

2320/407

NATIONAL
QUALIFICATIONS
2011

FRIDAY, 27 MAY
11.00 AM – 11.45 AM

LATIN
STANDARD GRADE
Credit Level
Interpretation

Answer all the questions in the answer book provided.

Read every question carefully before you answer.



ANSWER ALL QUESTIONS

Turn to PAGES ONE and TWO of the Prescribed Text.

1. Gellius

Refer to lines 27–55 of **Passage 1** (from *cum provinciam* to *deductus*).

In these lines, Androclus makes certain key decisions that will affect his life.

- (a) Identify **two** of the decisions he makes. 2
- (b) Explain the risk involved in each decision. 2

Turn to PAGE FOUR of the Prescribed Text.

2. Seneca

Refer to lines 6–29 of **Passage 2** (from *casu* to *agatur*).

Seneca says attending a midday show is harmful to the spectators. Find **four** pieces of evidence from the text to support this. 4

Turn to PAGE EIGHT of the Prescribed Text.

3. Martial

Refer to **Poem 7** (*femina praeferri . . .*).

- (a) In what ways does Martial choose his words to produce such a cleverly written poem? 3
- (b) What is the main impression that you get about Martial's character, after reading this poem? Give a reason for your answer. 2

Turn to PAGE NINE of the Prescribed Text.

4. Catullus

Refer to **Poem 9** (*lugete, o . . .*).

- (a) Although the death of the sparrow features in this poem, so also does the theme of love. Explain **three** ways in which we are aware of this theme from reading the poem. 3
- (b) Write down **two** ways in which Catullus seems to be treating the sparrow as if it were human. 2

Turn to PAGES SIXTEEN and SEVENTEEN of the Prescribed Text.

5. Ovid

Refer to **Passage 14**.

(a) Look at lines 47–50 (from *caret* to *unda*). Ovid uses his words carefully for maximum effect.

(i) Identify the alliteration in lines 48–49. Why is its use effective here? 2

(ii) Explain the reference to “nectar” (line 49). Why is it an effective word for Ovid to use? 2

(b) At the end of the story, Ovid describes the transformation of the peasants into frogs. Although this was meant to be a punishment, the frogs seem, to some readers, to be enjoying themselves. Do you agree? Explain your answer with reference to lines 63–69 (from *eveniunt* to *temptant*). 3

(25)

[END OF QUESTION PAPER]

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FRIDAY, 27 MAY
3.00 PM – 3.45 PM

LATIN
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Translation

Candidates should ensure that they have been provided with the word-list for this paper.



Translate into English:

The Death of Aristotle

The teacher and philosopher, Aristotle, was near to death. His students were keen for him to choose one of them to replace him before he died.

Aristoteles philosophus tam aeger erat ut spes vitae tenuis esset. tunc omnes discipuli ad eum accesserunt, orantes ut ipse deligeret suum successorem. erant in eius ludo multi boni iuvenes, sed praecipui duo, Theophrastus et Menedemus, qui in ingenio atque
5 doctrina ceteros praestabant. Theophrastus ex insula Chio venit, Menedemus autem ex Rhodo venit. Aristoteles respondit se facturum esse quod discipuli vellent, cum tempestivum esset.

Aristotle seemed to be more interested in wine, than in picking his replacement.

non multo post Aristoteles dixit suum vinum esse asperum. propterea discipuli debent quaerere vinum exoticum, vel Rhodium vel
10 Chium. dixit se usurum esse vino quod sese magis iuvisset.

However, his students discovered that Aristotle had made his choice of replacement after all.

tum Aristoteles vinum degustavit et inquit, “utrumque bonum sed Chium est melior.” id ubi dixit, omnes intellexerunt se lepide et verecunde successorem, non vinum, deligere. itaque, Aristotele mortuo, ad Theophrastum omnes concesserunt.

se facturum esse (lines 6 and 7)	that he would do
se usurum esse (line 10)	that he would take

[END OF QUESTION PAPER]

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Word-list to accompany
Translation



accedo, -ere, accessi to come
ad (+ *accusative*) to
aeger, aegra, aegrum ill
Aristoteles, -is (*m.*) Aristotle
asper, -era, -erum bitter, sour
atque and
autem however
bonus, -a, -um good
ceteri, ceterae, cetera the others
Chios, -ii (*f.*) Chios (an island)
Chius, -a, -um from Chios
concedo, -ere, concessi ad (+ *accusative*)
to become a follower of
cum when
debeo, -ere, debui to have to, must,
ought
degusto, -are to taste
deligo, -ere to choose
dico, -ere, dixi to say
discipulus, -i (*m.*) student
doctrina, -ae (*f.*) learning
duo, duae, duo two
et and
ex (+ *ablative*) from
exoticus, -a, -um from overseas
in (+ *ablative*) in
ingenium, -i (*n.*) intelligence
inquit he said
insula, -ae (*f.*) island
intellego, -ere, intellexi to understand,
to realise
ipse he himself
is, ea, id he, she, it; that
itaque and so, therefore
iuvenis, -is (*m.*) young man
iuvo, iuvare, iuvi to please
lepide cleverly
ludus, -i (*m.*) school
magis more
melior better
Menedemus, -i (*m.*) Menedemus (a man)
mortuus, -a, -um dead
multi, -ae, -a many
multus, -a, -um much
non not
omnis, -is, -e all, everyone
oro, -are to beg
philosophus, -i (*m.*) philosopher
post later
praecipuus, -a, -um especially

praesto, -are to stand out from
propterea therefore, because of that
quaero, -ere to bring
qui who
quod what (*line 7*); which (*line 10*)
respondeo, -ere, -i to reply
Rhodium, -a, -um from Rhodes
Rhodos, -i (*f.*) Rhodes (an island)
se he
sed but
sese him
spes, spei (*f.*) hope
successor, -is (*m.*) successor,
replacement
sum, esse, fui to be
suus, -a, -um his, her, its
tam so
tempestivus, -a, -um right time,
appropriate
tenuis, -e fading, slim
Theophrastus, -i (*m.*) Theophrastus (a
man)
tum then
tunc then
ubi when
ut (+ *subjunctive*) that
uterque, utraque, utrumque both
vel . . . vel . . . either . . . or . . .
venio, -ire, veni to come
verecunde kindly
vinum, -i (*n.*) wine
vita, -ae (*f.*) life
volo, velle, volui to want

[END OF WORD-LIST]