

X015/301

NATIONAL
QUALIFICATIONS
2008

THURSDAY, 29 MAY
1.00 PM – 3.00 PM

CLASSICAL
GREEK
HIGHER
Interpretation

You must answer **two** sections: one verse author and one prose author.

You must choose *either* Section A (verse: Homer: page two) *or* Section B (verse: Sophocles: page three)

and

you must choose *either* Section C (prose: Thucydides: page four) *or* Section D (prose: Plato: page five).

100 marks are allocated to this paper.



EITHER

SECTION A

Homer, *Odyssey*, IX and X

Answer all the questions. (Note: there are two options in question 4.)

Marks

1. Turn to PAGE 33 of the Prescribed Text.

Refer to lines 18–32 of Passage 17 (from “My home” to “from Troy”).

- (a) In what ways does Homer in these lines convey Odysseus’ deep attachment to his own homeland? 3
- (b) How true is it for Odysseus to claim: “Circe detained me in her castle” (line 27)? 2

2. Turn to PAGES 40 AND 41 of the Prescribed Text.

Refer to lines 12–61 of Passage 18 (from ἦδε δε μοι to παντες ἑταιροι).

- (a) In line 12, Odysseus describes his plan as being ἀριστη. To what extent do you think his description is justified? Explain your answer with reference to lines 12–61. 6
- (b) Write out and scan lines 54–55 (from ὡς ἔφατ’ to ἀφραδιησιν), marking the quantities and feet. 3

3. Turn to PAGES 42 AND 43 of the Prescribed Text.

Refer to lines 69–106 of Passage 18 (from και τοτ’ ἐγω to ἀνακτι).

- (a) In lines 69–75, what does Odysseus do to prepare for his attack on the Cyclops? 2
- (b) Refer to lines 76–84. How does Homer help us to visualise in vivid detail what the Greeks now do as they launch their attack on the Cyclops? 4
- (c) In line 107, Odysseus says: ἐμον δ’ ἐγέλασσε φιλον κηρ. What has happened in lines 93–106 (from αὐταρ to ἀνακτι) to cause Odysseus to react in this way? What do you think we learn about Odysseus’ nature from this reaction? 4

4. EITHER

- (a) “Luck and cunning help Odysseus in his adventures.” To what extent do you agree with this statement? Refer to the **Greek** and **English** passages you have read to support your answer. 10

OR

- (b) To what extent are the laws of hospitality obeyed and broken in what happens to Odysseus and his men in *Odyssey* IX and X? Refer to the **Greek** and **English** passages you have read to support your answer. 10

(34)

(scaled to 50)

OR

SECTION B

Sophocles, *Oedipus Tyrannus*

Answer all the questions. (Note: there are two options in question 4.)

Marks

1. Turn to PAGES 59, 60 AND 61 of the Prescribed Text.

- (a) Refer to lines 27–36 of Passage 20 (from “If we come” to “our life”). Explain the Priest’s reference to the “vile Enchantress” (line 33). 2
- (b) Refer to lines 52–67 (from “I grieve” to “be done”). What insights into Oedipus’ character do we receive from these lines? 3

2. Turn to PAGES 87, 88 AND 89 of the Prescribed Text.

- (a) Refer to lines 85–101 of Passage 23 (from ὦ παι to ἀπαιδία). Show how this exchange between Oedipus and the Messenger begins the process that will reveal the truth about Oedipus’ parentage. 3
- (b) Refer to lines 102–113 (from σὺ δ’ to ὅς ἐστι). Explain why the Messenger believes he can claim (at line 107) that he was Oedipus’ σωτήρ γε τῷ τοτ’ ἐν χρόνῳ. 2
- (c) Refer to lines 114–134 (from ὦ πρὸς θεῶν to μεμνησθαι ταδε). Jocasta (at lines 133–134) pleads urgently with Oedipus to ignore what has been said by the Messenger. What further details have emerged in lines 114–132 to drive her to do so? 3

3. Turn to PAGES 92 AND 93 of the Prescribed Text.

Refer to lines 60–76 of Passage 25 (from οἶμοι to οὐκ ἔδει κτανῶν).

