

SEVENOAKS SCHOOL



YEAR 9 (13+) SCHOLARSHIP

May 2019
for entry in September 2019

LATIN

Your Name: _____

Your School: _____

Please write below the number of terms you have been studying Latin:

Time allowed: 1 hour

Equipment needed: Pen, pencil, lined paper, eraser.

Information for candidates:

1. Dictionaries are NOT allowed.
2. Write your name and school on this page.
3. Answer **all** questions.
4. Write your answers on the **separate paper** provided. Please put your name on all the sheets of paper you use.
5. Section A is marked out of 60, Section B out of 40, a total of 100. The marks for each question are indicated in the square brackets [].
6. Do as much as you can, and always make a sensible guess if you do not know something.

SECTION A

Translate into English [60 marks]. Write your translation **on alternate lines**.

A woman known as the Sybil, who claims to be a prophetess, tries to sell some magic books to King Tarquinius. At first he doesn't believe her, but he later changes his mind.

olim femina, Sybil nomine, ad regem Tarquinium venit. novem libros portabat. femina "ego" inquit "**vates** sum. in his libris sunt **oracula** et **magica**. eos **emere** vis?" Tarquinius rogavit **quanti** essent. rex, cum Sybil pecuniam plurimam **poposcisset**, risit. deinde femina tres libros in **focus** iecit. tribus libris sic **incensis**, femina regem rogavit num sex libros eodem **pretio emere** cuperet. sed rex iterum ridebat. tum illa statim tres alios libros in **ignem** posuit et **placide** ei imperavit ut tres reliquos libros eodem **pretio emeret**. Tarquinius iam **sollicitus** erat. "**fortasse**," sibi dixit, "haec femina **vere** est **vates**." itaque tres libros **emit** non minore pretio quam quod pro omnibus petiverat.

Vocabulary:

vates (-is) (f) – prophetess, fortune-teller

oraculum, oraculi (n) – oracle, prophecy

magicum, -i (n) – magic spell

emo, -ere, emi – I buy

quanti? – (*in this context*) how much [money/cost]?

posco, -ere, poposci – I demand

incendo, -ere, incendi – I burn

focus, -i (m) – fireplace

pretium, -i (n) – price, cost

ignis, -is (m) – fire

placide – calmly

sollicitus (-a, -um) – worried

fortasse – perhaps

vere – truly, really

Total for Section A: 60 marks

SECTION B

Read this passage and answer the questions on the next page. **DO NOT** translate it, except where instructed to do so. Marks given are shown in brackets – this mark scheme indicates how much information to include in each answer.

The bravery of one soldier helps Caesar invade Britain successfully

Caesar suum **exercitum** in multis navibus ad Britanniam transportaverat. milites tamen e navibus in **litus** exire non poterant; nam ventus erat fortis, undae magnae, arma **gravia**, aqua alta. subito unus miles, qui **decimae** legionis **aquilam** ferebat, magna voce ceteros hortatus est ut se sequerentur. “Romani!” clamavit, “non **ignavi** sumus! **desilite, desilite!**” his verbis dictis, statim in mare **desiluit** atque ad hostes **aquilam** ferre coepit. ceteri milites, quod Britannos **aquilam** capere nolebant, nunc omnes in aquas fortiter intrabant. pugna erat longissima difficillimaque. primo Britanni tela in milites Romanos, e navibus discedentes, iniecerunt. sed Romani tandem, ubi ad terram pervenerunt, in hostes **impetum** fecerunt et eos facile superaverunt. sic ille **aquilifer** solus totum **exercitum** Romanorum **servavit**. 5 10

Vocabulary:

exercitus, -us (m) – army

litus, -oris (n) – shore, beach

gravis, -is – heavy

decimus, -a, -um – tenth

aquila, -ae (f) – eagle (*the symbol of the Roman army, often carried on a pole into battle*)

ignavus (-a, -um) – cowardly, weak

desilio, -ere, desilui – I jump down

impetus, -us (m) – [an] attack

aquilifer, -i – eagle-bearer (*the soldier whose job it was to carry the eagle into battle*)

servo, -are, -avi – I save

- a) In the first sentence, who had gone where, and how had they got there? [4]
- b) Look at lines 2-3. Why was it difficult for the Roman soldiers to get off their boats? [4]
- c) What was the specific job of the soldier mentioned in line 3? [1]
- d) Pick out **and** translate a Latin word or phrase which tells us *how* he spoke to his fellow-soldiers. [1 + 1]
- e) Translate his speech (lines 4-5). [3]
- f) What **two** things did he do after he had finished speaking (lines 5-6)? [2 + 2]
- g) What fear encouraged the other soldiers to follow him? [2]
- h) Look at lines 7-10 (“pugna...” to “...superaverunt”). Describe the battle. Write as much detail as you can. [7]
- i) In your own words, explain the contrast the author is trying to make in the last sentence. Do not simply translate. [2]
- j) From the passage give an example of:
- (i) A superlative adjective [1]
 - (ii) A verb in the imperfect tense [1]
 - (iii) A noun in the nominative plural [1]
 - (iv) An adverb [1]
 - (v) A deponent verb (any tense / form) [1]
 - (vi) A participle (any tense / form) [1]
- k) Give an English word derived from:
- (i) navibus (line 1) [1]
 - (ii) fortis (line 2) [1]
 - (iii) voce (line 4) [1]
 - (iv) milites (line 8) [1]
 - (v) terra (line 9) [1]

Total for Section A: 40 marks