

**Victorian Certificate of Education
2015**

LATIN
Written examination

Wednesday 4 November 2015

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

TASK BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>	<i>Suggested times (minutes)</i>
1	1	1	45	50
2 – Part A	8	8	15	20
– Part B	7	7	20	20
– Part C	1	1	20	30
			Total 100	120

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual and/or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during the reading time and also during the examination.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Task book of 9 pages, including **Assessment criteria** on page 9.
- One or more answer books.

Instructions

- Write your **student number** in the space provided on the front page(s) of the answer book(s).
- All answers must be in the form of complete sentences.
- Write all your answers in the answer book(s).

At the end of the task

- Place all other used answer books inside the front cover of the first answer book.
- You may retain this task book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

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SECTION 1 – Translation of an unseen passage**Instructions for Section 1**

Translate the following Latin passage into English. Use the answer book(s) provided.

Question 1 (45 marks)

The Romans reject an offer to kill Pyrrhus, King of Epirus, who had invaded Italy in 280 BCE.

cum Pyrrhus rex in terra Italia esset et unam atque alteram pugnas prospere pugnasset,
et satis agebant Romani et pleraque Italia ad regem desciverat. tum Ambraciensis
quispiam Timochares, regis Pyrrhi amicus, ad C. Fabricium consulem furtim venit ac
praemium petivit. si de praemio conveniret, se regem venenis necaturum esse promisit.
idque facillime fieri posse dixit, cum filius suus pocula in convivio regi ministraret.
eam rem Fabricius ad senatum scripsit. senatus ad regem legatos misit mandavitque
ut de Timochare nihil proderent, sed monerent ut rex circumspectius ageret atque a
proximorum insidiis salutem tutaretur.

Aulus Gellius, *Attic Nights* 3.8 (adapted)

SECTION 2 – Comprehension, interpretation and analysis of the prescribed seen text**Instructions for Section 2**

Answer **all** questions in Part A, Part B and Part C in the answer book(s) provided.

Part A – Comprehension and analysis of the prescribed seen text

Read the passage and answer Questions 2–9.

ventum erat ad limen, cum virgo ‘poscere fata
 tempus’ ait; ‘deus ecce deus!’ cui talia fanti
 ante fores subito non vultus, non color unus,
 non comptae mansere comae; sed pectus anhelum,
 5 et rabie fera corda tument, maiorque videri
 nec mortale sonans, adflata est numine quando
 iam propiore dei. ‘cessas in vota precesque,
 Tros’ ait ‘Aenea? cessas? neque enim ante dehiscent
 attonitae magna ora domus.’ et talia fata
 10 conticuit. gelidus Teucris per dura cucurrit
 ossa tremor, funditque preces rex pectore ab imo:
 ‘Phoebe, graves Troiae semper miserate labores.
 Dardana qui Paridis derexti tela manusque
 corpus in Aeacidae, magnas obeuntia terras
 15 tot maria intravi duce te, penitusque repostas
 Massylum gentes, praetentaque Syrtibus arva:
 iam tandem Italiae fugientes prendimus oras;
 hac Troiana tenus fuerit fortuna secuta.’

Aeneid 6, 45–62

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 an imprint of Bloomsbury Publishing Plc., 2003

Question 2 (1 mark)

Where do the events described in this passage take place?

Question 3 (1 mark)

To whom does *virgo* (line 1) refer?

Question 4 (2 marks)

a. To which god does *deus* (line 2) refer? 1 mark

b. Why is this god called upon here? 1 mark

Question 5 (2 marks)

Explain the distinction between *vota* and *preces* (line 7).

Question 6 (4 marks)

a. What help had the god given to the person referred to as *Paridis* (lines 13 and 14)? 2 marks

b. To whom does *Aeacidae* (line 14) refer here? 1 mark

c. Why is this person referred to as *Aeacidae* (line 14)? 1 mark

Question 7 (2 marks)

What effect do the speaker's words in lines 7–9 have upon the listeners?

Question 8 (2 marks)

Explain what the speaker means in line 17.

Question 9 (1 mark)

What request does the speaker then make of the person whom he is addressing?

