



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2007

ANCIENT GREEK — HIGHER LEVEL
(400 marks)

TIME: 3 Hours

A. Translate into Greek:—

Having ordered the others to guard the ship, Odysseus went with twelve comrades to seek for the people of this land. Soon they arrived at a great cave, in which no person was present; but there they found many lambs and kids and much cheese. They were so hungry that they immediately ate the cheese. Then the men thought that it would be best to flee. Odysseus wanted to meet the one who lived in the cave. “If we wait here,” he said, “he will give us many gifts.”

cave: τὸ ἄντρον. lambs: οἱ ἄρνες. kid: ὁ ἔριφος. cheese: ὁ τυρός. I am hungry: πεινάω.
I meet: ἐντυγχάνω (+ Dative Case).

OR

B. Read the following passage and answer, in English, the questions which follow:—

(The Greeks must make a difficult descent under pressure from the enemy. A Mysian man sets up a false ambush to delay the enemy and enable the Greeks to escape.)

τῇ δὲ ὑστεραία ἀπῆσαν οἱ Ἕλληνες. ἐπεὶ δὲ ἐφοβοῦντο τὴν κατάβασιν τὴν εἰς Τραπεζοῦντα (πρανῆς γὰρ ἦν καὶ στενὴ), ψευδενέδραν ἐποιήσαντο· καὶ ἀνὴρ Μυσός, τῶν Κρητῶν λαβὼν δέκα, ἔμενεν ἐν λασίῳ χωρίῳ καὶ προσποιεῖτο τοὺς πολεμίους πειρᾶσθαι λανθάνειν· αἱ δὲ πέλται αὐτῶν ἄλλοτε καὶ ἄλλοτε διεφαίνοντο χαλκαῖ οὐσαι. οἱ μὲν οὖν πολέμιοι, ταῦτα διορῶντες, ἐφοβοῦντο ὡς ἐνέδραν οὐσαν· ἡ δὲ στρατιὰ ἐν τούτῳ κατέβαινεν. ἐπεὶ δὲ ἐδόκει ἤδη ἰκανὸν ὑπελληλυθέναι, τῷ Μυσῶ ἐσήμηνε φεύγειν ἀνὰ κράτος· καὶ ὃς ἐξαναστάς φεύγει καὶ οἱ σὺν αὐτῷ. καὶ οἱ μὲν Κρήτες ἐκπεσόντες ἐκ τῆς ὁδοῦ εἰς ὕλην κατὰ τὰς νάπας καλινδούμενοι ἐσώθησαν, ὁ Μυσὸς δὲ κατὰ τὴν ὁδὸν φεύγων ἐβόα βοηθεῖν· καὶ ἐβοήθησαν αὐτῷ, καὶ ἀνέλαβον τετρωμένον, καὶ αὐτοὶ ἐπὶ πόδα ἀνεχώρουν βαλλόμενοι οἱ βοηθήσαντες καὶ ἀντιτοξεύοντές τινες τῶν Κρητῶν. οὕτως ἀφίκοντο ἐπὶ τὸ στρατόπεδον πάντες σῶοι ὄντες.

πρανῆς: steep. ἡ ψευδενέδρα: a false ambush. λασίος: bushy. προσποιέομαι: I pretend.
ἡ πέλτη: shield. ἡ ἐνέδρα: ambush. ἡ νάπη: valley, ravine. καλινδέομαι: I roll, tumble.
τετρωμένος: wounded.

- (a) Why did the Greeks fear the descent to Trapezus? (5)
- (b) Whom did the Mysian man take with him when setting up the false ambush? (5)
- (c) Where did the Mysian set up the false ambush? (5)
- (d) What was the Mysian pretending to do? (5)
- (e) Explain how the ambushers made the enemy aware of their presence. (7)
- (f) What was the reaction of the enemy? (4)
- (g) When the signal to flee was given, how did the men who were with the Mysian reach safety? (6)
- (h) What did the Mysian himself do? (6)
- (i) While they were retreating on foot, describe what fighting was taking place. (7)

2. Translate into English **any three** of the passages **A, B, C, D.** (All passages in this question carry equal marks):- [180]

A.

(The Spartans respond to an Ionian request for aid by sending Thibron with troops. The Athenians agree to help them with some horsemen they consider expendable.)

