



GCSE



C990U20-1

THURSDAY, 16 MAY 2019 – AFTERNOON

LATIN – Component 2

Latin Literature and Sources (Themes)

**1 hour 15 minutes plus your additional
time allowance**

Surname _____

Other Names _____

Centre Number _____

Candidate Number 0 _____

For Examiner's use only		
Theme A or Theme B	Maximum Mark	Mark Awarded
	60	

ADDITIONAL MATERIALS

Resource Booklet

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

Write your name, centre number and candidate number in the spaces provided on the front cover.

You should answer EITHER Theme A (A Day at the Races) OR Theme B (Youth and Education).

Write your answers in the spaces provided in this booklet. If you need more space for any answer, you can continue on pages 69 and 70. Please remember to include the question number(s).

INFORMATION FOR CANDIDATES

The total number of marks for this paper is 60.

The number of marks is given in brackets at the end of each question or part-question.

THEME A: A DAY AT THE RACES

Answer ALL the questions, referring to the Resource Booklet provided.

You should answer in English unless you are asked to quote the Latin.

- 1. Refer to OVID, A good day at the Circus.**
 - (a) Look at LINES 5-6 (tu ... suos). In line 6 Ovid says 'let each of us feast our eyes': how does each of them do that? [2]**

You (the girl):

Question 1(a) continued:

I (Ovid):

**1(b) In LINES 7-8 (o, cuicumque ...
tuae):**

**(i) what feeling does Ovid seem to
have towards the charioteer? [1]**

**1(b) (ii) give TWO ways in which LINES
7-8 show this. [2]**

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1(c) Look at LINES 9-12.

(i) Give THREE features of a chariot race which Ovid mentions in LINES 9-11 (hoc mihi ... notabo). [3]

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1(c) (ii) Now look at PICTURE 4.

**How does this picture illustrate
what Ovid says in LINE 12
(nunc ... rota)? [2]**

1(d) si mihi ... fluent (LINES 13-14): why would Ovid be unlikely to win the race which he describes? [2]

1(e) What did the winner usually receive at the end of a race?

Tick (✓) the box next to your chosen answer. [1]

(A) a bag of money

(B) a horse

(C) a laurel wreath

(D) a palm branch

2. Refer to PLINY, Not at the races.

(a) omne ... potuisti (LINES 1-3): what does Pliny think the recipient of this letter will find surprising? [2]

2(b) In LINES 3-8 (circenseses ... videre), how does Pliny's style of writing emphasise his dislike of the races? Give THREE examples, quoting the LATIN for each. [6]

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2(b) – _____

2(c) Now look at PICTURE 1.

How does this picture illustrate what Pliny says in LINES 10-12 of this letter (nunc ... transibit)? [2]

3(a) Refer to SUETONIUS, Nero's passion for chariot-racing, LINES 1-8 (equorum ... commeabat).

Suetonius says that Nero was passionately keen on horses from an early age. Give THREE ways in which Nero's behaviour showed this. [3]

— _____

3(a) – _____

– _____

**3(b) et quondam ... ementitus est
(LINES 3-5):**

**(i) on one occasion a charioteer
suffered a nasty accident. To
which team did he belong?**

**Tick (✓) the box next to your
chosen answer. [1]**

(A) the blues

(B) the greens

(C) the reds

(D) the whites

4. Refer to VIRGIL, A boat race.

(a) Look at LINES 10-12 (tum plausu ... resultant).

What noises are heard during the boat race? Give THREE examples.

[3]

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— _____

— _____

4(b) effugit ... tenet (LINES 13-16):

- (i) Gyas takes an early lead in the race. Write down and translate a THREE-word Latin phrase which tells us this. [2]**

Latin phrase (THREE words):

English translation:

4(b) (ii) What are we told about Cloanthus' boat? Make TWO points. [2]

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5. To what extent did going to chariot races appeal only to the lower classes in Roman society?

In your answer you should:

- present a balanced and logical argument**
- support your argument with AT LEAST FOUR examples (in English) from the passages and pictures that you have studied**
- write in continuous prose without bullet points. [16]**

THEME B: YOUTH AND EDUCATION

DO NOT ANSWER THIS SECTION IF YOU HAVE ANSWERED THEME A.

Answer all the questions, referring to the Resource Booklet provided.

You should answer in English unless you are asked to quote the Latin.

1. Refer to APULEIUS, The three phases of education.

(a) Look at LINES 2-4.

(i) prima ... insaniam: according to Apuleius, who spoke these words? [1]

1(a) (ii) On what sort of occasion? [1]

(b) In the passage as a whole, with what is education compared? [1]

**1(c) prima creterra ... armat
(LINES 6-8): how do PICTURES 3
AND 4 illustrate the different phases
of education mentioned in these
lines? [4]**

Picture 3:

Picture 4:

1(d) Do you think the comparison used in the passage works well, or not? Make TWO points. [2]

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— _____

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2. Refer to MARTIAL, I'm not a child any more!

(a) In LINES 7-9 (ludere ... ducis), how does the position of words emphasise what Martial is saying? You should discuss TWO examples, referring to the LATIN for each. [4]

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2(a) – _____

2(b) In LINES 10-14 (et vix ... tua), what does Martial dislike about Charidemus' behaviour towards him? Give THREE examples. [3]

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2(b) – _____

2(c) In LINE 15 Martial says non possum libertum ferre Catonem ('I cannot bear a freedman Cato'): explain how these words sum up Martial's annoyance with Charidemus. [2]

2(d) Apart from what he says in LINE 16, what else does Martial say about his girlfriend in this poem? [2]

3. Refer to PLINY, The traditional Roman education.

**(a) erat autem ... traderemus
(LINES 1-4): in the past, how did young Romans first learn how they ought to behave?**

Tick (✓) the box next to your chosen answer. [1]

(A) from an ancient institution

(B) from their elders

(C) only using their ears

(D) only using their eyes

3(b) According to LINES 4-5 (inde ... imbuebantur), what was the second stage in the education of young Romans? [1]

(c) ut imperare parendo, ducere dum sequuntur adsuescerent (LINES 6-7): explain what makes this an effective piece of Latin writing. [2]

3(d) ei qui ... consortes erant (LINES 7-9):

(i) what did those seeking public office do? [1]

3(d) (ii) according to Pliny, what was the advantage of doing this? [2]

3(e) suus ... parente (LINES 9-11):

(i) who were the teachers in those days? Give TWO examples. [2]

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—

(ii) explain what makes these words an effective piece of Latin writing. [2]

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4. Refer to VIRGIL, Marcellus.

(a) LINES 1-3 (atque ...vultu) and 6-7 (qui strepitus ... umbra) describe the younger Marcellus. According to these lines, which TWO of the following statements are true?

Tick (✓) the boxes next to your chosen answers. [2]

(A) He is carrying shining weapons.

(B) He has a happy face.

(C) His eyes are shining.

(D) There are only a few people with him.

(E) There is a dark shadow around his head.

**4(b) In LINES 16-18 (nec puer ...
alumno), explain how the following
phrases relate to Rome and its
people. [2]**

(i) Iliaca gente:

(ii) Romula tellus:

4(d) fungar inani munere (LINES 26-27):

(i) to what duty does Anchises refer here? [2]

(ii) why do you think he describes this duty as inani? [1]

5. **‘Romans gave very little consideration to the needs and wishes of children.’**

How far do you agree?

In your answer you should:

- present a balanced and logical argument**
- support your argument with AT LEAST FOUR examples (in English) from the passages and pictures that you have studied**
- write in continuous prose without bullet points. [16]**

Lined writing area consisting of 20 horizontal lines.



16

END OF PAPER

