



National
Qualifications
2026

X843/75/11

Latin Literary Appreciation

MONDAY, 1 JUNE
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.

You must leave your answer booklet on your desk; if you do not, you could 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 the whole of **Poem 1** (*vivamus mea Lesbia . . .*).
 - (a) In line 1, Catullus refers to Lesbia as *mea Lesbia* ('my Lesbia'). Suggest why he does this. 3
 - (b) Refer to lines 2–3. What does Catullus think of the gossip of 'old men'? 2
 - (c) Refer to lines 7–13. What details suggest that Catullus loves Lesbia very much? 2

2. Refer to the whole of **Poem 1** (*vivamus mea Lesbia . . .*) and the whole of **Poem 3** (You ask how many . . .).
 What can we learn from both these poems about Roman superstition and religious beliefs? 4

3. Refer to the whole of **Poem 5** (*odi et amo . . .*).
 This poem shows Catullus has mixed feelings about Lesbia. What evidence is there that his feelings are confused? 3

4. Refer to **Poem 6**, lines 12–18 (*vale . . . mordebis?*).
 Describe the future that Catullus predicts for Lesbia. 4

5. Refer to the whole of **Poem 8** (*multas per gentes . . .*).
 - (a) Consider the whole poem. Identify details that show Catullus thought it was important to make the journey to his brother's grave. 3
 - (b) What can we learn from this poem about Roman burials? 3

6. Refer to the whole of **Poem 9** (*Asinius Marrucinus . . .*).
 - (a) In what ways is this poem both funny and serious at the same time? Explain your answer with reference to the text. 4
 - (b) What evidence is there that Pollio would not have approved of his brother's behaviour? 2

SECTION 2 — OVID — 30 marks

Attempt ALL questions

7. Refer to the whole of **Extract 1** (Daedalus, a very famous . . .).
Why might people have been impressed with Daedalus at the beginning of the story? 2
8. Refer to **Extract 2**, lines 1–5 (*Daedalus . . . Minos*).
Why might the reader be feeling sorry for Daedalus in these lines? 3
9. Refer to **Extract 2**, lines 6–17 (*dixit . . . aura*).
In line 14, Ovid describes Daedalus' invention as *mirabile* ('amazing').
Do you think Daedalus' invention is amazing or not? Give reasons for your answer. 3
10. Refer to **Extract 2**, lines 18–23 (*instruit . . . viam!*).
(a) Where should Icarus fly? 1
(b) Where should Icarus **not** fly? 2
(c) What should Icarus not look at? 1
11. Refer to **Extract 2**, lines 26–27 (*dedit . . . suo*).
In these lines, Ovid tells us Daedalus will never kiss his son again.
Do you think knowing this spoils the rest of the story or not? Give reasons for your answer. 3
12. Refer to **Extract 2**, lines 32–35 (*hos aliquis . . . deos*).
What do we learn about the people who saw Daedalus and Icarus flying overhead? 4
13. Refer to **Extract 2**, lines 35–37 (*et iam . . . Calymne*).
In what ways do the islands named in these lines add interest to the story? 2

[Turn over for more Ovid questions]

Section 2 — Ovid questions (continued)

14. Refer to **Extract 2**, lines 38–40 (*cum puer . . . iter*).
What details does Ovid give to make Icarus' flying sound dangerous? 3
15. Refer to the whole of **Extract 3** (As he was . . .).
Explain why people might have been very impressed with Talus. 2
16. Roman readers were interested in inventions and technology. What features of this story would have appealed to them? 4

SECTION 3 — VIRGIL — 30 marks

Attempt ALL questions

17. Refer to the whole of **Extract 1** (Everyone fell silent . . .).
Explain why Aeneas finds this story upsetting to tell. 2
18. Refer to **Extract 2**, lines 6–10 (*fracti . . . vagatur*).
When Aeneas starts his story what details does he give in these lines? 3
19. 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
20. Refer to the whole of **Extract 3** (But Capys . . .).
In line 1, explain why Aeneas says that Capys' 'grasp of the situation was better'. 2
21. Refer to **Extract 4**, lines 9–17 (*aut aliquis . . . maneres*).
- (a) In line 10, Laocoon says 'beware the Greeks bringing gifts'. Why does this advice fit this part of the story? 3
 - (b) Laocoon throws a spear at the horse. In what ways does Virgil show that Laocoon did this very violently? 3
 - (c) In line 17, what does Aeneas say would have happened if the Trojans had listened to Laocoon? 2
22. Refer to **Extract 5**, lines 1–4 (So, as . . . defeat).
- (a) What reasons does Aeneas give for being proud of Trojan bravery? 3
 - (b) Suggest reasons why Aeneas might not feel proud of the Trojans at this point in the story. 2
23. Refer to **Extract 5**, lines 7–21 (Suddenly . . . altar).
In **Extract 1**, Aeneas refers to the 'pitiful horrors' of the story he was about to tell. What happens in these lines to suggest that these might have been the horrors Aeneas was referring to? 3
24. What have you learned about the Roman goddess Minerva from reading this story? 3

