



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2023

LATIN SECOND ADDITIONAL LANGUAGE: PAPER I
MARKING GUIDELINES

Time: 3 hours

200 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

SECTION A PROSE: SET TEXTS

QUESTION 1 CICERO – IN VERREM

- 1.1 rex primo nihil metuere, nihil suspicari;
dies unus, alter, plures; non referri.
tum mittit, si videatur, ut reddat.
iubet iste posterius ad se reverti.
mirum illi videri; mittit iterum; non redditur.
ipse hominem appellat, rogat, ut reddat.
os hominis insignemque impudentiam cognoscite.
quod sciret, quod ex ipso rege audisset in Capitolio esse ponendum,
quod Iovi Optimo Maximo, quod populo Romano servari videret,
id sibi ut donaret, rogare et vehementissime petere coepit.
cum ille se et religione Iovis Capitolini
et hominum existimationem impediri diceret,
quod multae nationes testes essent illius operis ac muneris,
iste homini minari acerrime coepit.
- 1.2 (a) Antiochus
(b) Verres
(c) Antiochus
- 1.3 rex primo nihil metuere, nihil suspicari; dies unus, alter, plures; non referri. tum mittit, si videatur, ut reddat. (lines 1–2)
- (a) Innocent, unsuspecting, young, naïve, trusting (1) Antiochus did not expect the Roman governor to try to steal from him. (1) He is also extremely polite; he makes no demands, but requests the return of the candelabrum, and expects it to be returned. (1)
- (b) Verres had no intention of returning such a valuable object. (1) He actually did steal it. (1)
- 1.4 quod sciret, quod ex ipso rege audisset in Capitolio esse ponendum, quod Iovi Optimo Maximo, quod populo Romano servari videret, id sibi ut donaret, rogare et vehementissime petere coepit. (lines 5–7)
- (a) The three clauses, "quod sciret", "quodponendum", and "quod...videret" show Verres' knowledge of the importance of the candelabrum (1); its sacred purpose, (1) its religious significance as a gift to Jupiter Optimus Maximus; (1) and its significance as a gift to the Roman people (1)
- (b) Greedy, grasping, materialistic (1)
No regard for Rome's image (1)
Prepared to stop at nothing to get what he desired (1)

- 1.5 (a) Roman senatorial class jurors
- (b) Jupiter Optimus Maximus was deemed to be the chief deity protecting Rome; (1) They would have been appalled (1) because Verres would have been seen as being not only a criminal, (1) but an unpatriotic, even blasphemous Roman – a traitor. (1)

QUESTION 2 LIVY – HANNIBAL

- 2.1 haec apud Romanos consul.
Hannibal rebus prius quam verbis adhortandos milites ratus,
circumdato ad spectaculum exercitu
captivos montanos vinctos in medio statuit
armisque Gallicis ante pedes eorum proiectis
interrogare interpretem iussit,
ecquis, si vinculis levaretur
armaque et equum victor acciperet,
decertare ferro vellet.
cum ad unum omnes ferrum pugnamque poscerent
et deiecta in id sors esset, se quisque eum optabat
quem fortuna in id certamen legeret,
et, ut cuiusque sors exciderat,
alacer, inter gratulantes gaudio exsultans,
cum sui moris tripudiis arma raptim capiebat.
- 2.2 (a) The Gaulish tribesmen (1) who had attacked Hannibal's marching column on the Alpine crossing, (1) and who had been captured by the Carthaginians. (1)
- (b) The same tribesmen
- (c) Eager to be a part of Hannibal's army
- (d) poscerent/alacer/gratulantes/gaudio exsultans/raptim
All show eagerness, happiness, motivation (answer must show insight).

2.3 (a) Publius Cornelius Scipio (1) (elder) (1)

- (b) By allowing them to show off their prowess, (1) Hannibal changes the way the captives are seen (1) – from enemies and prisoners of war, they become trusted comrades-in-arms (1). His army was made up of a mix of races (Numidians, Carthaginians, Gauls) (1) so they needed to be made to feel united by a common bond: here, the fact that men are prepared to fight and die for the right to be a part of the army (1) would make the Carthaginian soldiers feel proud. (1) The Carthaginian army cannot proceed without reinforcements, and this is an excellent way of integrating the two groups.