- (a) Show how these lines supply the final details needed to complete Oedipus’ process of self-discovery throughout the drama so far. 3
- (b) In what ways does Sophocles make this climax as powerful as possible? 5
- (c) Write out and scan lines 60–61 (from οἶμοι to ἀκουστέον), marking the quantities and feet. 3

4. EITHER

- (a) How important a part does Jocasta play in Sophocles’ *Oedipus Tyrannus*? Refer to the **Greek** and **English** passages to support your answer. 10

OR

- (b) “The plot of a great tragedy should arouse feelings of horror and pity in the audience.” To what extent do you feel that the play *Oedipus Tyrannus* succeeds in doing this? Refer to the **Greek** and **English** passages in your answer. 10

(34)

(scaled to 50)

[Turn over for SECTION C

AND

EITHER

SECTION C

Thucydides, *Book II*

Answer all the questions. (Note: there are two options in question 3.)

Marks

1. Turn to PAGES 4 AND 5 of the Prescribed Text.

- (a) Refer to lines 32–46 of Passage 2 (from *διωκομενοι* to *βουλωνται*). Thucydides explains what happened to three different groups of Thebans:

- (i) those who died;
- (ii) those who escaped;
- (iii) those who were captured.

Explain the circumstances that led to each of these outcomes.

6

- (b) Refer to lines 47–61 of Passage 2 (from *οἱ δ' ἄλλοι* to *ἐζωγρημενοι*). When did the Thebans outside hear of what had happened in the city? What caused these Thebans to arrive too late? What action did they then take to try to compensate for this late arrival?

6

2. Turn to PAGES 7, 8, 9 AND 10 of the Prescribed Text.

- (a) Refer to lines 2–4 of Passage 4 (from *πλουτω* to *αἰσχιον*). What does Pericles say about the Athenians' attitude to poverty and wealth?

3

- (b) Refer to lines 16–17 of Passage 4 (from *οὐ γαρ* to *φιλους*). How does he say Athens acquired friends?

2

- (c) Passage 3, lines 28–128 (from “Many of those” to “also others”) and Passage 4 form part of a speech which Pericles made to the people of Athens.

- (i) How close to any real speech of Pericles do you think this might be?
- (ii) To what extent do you think Pericles presents a realistic description of Athens? Give reasons for your answer.

3

4

3. EITHER

- (a) An important part of the task of the historian is to explain events and comment on them. To what extent do you think Thucydides does these things? Support your answer with reference to the passages you have read in **Greek** and **English**.

10

OR

- (b) It has been said that among the virtues of Thucydides are his ability to engage the audience and his ability to present his material in different ways. To what extent do you agree with this opinion? Support your answer with reference to the passages you have read in **Greek** and **English**.

10

(34)

(scaled to 50)

OR

SECTION D

Plato, *Republic I and II*

Answer all the questions. (Note: there are two options in question 4.)

Marks

1. Turn to PAGES 17 AND 18 of the Prescribed Text.

- (a) Refer to lines 6–9 of Passage 8 (from *εἰ Πολυδαμας* to *καὶ δίκαιον*). Who is Polydamas and why is he mentioned here? 3
- (b) Refer to lines 24 and 25 of Passage 8, where Thrasymachus repeats: *ἐν ἀπασαῖς ταῖς πόλεσιν ταῦτον εἶναι δίκαιον*. Explain what types of states he means and how he can call the situation *ταῦτον*. 4

2. Turn to PAGES 25, 26, 27 AND 28 of the Prescribed Text.

- (a) Refer to lines 1–56 of Passage 12 (from “Would you say” to “action at all”). How has Socrates shown that just men act more effectively? How might you have contradicted Socrates? 4
- (b) Refer to lines 1–32 of Passage 14 (from “Then” to “enjoy it, Socrates”). How has Socrates shown that injustice never pays better than justice? How might you have contradicted Socrates? 4

3. Turn to PAGES 29 AND 30 of the Prescribed Text.

- (a) Refer to lines 8–22 of Passage 15 (from *οὐ τοῖνυν* to *αὐτῶν*). How does Glaucon define the three kinds of good he lists? 6
- (b) Refer to lines 25–33 of Passage 15 (from *ἐγὼ μὲν οἶμαι* to *δυσμαθῆς*). In what category does Socrates place justice and how does that fit in with the opinion of *οἱ πολλοί*? 3