ἐπεὶ μέντοι Τισσαφέρνης σατραπῆς κατεπέμφθη, εὐθὺς ἠξίου τὰς Ἰονικὰς πόλεις ἀπάσας ἑαυτῷ ὑπήκοους εἶναι. αἱ δὲ ἅμα μὲν ἐλεύθεραι βουλόμεναι εἶναι, ἅμα δὲ φοβούμεναι τὸν Τισσαφέρνην, εἰς μὲν τὰς πόλεις οὐκ ἐδέχοντο αὐτόν, εἰς Λακεδαίμονα δὲ ἔπεμπον πρέσβεις. καὶ δὴ ἠξίουν, ἐπεὶ πάσης τῆς Ἑλλάδος προστάται εἰσὶν, ἐπιμεληθῆναι καὶ σφῶν τῶν ἐν τῇ Ἀσίᾳ Ἑλλήνων, ὅπως ἢ τε χώρα μὴ δηοῖτο αὐτῶν καὶ αὐτοὶ ἐλεύθεροι εἶεν. οἱ οὖν Λακεδαιμόνιοι πέμπουσιν αὐτοῖς Θίβρωνα ἀρμοστήν, δόντες στρατιώτας τῶν μὲν νεοδαμῶδων εἰς χιλίους, τῶν δὲ ἄλλων Πελοποννησίων εἰς τετρακισχιλίους. ἠτήσατο δ' ὁ Θίβρων καὶ παρ' Ἀθηναίων τριακοσίους ἰππέας, εἰπὼν ὅτι αὐτὸς μισθὸν παρέξει. οἱ δ' ἔπεμψάν τινὰς τῶν ἐπὶ τῶν τριάκοντα ἰππευσάντων, νομίζοντες κέρδος τῷ δήμῳ εἰ ἀπόλοιτο.

XENOPHON (60)

ἀξιόω: I ask, demand. ὑπήκοος (+ Dative Case): subject to. ὁ προστάτης: protector, champion. ἐπιμελέομαι (+ Genitive Case): I take care of. δηόω: I ravage. ὁ ἀρμοστής: governor, harmost. ὁ νεοδαμῶδης: newly enrolled citizen. ἐπὶ τῶν τριάκοντα: in the time of the Thirty Tyrants. τὸ κέρδος: gain.

B.

(Mourychides is sent with proposals to the Athenians now in Salamis. Lykides, a council member, makes a suggestion which results in unfortunate consequences.)

ἐπεὶ δὲ ἐν Ἀθήνῃσι ἐγένετο ὁ Μαρδόνιος, πέμπει ἐς Σαλαμίνα Μουρυχίδην, ἄνδρα Ἑλλησπόντιον. ὁ δὲ ἀπικόμενος ἐπὶ τὴν βουλὴν ἔλεγε τὰ παρὰ Μαρδονίου. τῶν δὲ βουλευτέων Λυκίδης εἶπε γνώμην, ὡς οἱ ἐδόκεε ἄμεινον εἶναι δεξαμένους τὸν λόγον τόν σφι Μουρυχίδης προσφέρει ἐξενεῖκαι ἐς τὸν δῆμον. ὁ μὲν δὴ ταύτην τὴν γνώμην ἀπεφαίνετο, εἴτε δὴ δεδεγμένος χρήματα παρὰ Μαρδονίου, εἴτε καὶ ταῦτά οἱ ἐάνδανε. Ἀθηναῖοι δὲ αὐτίκα δεινὸν ποιησάμενοι, περιστάντες Λυκίδην κατέλευσαν βάλλοντες, τὸν δὲ Ἑλλησπόντιον Μουρυχίδην ἀπέπεμψαν ἀσινέα. γενομένου δὲ θορύβου ἐν τῇ Σαλαμίῃ περὶ τὸν Λυκίδην, πυνθάνονται τὸ γινόμενον αἱ γυναῖκες τῶν Ἀθηναίων, ἐπὶ δὲ τὴν τοῦ Λυκίδεω οἰκίην ἦλθον αὐτοκελέες, καὶ κατὰ μὲν ἔλευσαν αὐτοῦ τὴν γυναῖκα, κατὰ δὲ ἔλευσαν τὰ τέκνα.

