

**Victorian Certificate of Education
2020**

LATIN
Written examination

Monday 16 November 2020

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 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	9	9	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 cover(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 keep 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)

In 396 BCE, while the Romans were besieging Veii, they also launched an attack on the neighbouring Faliscan towns Falerii and Capena.

Titinius Genuciusque, tribuni militum, profecti adversus Faliscos Capenatesque, dum bellum maiore animo gerunt quam consilio, praecipitaverunt se in insidias. Genucius morte honesta temeritatem luens ante signa inter primores cecidit; Titinius militibus in editum tumulum ex multa trepidatione collectis aciem restituit. plus ignominiae erat quam cladis acceptum, quae prope in cladem ingentem vertit; tantum inde terroris non Romae modo, sed in castris quoque fuit ad Veios. aegre ibi milites retenti a fuga sunt cum pervasisset castra rumor ducibus exercituque caeso victores hostes haud procul inde abesse. Romae matronae precibus a dis petiverunt ut exitium ab urbe arcerent.

Livy, *History of Rome* 5, 18, 7–12 (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.

‘nate, meae vires, mea magna potentia, solus
 nate patris summi qui tela Typhoëa temnis,
 ad te confugio et supplex tua numina posco.
 frater ut Aeneas pelago tuus omnia circum
 5 litora iactetur odiis Iunonis acerbae,
 nota tibi, et nostro doluisti saepe dolore.
 nunc Phoenissa tenet Dido blandisque moratur
 vocibus, et vereor quo se Iunonia vertant
 hospitia: haud tanto cessabit cardine rerum.
 10 quocirca capere ante dolis et cingere flamma
 reginam meditor, ne quo se numine mutet,
 sed magno Aeneae mecum teneatur amore.
 qua facere id possis nostram nunc accipe mentem:
 regius accitu cari genitoris ad urbem
 15 Sidoniam puer ire parat, mea maxima cura,
 dona ferens pelago et flammis restantia Troiae;
 hunc ego sopitum somno super alta Cythera
 aut super Idalium sacrata sede recondam,
 ne qua scire dolos mediusve occurrere possit.’

Aeneid 1, 664–682

Question 2 (2 marks)

Who is speaking, and who is being addressed in line 1?

Question 3 (2 marks)

Explain the phrase *tela Typhoëa* (line 2).

Question 4 (1 mark)

Explain the use of *frater* in line 4.

Question 5 (2 marks)

What is the speaker referring to in lines 4 and 5 (*pelago ... acerbae*)?

Question 6 (1 mark)

Why is Dido referred to as *Phoenissa* in line 7?

Question 7 (2 marks)

a. What does the speaker fear in lines 8 and 9?

1 mark

b. What plan does the speaker propose in lines 10–12?

1 mark

Question 8 (2 marks)

Who is the boy mentioned in line 15 and what is he said to be doing in lines 14–16?

Question 9 (3 marks)

In a couple of sentences, summarise the request that the speaker makes of the addressee in the lines following this passage.

Part B – Interpretation of the prescribed seen text

Read the passage and answer Questions 10–18.

iam pater Aeneas et iam Troiana iuventus
conveniunt, stratoque super discumbitur ostro.
dant manibus famuli lymphas Cereremque canistris
expediunt tonsisque ferunt mantelia villis.
5 quinquaginta intus famulae, quibus ordine longam
cura penum struere et flammis adolere penates;
centum aliae totidemque pares aetate ministri
qui dapibus mensas onerent et pocula ponant.
nec non et Tyrii per limina laeta frequentes
10 convenere, toris iussi discumbere pictis.
mirantur dona Aeneae, mirantur Iulum,
flagrantesque dei vultus simulataque verba,
pallamque et pictum croceo velamen acantho.
praecipue infelix, pesti devota futurae,
15 expleri mentem nequit ardescitque tuendo
Phoenissa, et pariter puero donisque movetur.
ille ubi complexu Aeneae colloque pependit
et magnum falsi implevit genitoris amorem,
reginam petit. haec oculis, haec pectore toto
20 haeret et interdum gremio fovet inscia Dido
insidat quantus miserae deus.

Aeneid 1, 699–719

Question 10 (2 marks)

Scan line 1.

Question 11 (1 mark)

Of which technique is *conveniunt* (line 2) an example?

Question 12 (1 mark)

How does the metre of line 3 support the meaning of *expediunt* in line 4?

Question 13 (2 marks)

Explain the technique of which *Cererem* (line 3) is an example.

Question 14 (4 marks)

a. Scan line 7.

2 marks

b. Scan line 9.

2 marks

Question 15 (2 marks)

Identify an example of anaphora within lines 9–13 and explain why it is an example of anaphora.

Question 16 (2 marks)

The phrase *pictum croceo velamen acantho* (line 13) is an example of a literary technique.

Of which literary technique is it an example and why?

Question 17 (4 marks)

How does Virgil's use of words in lines 14–21 emphasise Dido's state of mind and the way in which she is being deceived?

Question 18 (2 marks)

Explain the technique of which *magnum ... amorem* (line 18) is an example.

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

*Read the passage and answer Question 19 in English.
Students should clearly indicate where each part of their answer begins.*

Haec ubi dicta, cavum conversa cuspide montem
impulit in latus; ac venti, velut agmine facto,
qua data porta, ruunt et terras turbine perflant.
incubere mari, totumque a sedibus imis
5 una Eurusque Notusque ruunt creberque procellis
Africus, et vastos volvunt ad litora fluctus.
insequitur clamorque virum stridorque rudentum;
eripiunt subito nubes caelumque diemque
Teucrorum ex oculis; ponto nox incubat atra.
10 intonuere poli et crebris micat ignibus aether,
praesentemque viris intentant omnia mortem.
extemplo Aeneae solvuntur frigore membra;
ingemit, et duplices tendens ad sidera palmas
taliam voce refert: ‘o terque quaterque beati,
15 quis ante ora patrum, Troiae sub moenibus altis,
contigit oppetere! o Danaüm fortissime gentis
Tydide! mene Iliacis occumbere campis
non potuisse, tuaque animam hanc effundere dextra,
saevus ubi Aeacidae telo iacet Hector, ubi ingens
20 Sarpedon, ubi tot Simoïs correpta sub undis
scuta virum galeasque et fortia corpora volvit!’

Aeneid 1, 81–101

Question 19 (20 marks)

- a. Assess Virgil’s descriptive powers in lines 1–11. Any Latin quoted should be placed in brackets. 6 marks
- b. In line 12, the hero of the epic, Aeneas, is introduced for the first time. He is shown at his lowest ebb and hardly seems heroic.

How does Virgil develop the character of Aeneas in Book 1? Has he become a worthy leader and hero by the end of Book 1? 14 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