

# N5

National  
Qualifications  
2014

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X743/75/01

Latin  
Translating

FRIDAY, 23 MAY

2:15 PM – 3:15 PM

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**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 rogarerunt 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 (+ accusative)	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,	(to) hear	omnes, -ium (m. pl.)	everyone
auditum		oro, -are	(to) pray to
belua, -ae (f.)	monster	Perseus, -i (m.)	Perseus (name of a man)
caput, capitis (n.)	head	porto, -are	(to) carry
Cassiopea, -ae (f.)	Cassiopea (name of a woman)	prope (+ accusative)	near
Cepheus, -i (m.)	Cepheus (name of a man)	pulcher, pulchra	beautiful
commotus, -a, -um	moved by	pulchrior	more beautiful than
constituo, -ere, -ui	(to) decide	punio, -ire	(to) punish
converto, -ere, -i	(to) turn	qui, quae, quod	who; this
dea, -ae (f.)	goddess	redeo, -ire	(to) return
deligo, -are	(to) tie	regina, -ae (f.)	queen
deus, -i (m.)	god	respondeo, -ere, -i	(to) reply
devoro, -are	(to) swallow up	rex, regis (m.)	king
do, dare	(to) give	rogo, -are	(to) ask
et	and	sacrifico, -are	(to) sacrifice
etiam	also	saepe	often
ex (+ ablative)	from	saevus, -a, -um	savage
ferox, ferocis	fierce	saxum, -i (n.)	rock
festino, -are	(to) hurry	secum	with him
filia, -ae (f.)	daughter	sed	but
formosus, -a, -um	handsome	servo, -are	(to) save
forte	by chance	si	if
gaudeo, -ere	(to) celebrate	sino, -ere	(to) allow
heros, -ois (m.)	hero	solum	only
hic, haec, hoc	he, she, it; this	sua	her
in (+ ablative)	on	sum, esse	(to) be
in (+ accusative)	to	tam	so
incolae, -arum (m. pl.)	local people	tandem	at last
invitus, -a, -um	unwillingly	territus, -a, -um	terrified
ira, -ae (f.)	anger	tu	you
is, ea, id	he, she, it	tuus, tua	your
itaque	and so	umquam	ever
lapis, lapidis (m.)	stone	ut (+ subjunctive)	to; that
litus, litoris (n.)	beach	vasto, -are	(to) destroy
maxime	very much	voco, -are	(to) call up

[END OF QUESTION PAPER]

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# N5

National  
Qualifications  
2014

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X743/75/02

**Latin  
Literary Appreciation**

FRIDAY, 23 MAY

1:00 PM – 2:00 PM

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**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.



\* X 7 4 3 7 5 0 2 \*

## 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
- |  |                    |          |
|--|--------------------|----------|
|  | <b>Total marks</b> | <b>5</b> |
|--|--------------------|----------|

**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
- |  |                    |          |
|--|--------------------|----------|
|  | <b>Total marks</b> | <b>4</b> |
|--|--------------------|----------|

**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
- |  |                    |          |
|--|--------------------|----------|
|  | <b>Total marks</b> | <b>4</b> |
|--|--------------------|----------|

**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

[Turn over

## 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 *Laocoön* to *Ulixes*).

Describe Laocoön’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

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

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