HERODOTUS (60)

Ἑλλησπόντιος: Hellespontian, from the Hellespont region. ἡ γνώμη: opinion. οἱ = αὐτῷ. τόν = ὄν. ἐξενεῖκαι: Aorist Infinitive of ἐκφέρω. ἀνδάνω (+ Dative Case): I please. δεινὸν ποιέομαι: I am indignant. καταλεύω: I stone to death. ἀσινής: unhurt. αὐτοκελής: unbidden, of one's own accord.

C.

(Hermes recounts how, in response to a request from his brother Apollo, he has brought Apollo's new-born son from Athens to the temple at Delphi.)

*κᾶμ' ὦν ἀδελφὸς Φοῖβος αἰτεῖται τάδε·
“ ὦ σύγγον', ἐλθὼν λαὸν εἰς ἀυτόχθονα
κλεινῶν Ἀθηνῶν—οἴσθα γὰρ θεᾶς πόλιν—
λαβὼν βρέφος νεογνὸν ἐκ κοίλης πέτρας
αὐτῷ σὺν ἄγγει σπαργάνοισι θ' οἷς ἔχει
ἔνεγκε Δελφῶν τὰμὰ πρὸς χρηστήρια,
καὶ θεὸς πρὸς αὐταῖς εἰσόδοις δόμων ἐμῶν.
τὰ δ' ἄλλ'—ἐμὸς γὰρ ἐστίν, ὡς εἰδῆς, ὁ παῖς—
ἡμῖν μελήσει.” Λοξία δ' ἐγὼ χάριν
πράσσω ἀδελφῷ πλεκτὸν ἐξάρας κύτος
ἤνεγκα, καὶ τὸν παῖδα κρηπίδων ἔπι
τίθημι ναοῦ τοῦδ', ἀναπτύξας κύτος
ἑλικτὸν ἀντίπηγος, ὡς ὀρῶθ' ὁ παῖς.*

EURIPIDES (60)

κᾶμ' = καὶ ἐμέ. *αὐτόχθων*: native. *τὸ βρέφος*: infant. *τὸ ἄγγος*: cradle.
τὸ σπάργανον: swaddling-cloth. *ἡμῖν μελήσει*: we will care for. *Λοξίας*: Loxias (a title of Apollo).
πλεκτός: woven. *τὸ κύτος*: basket. *αἱ κρηπίδες*: base, foundation. *ὁ ναός*: temple.
ἀναπτύσσω: I open. *ἑλικτός*: plaited. *ἡ ἀντίπηγος*: cradle. *ὀρῶθ'* = ὀρῶτο.

D.

(Athena has come down from Olympus to help the Greeks. Apollo suggests to her that they end the fighting for today.)

*τὴν πρότερος προσέειπεν ἄναξ Διὸς υἱὸς Ἀπόλλων·
“τίπτε σὺ δὴ αὖ μεμανῖα, Διὸς θύγατερ μεγάλοιο,
ἦλθες ἀπ' Οὐλύμπιοιο, μέγας δέ σε θυμὸς ἀνῆκεν;
ἢ ἵνα δὴ Δαναοῖσι μάχης ἕτεραλκέα νίκην
δῶς; ἐπεὶ οὐ τι Τρῶας ἀπολλυμένους ἐλεαίρεις.
ἀλλ' εἴ μοί τι πίθοιο, τό κεν πολὺν κέρδιον εἶη·
νῦν μὲν παύσωμεν πόλεμον καὶ δηϊοτήτα
σήμερον· ὕστερον αὖτε μαχήσοντ', εἰς ὃ κε τέκμωρ
Ἰλίου εὕρωσιν, ἐπεὶ ὧς φίλον ἔπλετο θυμῷ
ὑμῖν ἀθανάτησι, διαπραθέειν τόδε ἄστυ.”*

HOMER (60)

μεμαώς: desiring. *ἀνίημι*: I send. *ἕτεραλκής*: decisive. *ἐλεαίρω*: I pity. *κερδίον*: better.
ἡ δηϊότης: battle. *τὸ τέκμωρ*: end. *ἔπλετο*: it was. *διαπέρθω*: I destroy utterly.

A.

