



Victorian Certificate of Education 2004

LATIN

Written examination

Tuesday 16 November 2004

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	9	9	50	85
2	17	17	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, including **Assessment criteria** on page 8.
- 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 translation 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 9.

Aulus Gellius recalls the story of the bravery of the tribune Quintus Caedicius, which is told by Marcus Cato in his *Origins*.

In the first Punic War the Carthaginian general in Sicily advanced to meet the Roman army and was first to take possession of the hills and strategic points. As a result of this, the Roman soldiers made their way into a place exposed to surprise and extreme danger. Q. Caedicius came to the consul and pointed out that their destruction would be quick because of the poor nature of their position and the fact that they were surrounded by the enemy.

“censeo,” inquit, “si rem servare vis, quadringentos aliquos milites ad verrucam illam,”
 [sic enim Cato locum editum asperumque appellat], “ire iube et ut eam occupent hortare;
 hostes, ubi id viderint, ad occursandum in eos profecto praevertentur unoque illo negotio
 sese adligabunt atque illi omnes quadringenti sine dubio obruncabuntur. **tunc interea,**
 5 **occupatis in ea caede hostibus, tempus exercitus ex hoc loco educendi habebis. alia nisi**
haec salutis via nulla est.” consul tribuno respondit consilium istud providens sibi videri;
 “sed istos,” inquit, “milites quadringentos ad eum locum in hostium cuneos quisnam erit qui
 ducat?” “**si alium,” inquit tribunus, “neminem reppereris, licet me ad hoc periculum**
uti; ego hanc tibi et reipublicae animam do.” consul tribuno gratias laudesque agit.
 10 **tribunus et quadringenti ad moriendum profiscuntur.** hostes primo eorum audaciam
 demirantur et quo eant exspectant. sed ubi apparuit ad eam verrucam occupandam iter
 intendere, mittit adversum illos imperator Carthaginensis peditatum equitatumque quos in
 exercitu viros habuit strenuissimos.

The Roman soldiers were surrounded and, when surrounded, fought back; for a long time the result of the battle was in doubt. Finally numbers told. Meanwhile the consul, while the fight was going on there, retreated to higher and safer ground. But what by the help of the gods happened to the tribune in that battle I have added not in my words but in those of Cato. ‘The immortal gods gave the tribune fortune equal to his bravery. For this is what happened: although he had been wounded in many places, none had struck his head. They found him among the dead, exhausted by his wounds and by the loss of blood. They carried him from the battlefield and he recovered. After that he often gave brave and vigorous service to the state, and by that act of leading the troops he saved the rest of the army.’

The Attic Nights of Aulus Gellius, III 7, 3–19 (adapted)

Question 1

What course of action did Caedicius recommend to the consul?

5 marks

Question 2

How did Caedicius believe the enemy would react to this, and what did he think would be the consequences for the Romans?

3 + 2 = 5 marks

Question 3

Translate the words in bold from **tunc interea** (line 4) to **nulla est** (line 6).

13 marks

Question 4

What was the response of the consul to the proposed plan and what question did he then ask?

2 + 3 = 5 marks

Question 5

Translate the words in bold from **si alium** (line 8) to **animam do** (line 9).

11 marks

Question 6

How did the consul respond to the tribune?

2 marks

Question 7

Translate the words in bold from **tribunus** (line 10) to **proficiscuntur** (line 10).

3 marks

Question 8

What was the reaction of the enemy at first when the Romans carried out the plan?

3 marks

Question 9

What action did the Carthaginian general take when it became clear what the Romans wanted to do?

3 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 10 to 19.

‘ . . . unum oro: quando hic inferni ianua regis
dicitur et tenebrosa palus Acheronte refuso,
ire ad conspectum cari genitoris et ora
contingat; doceas iter et sacra ostia pandas.
5 illum ego per flammam et mille sequentia tela
eripui his umeris medioque ex hoste recepi;
ille meum comitatus iter maria omnia mecum
atque omnis pelagique minas caelique ferebat,
invalidus, viris ultra sortemque senectae.
10 quin, ut te supplex peterem et tua limina adirem,
idem orans mandata dabat. natiq̄ue patrisque,
alma, precor, miserere, potes namque omnia, nec te
nequiquam lucis Hecate praefecit Avernis:
si potuit manis accersere coniugis Orpheus
15 Threicia fretus cithara fidibusque canoris,
si fratrem Pollux alterna morte redemit
it̄que reditque viam totiens – quid Thesea magnum,
quid memorem Alciden? et mi genus ab Iove summo.’

