

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

Latin Continuers

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Latin Continuers

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Latin Continuers. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

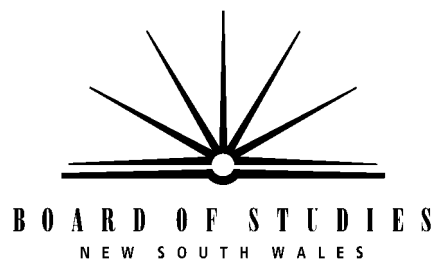
The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Latin syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Latin Continuers specimen paper:

- Both Questions 2 and 5 will be answered on a single multiple-choice answer sheet (not included).
- All questions have been numbered sequentially across all sections.
- For the specimen examination only, the prescribed texts and the Specified Focus Areas are to be found on page 2 of the specimen paper.



Sample marking guidelines for Latin Continuers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Latin Continuers. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

Sample Marking Guidelines – Latin Continuers

Marks

Question 1 (15 marks)

Translate both of the extracts into ENGLISH.

(a) *Refer to extract (a) on page 3 of the Specimen Paper*

9

Outcomes assessed: H1.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Translates the extract into fluent, coherent, idiomatic and accurate English• Demonstrates a consistent and perceptive understanding of the relationship between the words and structures of the extract• Demonstrates a sensitivity to the tone and style of the author	7 – 9
<ul style="list-style-type: none">• Translates some of the extract into idiomatic and accurate English• Demonstrates an understanding of the relationship between the words and structures of most of the extract• Demonstrates an awareness of the tone and style of the author	4 – 6
<ul style="list-style-type: none">• Translates some structures into accurate English• Demonstrates a limited understanding of the intent of the author	1 – 3

Question 3 (20 marks)

Refer to extracts on page 7 and 8 of the Specimen Paper

(a) (i) 1. Give the name of the *mulier*.

1

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Mark
<ul style="list-style-type: none">• States name, ie Clodia	1

Marks

2. What was her relationship with Caelius?

1

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Mark
<ul style="list-style-type: none"> • Identifies one of the relationships between Clodia and Caelius, such as: <ul style="list-style-type: none"> ➤ former lover of Caelius ➤ potential witness for the prosecution 	1

(ii) Name the person for whom the *iuvenes* are waiting.

1

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Mark
<ul style="list-style-type: none"> • States name, ie Licinius 	1

(iii) By citing TWO examples explain how Cicero's choice of words in the first sentence contributes to his attack on the character of the *mulier* and the other witnesses.

4

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Cites TWO relevant examples and explains how each example contributes to Cicero's attempt to undermine the character of the <i>mulier</i> and the other witnesses through humour and sarcasm, or the use of the military imagery 	4
<ul style="list-style-type: none"> • Cites TWO relevant examples and attempts without elaboration to explain how each example contributes to Cicero's attempt to undermine the character of the <i>mulier</i> and the other witnesses, ie identifies the military imagery without explanation of its effect 	3
<ul style="list-style-type: none"> • Cites ONE relevant example and explains the example contributes to Cicero's attempt to undermine the character of the <i>mulier</i> and the other witnesses 	2
<ul style="list-style-type: none"> • Cites ONE example without sufficient elaboration 	1

Answers could include:

- Choice of the words – *lautos, familiaris, beatae, nobilis* linked to either sarcasm or humour
- Choice of words to create military imagery – *imperatrice, insidiis, praesidio, conlocatos*

Marks

- (iv) 1. Describe the original *equus Troianus*.

1

Outcomes assessed: H2.5

MARKING GUIDELINES

Criteria	Mark
• Briefly describes the original Trojan horse.	1

Sample Answer

The Trojan horse was used as a trick by the Greeks to gain entrance into the city of Troy. The Greeks were hiding inside the horse.

2. Explain ONE aspect of the parallel between the original situation and the situation described in the text.

2

Outcomes assessed: H2.5

MARKING GUIDELINES

Criteria	Marks
• Identifies and explains ONE parallel	2
• Identifies ONE parallel and attempts an explanation	1

Sample answers

- The aggressors are hidden – Clodia’s supporters were hiding in the Senian baths to entrap Licinius just like the Greeks were hiding inside the horse to trap the Trojans
- The hiding places are unusual as scenes of war – horse supposed to be a dedication to Athena, but baths supposed to be place of socialising and washing not war
- A woman is involved in each case – Helen parallels Clodia as the ‘cause’ of the trouble.

