NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2020

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.

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SECTION A PROSE SET TEXTS

QUESTION 1 RHETORIC

1.1

O tempora, O mores!	2
senatus haec intellegit, consul videt, hic tamen vivit.	5
vivit? imo vero etiam in senatu venit,	5
fit publici consilii particeps,	4
notat et designat oculis ad caedem unumquemque nostrum.	6
nos autem, fortes viri, satis facere rei publicae videmur,	5
si istius furorem ac tela vitamus.	3
ad mortem te, Catilina, duci iussu consulis iam pridem oportebat,	5
in te conferri pestem, quam tu in nos machinaris.	5

(40 ÷ 2 = 20)

1.2 Choice of phrases: 1 + 1
Effect: 2 + 2 (6)

1.3 (a) Publius Scipio Nasica 133 BC incited senators to kill Tib Gracchus. Tib Gracchus as a tribune had alienated the senators by passing legislation which was intended to alleviate the plight of the poor. (2)

1.3 (b) Cicero's argument is that Catiline deserves the most severe punishment. (1) What Tiberius Gracchus did two generations prior to this pales into insignificance (1) compared with the actions of Catiline, (1) who has attempted to overthrow the state. Gracchus was killed. (1) (4)

1.4 (a) Catiline (1)

(b) Tricolon crescens (name alone: ½) explained: shorter / less powerful phrase "etiam in senatu venit" then more shockingly, "fit publici consilii particeps" (emphasising the threat he poses), then "notat et designat oculis ad caedem …" most powerful and longest section, making the threat seem personal and the danger immediate. (3)

(c) Repetition of hard "t" and "c" sounds reinforces the idea of a potent threat. (2)

1.5 Cicero exaggerates when he claims that without intervention, Catiline will destroy the entire world (1); his exaggeration makes it seem as if by sitting by idly, the senators would allow this to happen. It is urgent that they respond strongly at once. (3)

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QUESTION 1 RHETORIC (cont)

Read the passage below, and answer the questions which follow it.

1.6

erat scriptum ipsius manu Allobrogum senatui et populo	5
sese, quae eorum legatis confirmasset, facturum esse;	5
orare, ut item illi facerent, quae sibi eorum legati recepissent.	7
tum Cethegus, qui paulo ante aliquid tamen de gladiis ac sicis,	6
quae apud ipsum erant deprehensa,	3
respondisset dixissetque	2
se semper bonorum ferramentorum studiosum fuisse,	5
recitatis litteris debilitatus atque abiectus conscientia	5
repente conticuit.	2

(40 ÷ 2 = 20)

1.7 (a) The senators. (1) This word would remind them of their historic duty as Roman citizens (1). (2)

(b) These are the letters which the plotters had given to the Allobroges, who had agreed to deliver them to Catiline. One of their number informed a prominent Roman, and he informed Cicero, who arranged for the Allobroges to be stopped and searched at the Milvian Bridge. (4)

(c) Death (1)

(d) Senators were usually given an opportunity to go into voluntary exile, even if the death-sentence had been passed; being put to death was seen as an overly draconian measure. (2)

1.8 (a) Any TWO suitable phrases: apt choice (1 + 1) (2)

(b) Clear, accurate explanation of what each phrase reveals: (2 × 2) (4)

1.9 *ac ne longum sit, Quirites, tabellas proferri iussimus, quae a quoque dicebantur datae. primo ostendimus Cethego; signum cognovit; nos linum incidimus, legimus.*

Cicero's stated aim is to be brief. (1)
The sentences which follow are terse, (1) no conjunctions, (1) no unnecessary words (1): eg (tabellas) quae a quoque datae (sunt) primo ostendimus Cethego.
The sentences become shorter as he continues, underlining his intention to be brief. (4)

[80]

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QUESTION 2 HISTORIOGRAPHY

2.1

odiis etiam prope maioribus certarunt quam viribus,	4
Romanis indignantibus	2
quod victoribus victi ultro inferrent arma,	4
Poenis, quod superbe avareque crederent imperitatum victis esse.	6
fama est etiam Hannibalem, annorum ferme novem,	4
pueriliter blandientem patri Hamilcari ut duceretur in Hispaniam,	5
cum perfecto Africo bello exercitum eo traiecturus sacrificaret,	5
altaribus admotum tactis sacris iure iurando adactum	5
se cum primum posset hostem fore populo Romano.	5

