



# WESTMINSTER SCHOOL

## THE CHALLENGE 2022

### LATIN

Tuesday 26 April 2022

**Time allowed: 2 hours**

- There are three sections to this exam. You should answer all questions in Sections A and B. In Section C you have a choice between a comprehension and a prose composition. Do only one of them.
- Answers to each of the three sections should be handed in on separate sheets.
- Please write in black or blue ink. Answer all questions on the answer sheets provided; do not answer in this question paper.

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## Section A – Unseen Translation (40 marks)

Translate the following passage into English on alternate lines.

*Troy is captured by the cunning of the Greeks.*

Troiani vocati sunt ad litus Troiae et equum ligneum ingentem viderunt. Sinon quoque, miles Graecus, prope eum erat. Sinon lacrimabat quod amici eius discesserant. Sinon hostibus dixit: “Troiani, Graeci hunc equum pro deis posuerunt quod victi sunt. in Graeciam redeunt. trahite equum in urbem. pacem tandem accipietis.” equus autem altior muris erat. ille tamen Troianis persuasit ut muros rumperent.

Laocoon autem equum Troiam ducere nolebat et hunc delere constituit, sed duo dracones qui subito ex mari venerant eum filiosque devoraverunt. Troiani igitur magnopere territi Sinoni crediderunt. nam dei hanc urbem, omnibus pulchriorem, delere cupientes victoriam facilem Graecis iam dabant. itaque milites Graeci, qui multos dies in equo manserant, illa nocte, dum custodes dormiunt, ex equo descenderunt et naves a mari alto revocaverunt. Graeci urbem ceperunt et multi cives, victi, interfecti sunt. hi servi novi praemia capta ad Graecorum naves ferre cogebantur.

### Names

Troia, Troiae, f.	Troy
Sinon, Sinonis, m.	Sinon
Graecia, Graeciae, f.	Greece
Laocoon, Laocoontis, m.	Laocoon

### Vocabulary

Troianus -a -um	Trojan
litus, litoris, n.	shore
ligneus -a -um	wooden
lacrimo, lacrimare	cry
hostis, hostis, m.	enemy
traho, trahere, traxi, tractum	drag
pax, pacis, f.	peace
rumpo, rumpere, rupi, ruptum	break
draco, draconis, m.	snake
devoro, devorare	devour
victoria, victoriae, f.	victory
descendo, descendere, descendi	climb down, descend

## Section B – Comprehension (50 marks)

Read the passage below and answer the following questions. The questions will help you to work your way through. Take your answers from the Latin indicated in each question.

*The story of the wooden horse retold.*

olim Graeci urbem Troiam oppugnabant. decimo anno belli, ubi plurimi milites utrimque necati sunt, pauci spem pacis habebant. nam muri urbis a Troianis fortibus semper defendebantur. quod Hector ab Achille interfectus erat, Troiani ubique ducem novum petebant.

eodem die Ulixes, vir sapiens quem dea Minerva amabat, ducibus Graecorum dixit, “comites cari, hodie consilium habeo quod melius est eo quod heri habui! magnum equum ligneum aedificabimus in quo milites celabuntur.”

statim Graeci equum pulcherrimum aedificare coeperunt. multi eorum in equo se celare cupiebant ut primi urbem caperent. Menelaus quoque, Agamemnonis frater, cum ipso Ulixe equo appropinquavit et intravit.

mane nemo naves Graecorum invenire potuit. gaudebant iam Troiani sed Laocoon sacerdos magnopere iratus ad equum cucurrit, clamans, “vos omnes estis miseri! nolite equo credere! Graecos etiam dona ferentes timeo!” hastam in equum iecit frustra. nam Troianis ne equum acciperent persuadere non potuerat.

mox iuvenes filiaeque, dum equum per urbem trahebant, carmina laeta cantabant. Graeci celati igitur media nocte ex equo egressi custodes somno et vino superatos necaverunt. et feminae et liberi domi perterriti manserunt ne militum saevorum sagittis aut telis vulnerarentur.