- Marks**
- (b) (i) Place this extract in its context. 2

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Mark
<ul style="list-style-type: none"> • States where in the speech this extract occurs ie. at the end/(in the <i>peroratio</i>) of Cicero’s defense of Caelius • Provides ONE other point which gives the context, such as: <ul style="list-style-type: none"> ➤ Cicero has just suggested that his client is now a man of high principles ➤ Cicero has been comparing his client with Sextus Cloelius who was acquitted ➤ Cicero concludes his speech soon after this extract, suggesting that Rome will benefit if Caelius is acquitted. 	2
<ul style="list-style-type: none"> • States EITHER where the extract occurs in broad terms <p>OR</p> <ul style="list-style-type: none"> • Provides ONE point relating to the context 	1

- (ii) Briefly outline the argument presented by Cicero in this extract. 2

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Briefly summarises the whole extract by including the TWO main ideas 	2
<ul style="list-style-type: none"> • Briefly summarises the whole extract by including ONE of the main ideas 	1

Sample answer

Cicero focuses his audience’s attention on the aged father of Caelius and appeals to the audience’s feelings.

A conviction would not allow Caelius junior to blossom into adulthood and contribute to the state.

- (iii) In this extract, how does Cicero use stylistic features and an appeal to Roman values to achieve his purpose of securing the acquittal of Caelius? 6

Outcomes assessed: H2.2, 3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates both depth and breadth of treatment through the selection of appropriate examples with a full explanation of their effectiveness • Cites examples that relate to both aspects of the question (ie stylistic features and an appeal to Roman values) 	5 – 6
<ul style="list-style-type: none"> • Demonstrates breadth of treatment through the selection of appropriate examples with an explanation of their effectiveness • Cites examples that relate to both aspects of the question (ie stylistic features and an appeal to Roman values) and attempts an explanation of their effectiveness 	3 – 4
<ul style="list-style-type: none"> • Identifies a relevant example of one of the features and attempts an explanation of its effectiveness 	1 – 2

Answer could include:

Stylistic features

- use of *miseratio* to evoke sympathy for Caelius' father
- repeated use of imperatives to urge the *iudices* to consider his arguments
- his use of the extended agricultural metaphor – *florescens, stirps* to highlight Caelius' youth and potential

Appeal to values

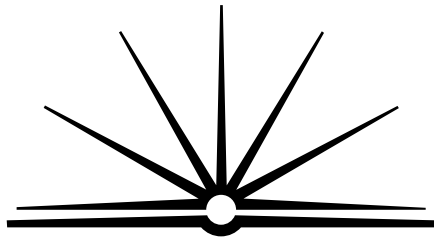
- Cicero evokes sympathy and reminds the *iudices* of their responsibility through his reference to *supplex... misericordia* and *servus potestatis*.
- Reference to the Roman value of *virtus*.

Latin Continuers

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
1	15	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H1.3	2 – 6
2	5	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H2.1	2 – 6
3(a)(i)(1)	1	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H2.4	2 – 3
3(a)(i)(2)	1	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H2.4	3 – 4
3(a)(ii)	1	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H2.4	3 – 4
3(a)(iii)	4	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H2.2	3 – 5
3(a)(iv)(1)	1	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H2.5	3 – 4
3(a)(iv)(2)	2	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H2.5	3 – 4
3(b)(i)	2	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H2.4	3 – 4
3(b)(ii)	2	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H2.4	3 – 4
3(b)(iii)	6	Prescribed Texts – Cicero, <i>Pro Caelio</i>	H2.2, H3.3	3 – 6
4	15	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H1.3	2 – 6
5	5	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H2.1	2 – 6
6(a)(i)	1	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H2.4	2 – 3
6(a)(ii)	1	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H2.4	3 – 4
6(a)(iii)	4	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H2.4	3 – 4
6(b)(i)(1)	2	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H2.2	3 – 4
6(b)(i)(2)	1	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H2.5	3 – 4
6(b)(ii)	2	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H3.1	3 – 4
6(b)(iii)	1	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H3.1	3 – 5
6(b)(iv)	1	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H3.1	3 – 4
6(c)(i)	2	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H2.2	3 – 4
6(c)(ii)	5	Prescribed Texts – Virgil, <i>Aeneid IV</i>	H2.2, H3.3	3 – 6
7	20	Unseen Texts	H1.1, H1.2, H1.3	2 – 6



