

**Victorian Certificate of Education
2021**

LATIN
Written examination

Tuesday 9 November 2021

Reading time: 2.00 pm to 2.15 pm (15 minutes)

Writing time: 2.15 pm to 4.15 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	7	7	15	20
– Part B	8	8	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)

Quintus Curtius describes Alexander the Great's preparations ahead of the Battle of Issus in 333 BCE, his feelings about the impending conflict and the reaction of the Persian king, Darius, to the movements of Alexander's forces.

ut solet fieri, cum ultimi discriminis tempus adventat, in sollicitudinem fiducia Alexandri
versa est. maiora periculis praemia putabat et, sicut dubium esset an vinceret, ita illud
certum esse, cum magna laude moriturum. itaque milites iussit tertia vigilia instructos
esse. ipse in iugum editi montis escendit, multisque conluentibus facibus sacrificium
dis fecit. milites, tertio signo accepto, itineri simul parati ac proelio, strenueque iussi
procedere, oriente luce pervenerunt ad angustias, quas occupare decreverant. pavidi
agrestes Dareo adventum hostium nuntiaverunt vix credenti eos sibi occurrere quos ut
fugientes sequebatur. non mediocris omnium animos invadebat formido.

Quintus Curtius, *History of Alexander* 3, 8, 20–25 (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 2–8.

- ‘aspice (namque omnem, quae nunc obducta tuenti
 mortales hebetat visus tibi et umida circum
 caligat, nubem eripiam; tu ne qua parentis
 iussa time neu praeceptis parere recusa):
 5 hic, ubi disiectas moles avulsaque saxis
 saxa vides, mixtoque undantem pulvere fumum,
 Neptunus muros magnoque emota tridenti
 fundamenta quatit totamque a sedibus urbem
 eruit. hic Iuno Scaeeas saevissima portas
 10 prima tenet sociumque furens a navibus agmen
 ferro accincta vocat.
 iam summas arces Tritonia, respice, Pallas
 insedit nimbo effulgens et Gorgone saeva.
 ipse pater Danais animos viresque secundas
 15 sufficit, ipse deos in Dardana suscitatur arma.
 eripe, nate, fugam finemque impone labori.
 nusquam abero et tutum patrio te limine sistam.’
 dixerat et spissis noctis se condidit umbris.
 apparent dirae facies inimicae Troiae
 20 numina magna deum.

Aeneid 2, 604–623

Question 2 (2 marks)

- a. Who is being addressed in this speech? 1 mark
- b. What action was the person being addressed contemplating, which caused the speaker to make this speech? 1 mark

Question 3 (2 marks)

In lines 5 and 6, what does the speaker say the person being addressed can see?

Question 4 (2 marks)

Explain the reference to *Gorgone* in line 13.

Question 5 (3 marks)

- a. Who is referred to as *ipse pater* in line 14? 1 mark
- b. What **two** things is this character said to be doing in lines 14 and 15? 2 marks

Question 6 (3 marks)

- a. In line 16, what does the speaker instruct the person being addressed to do? 1 mark
- b. Whose instructions earlier in Book 2 do they resemble? 1 mark
- c. What promise does the speaker make in line 17? 1 mark

Question 7 (1 mark)

What does the speaker do in line 18 (*et ... umbris*)?

Question 8 (2 marks)

Briefly describe the simile that is used as a comparison to the fall of Troy in the lines following this passage.

Part B – Interpretation of the prescribed seen text

Read the passage and answer Questions 9–16.

huc delecta virum sortiti corpora furtim
 includunt caeco lateri penitusque cavernas
 ingentes utrumque armato milite complent.
 est in conspectu Tenedos, notissima fama
 5 insula, dives opum Priami dum regna manebant,
 nunc tantum sinus et statio male fida carinis:
 huc se provecti deserto in litore condunt.
 nos abiisse rati et vento petiisse Mycenae.
 ergo omnis longo solvit se Teucra luctu:
 10 panduntur portae, iuvat ire et Dorica castra
 desertosque videre locos litusque relictum:
 hic Dolopum manus, hic saevus tendebat Achilles;
 classibus hic locus, hic acie certare solebant.
 pars stupet innuptae donum exitiale Minervae
 15 et molem mirantur equi; primusque Thymoetes
 duci intra muros hortatur et arce locari,
 sive dolo seu iam Troiae sic fata ferebant.
 at Capys, et quorum melior sententia menti,
 aut pelago Danaum insidias suspectaque dona
 20 praecipitare iubent subiectisve urere flammis,
 aut terebrare cavas uteri et temptare latebras.
 scinditur incertum studia in contraria vulgus.

Aeneid 2, 18–39

Question 9 (2 marks)

Identify and explain the technique of which *uterum* in line 3 is an example.

Question 10 (2 marks)

Scan line 8.

Question 11 (2 marks)

Identify and explain the example of synchysis in line 9.

Question 12 (1 mark)

Identify the technique of which *panduntur portae* in line 10 is an example.

Question 13 (2 marks)

Identify and explain the example of chiasmus in line 11.

Question 14 (2 marks)

Scan line 14.

Question 15 (2 marks)

Scan line 20.

Question 16 (7 marks)

- a. How does Virgil's choice of vocabulary reflect Aeneas's view of the conflicting advice given in lines 15–21 (*primusque ... latebras*)? 3 marks
- b. How does Virgil's choice of vocabulary and word order in line 22 emphasise the reaction of those present to this conflicting advice? 4 marks

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

*Read the passage and answer Question 17 in English.
Students should clearly indicate where each part of their answer begins.*

at pater Anchises oculos ad sidera laetus
extulit et caelo palmas cum voce tetendit:
'Iuppiter omnipotens, precibus si flecteris ullis,
aspice nos, hoc tantum, et si pietate meremur,
5 da deinde augurium, pater, atque haec omina firma.'
vix ea fatus erat senior, subitoque fragore
intonuit laevum, et de caelo lapsa per umbras
stella facem ducens multa cum luce cucurrit.
illam summa super labentem culmina tecti
10 cernimus Idaea claram se condere silva
signantemque vias; tum longo limite sulcus
dat lucem et late circum loca sulphure fumant.
hic vero victus genitor se tollit ad auras
adfaturque deos et sanctum sidus adorat.
15 'iam iam nulla mora est; sequor et qua ducitis adsum,
di patrii; servate domum, servate nepotem.
vestrum hoc augurium, vestroque in numine Troia est.
cedo equidem nec, nate, tibi comes ire recuso.'

Aeneid 2, 687–704

Question 17 (20 marks)

- a. Discuss Virgil's depiction of Anchises in this scene. Support your response by referring to the passage. Any Latin quoted should be placed in brackets. 8 marks
- b. In what ways does Aeneas learn about the importance of family in Book 2? Why is it important for him to learn these lessons at this stage in the epic? 12 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