5:	clear, fully understood, insightful, complete; well argued
4:	clear, fully understood, insightful, complete;
3:	clear and fully understood;
2:	moderately clear; not fully understood
1:	an attempt, not well understood

- (c) "rebus prius quam verbis" shows Hannibal to be primarily a man of action. (1) Scipio, on the other hand, seems to rely more on the power of words – in his final statement, he is telling the Romans that their strength and courage will be what keeps Rome itself safe. (1) He appeals to their patriotism, (1) while Hannibal relies on their pride and camaraderie (1).

2.4 Pupil may choose either side; answer must show knowledge of the campaign and give a reasoned answer.

SECTION B POETRY SET TEXTS

QUESTION 3

3.1 Quintia formosa est multis;
mihi candida, longa, recta est.
haec ego sic singula confiteor.
totum illud "formosa" nego:
nam nulla venustas, nulla in tam magno est corpore mica salis.
Lesbia formosa est, quae cum pulcherrima tota est,
tum omnibus una omnis surripuit Veneres.

3.2 See page 10.

- 3.3 (a) Her real name was Clodia (1), the sister of P Clodius Pulcher, and she was a married woman – married to a man of high rank (1) – and therefore her relationship with Catullus had to be conducted secretly. (1)
- (b) In this poem, Catullus is praising Lesbia's overall beauty – both her looks and her personality. He appears to see no flaws. (1) Obviously, he has not yet become disillusioned about her fidelity (1). His relationship at this point could be called infatuation. (1)
- (c) tallness, straightness of body, and "whiteness" or "brightness".
- (d) Mark according to insight, understanding of Roman society and its difference from our own.

3:	clear, logical, and fully understood;
2:	moderately clear; not well explained
1:	an attempt, not well understood

- 3.4 (a) the juxtaposition/placement next to each other of "multis" and "mihi" (1) draws attention to the contrast between his attitude and that of members of society (multis) (1)
- (b) In line 6, the juxtaposition/placing together of "omnibus una omnis" (1) draws attention to the contrast between the words, underlining Lesbia's ability alone to snatch all of the charms from everyone. (1)
- 3.5 Repetition of the word "nulla" (1) makes his opinion emphatic (1) – that if a woman has no wit and no charm, which are necessary for real beauty, she cannot be deemed beautiful. (1)
- 3.6 The word "multis" (to many – but not to me) qualifies the statement, showing his disagreement.

QUESTION 4.

- 4.1 hic puer, et studio venandi lassus et aestu, procubuit
 faciemque loci fontemque secutus;
 dumque sitim sedare cupit, sitis altera crevit,
 dumque bibit, visae correptus imagine formae,
 spem sine corpore amat, corpus putat esse, quod umbra est.
 astupet ipse sibi vultuque immotus eodem haeret,
 ut e Pario formatum marmore signum.
- 4.2 (a) Narcissus
- (b) Narcissus does not fulfil all of Catullus' requirements: (1)
 Narcissus is fair, and "like a marble statue" in appearance (2)
 but he does not have charm or wit, which Catullus claims to
 be essential qualities for true beauty (1) – in fact, Narcissus
 is selfish, arrogant, and rude (1).
- 4.3 (a) Narcissus loves his own reflection (1); he cannot tear himself
 away (1) and dies still gazing into the pond (1)
- (b) Yes or no: mark according to knowledge of the story,
 understanding, and logic.
- | | |
|----|--|
| 3: | a clear point of view, logical, story well-known and fully understood. |
| 2: | moderately good knowledge; not well-explained or argued. |
| 1: | an attempt, not well-understood. |
- 4.4 **See page 10.**
- 4.5 (a) At least one meaningful word or phrase quoted from each
 text (2)
 Connotations of each word or phrase clearly understood (2)
 Attitude of the poet in each accurate and clear (2)
- (b) Accurate, plausible deduction about each poet (2)

SECTION C LANGUAGE

EITHER:

Question 5: Questions based on the language in the texts you have translated in Questions 1–4;

OR

Question 6: Translation of sentences from English to Latin.