(40 ÷ 2 = 20)

2.2 (a) Carthaginians were already suffering because of the war-debt imposed on them; they had lost Sicily, Corsica and Sardinia. The African War was caused by a rebellion of the mercenary troops who had not been paid. (4)

(b) Livy gives both sides of the story: he tells the reader of the motivations from both sides. In the first sentence, he sums up accurately the relative strength of the two sides. His retelling of the story of the young Hannibal is personal, less coldly historical, and more emotive. (3)

(c) Any TWO suitable phrases: apt choice (1 + 1)

Clear, accurate explanation of what each phrase reveals: (2 × 2) (6)

2.3 (a) The Romans had conquered the Carthaginians ("victi") in the First Punic War; Instead of accepting defeat, they were now attacking their conquerors. (2)

(b) Answer should include end of First Punic War and Hamilcar's anger; theft of Sardinia and Corsica; Hannibal's oath of perpetual enmity to Rome; his wish to avenge the wrongs done to his father. (3)

(c) The Carthaginians invaded Italy and held Rome to ransom for 16 years. Rome itself was perceived to be in danger of being overrun. Eventually, the Romans won the war, having been closer to danger than the defeated Carthaginians. (3)

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QUESTION 2 HISTORIOGRAPHY (cont)

Read the passage below, and answer the questions which follow it.

2.4

"quocumque circumtuli oculos,	3
plena omnia video animorum ac roboris,	5
veteranum peditem, generosissimarum gentium	5
equites frenatos infrenatosque,	2
vos socios fidelissimos fortissimosque,	4
vos, Carthaginienses,	1
cum pro patria, tum ob iram iustissimam pugnaturos.	4
inferimus bellum infestisque signis descendimus in Italiam,	5
tanto audacius fortiusque pugnaturi quam hostis,	4
quanto maior spes, maior est animus inferentis vim	5
quam arcentis."	2

(40 ÷ 2 = 20)

2.5 (a) Snow, boulders blocking the path, attacks by Gauls en route across the Alps; marshes in central Italy and lack of reinforcements from Carthage; (2)

Army made up of mercenaries from Spain, Gaul, Carthage (not united by love for their fatherland). (2)

(b) Pairs of Alpine prisoners offered opportunity to prove themselves by fighting. Accepted; chains were loosed; the soldiers watching were as overcome with admiration for the skill of the winners as for the bravery of those who died. Hannibal. Acc to Livy, then used the spectacle as an object lesson: this was the situation in which the Carth. army found itself: bravery in fighting and honour in dying would be necessary, as they, too, were captives.
(Any other valid example) (4)

2.6 (a) Central position of "generosissimarum gentium" to apply to "veteranum peditem" as well as "equites" … "vos, … vos.
Repetition
Placing the Carthaginian army at the end of the sentence (build-up)
Ending with "ob iram iustissimam pugnaturos" as climax: they WILL fight, and this is absolutely justified. (iram iustissimam)
(Any two aspects; one aspect well-explained = 3) (4)

(b) Emphasis of the nobility would have created a bond of unity and trust; emphasis of faithfulness, bravery, and the just cause for which they are fighting would have created a sense of purpose and pride. (3)

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2.7 Accurately chosen phrases (2)

Clear understanding and description of why each one might/might not be acceptable to modern historians. (2)

[80]

80 marks

SECTION B POETRY SET TEXTS

QUESTION 3 EPIC

Read the passage below, and answer the questions which follow it.