- (i) Translate into English:— (50)

ὁ δ' ἀμείβετο λέγων· ὦ βασιλεῦ, οὔτε στρατὸν τοῦτον, ὅστις γε σύνεσιν ἔχει, μέμφοιτ' ἂν οὔτε τῶν νεῶν τὸ πλῆθος· ἦν τε πλεῦνας συλλέξης, τὰ δύο τοι τὰ λέγω πολλῶ ἔτι πολεμιώτερα γίνεται. τὰ δὲ δύο ταῦτα ἐστὶ γῆ τε καὶ θάλασσα. οὔτε γὰρ τῆς θαλάσσης ἔστι λιμὴν τοσοῦτος οὐδαμόθι, ὡς ἐγὼ εἰκάζω, ὅστις ἐγειρομένον χειμῶνος δεξιόμενός σευ τοῦτο τὸ ναυτικὸν φερέγγυος ἔσται διασῶσαι τὰς νέας. καίτοι οὐκ ἔνα αὐτὸν δεῖ εἶναι, ἀλλὰ παρὰ πᾶσαν τὴν ἡπειρον παρ' ἣν δὴ κομίζεαι. οὐκ ἂν δὴ ἐόντων τοι λιμένων ὑποδεξίων, μαθὲ ὅτι αἱ συμφοραὶ τῶν ἀνθρώπων ἄρχουσι καὶ οὐκ ἄνθρωποι τῶν συμφορέων. καὶ δὴ τῶν δύο τοι τοῦ ἑτέρου εἰρημένου τὸ ἕτερον ἔρχομαι ἐρέων. γῆ δὴ πολεμίῃ τῆδέ τοι κατίσταται.'

A WORLD OF HEROES

- (ii) Answer
- any three**
- of the following questions. They carry ten marks each:— (30)

- (a) Who is Artabanos? What is Xerxes' response to what he says in the passage above?
- (b) What points do Artabanos and Xerxes each make in their disagreement concerning the Ionians?
- (c) Discuss briefly Herodotus' portrayal of the Spartans.
- (d) On the basis of what you have read, assess Herodotus briefly as a writer and historian.
- (e) Explain the mood of *συλλέξης* and the case of *χειμῶνος* underlined in the passage above.

B.

- (i) Translate into English:— (50)

ΠΑ. δέσποιν', ἀφείνται παῖδες οἶδε σοι φνυγῆς,
καὶ δῶρα νύμφη βασιλῆς ἀσμένῃ χεροῖν
ἐδέξατ'· εἰρήνη δὲ τὰ κεῖθεν τέκνοισ.
ἔα.

τί συγχυθεῖς ἔστηκας ἠνίκ' εὐτυχεῖς;

ΜΗ. αἰαῖ.

ΠΑ. τάδ' οὐ ξυνωδὰ τοῖσιν ἐξηγγελέμενοις.

ΜΗ. αἰαῖ μάλ' αὖθις. ΠΑ. μῶν τιν' ἀγγέλλων τύχην

οὐκ οἶδα, δόξης δ' ἐσφάλην εὐαγγέλου;

ΜΗ. ἡγγεῖλας οἶ' ἡγγεῖλας· οὐ σὲ μέμφομαι.

ΠΑ. τί δαὶ κατηφεῖς ὄμμα καὶ δακρυρροεῖς;

ΜΗ. πολλή μ' ἀνάγκη, πρέσβυ· ταῦτα γὰρ θεοὶ

κἀγὼ κακῶς φρονοῦσ' ἐμηχανησάμην.

ΠΑ. θάρσει· κάτει τοι καὶ σὺ πρὸς τέκνων ἔτι.

ΜΗ. ἄλλους κατάξω πρόσθεν ἢ τάλαιν' ἐγώ.

ΠΑ. οὔτοι μόνη σὺ σῶν ἀπεξύγης τέκνων·

κούφως φέρειν χρῆθ' ἠνιθὸν ὄντα συμφοράς.

ΜΗ. δράσω τάδ'.

THE INTELLECTUAL REVOLUTION

- (ii) Answer
- any three**
- of the following questions. They carry ten marks each:— (30)

- (a) Explain how Medeia uses her children to harm Kreon and his daughter.
- (b) Is Medeia portrayed as unwavering and cold-blooded in relation to the murder of her children? Justify your answer.
- (c) Describe the character of Jason as presented in this play.
- (d) Comment briefly on the role of the Chorus in this play.
- (e) Scan **line 1** of the piece above. Mark the quantities, and name the metre.