QUESTION 5 PROSE TEXTS

CICERO:

5.1 State and explain the mood of the following verbs:

- | | | |
|-----|---------------------|---|
| (a) | reddat (line 2) | subjunctive Ind Comm |
| (b) | cognoscite (line 4) | imperative Dir Comm |
| (c) | sciret (line 4) | subjunctive Dep Cl in Ind Speech/
Generic |
| (d) | diceret (line 7) | subj in a temporal/time clause
introd by "cum" |

5.2 State and explain the case of each of the following:

- | | | |
|-----|--------------------|--------------------------|
| (a) | religione (line 7) | abl cause [means] |
| (b) | operis (line 8) | gen obj |

5.3 Name the part of speech of "ponendum" (line 5).

Gerundive of obligation

5.4 Explain why the infinitive mood is used in "minari" (line 8).

prolative

LIVY:

5.5 Explain why the ablative case is used in each of the following:

- (a) verbis (line 1) **means/instrument**
- (b) exercitu (line 2) **abl absolute**
- (c) vinculis (line 4) **separation**
- (d) gaudio (line 7) **manner**

5.6 State and explain the mood of "acciperet" (line 5).

subj unreal condition

POETRY TEXTS

5.7 State and explain the case of each of the following words:

- (a) omnibus (line 6) **abl separation**
- (b) omnis (line 6) **acc obj (agreeing with Veneres)**

5.8 What is the more commonly used word for "tam magno" (line 4)?
Write the word in the correct case, number, and gender.

tanto (tant- (1); abl si n (1))

5.9 From the extract above, identify and write down an example of each of the following:

- (a) a personal pronoun **mihi/ego**
- (b) a superlative adjective **pulcherrima**
- (c) a relative pronoun **quae**

5.10 State and explain the case of each of the following words:

- (a) loci (line 2) **gen poss**
- (b) sitis (line 3) **nom subject**
- (c) umbra (line 5) **nom complement**

- 5.11 Explain why the verbs "cupit" and "bibit" (lines 3 and 4) are in the present tense.

"dum"

- 5.12 What part of speech is "venandi" (line 1)?

gerund

- 5.13 From the extract above, identify and write down an example of each of the following:

- | | | |
|-----|------------------------------------|---|
| (a) | a reflexive pronoun | sibi |
| (b) | an emphatic or intensive adjective | ipse |
| (c) | a past participle | lassus/secutus/correptus/
immotus/formatum |

OR

QUESTION 6 SENTENCES FOR TRANSLATION INTO LATIN

- 6.1 Si (1) tantum (2) sapientiae (2) habes (2) quantum (1) pecuniae, (1) vero (1) fortunatus (2) es.(2)
- 6.2 Tarquinius (1) Superbus (1) dicitur (4) peior (3) fuisse (2) quam (1) ullus rex alius (2)

OR

- ullo (1) rege (1) alio (1)
- 6.3 Scisne (4) cur/quare (1) fundus (2) novus (2) ei (2) datus est? (3)
- 6.4 Alii (2) se (2) in silva (2) media (2) celaverunt/celabant (3) ne (1) a (1) militibus (2) Romanis (1) viderentur. (4)
- 6.5 Hoc (2) opus (2) difficile (2) est,(1) sed (1) suscipiendum est (4) omnibus (2) qui (1) procedere (1) volunt. (2)

OR

Hic (2) labor (2) difficilis (2) est,(1) sed (1) suscipiendus est (4) omnibus (2) qui (1) procedere (1) volunt. (2)

Total: 200 marks

ANSWER SHEET MARKING GUIDELINE

QUESTION 3.2

Quīntiā|fōrmō|sā(ē)st mūltīs|| mīhī |cāndīdā|, |lōngā|,

rēctā(ē)st. |hāec ēgō|sīc||sīngulā|cōnfītē|or.

QUESTION 4.4

dūmqūē bībīt, vīsae|cōr|rēptūs ī|māgīnē|fōrmāe,

spēm sīnē|cōrpōr(e)|māt, |cōrpūs pūtāt ēssē, quōd |ūmbra(ē)st