

Surname	Centre Number	Candidate Number
Other Names		0

GCSE – **NEW**

C990U20-1



S18-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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4. (a) Look at **Picture 1**.

(i) How would a spectator have known, from the tunics of these charioteers, that they belonged to different teams? [1]

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(ii) What other items of a charioteer's clothing and equipment can you see in **Picture 1**? Give **two** items. [2]

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(b) Now look at **Picture 5**.

How does this picture show the dangers of a chariot race? You should refer to **three** details from the picture. [3]

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5. Refer to VIRGIL, *A boat race*.

(a) *inde ... consequitur* (lines 21-22): write down a **two-word Latin** phrase which describes the Chimaera. [1]

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(b) According to lines 22-24 (*cedit ... urget*), which **two** of the following statements are true?

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

(A) The helmsman of the Chimaera gives way.

(B) The Chimaera no longer has a helmsman.

(C) Cloanthus is now in the lead.

(D) Gyas makes a great effort to catch up with Cloanthus.

(E) Cloanthus makes a great effort to catch up with Mnestheus.

(c) In lines 25-29 (*tum vero ... videntur*), how does Virgil's style of writing add to the vividness of the scene he is describing? You should discuss **three** examples, referring to the **Latin** for each. [6]

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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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(c) Now look at **Picture 4**.

Why do you think the writing at the bottom of the tablet is different from the writing at the top? [2]

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4. Refer to CICERO, *Boys will be boys*.

(a) *ex quibus ... coniungere* (lines 3-6):

(i) what does Cicero say he is **not** going to do? [1]

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(ii) what reason does he give for not doing this? [2]

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(b) In **lines 1-6** (*multi ... coniungere*), how does the style of writing emphasise what Cicero is saying? You should discuss **three** examples, referring to the **Latin** for each. [6]

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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]

(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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(c) How do **lines 9-15** (*o gnate ... recentem*) emphasise that Marcellus' death will be tragic for Rome? You should discuss **three** examples, referring to the **Latin** for each. [6] Examiner only

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(d) According to **lines 16-18** (*nec puer ... alumno*), which **two** of the following statements are true?

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

- (A) Marcellus' ancestors are related to the Trojan race.
- (B) Marcellus will raise the hopes of the Trojan race.
- (C) No-one from the Trojan race will raise the Latins' hopes.
- (D) Romulus will never boast so much about any offspring.
- (E) Italy will never boast so much about any of its offspring.

6. 'Roman education and upbringing did not prepare children well for adult life.' 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.

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