4. Answer **three** of the following questions. At least **one** question must be chosen from Section A and **one** question from Section B. The **third** question may be chosen from **either** Section A **or** Section B. (Each question carries thirty marks):—

[90]

A.

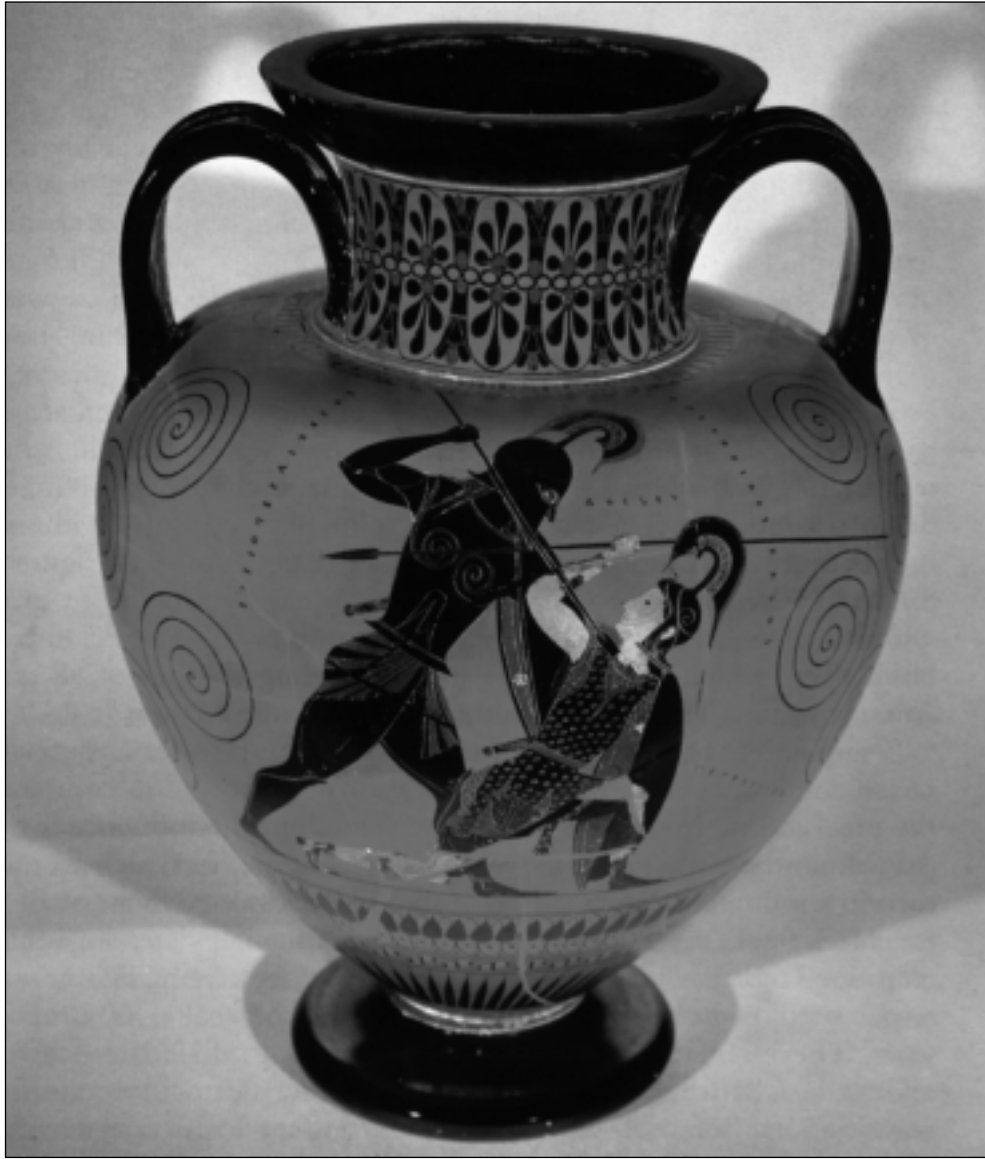
- (i) Identify the main factors that in your view caused Athens to lose the Peloponnesian War (431- 404 BC).
- (ii) Outline the circumstances leading up to the Battle of Cunaxa in 401 BC, the course of the battle itself, and what happened subsequently to the Greeks involved in it. In your view, what is the importance of this episode in Greek history?
- (iii) Alexander the Great was a ruthless warlord whose many successes cannot conceal the flaws of his character or outweigh the atrocities that he committed. Comment on this statement.
- (iv) Write notes on **any two** of the following:—

Draco; Cleisthenes; Brasidas; Battle of Mantinea.

