

2009 HSC Latin Continuers

Sample Answers — Written Examination

This document contains ‘sample answers’, or, in the case of some questions, ‘answer may include’. These are developed by the examination committee for two purposes. The committee does this:

- (a) as part of the development of the examination paper to ensure the questions will effectively assess students’ knowledge and skills, and
- (b) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The ‘sample answers’ or similar advice, are not intended to be exemplary or even complete responses. They have been reproduced in their original form as part of the examination committee’s ‘working document’. While the handwritten notes have been typed for legibility, no further editorial change or addition has occurred.

Section I — Prescribed Text – Cicero, *In Verrem* 5

Question 3 (a) (i)

Sample answer:

M’. Aquilius –as consul in 101 BC ended a slave revolt in Sicily

Question 3 (a) (ii)

Answers could include:

- there was no war in Sicily since M’. Aquilius
- it is an unsubstantiated claim that Verres had stopped the band of slaves crossing to Sicily
- war in Italy was irrelevant- was ended by Crassus and Pompey and not Verres
- war in Italy would not have affected Sicily

Question 3 (b)***Answers could include:***

Verres' behaviour is contrasted with that of proper Roman citizens

Verres is aware of the villainy of his own action

Contrast between accusations made by M. Annius *homo splendidissimus, eques Romanus* and the reactions of Verres -

The outrage that Verres beheaded a Roman citizen and spared a pirate chief

The reference to Roman virtues- *clementiam, patientiam*

Reaction of *populus Romanus* -

use of language

- word choice – emotive vocabulary e.g. *splendidissimi, furore, clementiam*
- tricolon e.g. *accepisse, sumpsisse, percussisse*
- placement of words, word order e.g. *fit gemitus omnium et clamor*
- hyperbole e.g. *patientiam miram ac singularem*
- exclamations - e.g. *o clementiam!*
- asyndeton e.g. *civem Romanum dicit*

Question 3 (c)***Answers could include:***

Indignation, compassion, horror of the audience are induced by methods such as:

- straightforward narrative of events to establish facts
- dramatic introduction of the beating of the Roman citizen- reinforced by word order e.g. *caedebatur*
- asyndeton and repetition - *nullus gemitus, nulla vox*
- dramatic introduction by direct quotation of *civis Romanus sum*
- alliteration- *virgarum vim* leading up to repetition of *crux*
- emotive language- *imploraret,,, civitatis, istam pestem*
- indignant exclamation of *crux*
- fourfold exclamation
- emotive adjectives *infelici, aerumnoso*

Section II — Prescribed Text

Question 6 (a) (i)

Answers could include:

- depiction of Cleopatra and her forces as exotic and very different from the Romans
- glorify the victory of Actium by demonising Cleopatra and her forces

Question 6 (a) (ii)

Answers could include:

- glorify the victory at Actium by showing the extensive divine support for Romans
- victory of Romans is enhanced by the more extensive references to Roman gods in contrast with the minimal reference to Egyptian gods depicted with little detail but emphasising their exotic characteristics
- enhances the significance of the battle, shown as taking place at a divine as well as a human level, thus glorifying Augustus' victory

Question 6 (b) (i)

Sample answer

River god Tiberinus has directed Aeneas to go up river and make an alliance with Evander

Question 6 (b) (ii)

Answers could include:

- described as *audax*
- seizes his weapons and advances boldly to meet the strangers
- his address to them is very direct
- having heard who Aeneas is receives him with proper courtesy
- offers hospitality on behalf of his father

Question 6 (b) (iii)

Sample answer:

quī gēnū|s ūndē dō|mō||pā|cēmnhūc| fērtis ān| armā^x
ōbstipū|īt tān|tō||pēr|cūssus| nōmīnē | Pallas^x

Question 6 (b) (iv)

Answers could include:

line 114

- initial dactyls – show haste, eagerness of his question

line 121

- three spondees slow down the line and give emphasis to Aeneas’ name
- contrast between the dactyl of *obstipuit* followed by 3 spondees shows the gravity of the recognition

emphasis falls on *percussus*- alliteration of *p* and *t* enhances the emphasis

Question 6 (c)

Answers could include:

identifies helmet, sword, breast plate, greaves, spear, shield

- helmet- line 620 – terrifying crests and vomiting flames
- sword - death- bearing- Homeric compound adjective
- breast plate- blood red, huge, bronze- use of simile- lines 622 ff- emphasising its material and colours- use of internal rhyme
- greaves- smooth, gold and electrum alloy
- shield- indescribable texture- unusual word use of *textum*

Section III — Unseen Texts

Question 7

Sample answer:

She flies out, unhappy woman, and with a woman's howling, tearing her hair, makes for the walls and the front ranks at a run, out of her mind, not mindful of the men, not mindful of the danger and the missiles, not she, and then fills the sky with her laments: "Do I see you, Euryalus, this man here? Could you, that man who was the late-born comfort of my old age, abandon me alone, cruel one?"

Question 8

Sample answer:

King Antiochus, a man who had been in Rome before the eyes of us all for about two years with royal retinue and pomp, this man, although he was a friend and ally of the Roman people, with a father, grandfather and ancestors, most ancient and distinguished kings, most friendly to us, was thrust out headlong from a province of the Roman people. In what manner did you think foreign nations would accept this, when they heard that a king had been injured, a guest had been robbed and an ally and friend of the Roman people had been expelled by a praetor of the Roman people in a province?