



National
Qualifications
2014

X743/75/01

**Latin
Translating**

FRIDAY, 23 MAY
2:15 PM – 3:15 PM

Total marks — 30

Write your answer clearly in the answer booklet provided.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



Read the following passage carefully, including the English sections, and then translate all the Latin sections into English.

Andromeda and the Monster

Andromeda's mother, Cassiopea, boasted that her daughter was very beautiful.

Andromeda erat pulchra filia Cephei et Cassiopeae, qui rex et regina Aethiopiae erant. Cassiopea Andromedam maxime amabat et saepe affirmabat filiam suam pulchriorem esse Nereidibus. deae, ira commotae, ad Neptunum, deum oceani, festinaverunt et eum rogaverunt ut Aethiopiam puniret. itaque Neptunus constituit beluam saevam ex oceano
5 vocare. belua tam ferox erat ut incolas devoraret et agros vastaret. quo audito, Cepheus tam territus erat ut deum oraret. Neptunus respondit: "si tu filiam tuam sacrificabis, belua abibit nec umquam redibit."

Luckily Perseus arrived carrying a strange weapon — the head of Medusa.

tandem rex invitus filiam ad saxum deligavit. sed forte Perseus, heros audax et formosus, in litore prope saxum ambulabat. nuper necaverat Medusam et caput secum portabat. non
10 solum Andromedam servavit sed etiam beluam in lapidem convertit. omnes gaudebant.

abeo -ire	(to) go away	Medusa, -ae (f.)	Medusa (name of a monster)
ad (+ <i>accusative</i>)	to	ne	not to
Aethiopia, -ae (f.)	Ethiopia (name of a country)	nec	and not
affirmo, -are	(to) declare	neco, -are	(to) kill
agri, -orum (m. pl.)	countryside	Neptunus, -i (m.)	Neptune (name of a god)
ambulo, -are	(to) walk	Nereides, -ium (f. pl.)	the Nereids (sea goddesses)
amo, -are	(to) love	non	not
Andromeda, -ae (f.)	Andromeda (name of a girl)	nuper	recently
audax, audacis	bold	oceanus, -i (m.)	sea
audio, -ire, audivi, auditum	(to) hear	omnes, -ium (m. pl.)	everyone
belua, -ae (f.)	monster	oro, -are	(to) pray to
caput, capitis (n.)	head	Perseus, -i (m.)	Perseus (name of a man)
Cassiopea, -ae (f.)	Cassiopea (name of a woman)	porto, -are	(to) carry
Cepheus, -i (m.)	Cepheus (name of a man)	prope (+ <i>accusative</i>)	near
commotus, -a, -um	moved by	pulcher, pulchra	beautiful
constituo, -ere, -ui	(to) decide	pulchrior	more beautiful than
converto, -ere, -i	(to) turn	punio, -ire	(to) punish
dea, -ae (f.)	goddess	qui, quae, quod	who; this
deligo, -are	(to) tie	redeo, -ire	(to) return
deus, -i (m.)	god	regina, -ae (f.)	queen
devoro, -are	(to) swallow up	respondeo, -ere, -i	(to) reply
do, dare	(to) give	rex, regis (m.)	king
et	and	rogo, -are	(to) ask
etiam	also	sacrifico, -are	(to) sacrifice
ex (+ <i>ablative</i>)	from	saepe	often
ferox, ferocis	fierce	saevus, -a, -um	savage
festino, -are	(to) hurry	saxum, -i (n.)	rock
filia, -ae (f.)	daughter	secum	with him
formosus, -a, -um	handsome	sed	but
forte	by chance	servo, -are	(to) save
gaudeo, -ere	(to) celebrate	si	if
heros, -ois (m.)	hero	sino, -ere	(to) allow
hic, haec, hoc	he, she, it; this	solum	only
in (+ <i>ablative</i>)	on	sua	her
in (+ <i>accusative</i>)	to	sum, esse	(to) be
incolae, -arum (m. pl.)	local people	tam	so
invitus, -a, -um	unwillingly	tandem	at last
ira, -ae (f.)	anger	territus, -a, -um	terrified
is, ea, id	he, she, it	tu	you
itaque	and so	tuus, tua	your
lapis, lapidis (m.)	stone	umquam	ever
litus, litoris (n.)	beach	ut (+ <i>subjunctive</i>)	to; that
maxime	very much	vasto, -are	(to) destroy
		voco, -are	(to) call up

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National
Qualifications
2014

X743/75/02

**Latin
Literary Appreciation**

FRIDAY, 23 MAY
1:00 PM – 2:00 PM

Total marks — 30

Choose TWO sections - attempt all questions in your chosen sections.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



