



**LEVEL 1 CERTIFICATE**

**9531/01**

**LATIN LITERATURE**

**LEVEL 1**

**UNIT 9531 (Themes)**

**P.M. MONDAY, 8 June 2015**

**1 hour plus your additional time allowance**

**Surname** \_\_\_\_\_

**Other Names** \_\_\_\_\_

**Centre Number** \_\_\_\_\_

**Candidate Number** 0 \_\_\_\_\_

<b>For Examiner's use only</b>		
<b>Theme A or B</b>	<b>Maximum Mark</b>	<b>Mark Awarded</b>
	<b>50</b>	

## **ADDITIONAL MATERIALS**

**Text and vocabulary booklet.**

## **INSTRUCTIONS TO CANDIDATES**

**Use black ink, black ball-point pen or your usual method.**

**Write your name, centre number and candidate number in the spaces provided on the front cover.**

**Answer EITHER Theme A (BOOKS AND WRITERS) OR Theme B (GROWING UP IN ROME).**

**Make sure that you have the text and vocabulary booklet provided for use in this examination.**

**Write your answers in the spaces provided in this booklet. If you need more space for any answer, you can continue on pages 42-43. Please remember to include the question number(s).**

**INFORMATION FOR CANDIDATES**

**The total mark available for this paper is 50.**

**The number of marks is given in brackets at the end of each question or part-question.**

**You are reminded that assessment will take into account the quality of written communication used in your answers that involve extended writing, i.e. question 5 in Theme A and question 7 in Theme B.**

**THEME A**

**BOOKS AND WRITERS**

**Answer ALL the following questions, referring to the text and the vocabulary provided.**

**You should answer in English unless you are asked to quote the Latin.**

**1. The following questions are about HORACE Odes 3.30.**

**(a) Look at LINES 1-5 (exegi ... temporum).**

**(i) In LINE 1 which LATIN word does Horace use to refer to his poetry? [1]**

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1(a) (ii) In LINES 1-2 (**exegi ... altius**), with what TWO things does Horace compare his poetry? [2]

- \_\_\_\_\_

\_\_\_\_\_

- \_\_\_\_\_

\_\_\_\_\_

(iii) In LINES 3-5 (**quod ...temporum**), Horace identifies some things which will not destroy his poetry. Give THREE. [3]

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\_\_\_\_\_

- \_\_\_\_\_

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**1(b) Explain in your own words the meaning of LINES 6-8 (non ... recens). [3]**

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**(c) In LINES 15-16 (mihi ... comam), what does Horace ask to happen to him? [2]**

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2. The following questions are about **MARTIAL**,  
**Epigrams 1.38, 6.60, 7.3.**

(a) Look at 1.38. On what sort of occasion might this  
reading be taking place?  
Give **TWO** possibilities. [2]

— \_\_\_\_\_

\_\_\_\_\_

— \_\_\_\_\_

\_\_\_\_\_

(b) Look at 6.60.

(i) In lines 1-2 how do the people of Rome feel  
about Martial's little books (**libellos**)? [1]

\_\_\_\_\_

\_\_\_\_\_



2(b) (ii) In LINE 2 Martial arranges the words to make the line striking. What does each of the following features help to emphasise?

[2]

He starts each half of the line with **me**

because \_\_\_\_\_

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He repeats the word **omnes/omnis**

because \_\_\_\_\_

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(iii) Some of the verbs in this poem have the opposite meaning to others. Write down the **LATIN** verbs Martial uses which are opposite in meaning to: [2]

**amat** \_\_\_\_\_

**rubet** \_\_\_\_\_

**2(b) (iv) In LINE 4 Martial says *nunc nobis carmina nostra placent* (now my poems please me). Explain in your own words why you think this is. [2]**

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**(c) Look at 7.3. Why do you think Martial does not want Pontilianus' books sent to him? [1]**

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**2(d) Martial can be both funny and cruel in his poetry.**

**(i) Choose ONE of the epigrams and explain how it is both funny AND cruel. [2]**

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2(d) (ii) If you were one of the people Martial addresses in **Epigrams** 1.38 and 7.3 how would you have responded? [2]

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3. The following questions are about **PLINY, Letters 3.21**.

In **LINES 7-13 (Once ... praised)**, Pliny compares the way poets were treated with the way they are treated in his time.

(a) What are the differences? [3]

Before Pliny's time: \_\_\_\_\_

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In Pliny's time:

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3(b) According to Pliny, why have things changed? [2]

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4. The following questions refer to **SUETONIUS, Claudius 41**.