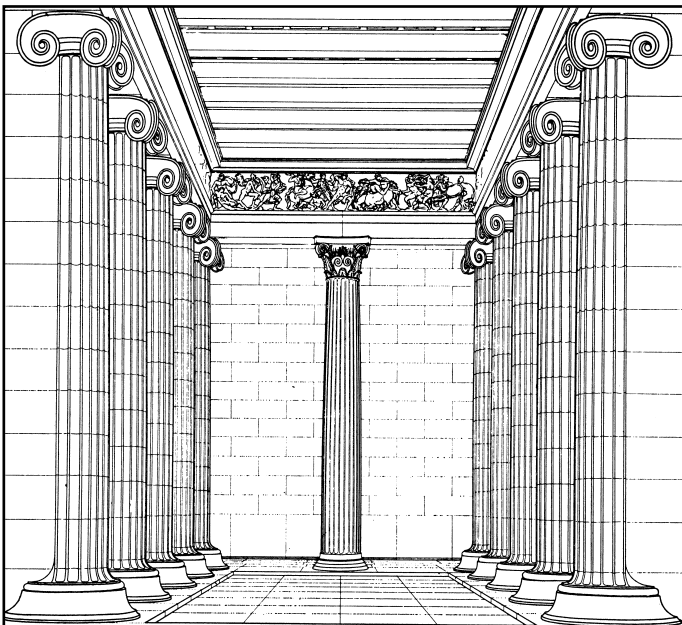
B.

- (i) You have been chosen by the Athenians to deliver the funeral speech in honour of Sophocles. Write out what you would say, commenting on Sophocles' importance in the development of tragedy and making reference to at least **two** of his plays.
- (ii) Write an account of the life of Thucydides and assess his importance as an historian.
- (iii) The Parthenon was not included among the Seven Wonders of the Ancient World. Making detailed reference to its main features, say whether you think it is worthy of being added as an Eighth Wonder.
- (iv) Having looked at photographs **A**, **B** and **C** below, answer **two** of the following questions:—
 - (a) Photograph **A** shows Achilles killing the Amazon queen. Is the vase in the Black Figure or Red Figure style? Comment on the artist's presentation of the scene.
 - (b) Photograph **B** is a recreation of the interior of the temple of Apollo at Bassae. Identify the features of architectural interest in the drawing.
 - (c) Photograph **C** shows Herakles, helped by Athena, holding up the sky while Atlas brings the apples of the Hesperides. To what period does the sculpture belong? Comment on the sculptor's presentation of the scene.

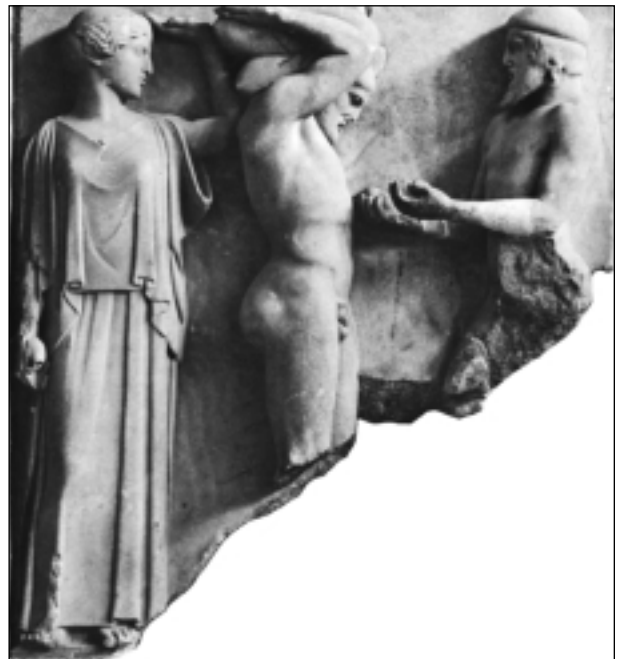
A



B



C



Photographs **A**, **B** and **C** are taken from John Boardman, *Greek Art*, Thames and Hudson.

BLANK PAGE