Part B – Interpretation of the prescribed seen text

Read the passage and answer Questions 10–16.

portitor has horrendus aquas et flumina servat
 terribili squalore Charon, cui plurima mento
 canities inculta iacet; stant lumina flamma;
 sordidus ex umeris nodo dependet amictus.
 5 ipse ratem conto subigit velisque ministrat,
 et ferruginea subvectat corpora cumba,
 iam senior, sed cruda deo viridisque senectus.
 huc omnis turba ad ripas effusa ruebat,
 matres atque viri, defunctaque corpora vita
 10 magnanimum heroum. pueri innuptaeque puellae,
 impositique rogis iuvenes ante ora parentum:
 quam multa in silvis autumnii frigore primo
 lapsa cadunt folia, aut ad terram gurgite ab alto
 quam multae glomerantur aves, ubi frigidus annus
 15 trans pontum fugat et terris immittit apricis.
 stabant orantes primi transmittere cursum,
 tendebantque manus ripae ulterioris amore.
 navita sed tristis nunc hos, nunc accipit illos,
 ast alios longe summos arcet harena.
 20 Aeneas miratus enim motusque tumultu
 ‘dic,’ ait, ‘o virgo, quid vult concursus ad amnem?’

Aeneid 6, 298–318

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 an imprint of Bloomsbury Publishing Plc., 2003

Question 10 (6 marks)

Comment on the way in which Virgil uses words and techniques to enhance his description of Charon in lines 1–7.

Question 11 (2 marks)

Scan line 10.

Question 12 (4 marks)

Comment on the effectiveness of the similes used in lines 12–15.

Question 13 (3 marks)

- a. How does the pace of the poem change in lines 16 and 17? 2 marks
- b. What is the effect of this change? 1 mark

Question 14 (1 mark)

What feeling is evoked by the use of *amore* in line 17?

Question 15 (2 marks)

Give an example of the use of both alliteration and assonance in lines 18–20.

Question 16 (2 marks)

Scan line 21.

Part C – Analysis of themes and ideas from the prescribed seen text

Read the passage and answer Question 17 in English.

Note that any Latin quoted should be in parenthesis.

Students should clearly indicate where each part of their answer begins.

‘hic, quibus invisi fratres, dum vita manebat,
 pulsatusve parens aut fraus innexa clienti,
 aut qui divitiis soli incubuere repertis,
 nec partem posuere suis, quae maxima turba est,
 5 quique ob adulterium caesi, quique arma secuti
 impia, nec veriti dominorum fallere dextras,
 inclusi poenam expectant. ne quaere doceri
 quam poenam, aut quae forma viros fortunave mersit.
 saxum ingens volvunt alii, radiisque rotarum
 10 districti pendent; sedet aeternumque sedebit
 infelix Theseus, Phlegyasque miserrimus omnes
 admonet, et magna testatur voce per umbras:
 “discite iustitiam moniti et non temnere divos.”
 vendidit hic auro patriam, dominumque potentem
 15 imposuit; fixit leges pretio atque refixit.
 hic thalamum invasit natae vetitosque hymenaeos.
 ausi omnes immane nefas, ausoque potiti.
 non, mihi si linguae centum sint oraque centum,
 ferrea vox, omnes scelerum comprehendere formas,
 20 omnia poenarum percurrere nomina possim.’

Aeneid 6, 608–627

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 an imprint of Bloomsbury Publishing Plc., 2003

Question 17 (20 marks)

- a. Discuss the purpose of Aeneas’s visit to the underworld in Book 6. 10 marks
- b. What does this passage tell us about Roman moral values? 10 marks

Assessment criteria

Section 1 – Translation of an unseen passage

The capacity to:

- understand and convey the meaning of the passage accurately and appropriately
- interpret and express grammatical aspects of the passage accurately
- express the passage in fluent English

Section 2 – Comprehension, interpretation and analysis of the prescribed seen text

Part A

Comprehension and analysis of the prescribed seen text

- understanding of the content of the passage provided
- understanding of how the passage relates to the *Aeneid* as a whole

Part B

Interpretation of the prescribed seen text

- identification of the author's use of literary, stylistic and structural techniques
- explanation of the author's use of literary, stylistic and structural techniques

Part C

Analysis of themes and ideas from the prescribed seen text

- discussion of themes and ideas and their relevance to the *Aeneid* as a whole