(a) According to **LINES 1-2**, why did Claudius begin to write history? [2]

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(b) According to the first paragraph, who read out Claudius' work when he was young? [1]

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(c) According to the second paragraph, who read out Claudius' work when he was emperor? [1]

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(d) Write down the two-word **LATIN** phrase in the second paragraph which is parallel to **in adulescentia** in **LINE 1**. [1]

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4(e) Which of the following is the best translation of **compluribus subsellis obesitate cuiusdam fractis**? (LINES 4-5) Tick (✓) the box next to your chosen answer. [1]

- (A) after a certain fat man had broken his seat
- (B) when several seats had been broken by a certain fat man
- (C) some heavy seats had fallen on a certain fat man
- (D) when several fat men had broken some seats



4(f) In LINES 12-14 (*cum sentiret ... ab avia*), Suetonius uses repetition to emphasise that Claudius could not write what he wanted. Pick out TWO examples of this repetition from the LATIN and explain your choices. [4]

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**[TOTAL FOR THIS SECTION: 50 MARKS]**

**IF YOU NEED MORE SPACE FOR YOUR ANSWER YOU CAN CONTINUE ON PAGES 42-43.**

<b>10</b>

**THEME B****GROWING UP IN ROME**

Answer **ALL** the following questions, referring to the text and the vocabulary provided.

You should answer in English unless you are asked to quote the Latin.

1. The following questions are about **PETRONIUS, Satyricon 46**.

(a) Look at **LINES 1-4 (tu, Agamemnon ... discipulum)**.

(i) From **LINE 1** give the Latin word which describes **Agamemnon**. [1]

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(ii) Why does the father wish to persuade **Agamemnon** to come to his house? [1]

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1(a) (iii) In LINE 4, why do you think the father says **si vixerit** (if he lives)? [1]

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(b) Look at LINES 5-10 (**nam ... appetere**).

(i) In LINE 5 (**nam ... tollit**), what evidence does the father give that his son is hard-working? [2]

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(ii) According to LINE 6, what is the boy interested in? [1]

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1(b) (iii) **ego illi tres cardeles occidi (LINE 7):**  
**what does the father say he has done?**  
**Explain why you think he did this. [2]**

**The father said that he \_\_\_\_\_**

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**I think he did this because \_\_\_\_\_**

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**1(b) (iv) Write down the LATIN word which the father uses in LINES 7-8 to refer to the boy's pastimes. [1]**

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**(v) In LINES 9-10 (ceterum ... appetere), the boy is beginning to learn the literature of which two languages? [2]**

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1(c) Which of the following is the best translation of **habet haec res panem** (LINE 12)?

Tick (✓) the box next to your chosen answer. [1]

(A) This thing has bread.

(B) The baker lives here.

(C) This business provides bread.

(D) Bread provides everything.

(d) The boy's father wishes his son to learn a trade (LINE 13). Explain in your own words what the father means by **quod illi auferre possit nihil nisi Orcus** (LINE 15). [2]

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2. The following questions are about HORACE Satires 1.6, LINES 6-12 (sed puerum ... aderat).

(a) What did Horace's father do for his son? Give TWO examples. [2]

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**2(b) If you were Horace, how would you have felt about your father's actions? Explain your answer. [2]**

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**3. The following questions are about the FIRST PARAGRAPH of PLINY Letters 9.12.**

**(a) In your own words explain Pliny's arguments to the father. [2]**

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**3(b) How does Pliny show that he feels strongly about the point he is making? Give TWO examples. [2]**

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4. The following questions are about JUVENAL,  
Satire 14.

(a) In LINES 5-15, he gives TWO examples of parents  
behaving badly. What are they? [2]

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

— \_\_\_\_\_

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**4(b) Why, according to Juvenal, do ‘a thousand bearded teachers’ (LINES 18-19) not make a difference to a child after the age of seven? [2]**

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**(c) LINE 24 says that vices in the home ‘corrupt us more rapidly and more quickly’. How do these words make the line striking? [1]**

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**4(d) LINE 25 says that vices ‘slip into our minds’. Why is this an effective choice of language? [1]**

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5. The following questions are about **MARTIAL, Epigrams 10.62.**

(a) In **LINE 1**, Martial asks the school teacher to ‘spare your simple flock’. Who are the ‘simple flock’? [1]

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(b) In **LINES 2-7**, how will things be better for the school teacher if he obeys the request? Make **TWO** points. [2]

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(c) In **LINES 12-14**, why might the grim canes ‘rest and sleep until the Ides of October’? [1]

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6. The following questions are about Martial,  
**Epigrams 11.39.**

(a) In LINES 3-4 (*iam mihi ... meis*), what TWO  
examples does Martial give to show that he is no  
longer a boy? [2]

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**6(b) In LINES 5-9 (te noster ... ducis), Martial gives a clear idea of Charidemus' power in the household. How do the following words or phrases achieve this? [6]**

**Repetition of te ... te ... te... (LINES 5-6)**

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**Contrast of nil mihi ... cuncta tibi (LINE 8)**

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**6(b) Use of four verbs in LINE 9**

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