wanted to give a very large number of kisses to Lesbia. 2

2. Refer to the whole of **Poem 2** (That man . . .).
Do you think Catullus admires the other man or hates him or both? Explain your answer. 4

3. Refer to the whole of **Poem 3** (You ask . . .).
Catullus mentions grains of sand and stars. Why do you think he does this? 3

4. Refer to the whole of **Poem 5** (*odi et . . .*).
Explain why Catullus can feel love and hate at the same time. 3

5. Refer to **Poem 6**, lines 15–19 (*scelesta . . . obdura*).
 - (a) Suggest how Catullus might be feeling in these lines. 2
 - (b) In what ways does Catullus make his feelings clear to Lesbia? 3

6. Refer to the whole of **Poem 7** (*cenabis . . .*).
 - (a) Refer to lines 3–5. What does Catullus say that Fabullus should bring when visiting him? 3
 - (b) What evidence is there in this poem to suggest that Catullus and Fabullus are good friends? 4

7. Refer to the whole of **Poem 8** (*multas per. . .*).
From this poem what can we learn about Roman customs regarding death and burial? 4

SECTION 2 — OVID — 30 marks

Attempt ALL questions

8. Refer to the whole of **Extract 1**, (Daedalus, a very . . .).
Ovid compares the maze to the river Maeander. Do you think it is a good comparison or not? Explain your answer. 2
9. Refer to **Extract 2**, lines 3–5 (*terras . . . Minos*).
What did Daedalus say about Minos in these lines? 2
10. Refer to **Extract 2**, lines 7–15 (*nam ponit . . . opus*).
(a) Describe how Daedalus constructed the wings. 3
(b) Why do you think Icarus did not help his father? 3
11. Refer to **Extract 2**, lines 18–24 (*instruit . . . alas*).
In these lines, Daedalus told Icarus how to fly safely. Do you think Daedalus did a good job in preparing his son to fly? Explain your answer. 4
12. Refer to **Extract 2**, lines 27–31 (*pennisque . . . alas*).
(a) Describe the comparison Ovid makes in these lines. 2
(b) In what ways did Daedalus show good leadership in these lines? 2
13. Refer to **Extract 2**, lines 38–40 (*cum puer . . . iter*).
Suggest reasons why Icarus stopped following his father. 2
14. Refer to **Extract 2**, lines 40–50 (*rapidi . . . sepulti*).
In what ways does Ovid make both Icarus and Daedalus seem helpless?
Refer to the text to support your answer. 4
15. Refer to **Extract 3**, lines 1–13 (As he . . . before).
What information does Ovid give about Daedalus and his family in these lines? 3
16. Consider the whole of Ovid's story about Daedalus and Icarus.
What can we learn about Crete from reading this story? 3

SECTION 3 — VIRGIL — 30 marks

Attempt ALL questions

17. Refer to **Extract 2**, lines 1–6 (*et iam . . . incipiam*).
- (a) Why is Aeneas not keen to tell his story now? 2
- (b) He nevertheless does tell his story. Suggest reasons why he does. 2
18. Refer to **Extract 2**, lines 6–13 (*fracti . . . complent*).
- Minerva, the goddess of wisdom, helped to build the horse. Which features of the horse were particularly clever? 2
19. Refer to **Extract 2**, lines 14–16 (*est in . . . carinis*).
- Give any **two** details about the island of Tenedos. 2
20. Refer to **Extract 2**, lines 18–23 (*nos abiisse . . . solebant*).
- The Trojans are now happy, believing the Greeks have gone. In what ways does Virgil show this happiness? 4
21. Refer to **Extract 2**, lines 24–27 (*pars stupet . . . ferebant*) and to the whole of **Extract 3** (But Capys . . .).
- Describe the different reactions of the Trojans towards the horse. 4
22. Refer to **Extract 4**, lines 1–3 (*primus . . . cives*).
- In what ways does Virgil give a sense of urgency to Laocoon’s words and behaviour? 3
23. Refer to **Extract 4**, lines 4–10 (*credit . . . ferentes*).
- Summarise Laocoon’s views concerning the horse. 4
24. Refer to **Extract 5**, lines 5–23 (At this . . . round shield).
- Explain why the death of Laocoon frightened the Trojans so much. 3
25. This story was written for Roman readers. What could the Romans have learned from this story about how the Greeks behaved? 4

SECTION 4 — PLINY — 30 marks

Attempt ALL questions

26. Refer to the whole of **Extract 1** (*erat Athenis . . .*).
- (a) Describe the house. 3
- (b) What effect is Pliny trying to create for his reader in these lines? 2
27. Refer to **Extract 3**, lines 2–5 (*ubi . . . fingeret*).
- (a) Describe Athenodorus' preparations for spending the night in the house. 3
- (b) Why do you think it was important for Athenodorus to be prepared for his night in the house? 2
28. Refer to **Extract 3**, lines 5–10 (*initio . . . incumbit*).
Pliny's description of the arrival of the ghost is meant to be spooky. Do you think it is spooky or not? Explain your answer. 4
29. Refer to the whole of **Extract 4** (The next day . . .).
Consider the events of the next day. Do you think that Athenodorus would be pleased with the results? 3
30. Refer to **Extract 6**, lines 1–5 (*delphinus . . . narrare*).
- (a) Pliny tells us the boy was frightened at this point. Do you find this surprising or not? Explain your answer. 3
- (b) In what ways did the local people behave when they heard about the boy and the dolphin? 2
31. Refer to **Extract 6**, lines 7–9 (*delphinus quasi . . . pudor*).
- (a) The dolphin tried to get the boy's attention. In what ways does Pliny bring this part of the story to life? 3
- (b) Why do you think the dolphin was trying to get the boy's attention? 1
32. Consider Pliny's dolphin story as a whole. What does it tell us about the various attitudes the Romans had towards animals? 4

SECTION 5 — CICERO — 30 marks

Attempt ALL questions

33. Refer to **Extract 1**, lines 1–5 (*Herculis . . . solent*).
- (a) Where was the statue of Hercules located? 1
- (b) What is Cicero’s opinion of the statue? 1
- (c) The statue was very special to the local people. Find evidence which shows this. 2
34. Refer to **Extract 1**, lines 5–7 (*ad hoc . . . impetus*).
What was particularly shocking about this attack on the temple? 3
35. Refer to the whole of **Extract 2**, (After that . . .).
What evidence is there that Verres was acting illegally? 2
36. Refer to **Extract 3**, lines 1–6 (*nemo . . . concurrunt*). In what ways does Cicero show the determination of the local people to fight back? 3
37. Refer to **Extract 3**, lines 8–10 (*numquam . . . oportere*).
Explain the joke about Hercules and the boar. 2
38. Consider **Extracts 1–3**. What can we learn about Roman temples from reading Extracts 1–3? 4
39. Refer to **Extract 4**, lines 1–7 (But as . . . mentioned).
Cicero now describes the statue of Mercury. What evidence is there which shows this statue was important to the people of Tyndaris? 3
40. Refer to **Extract 4**, lines 8–12 (Then came . . . threats).
In what ways was Verres disrespectful towards Sopater in these lines? 2
41. Refer to **Extract 5**, lines 3–8 (*in ea . . . polliceretur*).
The people of Tyndaris asked the Senate to give Verres the statue. Suggest reasons why they did this. 3
42. What can we learn about violence in Roman society from reading this story? 4

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