4. EITHER

- (a) In Passage 7, Thrasymachus says that Socrates finds it easier to ask questions than to answer them. Is that a fair description of his philosophical technique? Support your answer by reference to the **Greek** and **English** passages. 10

OR

- (b) *The Republic* has been described as “one of the books that shook the world”. From what you have read of *The Republic*, why might some people think that it is so important? Support your answer by reference to the **Greek** and **English** passages. 10
- (34)
- (scaled to 50)

[END OF QUESTION PAPER]

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X015/302

NATIONAL
QUALIFICATIONS
2008

THURSDAY, 29 MAY
3.15 PM – 4.00 PM

CLASSICAL
GREEK
HIGHER
Translation

Answer **either** Question 1 **or** Question 2.

50 marks are allocated to this paper.

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



EITHER

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

A small group of aristocrats had seized power from the democrats on the island of Corcyra. Then, with the help of a Corinthian warship and some ambassadors from Sparta, they inflicted a further defeat on the democrats.

ἐν δὲ τούτῳ τῶν Κερκυραίων οἱ ἔχοντες τὰ πράγματα, ἐλθούσης τριήρους
Κορινθίας καὶ Λακεδαιμονίων πρεσβέων, ἐπιτίθενται τῷ δήμῳ, καὶ μαχομένοι
ἐνίκησαν. ἀφικομένης δὲ νυκτὸς ὁ μὲν δῆμος εἰς τὴν ἀκροπολιν καὶ τὰ μετέωρα
τῆς πόλεως καταφεύγει καὶ αὐτοῦ συλλεγείς ἰδρυθῆ. οἱ δὲ ὀλίγοι τὴν ἀγορὰν
5 κατελάβον, οὐπὲρ οἱ πολλοὶ ᾤκουν αὐτῶν, καὶ τὸν λιμένα τὸν πρὸς αὐτῇ καὶ
πρὸς τὴν ἡπείρον.

The following day, both sides tried to win themselves new allies.

τῇ δὲ ὑστεραίᾳ ἡκροβολίσαντο τε ὀλίγα καὶ εἰς τοὺς ἄγρους περιεπεμπον
ἀμφοτέροι, τοὺς δούλους παρακαλούντες τε καὶ ἐλευθερίαν ὑπισχνούμενοι· καὶ
τῷ μὲν δήμῳ τῶν οἰκετῶν τὸ πλῆθος παραγενέτο συμμαχόν, τοῖς δὲ ἑτέροις ἐκ
10 τῆς ἡπείρου ἐπικουροὶ ὀκτακοσίοι.

The day after that, the democrats won a victory with help from an unusual source.

διαλιπούσης δὲ ἡμέρας μάχῃ αὐθις γίγνεται καὶ νικᾷ ὁ δῆμος χωρίων τε ἰσχυρῶν
καὶ πλεῖσιν προυχῶν· αἱ τε γυναῖκες αὐτῶν τολμηρῶς συνεπελάβοντο βαλλοῦσαι
ἀπὸ τῶν οἰκίων τῷ κεραμῷ καὶ παραφύσιν ὑπομένουσαι τὸν θορυβόν.

Thucydides (adapted)

- οἱ ἔχοντες τὰ πράγματα (line 1) — “those in power”
ἡκροβολίσαντο . . . ὀλίγα (line 7) — “they engaged in a few skirmishes”
διαλιπούσης δὲ ἡμέρας (line 11) — “after a day’s interval”

OR

**2. Read the following passage carefully, including the English sections.
Then translate all the Greek sections into English.**

The speaker explains how primitive men were at the mercy of wild animals and tried to join together against them. But because they lacked political skill men could not live together in harmony.

πρωτον οὖν ἄνθρωποι ὥκουν σποραδην, πόλεις δὲ οὐκ ἦσαν· ἀπολλυντο οὖν ὑπο
των θηριων δια το πανταχῇ αὐτων ἀσθενεστεροι εἶναι, καὶ ἡ δημιουργικὴ τέχνη
αὐτοῖς πρὸς μὲν τροφὴν ἱκανὴ βοηθὸς ἦν, πρὸς δὲ τὸν τῶν θηριων πολέμον
ἐνδεής — πολιτικὴν γὰρ τέχνην οὐπω εἶχον, ἥς μέρος ἐστὶ πολεμικὴ τέχνη —
5 ἐζητοῦν δὲ ἀθροίζεσθαι καὶ σωζεσθαι κτιζόντες πόλεις· ὅτε δ' ἀθροισθίεν,
ἡδίκουν ἀλλήλους ἅτε οὐχ ἔχοντες τὴν πολιτικὴν τέχνην, ὥστε παλιν
σκεδαννυμένοι διεφθείροντο.

