



# Victorian Certificate of Education 2003

## LATIN

### Written examination

**Tuesday 18 November 2003**

**Reading time: 9.00 am to 9.10 am (10 minutes)**

**Writing time: 9.10 am to 12.00 noon (2 hours 50 minutes)**

### 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	12	12	50	85
2	10	10	50	85
			Total 100	170

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual or bilingual dictionary in one or two separate volumes.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

#### Materials supplied

- Task book of 8 pages.
- One or more script books.

#### Instructions

- Write your **student number** in the space provided on the front page(s) of the script book(s).
- All answers must be in ink or ball-point pen, in English, and in the form of complete sentences.
- Write all your answers in the script book(s).

#### At the end of the task

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

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

**SECTION 1: Comprehension and analysis of an unseen text****Instructions for Section 1**

Answer **all** questions in the script book(s) provided.

*Read the passage and answer Questions 1 to 12.*

In Rome in 495 BC there is great unhappiness among the plebs. Many of those who have fought bravely for Rome have fallen into debt through no fault of their own and have become 'debt slaves'. They are demanding an end to this mistreatment. The senators are alarmed by this and are debating what to do.

*In the midst of this debate greater alarm arose from a new direction. Some Latin horsemen galloped up with the disturbing news that a Volscian army was advancing to attack the city. This report awoke very different feelings in the senators and the plebs (so completely had their disagreements divided the state into two). The plebeians were delighted as they said that the gods were taking a hand in punishing the arrogance of the senators. They encouraged one another not to enlist in the army. It would be better to perish all together than alone. Let the senators serve. Let the senators take up arms so that those who received the rewards from war might also risk the dangers.*

- at vero curia maesta ac trepida ancipiti metu et ab cive et ab hoste Servilium consulem, cui ingenium magis popolare erat, orabat ut tantis circumventam terroribus expediret rem publicam. **tum consul dimisso senatu in contionem prodit.** ibi curae esse patribus ostendit ut consulatur plebi; ceterum deliberationi metum pro universa re publica intervenisse. cum
- 5 hostes prope ad portas essent, neque plebi honestum esse arma pro patria non cepisse, nisi mercede prius accepta, neque patribus satis decorum per metum potius quam voluntate civibus suis consuluisse. **deinde ut fidem contioni adderet, edixit ne quis civem Romanum vinctum aut clausum teneret et nomen edere apud consules prohiberet, neve quis militis, donec in castris esset, bona possideret aut venderet.** hoc proposito edicto et qui aderant nexi
- 10 extemplo nomina professi sunt, et undique ex tota urbe se proripientium, cum retinendi ius creditori non esset, concursus in forum, ut sacramentum dicerent, factus est. magna ea manus fuit. **consul copias contra hostem educit; parvo dirimente intervallo castra ponit.**

curae esse = to be of concern

nexi = debt slaves

*Livy II, XXIV (adapted)*

**Question 1**

- a. What were the feelings of the Senate?

1 mark

- b. What fears did they have?

1 mark

**Question 2**

Why did the Senate turn to Servilius for help?

1 mark

**Question 3**

What did the Senate ask Servilius to do?

2 marks

**Question 4**

Translate the words in bold from **tum** to **prodit** (line 3).

5 marks

**Question 5**

What did Servilius say was a matter of concern to the senators?

1 mark

**Question 6**

What, however, had interrupted the Senate's discussions?

1 mark

**Question 7**

Since the enemy were almost at the gates

a. what was it not honourable for the plebeians to have done?

3 marks

b. what was it not appropriate for the senators to have done?

3 marks

**Question 8**

Translate the words in bold from **deinde ut fidem** (line 7) to **venderet** (line 9).

18 marks

**Question 9**

What effect did Servilius' speech have on the debt slaves present?

1 mark

**Question 10**

a. From where was there a great rush of debt slaves and where did they rush to?

2 marks

b. What made them feel free to do this?

2 marks

c. What did they come to do?

1 mark

**Question 11**

What comment does Livy make on the size of the force that was assembled?

1 mark

**Question 12**

Translate the words in bold from **consul** to **ponit** (line 12).

7 marks

Total 50 marks

## SECTION 2: Comprehension, analysis and interpretation of the prescribed seen text

## Instructions for Section 2

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

### Part A: Comprehension and analysis of the prescribed seen text

*Read the passage and answer Questions 13 to 19.*

sic fata gradus evaserat altos,  
 semianimemque sinu germanam amplexa fovebat  
 cum gemitu, atque atros siccabat veste cruores.  
 illa, graves oculos conata attollere, rursus  
 5 deficit; infixum stridit sub pectore vulnus.  
 ter sese attollens cubitoque adnixa levavit:  
 ter revoluta toro est, oculisque errantibus alto  
 quaesivit caelo lucem, ingemuitque reperta.  
 tum Iuno omnipotens, longum miserata dolorem  
 10 difficilesque obitus, Irim demisit Olympo,  
 quae luctantem animam nexosque resolveret artus.  
 nam, quia nec fato merita nec morte peribat,  
 sed misera ante diem, subitoque accensa furore,  
 nondum illi flavum Proserpina vertice crinem  
 15 abstulerat, Stygioque caput damnaverat Orco.  
 ergo Iris croceis per caelum roscida pennis,  
 mille trahens varios adverso sole colores,  
 devolat, et supra caput adstitit: 'hunc ego Diti  
 sacrum iussa fero, teque isto corpore solvo.'  
 20 sic ait, et dextra crinem secat.