B O A R D O F S T U D I E S
NEW SOUTH WALES

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Latin

Continuers

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using blue or black pen

Section I Pages 3 – 8

Total marks **(40)**

- Attempt Questions 1 – 3
- Allow about 1 hour and 10 minutes for this section

Section II Pages 9 – 15

Total marks **(40)**

- Attempt Questions 4 – 6
- Allow about 1 hour and 10 minutes for this section

Section III Pages 16 – 17

Total marks **(20)**

- Attempt Question 7
- Allow about 40 minutes for this section

For the purpose of this specimen paper only, the following applies to Section I and Section II:

Texts

Specified Focus Areas

Cicero, *Pro Caelio*
chapters 23–32

- Cicero’s method of persuasion
- Cicero’s exploitation of Roman values and traditions
- Cicero’s portrayal of characters

Virgil, *Aeneid IV*
lines 1–89; 129–362;
630–705

- Virgil’s depiction of Dido as a tragic figure
- How *furor* and *pietas* influence the actions of characters
- Virgil’s use of speeches

Section I – Prescribed Text – Cicero, *Pro Caelio*

Total marks (40)

Attempt Questions 1 – 3

Allow about 1 hour and 10 minutes for this section

Answer both Questions 1 and 3 in the same writing booklet. Extra writing booklets are available.

Answer Question 2 on the multiple-choice answer sheet provided.

Marks

Question 1 (15 marks)

Translate both of the extracts into ENGLISH. Translations should be written on alternate lines.

- (a) Duo sunt enim crimina una in muliere summorum facinorum, auri quod sumptum a Clodia dicitur, et veneni quod eiusdem Clodiae necandae causa parasse Caelium criminantur. Aurum sumpsit, ut dicitis, quod L. Lucei servis daret, per quos Alexandrinus Dio qui tum apud Luceium habitabat necaretur. Magnum crimen vel in legatis insidiandis vel in servis ad hospitem domini necandum sollicitandis, plenum sceleris consilium, plenum audaciae! Quo quidem in crimine primum illud requiro, dixeritne Clodiae quam ob rem aurum sumeret, an non dixerit. Si non dixit, cur dedit? (51–52) **9**
- (b) O magnam vim veritatis, quae contra hominum ingenia, calliditatem, sollertiam contraque fictas omnium insidias facile se per se ipsa defendat! Velut haec tota fabella veteris et plurimarum fabularum poe­triae quam est sine argumento, quam nullum invenire exitum potest! Quid enim? isti tot viri – nam necesse est fuisse non paucos ut et comprehendi Licinius facile posset et res multorum oculis esset testator – cur Licinium de manibus amiserunt? (63–64) **6**

Use the multiple-choice answer sheet for Question 2.

Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

Sample $2 + 4 =$ (A) 2 (B) 6 (C) 8 (D) 9
 A B C D

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A B C D

If you change your mind and have crossed out what you consider to be the correct answer, then indicate this by writing the word *correct* and drawing an arrow as follows:

A B ^{*correct*} ← C D

Question 2 (5 marks)

Read the extract, and by analysing its grammatical features, answer the questions.

The words in the extract in bold italic are referred to in the questions.

Datum esse aiunt huic P. Licinio, pudenti **adulescenti** et **bono**, Caeli **familiari**; constitutum esse cum servis ut **venirent** ad balneas Senias; eodem **Licinium** esse venturum atque **eis** veneni pyxidem traditurum. Hic primum illud requiro, quid attinuerit **ferri** in eum locum constitutum, cur illi **servi** non ad Caelium **domum venerint**. Si **manebat** tanta illa consuetudo Caeli, tanta familiaritas cum Clodia, quid **suspicionis esset** si apud Caelium **mulieris** servus visus esset? (61)

- (a) What part of speech is **bono**?
- (A) A noun
 - (B) A verb
 - (C) An adjective
 - (D) An adverb
- (b) What is the case of **familiari**?
- (A) Dative
 - (B) Genitive
 - (C) Vocative
 - (D) Nominative
- (c) What tense is **venirent**?
- (A) Perfect tense
 - (B) Future tense
 - (C) Future perfect tense
 - (D) Imperfect tense
- (d) What is the dative case of **eis** showing?
- (A) Advantage
 - (B) Possession
 - (C) Agent
 - (D) Indirect object

Question 2 (continued)

