

Surname	Centre Number	Candidate Number
Other Names		0



GCSE – NEW

C990U20-1



LATIN – Component 2
Latin Literature and Sources (Themes)

THURSDAY, 17 MAY 2018 – AFTERNOON

1 hour 15 minutes

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

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ADDITIONAL MATERIALS

Resource Booklet

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

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 page 20. 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 SUETONIUS, *Caligula's favourite racehorse*.

(a) *prasinae ... contulit* (lines 1-3):

(i) which team did Caligula support? Tick (✓) the box next to your chosen answer. [1]

(A) blue

(B) green

(C) red

(D) white

(ii) Caligula is described as *addictus et deditus*. How did his behaviour show this? Make **two** points. [2]

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(b) *pridie ... solebat* (lines 3-5): what did Caligula use soldiers to do? [1]

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(c) *hospites nomine eius invitati* (line 8): what was unusual about the invitations to this dinner party? [1]

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(d) From line 9 (*consulatum ... destinasse*), write down **one Latin** word which suggests that Suetonius is not sure whether to believe the story he is telling, and explain your choice. [2]

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2. Refer to MARTIAL, *Lament for a dead charioteer*.

(a) In **lines 1-4** (*frangat ... comas*), what does Martial ask each of the following to do? [6]

He asks **Victoria** to

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He asks **Favor** to

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He asks **Gloria** to

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(b) *nigros tam cito iungis equos* (**line 6**): how do these words suggest that Scopus died young? [2]

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(c) Explain **two** ways in which **lines 7-8** (*curribus ... tuae*) are an effective piece of writing. [4]

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(d) At the end of the race, how does Cloanthus succeed in winning? [2]

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THEME B: Youth and Education

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 SENECA, *The debt we owe to our parents*.

(a) *iudicamus graves et ... beneficia illorum non intellegimus* (**line 2**): according to Seneca, why do young people not get on well with their parents? Make **two** points. [2]

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(b) *cum iam ... amabantur* (**lines 3-4**): according to Seneca, as we get older and wiser, how does our opinion of our parents change? [2]

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(c) *paucos ad verum fructum a liberis percipiendum perduxit aetas* (**lines 6-7**): which of the following best conveys what Seneca means?

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

- (A) Age brings few real benefits to children.
- (B) Few children ever come to their proper senses with age.
- (C) Few parents ever really receive benefits from their children.
- (D) Few parents are ever properly appreciated by their children.

(d) In **line 1**, Seneca makes this statement: *a parentibus fere vincimur*. What do you think he means by this? [2]

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2. Refer to JUVENAL, *Who would be a teacher?*

(a) In **lines 1-5** (*quis ... sibi*), what does Juvenal say to emphasise the poor pay of a *grammaticus*? [4]

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(b) In **lines 6-8** (*dummodo ... Maroni*), what was unpleasant about the lamps? Make **two** points. [2]

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3. (a) What subjects did a *grammaticus* teach? Give **two** examples. [2]

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(b) Look at **Picture 2**.

(i) What evidence can you see in this picture which suggests that it probably shows the school of a *grammaticus*? Make **two** points. [2]

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(ii) What do you think the figure on the far right is carrying? [1]

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5. Refer to VIRGIL, *Marcellus*.

(a) *quis ... nepotum* (lines 4-5):

(i) name the person to whom Aeneas is speaking. [1]

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(ii) Aeneas wonders who the younger man might be. What **two** possibilities does he suggest? [2]

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(b) *qui strepitus ... umbra* (lines 6-7): how do these lines show **both** the glory **and** the tragedy of Marcellus? You should refer to what Virgil says **and** how he says it. [4]

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Examiner
only

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END OF PAPER

Turn over.

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