*Aeneid IV* 685–704

**Question 13**

- a. Who is the subject of *fata* in line 1? 1 mark
- b. Briefly summarise what this person has just said. 3 marks
- c. What is this person described as doing? 2 marks

**Question 14**

- a. Who is *illa* in line 4? 1 mark
- b. State briefly what this person is described as doing. 3 marks

**Question 15**

- a. Who is *Proserpina* in line 14? 1 mark
- b. What had she not done and why had she not done this? 3 marks

**Question 16**

Explain what is meant by *Stygio Orco* (line 15). 1 mark

**Question 17**

- a. What form does Iris take? 1 mark
- b. What feelings prompt Juno to send her down from Olympus? 1 mark
- c. What does she send her to do? 1 mark

**Question 18**

What does *hunc* in line 18 refer to? 1 mark

**Question 19**

Where is Aeneas while these events are taking place? 1 mark

**Part B: Interpretation of the prescribed seen text**

*Read the passage and answer Question 20.*

- at puer Ascanius mediis in vallibus acri  
gaudet equo, iamque hos cursu, iam praeterit illos,  
spumantemque dari pecora inter inertia votis  
optat aprum, aut fulvum descendere monte leonem.  
5 interea magno misceri murmure caelum  
incipit; insequitur commixta grandine nimbus.  
et Tyrii comites passim et Troiana iuventus  
Dardaniusque nepos Veneris diversa per agros  
tectata metu petiere: ruunt de montibus amnes.  
10 speluncam Dido dux et Troianus eandem  
deveniunt. prima et Tellus et pronuba Iuno  
dant signum: fulsere ignes et conscius aether  
conubiis, summoque ulularunt vertice Nymphae.  
ille dies primus leti primusque malorum  
15 causa fuit. neque enim specie famave movetur,  
nec iam furtivum Dido meditatur amorem:  
coniugium vocat; hoc praetexit nomine culpam.

*Aeneid IV 156–172*

**Question 20**

- a. i. What is noticeable about the metre of lines 1–4?  
1 mark
- ii. What effect might Virgil be trying to achieve by this?  
1 mark
- b. i. How does the tone change in line 5?  
1 mark
- ii. How is this change reflected in the metre?  
1 mark
- iii. What additional technique does Virgil use in this line and to what effect?  
2 marks
- c. Comment on Virgil's use of language and imagery from line 11 (*prima*) to line 13.  
3 marks
- d. i. What comment is Virgil making in lines 14–17?  
1 mark
- ii. How does his choice of language help him to do this?  
2 marks

*Read the passage and answer Questions 21 and 22.*

‘dissimulare etiam sperasti, perfide, tantum  
posse nefas, tacitusque mea decedere terra?  
nec te noster amor, nec te data dextera quondam,  
nec moritura tenet crudeli funere Dido?’

*Aeneid IV 305–308*

- 5 ‘mene fugis? per ego has lacrimas dextramque tuam te, -  
quando aliud mihi iam miserae nihil ipsa reliqui –  
per conubia nostra, per inceptos hymenaeos,  
si bene quid de te merui, fuit aut tibi quidquam  
dulce meum: miserere domus labentis, et istam,  
10 oro, si quis adhuc precibus locus, exue mentem.’

*Aeneid IV 314–319*

- ‘ego te, quae plurima fando  
enumerare vales, numquam, regina, negabo  
promeritam; nec me meminisse pigebit Elissae,  
dum memor ipse mei, dum spiritus hos regit artus.  
15 pro re pauca loquar. neque ego hanc abscondere furto  
speravi, ne finge, fugam; nec coniugis umquam  
praetendi taedas, aut haec in foedera veni.  
me si fata meis paterentur ducere vitam  
auspiciis, et sponte mea componere curas,  
20 urbem Troianam primum dulcesque meorum  
reliquias colerem; Priami tecta alta manerent,  
et recidiva manu posuissem Pergama victis.  
sed nunc Italiam magnam Gryneus Apollo,  
Italiam Lyciae iussere capessere sortes.  
25 hic amor, haec patria est.’

*Aeneid IV 333–347*

‘desine meque tuis incendere teque querelis;  
Italiam non sponte sequor.’

*Aeneid IV 360–361*

### Question 21

Discuss the way in which Virgil presents the argument between Aeneas and Dido in these lines.

8 marks

### Question 22

How are the issues raised in these lines important to Book 4 and to the *Aeneid* as a whole?

10 marks

Total 50 marks

**END OF SECTION 2**

**TURN OVER**  
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**Assessment criteria**

The extent to which answers demonstrate:

**Section 1: Comprehension and analysis of an unseen text**

- accuracy and fluency of translation
- understanding of content

**Section 2: Comprehension, analysis and interpretation of the prescribed seen text****Part A**

- understanding of content in the passage provided
- understanding of content related to the passage and the text as a whole

**Part B**

- understanding of themes and ideas
- identification and explanation of the author's use of literary devices