3.1

prosequitur pavitans et ficto pectore fatur:	4
"saepe fugam Danai Troia cupiere relicta moliri	5
et longo fessi discedere bello;	3
fecissentque utinam!	1
saepe illos aspera ponti interclusit hiems	5
et terruit Auster euntis.	3
praecipue cum iam hic trabibus contextus acernis	5
staret equus toto sonuerunt aethere nimbi.	4

(30 ÷ 2 = 15)

3.2 See end (5)

3.3 Gift from Minerva, actually a trick by the Greeks;
Greek soldiers hidden inside;
Once the horse was brought into the city, and darkness had fallen, the Greeks opened the gates and set fire to the city (3)

3.4 (a) Aeneas: escaped from Troy after it was attacked
Sinon: the Greek messenger who persuaded the Trojans to accept the "gift" (4)

(b) Any line: apt choice (1)
Explanation: (1)
Vergil's reason: link between Troy and Rome's founding (2) (4)

(c) saepe … saepe: emphasis is ironic, since the Greeks never did anything of the kind. Also, he later claimed that the Greeks had returned home to seek guidance from the gods. (2)

3.5 (a) Danai, Pelasgae (2)

(b) metre (explain) / variation / connotations of Pelasgae: ancient Greek;
Danai also after ancient king of Argos (2)

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QUESTION 3 EPIC (cont)

3.6

accingunt omnes operi	2
pedibusque rotarum subiciunt lapsus,	4
et stuppea vincula collo intendunt:	3
scandit fatalis machina muros feta armis.	4
pueri circum innuptaeque puellae sacra canunt	4
funemque manu contingere gaudent:	4
illa subit mediaque minans inlabitur urbi.	4
o patria, o divum domus Ilium	2
et incluta bello moenia Dardanidum!	3

(30 ÷ 2 = 15)

3.7 (a) The Trojans (1)

(b) The walls; the words ironically remind the reader of the weakness the walls of Troy (any valid answer). (2)

(c) The horse is "pregnant" – this should be a hopeful, positive image, – but with "armour" or "armed men" which underlines the difference between the Trojans' expectation, and the horrible reality. (3)

(d) The repetition underlines the fact that the horse got stuck four times on the very threshold, and that the sound of arms was heard four times should have warned the overly-optimistic and gullible Trojans. (3)

(e) Boys and unwed girls are figures evoking pity; less blame is accorded to those too young to know what was happening; also, the action of the Greeks seems far more vindictive and vicious when it affects innocent young children. (3)

3.8 (a) Cassandra had been pursued by Apollo, but rejected him. She was able to foretell coming disaster accurately, but cursed in never being believed. This adds another layer of irony to Aeneas's story, and evokes greater pity, as the gods are seen to be contributing to Troy's downfall. (3)

(b) Accurately chosen phrases (2)
Clear explanations (2)

3.9 See end. (5)

3.10 Slow rhythm of spondees reflects the doom and terror forecast for Troy; (2)
The repetition of "t" and "m" gives the sound of the horse being moved across the threshold / "t" is a harsh sound, almost seeming to mimic the clashing of arms inside the horse (any valid effects). (2)

[80]

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QUESTION 4 ELEGIAC AND LYRIC

Read the passage below, and answer the questions which follow it.

4.1

quae tamen ut vidit,	1
quamvis irata memorque indoluit	3
quotiensque puer miserabilis 'eheu' dixerat,	3
haec resonis iterabat vocibus 'eheu'.	3
cumque suos manibus percusserat ille lacertos,	4
haec quoque reddebat sonitum plangoris eundem.	5
ultima vox solitam fuit haec spectantis in undam:	4
'heu frustra dilecte puer!' totidemque remisit verba locus,	5
dictoque vale, 'vale' inquit et Echo.	2

(30 ÷ 2 = 15)

4.2 (a) Echo (she) and Narcissus (2)

(b) He has caught sight of his reflection in a pond (2) and has fallen desperately in love with what he sees. (1) (3)

(c) "dilecte" could mean "beloved by Echo in vain" (her love is unrequited and tragic) (2) or "beloved by himself" –in loving a mere reflection of himself he is doomed to an early death because he cannot leave the pond. (2) (4)

4.3 (a) Repetition of "eheu", (1) which is at the end of each line in a final and emphatic position, (1) underlines the tragic nature of the love of both parties (1). (3)

(b) Repetition and juxtaposition of "vale, vale" just like the echo. (2)

(c) Accurately chosen phrases (1 + 1)
Clear explanations (2 + 2) (6)

(d) Death closes his eyes: this seems more merciful than cruel; hence less frightening. (2)

4.4 See end (5)

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QUESTION 4 ELEGIAC AND LYRIC (cont)

Read the passage below, and answer the questions which follow it.