- (e) What part of speech is *ferri*?
- (A) A noun
 - (B) A verb
 - (C) An adverb
 - (D) An adjective
- (f) Why is *domum* in the accusative case?
- (A) It is governed by a preposition.
 - (B) It is the object of *venerint*.
 - (C) It is expressing motion towards.
 - (D) It is expressing distance.
- (g) Why is *venerint* subjunctive?
- (A) Temporal clause
 - (B) Purpose clause
 - (C) Indirect command
 - (D) Indirect question
- (h) What conjugation is *manebat*?
- (A) 1st conjugation
 - (B) 2nd conjugation
 - (C) 3rd conjugation
 - (D) 4th conjugation
- (i) What does the genitive case of *suspicionis* indicate?
- (A) It is possessive.
 - (B) It is partitive.
 - (C) It expresses quality.
 - (D) It is dependent on *esset*.
- (j) Which of these words, as used in the extract, is in the genitive case?
- (A) *adulescenti*
 - (B) *Licinium*
 - (C) *servi*
 - (D) *mulieris*

Question 3 (20 marks)

Read the extracts and answer Question 3 in your writing booklet. Use the extracts and your knowledge of the text in your answers.

- (a) Praegestit animus iam videre, primum lautos *iuvenes mulieris* beatae ac nobilis familiaris, deinde fortis viros ab imperatrice in insidiis atque in praesidio balnearum conlocatos. Ex quibus requiram quem ad modum latuerint aut ubi, alveusne ille an *equus Troianus* fuerit qui tot invictos viros muliebri bellum gerentis tulerit ac texerit. (67)
- (i) 1. Give the name of the *mulier*. 1
2. What was her relationship with Caelius? 1
- (ii) Name the person for whom the *iuvenes* are waiting. 1
- (iii) By citing TWO examples, explain how Cicero's choice of words in the first sentence contributes to his attack on the character of the *mulier* and the other witnesses. 4
- (iv) 1. Describe the original *equus Troianus*. 1
2. Explain ONE aspect of the parallel between the original situation and the situation described in the text. 2

Question 3 continues on page 8

Question 3 (continued)

- (b) Quod cum huius vobis adulescentiam proposueritis, constituitote ante oculos etiam huius miseri senectutem qui hoc unico filio nititur, in huius spe requiescit, huius unius casum pertimescit; quem vos supplicem vestrae misericordiae, servum potestatis, abiectum non tam ad pedes quam ad mores sensusque vestros, vel recordatione parentum vestrorum vel liberorum iucunditate sustentate, ut in alterius dolore vel pietati vel indulgentiae vestrae serviatis. Nolite, iudices, aut hunc iam natura ipsa occidentem velle maturius exstingui volnere vestro quam suo fato, aut hunc nunc primum florecentem firmata iam stirpe virtutis tamquam turbine aliquo aut subita tempestate pervertere. (79)
- (i) Place this extract in its context. **2**
- (ii) Briefly outline the argument presented by Cicero in this extract. **2**
- (iii) In this extract, how does Cicero use stylistic features and an appeal to Roman values to achieve his purpose of securing the acquittal of Caelius? **6**

End of Question 3

Section II – Prescribed Text – Virgil, *Aeneid IV*

Total marks (40)

Attempt Questions 4 – 6

Allow about 1 hour and 10 minutes for this section

Answer both Questions 4 and 6 in a new writing booklet. Extra writing booklets are available.
Answer Question 5 on the multiple-choice answer sheet provided.

Marks

Question 4 (15 marks)

Translate both extracts into ENGLISH. Translations should be written on alternate lines.

- | | | | |
|-----|---|----------------------------|----------|
| (a) | ipsa tenens dextra pateram pulcherrima Dido
candentis vaccae media inter cornua fundit,
aut ante ora deum pinguis spatiatur ad aras,
instauratque diem donis, pecudumque reclusis
pectoribus inhians spirantia consulit exta.
heu, vaturn ignarae mentes! quid vota furentem,
quid delubra iuvant? est mollis flamma medullas
interea et taciturn vivit sub pectore vulnus. | 60

65 | 6 |
| (b) | ‘... me patris Anchisae, quotiens umentibus umbris
nox operit terras, quotiens astra ignea surgunt,
admonet in somnis et turbida terret imago;
me puer Ascanius capitisque iniuria cari,
quem regno Hesperiae fraudo et fatalibus arvis.
nunc etiam interpres divum Iove missus ab ipso
(testor utrumque caput) celeris mandata per auras
detulit: ipse deum manifesto in lumine vidi
intransent muros vocemque his auribus hausit.
desine meque tuis incendere teque querelis;
Italiam non sponte sequor.’ | 355

360 | 9 |

Use the multiple-choice answer sheet for Question 5.

