

2320/407

NATIONAL
QUALIFICATIONS
2009

MONDAY, 18 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

Marks

Turn to **PAGE FOUR** of the Prescribed Text.

1. Seneca

Refer to lines 1–5 of **Passage 2** (from *nihil* to *fui*).

- (a) Seneca says that he became more cruel and more inhumane after attending a show in the arena.

Do you think he succeeds in showing that the other spectators behaved in a cruel and inhumane way in the rest of the passage?

Give details from the text to support your answer.

4

- (b) Give **two** examples of ways in which Seneca uses language effectively in Passage 2. Explain your choice.

4

Turn to **PAGE SIX** of the Prescribed Text.

2. Augustine

Refer to lines 40–54 of **Passage 3** (from “Alypius shut” to “others along”).

Consider Alypius’ behaviour in these lines. How convincing do you find Augustine’s description of the effect the crowd’s behaviour had on Alypius?

Explain your answer.

3

Turn to **PAGE EIGHT** of the Prescribed Text.

3. Catullus

Refer to **Poem 8** (*difficile est . . .*).

- (a) Catullus suggests that his love is now like an illness. Give **two** examples from the poem that suggest this.

2

- (b) Do you think Catullus succeeds in conveying to you just how difficult it is to recover from a long-lasting love? Refer to Poem 8 as a whole.

4

Turn to **PAGE TEN** of the Prescribed Text.

4. Martial

Refer to **Poem 10** (*Issa est . . .*).

Do you think Publius would have been pleased to read this poem?

Give reasons for your answer based on Poem 10 as a whole.

3

Turn to PAGE SIXTEEN of the Prescribed Text.

Marks

5. Ovid

Refer to lines 53–62 of **Passage 14** (from *quem non* to *in isto*).

- (a) In what ways did the peasants react to Latona's words?
- (b) Ovid is known as a great storyteller. Give **one** example of the way in which he uses language in lines 53–62 to make his story more effective.

3

Explain your choice.

2

(25)

[END OF QUESTION PAPER]

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NATIONAL
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MONDAY, 18 MAY
3.00 PM – 3.45 PM

LATIN
STANDARD GRADE
Credit Level
Translation

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



Translate into English:

The Story of a Horse's Tail

Although the rebel soldiers of Sertorius were keen to fight against the Romans, Sertorius encouraged them to be patient.

Sertorius, dum contra Romanos in Hispania pugnabat, cognovit suum exercitum parvum non posse totas Romanorum copias simul superare. milites tamen imprudentes pugnam statim poscebant. Sertorius, ut eos in sententiam suam verteret, in conspectum eorum
5 **duos equos adduxit, alterum validum, alterum debilem.**

By showing two ways of pulling out a horse's tail, Sertorius showed that the Romans must be attacked one by one.

tum elegit duos homines, alterum iuvenem et robustum, alterum senem et gracilem. adolescentem robustum iussit equi debilis totam caudam simul abrumper. senem gracilem autem iussit caudam equi validi paulatim per singulos pilos extrahere. irritus labor senis movit
10 **risum omnibus. sed senex, quamvis tremula manu, facile fecit quod imperatum est. ille robustus autem sine effectum laborabat.**

Through this example the soldiers realised that they would not beat the Romans if they attacked them all at the same time. They would have to attack them patiently one at a time.

deinde Sertorius inquit militibus, “per hoc exemplum, ego naturam Romanorum copiarum vobis ostendi. patientia est melior vi. o milites, superate difficilia paulatim.”

per singulos pilos (line 9)—“one hair at a time”

[END OF QUESTION PAPER]

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LATIN

STANDARD GRADE

Word-list to accompany
Credit Level Translation

PB 2320/409 6/920



abrumbo, -ere to pull out
adduco, -ere, -duxi to bring in
adulescens, adulescentis (m.) young man
alter . . . alter . . . one . . . the other . . .
autem however
cauda, -ae (f.) tail
cognosco, -ere, cognovi to realise
conspectus, -us (m.) sight
contra (+ accusative) against
copiae, -arum (f. pl.) forces, troops
debilis, -e weak
deinde then
difficilia (n. pl.) difficulties
dum while
duo, -ae, -o two
effectus, -us (m.) getting finished, completion
ego I
eligo, -ere, elegi to choose
equus, -i (m.) horse
et and
exemplum, -i (n.) example
exercitus, -us (m.) army
extraho, -ere to pluck out
facile easily
facio, -ere, feci to do
gracilis, -e thin
hic, haec, hoc this
Hispania, -ae (f.) Spain
homo, hominis (m.) man
ille that (man)
impero, -are to order
imprudens, -entis “unwisely”
in (+ accusative) to, into
in (+ ablative) in
inquit (he) said
irritus, -a, -um pointless
is, ea, id he, she, it

iubeo, -ere, iussi to order
iuvenis, -is young
labor, laboris (*m.*) task
laboro, -are to work
manus, -us (*f.*) hand
melior better (than)
miles, militis (*m.*) soldier
moveo, -ere, movi to move, to create
natura, -ae (*f.*) nature, character
non not
o o
omnes everyone
ostendo, -ere, -tendi to show
parvus, -a, -um small
patientia, -ae (*f.*) patience
paulatim little by little, gradually
per (+ *accusative*) through
pilus, -i (*m.*) hair
posco, -ere to demand
possum, posse to be able
pugna, -ae (*f.*) battle
pugno, -are to fight
quamvis although
quod what
risus, -us (*m.*) laughter
robustus, -a, -um strong
Romanus, -a, -um Roman
sed but
senex, senis (*m.*) old (man)
sententia, -ae (*f.*) opinion
Sertorius, -i (*m.*) Sertorius
simul all together
sine (+ *ablative*) without
singulus, -a, -um one at a time
statim immediate
sum, esse, fui to be

supero, -are to overcome
suus, -a, -um his own
tamen however
totus, -a, -um all, whole
tremulus, -a, -um shaking
tum then
ut (+ *subjunctive*) to, so that
validus, -a, -um strong
verto, -ere to change
vis (*f.*) force
vos you

[END OF WORD-LIST]