4.5

multas per gentes et multa per aequora vectus,	5
advenio has miseras, frater, ad inferias,	3
ut te postremo donarem munere mortis	4
et mutam nequiquam alloquerer cinerem.	3
quandoquidem fortuna mihi tete abstulit ipsum,	5
o miser indigne frater adempte mihi.	3
nunc tamen interea haec, prisco quae more parentum	4
tradita sunt tristi munere ad inferias,	3

(30 ÷ 2 = 15)

4.6 (a) Asia Minor, soldier (2)

(b) offerings of milk, wine, honey, flowers (2)

4.7 See end (5)

4.8 Repetition of "multas" and "multa" emphasises the distance he has travelled; emphatic positions of "multas", "vectus", "advenio", "inferias; commas slow down the line. (Any two well explained: 4) (4)

4.9 (a) Repetition of "m" sound is mournful; "mutam nequiquam alloquerer cinerem" is tragically ironic; he is speaking in vain to the ashes of his brother, who cannot respond. (4)

(b) Slow spondees reinforce the sad mournfulness of the line. (2)

4.10 Catullus: very strong personal response (individualistic), reflecting his grief and how much he misses his brother; – not mere biographical details or formal, stylised depiction of death. This elegy tells reader more about Catullus himself than about his brother.

4:	accurate and fully appropriate, clear explanation
3:	accurate, clear explanation
2:	clear explanation
1:	not entirely apt, unclear explanation
½:	an attempt

(4)

80 marks

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SECTION C

EITHER:

Answer TWO questions from this section. (Be sure to answer only the questions based on the genres that you have studied.)

OR

Question 9 – Translation of sentences from English to Latin.

QUESTION 5 RHETORIC

Read the passages below, which, if you answered **Section A, Question 1**, you have translated. Then answer the questions which follow it.

5.1 State and explain the case of each of the following nouns:

(a)	oculis (line 3)	abl means / instrument	(2)
(b)	nostrum (line 3)	partitive genitive	(2)
(c)	rei publicae (line 4)	dative Ind Obj	(2)
(d)	consulis (line 5)	subjective gen	(2)

5.2 State and explain the mood of each of the following verbs:

(a)	facere (line 3)	prolative infin	(2)
(b)	vitamus (line 4)	indicative open condition	(2)

5.3 Explain the use of the ablative case in each of the following:

(a)	paulo (line 3)	measure of difference	(1)
(b)	litteris (line 5)	abl absolute	(1)

5.4 State and explain the mood of each of the following verbs:

(a)	confirmasset (line 2)	subj	dependent clause in indirect speech	(2)
(b)	facerent (line 2)	subj	Ind Command	(2)
(c)	orare (line 2)	infinitive	Ind Statement	(2)

[20]

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QUESTION 6 HISTORIOGRAPHY

Read the passages below, which, if you answered **Section A, Question 2**, you have translated. Then answer the questions which follow it.

6.1 Explain the use of the ablative case in each of the following:

(a)	odiis (line 1)	abl manner / att circumstances	(1)
(b)	Romanis (line 1)	abl abs	(1)
(c)	iure iurando (line 6)	abl means	(1)

6.2 What part of speech is iurando (line 6)? gerundive (1)

6.3 State and account for the mood of the following verbs:

(a)	inferrent (line 2)	subj	alleged reason / dep on indirect speech	(2)
(b)	duceretur (line 4)	subj	ind command	(2)
(c)	sacrificaret (line 5)	subj	temporal clause introduced by "cum"	(2)
(d)	fore (line 6)	infinitive indirect statement		(2)

