



GCSE



**C990U20-1**

**MONDAY, 12 JUNE 2023 – AFTERNOON**

**LATIN – Component 2**

**Latin Literature and Sources (Themes)**

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

**Surname** \_\_\_\_\_

**First name(s)** \_\_\_\_\_

**Centre Number** \_\_\_\_\_

**Candidate Number** 0 \_\_\_\_\_

**For Examiner's use only**

<b>Section A or B</b>	<b>Maximum Mark</b>	<b>Mark Awarded</b>
	<b>60</b>	

**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 Section A (Travel by Land and Sea) OR Section B (Superstition and Magic).**

**Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet taking care to number the question(s) correctly.**

**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.**

**(Turn over)**

## SECTION A: Travel by Land and Sea

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 **PLINY, A governor travels to his province** (page 14).

(a) Look at **LINES 2–4** (*quia ... retentum*).

(i) How did Pliny travel to Ephesus? [1 mark]

---

---

(i) What problem does he say he had on this journey?  
[1 mark]

---

---

(Turn over)

1 (b) In LINES 5–8 (nunc ... reluctantur):

(i) what TWO types of transport does Pliny say he intends to use beyond Ephesus? [2 marks]

Type A: \_\_\_\_\_

Type B: \_\_\_\_\_

(ii) what reasons does he give for using two different types of transport? [2 marks]

---

---

---

---

---

---

---

---

---

---

1 (c) From LINES 10–13 (*recte ... suaserint*), write down TWO Latin words which indicate Trajan’s approval of Pliny’s actions, and explain each of your choices. [4 marks]

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Refer to OVID, **Sailing to exile in Tomis** (page 13).

(a) In **LINES 7 – 9 (quocumque ... venti)**, how does the style of writing add to the vividness of Ovid’s description? You should discuss **TWO** examples, referring to the **LATIN** for each.

[4 marks]

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Turn over)



**2 (c) rector ... malis (LINES 13–14):**

**(i) what is the helmsman uncertain about? Make TWO points. [2 marks]**

- \_\_\_\_\_
- \_\_\_\_\_

**(ii) explain ONE way in which *ambiguus ars stupet ipsa malis* is an effective piece of LATIN writing. [2 marks]**

---

---

---

---

---

---

---

---

---

---

3. Refer to CICERO, **The governor of Sicily tours his province** (page 7).

(a) In **LINES 1 – 2 (laborem ... reddidit)**:

(i) what did Verres (**iste**) succeed in doing? [1 mark]

---

---

---

---

**3 (a) (ii)**

**explain ONE way in which the style of writing adds to the meaning of this sentence. [2 marks]**

---

---

---

---

---

---

---

---

---

---

**3 (b) primum ... viderit (LINES 2–8): explain TWO ways in which Cicero makes fun of Verres in these lines. [4 marks]**

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





---

---

---

---

---

4

(Turn over)

5. Refer to **SENECA, Sea-sick crossing the Bay of Naples!** (page 16).

(a) In **LINES 10 – 14 (cum iam ... fluctus)**:

(i) how much of his journey had Seneca completed?

[1 mark]

---

---

---

---







---

---

---

---

---

---

---

---

---

---

10

(Turn over)

6. 'In the ancient Roman world, travel by water (where possible) was always better, for both people and goods, than travel by land.' How far does this seem true from the evidence you have studied?

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 marks]

---

---

---

---

---

---

---

---

---

---

(Turn over)

















**SECTION B: SUPERSTITION AND MAGIC**

**DO NOT ANSWER THIS SECTION IF YOU HAVE ANSWERED SECTION 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 PETRONIUS, A spooky story (page 51).**

**(a) In LINES 27 – 29 (Melissa ... adiuvisse), for what does Melissa blame the storyteller?**

**[1 mark]**

---

---

---

---

**(Turn over)**

1 (b) **nec tamen derisit, etiam si fugit (LINE 32),**  
**‘however it didn’t have the last laugh, even if it got**  
**away’: in what way is this comment about the wolf**  
**true in view of what we are told next? [1 mark]**

---

---

---

---

(c) **haec ut audivi ... fugi (LINES 33–35): how**  
**can we tell that the storyteller waited until the next**  
**day before returning home? [1 mark]**

---

---

---

---

1 (d) In LINES 35–39 (*et postquam ... curabat*), how does the style of writing make this part of the story vivid? You should discuss TWO examples, referring to the LATIN for each. [4 marks]

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1 (d)

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7

(Turn over)

2. Refer to PLINY, **An alarming dream comes true** (page 53).

(a) **quantum vigiliarum, quantum laboris exhauserit frustra** (LINES 12–13): explain how this comment applies to Fannius. [2 marks]

---

---

---

---

---

---

---

---

---

---

**2 (b) In LINES 12–16 (quod me ... habes), how does Pliny’s style of writing emphasise the strength of his feelings? Give TWO examples, referring to the LATIN for each. [4 marks]**

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 (b)

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 (c) **proinde ... inveniat (LINES 16–18):** what has Pliny now decided? [2 marks]

---

---

---

---

---

---

---

---

---

---

2 (d) Refer to **MARTIAL, Cures for bad dreams**  
(page 49).

**What methods does Martial try, in order to solve  
the problem of his friend's bad dreams?**

**Give FOUR methods. [4 marks]**

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 (d)

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



---

---

---

---

---

---

---

4

(Turn over)

4. Refer to OVID, Dipsas the sorceress (page 50).

(a) According to LINES 6–11 (inque ... vidi), Dipsas can use her powers to change or reverse nature. Give THREE examples of this. [3 marks]

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Turn over)

4 (b) Why do you think Ovid says **si qua fides** (line 11)?  
[1 mark]

---

---

(c) How does the style of writing in **LINES 13–19** (**hanc ego ... humum**) add to the vividness of Ovid’s description? You should discuss **THREE** examples, referring to the **LATIN** for each. [6 marks]

---

---

---

---

---

---

---

---

---

---

---



5. Refer to VIRGIL, Dido prepares to curse Aeneas (page 56).

(a) **stant arae ... veneni (LINES 6–11):** in what ways do the priestess' actions suggest that she is about to perform a ritual dedicated to the Underworld? Make FIVE points. [5 marks]

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 (a)

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5 (b) mola (LINE 14): explain how this was used in a sacrifice. [1 mark]**

---

---

---

---

**(c) unum exuta pedem vinclis (LINE 15): why was this important in Dido's ritual? [2 marks]**

---

---

---

---

---

---



















---

---

---

**END OF PAPER**

<b>16</b>

**(Turn over)**