SECTION 4 — PLINY — 30 marks

Attempt ALL questions

25. Refer to the whole of **Extract 1** (*erat Athenis . . .*).
Identify details in these lines which you think create a scary start to this story. 3
26. Refer to **Extract 2**, lines 8–9 (However . . . haunted) and to **Extract 3**, lines 1–2 (*venit . . . conducit*).
What can we learn about buying and selling houses in the Roman world from these lines? 2
27. Refer to **Extract 3**, lines 3–4 (*iubet . . . dimittit*).
In these lines, Pliny reveals that there were other people with Athenodorus.
- (a) Suggest who these other people might have been. 1
- (b) Athenodorus told these people to move into another part of the house. Why do you think he gave this order? 3
28. Refer to **Extract 3**, lines 11–14 (*illa . . . ponit*).
- (a) Describe what the ghost did in these lines. 3
- (b) Describe what Athenodorus did in these lines. 3
29. Refer to the whole of **Extract 4** (The next day . . .).
Bones twisted and tangled up with chains were discovered in the garden. In what ways could this help us to understand why the ghost had been behaving as it did? Explain your answer. 2

Section 4 — Pliny questions (continued)

30. Refer to **Extract 5**, lines 4–9 (People . . . further out).
What can we learn from these lines about the ways in which the Romans had fun at the seaside? 2
31. Refer to **Extract 6**, lines 7–14 (*delphinus quasi . . . comes*).
- (a) Explain the events in these lines which led to the local people deciding to go back into the sea. 4
- (b) In line 10, Pliny writes *crescit audacia experimento* ('boldness increased with experience').
Explain what he means by this with reference to this part of the story. 2
- (c) In line 14, Pliny uses the word *mirum* ('amazing') to describe the arrival of a second dolphin. Do you think this is a good choice of word for Pliny to use here? Explain your answer. 2
32. Refer to the whole of **Extract 7** (The sight of . . .).
Although it might seem wrong to us today to kill the first dolphin, perhaps the town leaders did it with the best of intentions. Would you have agreed with what they did? Explain your answer. 3

[Turn over

SECTION 5 — CICERO — 30 marks

Attempt ALL questions

33. Refer to **Extract 1**, lines 2–7 (*ibi . . . impetus*).
- (a) Find evidence in these lines to show that Cicero was very impressed with the statue of Hercules. 3
 - (b) Explain why worshippers caused damage to this statue although they loved it so much. 1
 - (c) Suggest why Timarchides decided to attack at night. 2
34. Refer to the whole of **Extract 2** (After that . . .).
Identify details about the attack on the temple which you think might have especially shocked the jury. 3
35. Refer to **Extract 3**, lines 3–8 (*horam . . . revertantur*).
- (a) Explain why the slaves stole the two smaller statues, although they had been ordered to steal the statue of Hercules. 3
 - (b) In lines 6–7, Cicero describes Verres as *istius praeclari imperatoris* ('that splendid general'). Explain why Cicero calls Verres this. 2
 - (c) In line 7, Cicero refers to the slaves as *milites* ('soldiers'). In what ways were these slaves similar to soldiers? 2
36. Refer to **Extract 4**, lines 8–10 (Then came . . . to me).
Suggest reasons why Verres was now so keen to steal the statue of Mercury. 3
37. Refer to **Extract 5**, lines 1–3 (*equestres . . . maxima*).
What information do we learn from these lines about the Marcelli family? 3
38. Refer to **Extract 5**, lines 6–9 (*neque . . . oportere*).
The local senate suddenly decided to hand over the statue of Mercury to Verres after all. Suggest reasons for this change of mind. 4
39. Verres' behaviour in this story shows us that not all Roman governors respected the local people. What evidence is there for this? 4

[END OF QUESTION PAPER]