



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

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

Surname _____

Other Names _____

Centre Number _____

Candidate Number 0 _____

ADDITIONAL MATERIALS

Resource Booklet

Resource Booklet descriptions

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 page 55. 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):

I (Ovid):

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

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

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

- _____

- _____

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]

(b) In **LINES 3-8 (circenses ... 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. Refer to Suetonius, Nero's passion for chariot-racing, LINES 1-8 (equorum ... commeabat).

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

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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]

- _____

- _____

- _____

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:

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

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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]

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

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

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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 | <input type="checkbox"/> |
| (B) | from their elders | <input type="checkbox"/> |
| (C) | only using their ears | <input type="checkbox"/> |
| (D) | only using their eyes | <input type="checkbox"/> |

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

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

(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]

- _____

- _____

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. | <input type="checkbox"/> |
| (B) | He has a happy face. | <input type="checkbox"/> |
| (C) | His eyes are shining. | <input type="checkbox"/> |
| (D) | There are only a few people with him. | <input type="checkbox"/> |
| (E) | There is a dark shadow around his head. | <input type="checkbox"/> |

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]