Aeneid VI 106–123

Question 10

Who is speaking to whom?

1 mark

Question 11

What request is the speaker making in lines 3–4?

2 marks

Question 12

To what event and action is the speaker referring in lines 5–6?

2 marks

Question 13

What information does the speaker give about the person referred to as *ille* in lines 7–9?

3 marks

Question 14

What instructions had this person been giving to the speaker?

1 mark

Question 15

Who is *Hecate* (line 13)?

1 mark

Question 16

Briefly tell the story of *Orpheus* that is referred to in lines 14–15, and explain the point of the reference.

3 marks

Question 17

Who is *Pollux* (line 16) and what did he do for his brother? Why does Virgil mention him here?

2 + 1 = 3 marks

Question 18

Who is referred to as *Alciden* (line 18)? What task had he performed for Virgil to mention him here?

1 + 2 = 3 marks

Question 19

Explain *et mi genus ab Iove summo* (line 18).

1 mark

Part B: Interpretation of the prescribed seen text

Read the passage and answer Questions 20 to 25.

Cerberus haec ingens latratu regna trifauci
 personat adverso recubans immanis in antro.
 cui vates horrere videns iam colla colubris
 melle soporatam et medicatis frugibus offam
 5 obicit. ille fame rabida tria guttura pandens
 corripit obiectam, atque immania terga resolvit
 fusus humi totoque ingens extenditur antro.
 occupat Aeneas aditum custode sepulto
 evaditque celer ripam inremeabilis undae.
 10 continuo auditaе voces vagitus et ingens
 infantumque animae flentes in limine primo,
 quos dulcis vitae exsortis et ab ubere raptos
 abstulit atra dies et funere mersit acerbo.

Aeneid VI 417–429

Question 20

Comment on Virgil's choice of words in his description of Cerberus in lines 1–3. What picture is thus built up?

2 marks

Question 21

What is notable about the placement of *obicit* in line 5? What effect does this have?

1 mark

Question 22

Scan line 6. Does the metre of the line contribute in any way to the sense?

1 + 1 = 2 marks

Question 23

What tone does Virgil achieve by his choice of words in lines 5–7?

2 marks

Question 24

What technique does Virgil use in line 10 and for what purpose? What unusual use of word order allows him to do this?

2 marks

Question 25

How does the tone of the passage change in lines 10–13? What words in particular help to create this changed tone? How does the metre of these lines help create this tone?

3 marks

Read the passages and answer Question 26.

huc geminas nunc flecte acies, hanc aspice gentem
 Romanosque tuos. hic Caesar et omnis Iuli
 progenies magnum caeli ventura sub axem.
 hic vir, hic est, tibi quem promitti saepius audis,
 5 Augustus Caesar, divi genus, aurea condet
 saecula qui rursus Latio regnata per arva
 Saturno quondam, super et Garamantas et Indos
 proferet imperium; iacet extra sidera tellus,
 extra anni solisque vias, ubi caelifer Atlas
 10 axem umero torquet stellis ardentibus aptum.

Aeneid VI 788–797

excudent alii spirantia mollius aera
 (credo equidem), vivos ducent de marmore vultus,
 orabunt causas melius, caelique meatus
 describent radio et surgentia sidera dicent:
 5 tu regere imperio populos, Romane, memento
 (hae tibi erunt artes), pacique imponere morem,
 parcere subiectis et debellare superbos.

Aeneid VI 847–853

There is an alternate version of line 6 of the second passage.

hae tibi erunt artes, – pacisque imponere morem,

Students may use either version of the line in their answer.

Question 26

Discuss the ideas and themes raised by the passages above with reference to their relevance to both *Book 6* and the *Aeneid* as a whole.

18 marks

Total 50 marks

Assessment criteria

The extent to which answers demonstrate:

Section 1: Comprehension and translation 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

END OF TASK BOOK