SECTION 1 — CATULLUS

1. Refer to **Poem 1** (*vivamus mea Lesbia*).
- (a) What are the *rumores* (rumours) to which Catullus refers in line 2? 1
- (b) Although *lux* (line 5) and *nox* (line 6) usually mean “light” and “night”, what do these words refer to here? 2
- (c) Why is there so much repetition in lines 7 to 10? 2
- Total marks** 5
2. Refer to **Poem 4** (*nulli se dicit*).
- (a) Why is *Iuppiter* referred to in line 2? 2
- (b) Does Catullus believe what his girlfriend has told him?
Explain your answer. 2
- Total marks** 4
3. Refer to **Poem 8** (*multas per gentes*).
- (a) In line 4, why does Catullus feel his words are *nequiquam* (pointless)? 1
- (b) In line 7, Catullus refers to traditions. Why did the Romans believe that traditions were important? 3
- Total marks** 4
4. From your reading of his work, why do you think the poems of Catullus are still popular in modern times? 2

SECTION 2 — OVID

1. Refer to **Extract 1**, lines 2 – 7 (from “Just like” to “building”).
- (a) Ovid uses a simile to describe the maze. What is the maze compared to? 1
- (b) Do you think the simile is a good one? Give reasons for your answer. 2
- Total marks** 3
2. Refer to **Extract 2**, lines 26 – 31 (*dedit to alas*).
In these lines, Ovid gives hints of the disaster to come.
- (a) What was the disaster? 1
- (b) Identify **three** of these hints. 3
- Total marks** 4
3. Refer to **Extract 2**, lines 35 – 40 (from *et iam* to *iter*).
- (a) Why does Ovid include this long list of place names? 1
- (b) Describe Icarus’ feelings as he was flying. 2
- Total marks** 3
4. Refer to **Extract 3**, lines 4 – 9 (from “Your sister” to “circle”).
In what **two** ways was Talus different from Icarus? 2
5. Why do you think the Romans liked Greek myths so much? 3

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SECTION 3 — VIRGIL

1. Refer to **Extract 1**, lines 2 – 5 (from “My Queen” to “involved”).
- (a) Who was the “Queen”? 1
- (b) What did Aeneas say to show he was upset while speaking? 2
- Total marks** 3
2. Refer to **Extract 2**, lines 6 – 10 (from *fracti* to *vagatur*).
- (a) Why did the Trojans think the Greek leaders wanted to leave? 2
- (b) What made the horse, which the Greeks built, unusual? 2
- Total marks** 4
3. Refer to **Extract 2**, lines 20 – 21 (from *panduntur* to *relictum*).
Identify **one** example of alliteration in these lines and describe its effect. 2
4. Refer to **Extract 4**, lines 2 – 5 (from *Laocoon* to *Ulixes*).
Describe Laocoon’s behaviour in these lines. 3
5. What have you learned about the ways in which the gods behaved from reading this story and/or from your wider knowledge? 3

SECTION 4 — PLINY

1. Refer to **Extract 1**, lines 1 – 4 (from *erat* to *quatiebatque*).
- (a) What was the first sign to warn that a ghost was approaching? 1
- (b) Describe the appearance of the ghost. 3
- Total marks** 4
2. Refer to **Extract 3**, lines 1 – 5 (from *venit* to *fingeret*).
Why do you think Athenodorus was keen to rent the house, even after he had been told it was haunted? 2
3. What have you learned about attitudes towards burial and death in the Roman world from reading this ghost story and/or from your wider knowledge? 3
4. Refer to **Extract 6**, lines 4 – 6 (from *serpit* to *simile*).
In what ways does Pliny’s language emphasise the excitement of the local people, when they heard about the boy and the dolphin? Give **two** examples and give reasons for your choices. 4
5. Refer to **Extract 6**, lines 6 – 8 (from *natant* to *expeditque*).
- (a) What evidence is there that the dolphin recognised the boy the second time it appeared? 1
- (b) In what way did the dolphin behave like a human being? 1
- Total marks** 2

[Turn over

SECTION 5 — CICERO

1. Refer to **Extract 1**, lines 1 – 5 (from *Herculis* to *solent*).
- (a) Where is the temple of Hercules situated? 1
- (b) The statue of Hercules was special.
- (i) Give any **two** details about this statue. 2
- (ii) What did the people of Agrigentum do to show the statue was special to them? 1
- Total marks** 4
2. Refer to **Extract 3**, lines 1 – 3 (from *nemo* to *concurritur*).
The people of Agrigentum reacted quickly to the attack on the temple.
- (a) What is surprising about the people who came to defend it? 2
- (b) Where did they come from? 1
- Total marks** 3
3. Refer to **Extract 4**, lines 1 – 7 (from “But” to “mentioned”).
In lines 1 – 2, Verres gave an order. Do you think the senate of Tyndaris was right to protest about this? Explain your answer. 2
4. Refer to **Extract 5**, lines 8 – 11 (from *clamabant* to *aufertur*).
- (a) What decision did the senate finally make? Do you think it was the right decision? Give a reason for your answer. 2
- (b) What might the jury’s reaction be to Verres’ behaviour at this point? 1
- Total marks** 3
5. What have you learned about the ways in which the Romans ruled their provinces from reading this story and/or from your wider knowledge? 3

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