Select the alternative A, B, C or D that best answers the question. Fill in the response oval completely.

Sample $2 + 4 =$ (A) 2 (B) 6 (C) 8 (D) 9
 A B C D

If you think you have made a mistake, put a cross through the incorrect answer and fill in the new answer.

A B C D

If you change your mind and have crossed out what you consider to be the correct answer, then indicate this by writing the word *correct* and drawing an arrow as follows:

A B ^{*correct*} ← C D

Question 5 (5 marks)

Read the extract, and by analysing its grammatical features, answer the questions.
The words in the extract in bold italic are referred to in the questions.

talibus orantem dictis arasque tenentem
audii Omnipotens, oculosque ad moenia torsit 220
regia et oblitos **famae** melioris amantis.
tum sic Mercurium adloquitur ac **talia** mandat:
‘vade age, nate, voca Zephyros et **labere pennis**
Dardaniumque **ducem, Tyria Karthagine qui** nunc
exspectat fatisque datas non respicit urbes, 225
adloquere et celeris defer mea dicta per auras.
non illum nobis genetrix **pulcherrima** talem
promisit Graiumque **ideo** bis vindicat armis:
sed fore **qui** gravidam imperiis **belloque** frementem
Italiam **regeret, genus alto a sanguine Teucri** 230
proderet, ac totum sub leges mitteret orbem.

- (a) What tense is **audii**?
- (A) Imperfect
(B) Future perfect
(C) Present
(D) Perfect
- (b) What case is **famae**?
- (A) Nominative
(B) Vocative
(C) Genitive
(D) Dative
- (c) What are the number, gender and case of **talia**?
- (A) Singular, feminine and nominative
(B) Singular, feminine and ablative
(C) Plural, neuter and nominative
(D) Plural, neuter and accusative

Question 5 (continued)

- (d) What form of the verb is *labere*?
- (A) An imperative
 - (B) An infinitive
 - (C) An alternative form of the perfect indicative
 - (D) An alternative form of the present indicative
- (e) To which word does the pronoun *qui* (line 224) refer?
- (A) *pennis*
 - (B) *ducem*
 - (C) *Tyria*
 - (D) *Karthagine*
- (f) Which description matches *pulcherrima*?
- (A) A positive adjective
 - (B) A positive adverb
 - (C) A superlative adjective
 - (D) A superlative adverb
- (g) What part of speech is *ideo*?
- (A) An adverb
 - (B) A verb
 - (C) An adjective
 - (D) A pronoun
- (h) What type of clause is *qui ... reget* (line 229–230)?
- (A) A principal clause
 - (B) A concessive clause
 - (C) A relative clause
 - (D) A temporal clause

Question 5 (continued)

- (i) With which word is *alto* in agreement?
- (A) *belloque*
 - (B) *genus*
 - (C) *sanguine*
 - (D) *Teucris*
- (j) What are the tense and mood of *proderet*?
- (A) Present subjunctive
 - (B) Imperfect subjunctive
 - (C) Perfect indicative
 - (D) Imperfect indicative

End of Question 5

Question 6 (20 marks)

Answer Question 6 in your writing booklet. Use the extracts and your knowledge of the text in your answers.

- (a) Interea magno misceri murmure caelum 160
 incipit, insequitur commixta grandine nimbus,
 et Tyrii comites passim et Troiana iuventus
Dardanius que *nepos* Veneris diversa per agros
 tecta metu petiere; ruunt de montibus amnes.
 speluncam Dido dux et Troianus eandem 165
 deveniunt. prima et Tellus et pronuba Iuno
 dant signum; fulsere ignes et conscius aether
 conubiis, summoque ulularunt vertice Nymphae.
 ille dies primus leti primusque malorum
 causa fuit, neque enim specie famave movetur 170
 nec iam furtivum Dido meditatur amorem:
 coniugium vocat, hoc praetexit nomine culpam.
- (i) Name the person referred to as *nepos*. 1
- (ii) Explain the meaning of the adjective *Dardanius*. 1
- (iii) Select TWO examples of the way Virgil conveys Dido's impending tragedy, and explain the effectiveness of each example. 4
- (b) at vero Aeneas aspectu obmutuit amens,
arrectaeque horrore comae et vox faucibus haesit. 280
 ardet abire fuga dulcisque relinquere terras,
 attonitus tanto monitu imperioque deorum.
 heu quid agat? quo nunc reginam ambire furentem
 audeat adfatu? quae prima exordia sumat?
- (i) 1. Scan the first line (line 279) and mark the main caesura. 2
 2. Explain how the metre of this line helps to convey the emotional state of Aeneas. 1
- (ii) *arrectaeque horrore comae et vox faucibus haesit.* 2
 What has happened to cause this reaction in Aeneas?
- (iii) How does Aeneas' reaction provide evidence of his *pietas*? 1
- (iv) Explain ONE other example that provides evidence of Aeneas' *pietas* in this extract. 1