To save mankind Zeus sent Hermes to give them a sense of reverence and justice. He explained that these qualities should be distributed equally to all people.

Ζεὺς οὖν δεισας περὶ τῷ γενεῖ μὴ ἀπολοιτο παν, Ἑρμῆν πεμπει ἄγοντα εἰς
ἀνθρώπους αἰδῶ τε καὶ δίκην, ἵν' εἶεν πόλεων κοσμοὶ τε καὶ δεσμοὶ φιλίας
10 συναγωγοί. ἐρωτᾷ οὖν Ἑρμῆς Δία τίνα οὖν τρόπον δοιὴ δίκην καὶ αἰδῶ
ἀνθρώποις. “ἐπὶ πάντας ἀνθρώπους,” ἐφῆ ὁ Ζεὺς, “καὶ πάντες μετεχόντων· οὐ
γὰρ ἂν γένοιτο πόλεις, εἰ ὀλίγοι μετεχοίεν αὐτῶν ὥσπερ ἄλλων τέχνων.”

Plato (adapted)

πάντες μετεχόντων (line 11) — “let everyone have a share”

[END OF QUESTION PAPER]

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X015/303

NATIONAL
QUALIFICATIONS
2008

CLASSICAL GREEK
HIGHER
Word-list to accompany
Translation

THURSDAY, 29 MAY
3.15 PM – 4.00 PM

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Question 1 (Thucydides)

ἀγορά, -ας (f.) agora, city centre

ἀγρος, -ου (m.) field

ἀκροπολις, -εως (f.) acropolis, citadel

ἀμφοτεροι, -αι, -α both

ἀπο (+ genitive) from

αὖθις again

αὐτον, -ην, -ο him, her, it

αὐτου there (line 4)

ἀφικομενος (from ἀφικνεομαι I come)

βαλλω I throw

γίγνομαι I take place

γυνή, γυναικος (f.) woman

δε and, but

δημος, -ου (m.) democrats, people

δουλος, -ου (m.) slave

ἐκ (+ genitive) from

ἐλευθερία, -ας (f.) freedom

ἐλθων (from ἐρχομαι I come)

ἐν τούτῳ meanwhile

ἐπικουροι, -ων (m.pl.) mercenaries

ἐπιτιθεμαι (+ dative) I attack

ἐς (+ accusative) to

ἑτεροι, -αι, -α the others

ἡπειρος, -ου (f.) mainland

θορυβος, -ου (m.) uproar

ἰδρυομαι I settle

ἰσχυς, -υος (*f.*) strength
 και and
 καταλαμβάνω I occupy
 καταφευγώ I flee for refuge
 κεραμος, -ου (*m.*) roof tile
 Κερκυραίοι, -ων (*m.pl.*) Corcyreans
 Κορινθίος, -α, -ον Corinthian
 Λακεδαιμόνιος, -α, -ον Spartan
 λιμην, -ενος (*m.*) harbour
 μάχη, -ης (*f.*) battle
 μαχομαι I fight
 μὲν on the one hand (*or miss this word out*)
 μετέωρα, -ων (*n.pl.*) high ground
 νικάω I defeat
 νύξ, νυκτος (*f.*) night
 ὁ, ἡ, το the
 οἰκέτης, -ου (*m.*) slave
 οἰκέω I live
 οἰκία, -ας (*f.*) house
 ὀκτακοσιοί, -αι, -α eight hundred
 ὀλιγοί, -αι, -α few, “aristocrats”
 οὐπὲρ where
 παρὰ (+ *accusative*) contrary to
 παραγιγνομαι (+ *dative*) I support
 παρακαλέω I ask for help
 περιπέμπω I send out
 πλῆθος, -ους (*n.*) majority (line 9)
 numbers (line 12)

