

X014/201

NATIONAL
QUALIFICATIONS
2008

WEDNESDAY, 4 JUNE
9.00 AM – 10.00 AM

LATIN
INTERMEDIATE 2
Interpretation

Answer all the questions.

Read every question carefully before you answer.



ANSWER ALL THE QUESTIONS

Marks

1. Turn to PAGE THREE of the Prescribed Text.

Cicero

Refer to lines 7–12 of **Passage 1** (from *ad hoc* to *conantur*).

- (a) In these lines, Cicero describes an attack on a temple. What information does he give about the attackers? 2
- (b) What did the guards do when they realised that the temple was under attack? 2

2. Turn to PAGE FOUR of the Prescribed Text.

Cicero

Refer to lines 26–37 of **Passage 2** (from “when I spoke” to “could overlook”). Cicero describes the complaints of the citizens of Henna.

- (a) What had Verres done to make them so upset? 2
- (b) Why does Cicero mention other details of Verres’ behaviour? Explain your answer with reference to the text. 3

3. Turn to PAGE FIVE of the Prescribed Text.

Cicero

Refer to lines 27–35 of **Passage 3** (from *erat hiems* to *fuit crudelis*).

- (a) What did Verres order the lictors to do? 2
- (b) Explain how Cicero makes Verres’ actions seem shocking to the jury. Refer to the text to support your answer. 4

4. Turn to PAGE SEVEN of the Prescribed Text.

Virgil

Refer to lines 1–5 of **Passage 4** (from *ibant obscuri* to *colorem*).

What kind of atmosphere does Virgil create in these lines? How does his use of language add to this atmosphere? 5

5. Turn to PAGE ELEVEN of the Prescribed Text.

Virgil

Refer to lines 88–106 of **Passage 5** (from “What am I saying” to “my prayers”).

Dido says: “What madness is changing my mind?”

Do **you** think she is mad in these lines? Refer to the text to support your answer. 2

6. Turn to PAGE THIRTEEN of the Prescribed Text.

Marks

Virgil

Refer to lines 28–37 of **Passage 6** (from *talibus Aeneas* to *euntem*).

- | | |
|---|-------------|
| (a) Explain why Aeneas is so upset in these lines. | 2 |
| (b) What impression is given of Dido in these lines? Refer to the text to support your answer. | 3 |
| (c) Is this different from how Dido is portrayed throughout Passage 5 ? Give reasons for your answer with reference to the text. | 3 |
| | (30) |

[END OF QUESTION PAPER]

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X014/202

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WEDNESDAY, 4 JUNE
10.15 AM – 11.15 AM

LATIN
INTERMEDIATE 2
Translation

30 marks are allocated to this paper.

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



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

A teacher often took his pupils out of the classroom, much to their delight.

olim in urbe Faleriis magister quidam filios principum docebat. hos pueros extra urbem in agros saepe ducebat. pueri, quamquam discere cupiebant, laeti erant quod in agris currere potius quam in ludo manere malebant.

While the city was being attacked, the teacher thought he could use the boys to betray the city to the enemy.

- 5 **Camillus, qui erat imperator Romanus, urbem Falerios obsidebat. magister scelestus pueros in agros usque ad castra Romana duxit ut eos hostibus traderet.**

- 10 **“o imperator Romanorum,” inquit, “hos pueros accipe quod filii principum sunt. mox patres eorum urbem tibi tradent ut filios suos recipiant.”**

Camillus, the Roman general, was disgusted by this idea.

Camillus tamen ira commotus erat. “magister scelestissime,” inquit, “si tu putavisti me virum tam crudelem esse, frustra venisti. Romani contra viros non contra pueros pugnant.”

Camillus allowed the boys to punish the wicked teacher.

- 15 **deinde Camillus militibus imperavit ut manus magistri post tergum vincirent. pueri in urbem, magistrum captum ducentes, redierunt. cives ita gaudebant ut pacem cum Romanis peterent.**

[END OF QUESTION PAPER]

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LATIN
INTERMEDIATE 2
Word-list to accompany
Translation

PB X014/203 6/670



accipio, -ere, accepi, acceptum to accept, to take

ad (+ *accusative*) to, towards

ager, agri (*m.*) field

Camillus, -i (*m.*) Camillus

capio, -ere, cepi, captum to capture

castra, castrorum (*n. pl.*) camp

civis, civis (*m. or f.*) citizen

commotus, -a, -um overcome, moved

contra (+ *accusative*) against

crudelis, -is, -e cruel

cum when

cum (+ *ablative*) with

cupio, -ere, -ivi, -itum to want, to desire

curro, -ere, cucurri, cursum to run about

deinde then

disco, -ere, didici to learn

doceo, -ere, docui, doctum to teach

duco, -ere, duxi, ductum to lead

ego I

et and

extra (+ *accusative*) outside

Falerii, Faleriorum (*m. pl.*) Falerii

filius, filii (*m.*) son

frustra in vain

gaudeo, gaudere to rejoice

hic, haec, hoc this

hostis, hostis (*m.*) enemy

imperator, -oris (*m.*) general

impero, -are, -avi, -atum (+ *dative*) to order

in (+ *ablative*) in, on

in (+ *accusative*) into

inquit he said

ira, irae (*f.*) anger

is, ea, id he, she, it

ita so much

laetus, -a, -um happy

ludus, ludi (*m.*) school

magister, magistri (*m.*) teacher
malo, malle, malui to prefer
maneo, -ere, mansi, mansum to stay
manus, -us (*f.*) hand
miles, militis (*m.*) soldier
mox soon
non not
o o (*exclamation*)
obsideo, -ere, obsedi, obsessum to besiege, to attack
olim once upon a time, once
pater, patris (*m.*) father
pax, pacis (*f.*) peace
peto, -ere, -ivi, petitum to seek, to look for
post (+ *accusative*) behind
potius quam rather than
princeps, principis (*m.*) important citizen
puer, pueri (*m.*) boy
pugno, -are, -avi, -atum to fight
puto, -are, -avi, -atum to think
quamquam although
qui, quae, quod who, which
quidam, quaedam, quoddam a certain
quod because
recipio, -ere, recepi, receptum to get back, to rescue
redeo, -ire, -ii, -itum to return, to go back
Romanus, Romani (*m.*) Roman
Romanus, -a, -um Roman
saepe often
scelestus, -a, -um wicked
si if
sum, esse, fui to be
suus, sua, suum his, her, their
tam so
tamen however
tergum, tergi (*n.*) back
trado, -ere, tradidi, traditum to hand over
tu you

urbs, urbis (*f.*) city
usque ad (+ *accusative*) right up to
ut to, that
venio, -ire, veni, ventum to come
vincio, -ire, vinxi, vinctum to tie
vir, viri (*m.*) man

[*END OF WORD-LIST*]