### Names

Troia, -ae, f. – Troy

Hector, -oris, m. – Hector

Achilles, -is, m. – Achilles

Ulixes, -is, m. – Ulysses

Minerva, -ae, f. – Minerva

Menelaus, -i, m. – Menelaus

Agamemnon, -nis, m. – Agamemnon

Laocoon, -ntos, m. – Laocoon

### Vocabulary

utrimque – on both sides

pax, -cis, f. – peace

umquam – ever

Troianus -a -um – Trojan

ubique – everywhere

consilium, -ii, n. – plan

ligneus -a -um – wooden

celo, celare – hide

coepi, coepisse – began

mane – in the morning

gaudeo, gaudere, gavisus sum – rejoice

sacerdos, -tis, m. – priest

traho, trahere, traxi, tractum – drag

carmen, -inis, n. – song

1. *olim ... oppugnabant* (line 1): what were the Greeks doing? [1]
2. *decimo ... habebant* (lines 1-2): why was there little hope of peace? Give **two** reasons. [3]
3. *nam ... defendebantur* (line 2): what are we told about the walls of the city? [3]
4. *quod ... petebant* (lines 2-3): why were the Trojans seeking a new leader? [2]
5. *eodem ... dixit* (line 4): what **two** things are we told about Ulysses? [2]
6. "*comites ... habui!*" (lines 4-5): according to Ulysses, what was special about his plan that day? [3]
7. "*magnum ... celabuntur*" (lines 5-6): what was that new plan? [2]
8. *multi ... caperent* (lines 7-8): what did many of the Greeks desire, and why? [3]
9. *Menelaus ... intravit* (line 8): who approached the horse? [2]
10. "*vos ... timeo!*" (lines 10-11): what does Laocoon say to the Trojans? Give full detail. [3]
11. Translate from *nam Troianis to vulnerarentur* (lines 11-15) on alternate lines. [20]
12. Write down one example from the passage of each of the following:
  - i. a noun in the fifth declension;
  - ii. a pronoun in the genitive;
  - iii. a present participle;
  - iv. a verb in the imperfect subjunctive;
  - v. a perfect passive participle;
  - vi. an ablative of the instrument. [6]

## Section C: Do either the comprehension or the prose composition.

### Comprehension (60 marks)

Read the passage below and answer the following questions. The Latin here is difficult. You should use carefully the initial description in italics, the vocabulary below, and the prompts given in each question. Where vocabulary is unfamiliar but not given, use your linguistic knowledge to guess well. Above all, grip and deploy your grammatical knowledge rigorously to help you work out the Latin.

*In 66 BC, Cicero is addressing the Roman people in the forum to try to persuade them to vote in favour of Gnaeus Pompey being given command of the important military campaign against the Pontic king Mithridates in Asia Minor. Here he outlines both the qualities that a general should have, and Pompey's obvious possession of them, starting from his childhood.*

ego enim sic existimo, in summo imperatore quattuor has res inesse oportere,—scientiam rei militaris, virtutem, auctoritatem, felicitatem. quis igitur hoc homine scientior umquam aut fuit aut esse debuit? qui e ludo atque e pueritiae disciplinis bello maximo atque acerrimis hostibus ad patris exercitum atque in militiae disciplinam profectus est; qui extrema pueritia miles in exercitu fuit summi imperatoris, ineunte adulescentia maximi ipse exercitus imperator; qui 5 saepius cum hoste conflixit quam quisquam cum inimico concertavit, plura bella gessit quam ceteri legerunt, plures provincias confecit quam alii concupiverunt; cuius adulescentia ad scientiam rei militaris non alienis praeceptis sed suis imperiis, non offensionibus belli sed victoriis, non stipendiis sed triumphis est erudita. quod denique genus esse belli potest, in quo 10 illum non exercuerit fortuna rei publicae? civile, Africanum, Transalpinum, Hispaniense, servile, navale bellum, varia et diversa genera et bellorum et hostium, non solum gesta ab hoc uno, sed etiam confecta, nullam rem esse declarant in usu positam militari, quae huius viri scientiam fugere possit.