πολις, -εως (f.) city
πολλοι, -αι, -α many; “majority”, “most”
πρεσβυς, -εως (m.) ambassador
προς (+ *dative*) near
προς (+ *accusative*) facing
προυχω I am superior
συλλεγεις (from συλλεγομαι I gather, I collect)
συμμαχος, -ον fighting alongside, as allies
συνεπιλαμβανομαι I help
τε . . . και . . . both . . . and . . .
τολμηρως bravely
τριηρης, τριηρους (f.) trireme, warship
ὑπισχνεομαι I promise
ὑπομενω I endure
ὑστεραια, -ας (f.) following day
φυσις, -εως (f.) nature
χωριον, -ου (n.) position

[List for Question 2 (Plato) begins on *Page five*

Question 2 (Plato)

ἀγω I bring

ἀδικεω I treat unjustly

ἀθροίζομαι I join together

αἰδώς, -ους (f.) reverence

$\alpha\lambda\lambda\eta\lambda\omicron\iota, -\alpha\iota, -\alpha$ each other

$\alpha\lambda\lambda\alpha\alpha$, $-\alpha\alpha$, $-\alpha$ other

áv *miss this word out*

ἄνθρωπος, -ου (*m.*) human being

ἀπολλυμι I kill (line 1)

I wipe out (line 8)

$\acute{\alpha}\sigma\theta\epsilon\nu\eta\varsigma, -\eta\varsigma, -\epsilon\varsigma$ weak

$\acute{\alpha}\tau\epsilon$ (+ *participle*) since

$\alpha\upsilon\tau\omicron\upsilon\varsigma$, $-\alpha\varsigma$, $-a$ them

βοηθος, -*ου* (f.) help

 $\gamma a\rho$ for

γενος, -ους (*n.*) human race

γιγνομαι I exist

 $\delta\epsilon$ and, but

δειδω I fear

δεσμος, -ου (*m.*) bond $\delta\eta$ in fact

δημιουργικός, -η, -ον in crafts

$\delta\iota\alpha$ (+ *accusative*) because of

διαφθείρω I destroy

$\delta\iota\kappa\eta$, $-\eta\varsigma$ (*f.*) justice

δοιη (from διδωμι I give)

 $\in l'$ if

[X015/303]

Page five

[Turn over

εἰμι I am
 εἰς (+ *accusative*) to
 ἐνδεής, -ής, -ες inadequate
 ἐπὶ (+ *accusative*) to
 Ἑρμῆς, -ου (*m.*) Hermes
 ἐρωτάω I ask
 ἔχω I have
 Ζεὺς, Δίος (*m.*) Zeus
 ζητέω I try
 θηρίον, -ου (*n.*) wild animal
 ἱκανός, -ή, -ον adequate
 ἵνα so that
 καὶ and
 κοσμοί, -ων (*m.pl.*) ordering principles
 κτιζέω I found, I establish
 μὲν on the one hand (*or miss this word out*)
 μέρος, -ους (*n.*) part
 μετέχω (+ *genitive*) I have a share in
 μὴ that
 ὁ, ἡ, το the
 οἴκω I live
 ὀλίγοι, -αι, -α only a few
 ὅς, ἡ, ὁ which
 ὅτε whenever
 οὐ, οὐκ, οὐχ not
 οὖν therefore, then
 οὐπω not yet
 παλιν again
 παν completely
 πανταχῇ in every way

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Page six

παντες, πασαι, παντα all
 πεμπω I send
 περι (+ *dative*) for
 πολεμικος, -η, -ον in fighting
 πολεμος, -ου (*m.*) fighting
 πολις, -εως (*f.*) city
 πολιτικος, -η, -ον political
 προς (+ *accusative*) with regard to
 πρωτον at first
 σκεδαννυμαι I scatter
 σποραδην scattered about
 συναγωγος, -ος, -ον uniting
 σωζομαι I save myself
 τε και . . . both . . . and . . .
 τεχνη, -ης (*f.*) skill
 τις, τις, τι what
 τροπος, -ου (*m.*) way, manner
 τροφη, -ης (*f.*) food
 υπο (+ *genitive*) by
 φημι I say
 φιλια, -ας (*f.*) friendship
 ωσπερ as
 ωστε so that

[END OF WORD-LIST]

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