Question 6 continues on page 15

Question 6 (continued)

- (c) ‘Anna soror, quae me suspensam insomnia terrent!
 quis novus hic nostris successit sedibus hospes,
 quem sese ore ferens, quam forti pectore et armis!
 credo equidem, nec vana fides, genus esse deorum.
 degeneres animos timor arguit. heu! quibus ille
 iactatus fatis! quae bella exhausta canebat!...’ 10
- ‘...vixi et quem dederat cursum Fortuna peregi,
 et nunc magna mei sub terras ibit imago.
 urbem praeclaram statui, mea moenia vidi,
 ultra virum poenas *inimico a fratre* recepi, 655
 felix, heu nimium felix, si litora tantum
 numquam Dardaniae tetigissent nostra carinae.’
 dixit, et os impressa toro ‘moriemur inultae,
 sed moriamur’ ait. ‘sic, sic iuvat ire sub umbras. 660
 hauriat hunc oculis ignem crudelis ab alto
 Dardanus et nostrae secum ferat omina mortis.’
- (i) Name the person referred to by the words *inimico a fratre* and explain the historical reference. 2
- (ii) By an analysis of the language and stylistic features of these two extracts from speeches, show how Virgil vividly depicts Dido’s reaction to Aeneas’ arrival and departure. 5

End of Question 6

Section III – Unseen Texts

Total marks (20)

Allow about 40 minutes for this section

Answer Question 7 in a SEPARATE writing booklet.

Marks

Question 7 (20 marks)

Translate both of the extracts into ENGLISH, using words appropriate to the context. Translations should be written on alternate lines. Dictionary entries for words not listed in the syllabus are provided on the facing page.

- (a) *Aeneas and his crew see the blinded cyclops, Polyphemus, approaching them.* **8**

Vix ea fatus erat summo cum monte videmus
ipsum inter pecudes vasta se mole moventem
pastorem Polyphemum et litora nota petentem,
monstrum horrendum, informe, ingens, cui lumen ademptum.
trunca manum pinus regit et vestigia firmat;
lanigerae comitantur oves; ea sola voluptas
solamenque mali.

Virgil, *Aeneid* III. 655 – 661

- (b) *In his prosecution of Catiline, Cicero reveals he has learnt from Roman citizens about the meeting held in Marcus Laeca's house in Rome the night before last.* **12**

Fuisti igitur apud Laecam illa nocte, Catilina, distribuisti partes Italiae, statuisti quo quemque proficisci placeret, delegisti quos Romae relinqueres, quos tecum educeres, confirmasti te ipsum iam esse exiturum, dixisti paulum tibi esse etiam nunc morae, quod ego viverem. Reperti sunt duo equites Romani qui te ista cura liberarent et sese illa ipsa nocte paulo ante lucem me in meo lecto interfekturos esse pollicerentur.

Cicero, *In Catilinam* I. IV.9

Vocabulary:

<i>comitor, comitari, comitatus sum</i>	to join as an attendant, to accompany, attend, follow
<i>distribuo, distribuere, distribui, distributum</i>	to divide, distribute, apportion, spread
<i>horrendus, -a, -um</i>	dreadful, terrible, fearful, horrible
<i>informis, -is, -e</i>	1. without form, unformed, shapeless 2. unshapely, misshapen, deformed, distorted, hideous, horrible
<i>laniger, lanigera, lanigerum</i>	wool-bearing, fleecy, woolly
<i>ovis, ovis, f.</i>	a sheep
<i>pastor, pastoris, m.</i>	a herdsman, shepherd
<i>pecus, pecudis, f.</i>	1. a herd of cattle, flock of sheep 2. beast, brute, animal, one of a herd
<i>pinus, pinus, f.</i>	a pine, pine-tree, fir, fir-tree.
<i>solamen, solaminis, n.</i>	a comfort, relief, solace, consolation
<i>truncus, -a, -um</i>	1. maimed, mutilated, dismembered, disfigured 2. <i>of a tree</i> , deprived of its branches

End of paper

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