### Vocabulary

existimo, existimare – think  
summus -a -um – highest  
imperator, -is, m. – general  
oportere – ought  
scientia, -ae, f. – knowledge  
auctoritas, -atis, f. – authority, influence  
felicitas, -atis, f. – derived from “felix”  
ludus, -i, m. – school  
acer, acris, acre – fierce, bitter  
hostis, -is, m. – enemy  
extremus -a -um – the furthest part of, end of  
ineo, inire – here “begin”

quisquam – anybody  
concerto, concertare – dispute, vie with  
plus, pluris – more  
conficio, conficere, confeci, confectus – complete  
alienus -a -um – of another, belonging to another  
offensio, -onis, f. – misfortune, failure  
stipendium, -i, n. – military service, wages  
erudio, erudire – educate, instruct  
denique – finally  
exerceo, exercere – train  
solum (*adverb*) – only  
usus, usus, m. – usage, experience

1. *ego ... felicitatem* (lines 1-2): what opinion is Cicero expressing about generalship here? Give full detail.
2. *quis ... debuit* (lines 2-3): Cicero emphasises Pompey's superiority.
  - i. In what case is *hoc*? How is that case being used here?
  - ii. How does Cicero's phrasing make for strong emphasis?
3. *qui ... profectus est* (lines 3-4): here Cicero is highlighting Pompey's early start in the army.
  - i. What part of speech is *pueritia*? Which word in the first two lines can you use to help you decide?
  - ii. How does Cicero stress both Pompey's youth at the time and the danger that he faced?
4. *qui ... imperator* (lines 4-5): Cicero continues to narrate Pompey's military progress.
  - i. What part of speech is *ineunte*? What construction is it part of?
  - ii. In what case is *exercitus*?
  - iii. How does Cicero use contrast and repetition here to highlight Pompey's rapid rise?
5. *qui ... concupiverunt* (lines 5-7): Cicero compares Pompey's excellence to that of rival candidates.
  - i. How does Cicero use contrast here to make Pompey seem much more dynamic and public-spirited than other generals? Give full detail.
  - ii. What do you think is meant by the Latin idiom *provincias confecit*?
6. *cuius ... erudita* (lines 7-9): Cicero continues to assert for Pompey a record of stunning success.
  - i. How does Cicero's word patterning in this sentence hammer home the contrast with Pompey's apparently mediocre rivals?
  - ii. Explain the point that Cicero is making by the phrase *non alienis praeceptis sed suis imperiis*.
  - iii. What English word do we derive from *erudita*? Explain its meaning in relation to the word "rude".
7. *quod ... publicae* (lines 9-10): translate that sentence.
8. *civile ... possit* (lines 10-13): Cicero lists the kinds of wars in which Pompey has been involved.
  - i. What is the main verb, and what is or are its subject(s)?
  - ii. How is *esse* used here?
  - iii. What is the antecedent of *quae*? How do you know?
  - iv. To what *servile bellum* might Cicero be referring? Give as much detail as you can.
  - v. *navale bellum*: who were the Romans' key enemies in this type of war in the first part of the first century BC? Give as much detail as you can.

## Prose Composition (60 marks)

Translate the following passage into Latin on alternate lines. The vocabulary given underneath is for your guidance only: you do not have to use it if you do not wish to.

Cambyses, the king of the Persians, decided to make a journey to the land of the Ethiopians in order to learn about their country. He sent gifts to the Ethiopians, carried by messengers who could understand their language. But he secretly wanted to invade their land.

When the messengers had arrived at the land of the Ethiopians, they brought the gifts to the king, a very handsome and very strong man. They said, "We were sent by the king of the Persians so that he might become a friend to the Ethiopians, and to give you these excellent gifts. He hopes that, having received the gifts, you will rejoice greatly."

However, the king of the Ethiopians immediately realised that they were spies and trying to deceive him. He replied, "The king of the Persians says that he wants to be our friend, but really he ordered you to come as spies. Now I shall send my own gift to him." When he had said these things, he handed over to the messengers a bow.

### Names

Cambyses	Cambyses, -is, m.
Persians	Persae, -arum, m.
Ethiopians	Aethiopes, -opum, m.

### Vocabulary

language	lingua, -ae, f.
secretly	clam
invade	bellum infero, inferre, intuli, inlatus + dat.
become	fio, fieri, factus sum
spy	speculator, -oris, m.
deceive	fallo, fallere, fefelli, falsum
really	re vera
bow	arcus, -us, m.