6.4 State and explain the case of each of the following nouns:

(a)	animorum (line 1)	genitive with adj "plena"	(2)
(b)	signis (line 5)	ablative of attendant circumstances / abl abs	(2)
(c)	tanto (line 5)	ablative of measure of difference	(2)

6.5 From the passage above, identify and write down an example of:

(a)	a present participle	inferentis, arcentis	(1)
(b)	a comparative adverb	audacius, fortius	(1)

[20]

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QUESTION 7 **EPIC**

7.1 Give the name of the part of speech of each of the following:

(a) euntis (line 4) Present Participle (1)

(b) praecipue (line 5) Adverb (1)

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

(a) Troia (line 1) abl absolute (2)

(b) trabibus (line 5) abl means (2)

7.3 State and account for the mood of each of the following verbs:

(a) cupiere (line 1) indicative statement (2)

(b) discedere (line 2) prolative infinitive (2)

(c) fecissent (line 3) subj wish (2)

(d) staret (line 6) subj cum temporal clause (2)

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

(a) rotarum (line 1) subjective genitive (2)

(b) patria (line 7) vocative – address (2)

(c) Dardanidum (line 8) genitive of possession (2)

[20]

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QUESTION 8 ELEGIAC AND LYRIC

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

(a) vocibus (line 3) ablative of means (2)

(b) plangoris (line 5) genitive of definition (2)

(c) verba (line 8) accusative direct object of remisit (2)

(d) dicto (line 8) ablative absolute (2)

8.2 State and explain the mood of vidit (line 1) indicative foll "ut" = when/as (2)

8.3 What part of speech is eundem (line 5)? (demonstrative) adjective (1)

8.4 State and explain the mood of donarem (line 3) subj purpose (2)

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

(a) frater (line 2) voc address (2)

(b) tete (line 5) acc direct object (2)

(c) parentum (line 7) gen possession (2)

8.6 From the text above identify and write down a past particle.
vectus / adempte (1)
[20]

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QUESTION 9 SENTENCES FOR TRANSLATION INTO LATIN

9.1	Quamquam/quamvis/cum (1) eis (2) imperavi /imperarem ut (3) statim(1) abirent (3) / eos (2) vetui / vetarem (3) statim (1) abire (3) /eos (2) prohibui/prohiberem (3) statim abire (3) in urbe (2) manere (2) vellent (3)		(17)
9.2	Cum (1) dico/loquor (3) de periculis (2) gravibus (2) Romae (2)	illa negat (3) se (2) me (2) audire (2) posse (2)	(21)
9.3	Nonne (2) times / vereris (3)	ne (1) frater tuus solus (4) in Asia (2) necetur? (3)	(15)
9.4	Si (1) haec omnia (3) viderit (3)	certe (1) diu (1) gaudebit (3)	(12)
9.5	Nautae (2) Romani (2) eodem die (3) profecti sunt (3) ut (1) ad (1) Britanniam (1) navigarent (3)		(15)

80 ÷ 2 = 40 marks

40 marks

Total: 200 marks

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ANSWER SHEET MARKING GUIDELINE

Question 3.2

fēcīs|sēntqu(ĕ)ŭtĭ|nām!\/sāe|p(ē)illōs āspĕră|pōntī

īntēr|clūsĭt hĭ|ēms\/ēt|tērrŭĭt Āustĕr ĕ|ūntĭs.

Question 3.9

āccīn|gūnt ōm|nēs\/ŏpĕ|rī pĕdĭ|būsquĕ rŏ|tārŭm

sūbĭcĭ|ūnt lāp|sūs\/ēt|stūppĕă|vīncŭlă|cōllō

OR

Question 4.4

haēc quŏquĕ|rēddē|bāt\/sŏnĭ|tūm plān|gōrĭs ĕ|ūndĕm.

ūltĭmă|vōx sŏlĭ|tām\/fŭĭt haēc spēc|tāntĭs ĭn ūndăm:

Question 4.7

mūltās|pēr gēn|tēs\/ēt|mūltă pĕr|āequŏră|vēctŭs,

ādvĕnĭ|(ō)hās mĭsĕ|rās,\|frātĕr, ăd īnfĕrĭ|ās,

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