

X015/12/01

NATIONAL
QUALIFICATIONS
2014

MONDAY, 19 MAY
9.00 AM – 11.00 AM

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 four)

and

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

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 40 of the Prescribed Text.

Refer to lines 13–24 of **Passage 18** (from *Κυκλωπος* to *πολλη*).

- (a) Refer to lines 13–18. Odysseus finds an object in the cave which he thinks useful for his plan of escape. What is this, and how does Homer describe it? 2
- (b) How effective do you find the simile used in lines 15–18? Refer in detail to the text to support your answer. 3
- (c) Refer to lines 19–24. What do Odysseus and his comrades do to this object to make it suitable for his plan? 3

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

Refer to lines 89–108 of **Passage 18** (from *σμερδαλεον* to *ἀμυμων*).

- (a) What do the Cyclops and his neighbours do as a result of the injury inflicted on Polyphemus? 4
- (b) In lines 107–108, how does Odysseus react and why? 2
- (c) Write out and scan lines 107–108 (from *ὡς ἄρ' ἔφαν* to *μητις ἀμυμων*), marking the quantities and feet. 3

3. Turn to PAGE 45 of the Prescribed Text.

Refer to lines 185–199 of **Passage 18** (from *ἀλλ' ὅτε* to *ἔχοντα*).

- (a) Refer to lines 185–193. What are the anxieties worrying the members of Odysseus' crew at this point? In your opinion, are they right to be so worried? Justify your answer by referring to the text. 4
- (b) Refer to lines 194–199. Explain why Odysseus' actions are unwise. 3

4. EITHER

- (a) In line 17 of **Passage 17**, Odysseus says to King Alcinous “The whole world talks of my stratagems . . .”. How justified do you consider Odysseus’ own opinion of himself to be? Refer to the passages you have studied in **Greek** and **English** to justify your answer.

10

OR

- (b) How far is Odysseus helped or hindered by various gods as he struggles to make his way home? Refer in your answer to the passages you have studied in **Greek** and **English**.

10

(34)

(scaled to 50)

[Turn over for SECTION B

OR

SECTION B

Sophocles, *Oedipus Tyrannus*

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

Marks

1. Turn to PAGES 84 AND 85 of the Prescribed Text.

Refer to lines 1–26 of **Passage 23** (from ἀρ' ἀν παρ' ὑμῶν to τοῦδ' ὑπο).

- (a) In lines 1–5, what does the messenger ask? What information does he receive? 2
- (b) Refer to lines 6–14. What words of the messenger lead the audience to believe that he is about to announce good news? What hint of something less good is suggested in his words? Refer to the text to support your answer. 3
- (c) Refer to lines 15–26. What does his news turn out to be? What is Jocasta's reaction? 3

2. Turn to PAGE 88 of the Prescribed Text.

Refer to lines 106–130 of **Passage 23** (from ποιμην γαρ to Ἰοκαστη λεγοι).

- (a) Refer to lines 106–121. What do we learn about Oedipus' life when he was a baby? 3
- (b) Refer to lines 122–130. Explain how Oedipus' question and the chorus' reply here serve to bring together important strands of the plot. 3
- (c) Write out and scan lines 114–115 (ὦ προς to φρονει), marking the quantities and feet. 3

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

Refer to lines 60–72 of **Passage 25** (from οἶμοι to γεγως).

- (a) By what means does Sophocles increase the tension between the servant and Oedipus in lines 60–67? 4
- (b) Refer to lines 69–72 (from κατοικτισας to γεγως). What moved the servant to save Oedipus? What does he say has been the result of his action? Refer closely to the text to support your answer. 3

4. EITHER

- (a) “Characters in *Oedipus Tyrannus* frequently sound as if they were in a courtroom.” To what extent do you feel that Sophocles’ play often suggests the atmosphere of a court of law? Refer to the passages you have read in **Greek** and **English** to support your answer. 10

OR

- (b) “The seeds of Oedipus’ downfall lie in his own character.” How far do you agree with this statement? Refer to the passages you have read in **Greek** and **English** to justify 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 4.)

Marks

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

(a) Refer to lines 32–47 of **Passage 2** (from *διωκομενοι* to *ἐπεπραγεσαν*). Three groups of Thebans are mentioned in these lines. What happened to each of these groups, as they tried to leave Plataea? **5**

(b) Refer to lines 47–56 (from *οἱ δ' ἄλλοι* to *ἐχομενων*). What circumstances influenced the main Theban force as it marched to Plataea? **3**

2. Turn to PAGE 10 of the Prescribed Text.

Refer to lines 15–21 of **Passage 4** (from *και τα* to *ὠφελουμεν*). Pericles contrasts the Athenian view of *ἀρετη* with the view of *ἀρετη* held by others. What differences between the Athenians and others does he mention? What are the results of these differences? **4**

3. Turn to PAGES 10, 11, 12 AND 13 of the Prescribed Text.

In lines 30–31 of **Passage 5**, Thucydides writes: “I myself shall merely describe what it was like”. To what extent is Thucydides’ account of the plague a mere description of the disease? Support your answer with reference to **Passage 5**. **4**

4. Turn to PAGE 14 of the Prescribed Text.

(a) Refer to lines 17–26 of **Passage 6** (from *τοιουτω* to *ἄσονται*). What was the oracle given to the Athenians and how did controversy arise because of it? What is Thucydides’ opinion about this controversy? **5**

(b) Refer to lines 26–34 (from *μνημη* to *γενομενα*). What was the oracle given to the Spartans and how well did it fit in with what actually happened? **3**

5. EITHER

- (a) Thucydides intended that later generations would read his history. What features of the history do you think modern readers would find most interesting? Refer to the **Greek** and **English** passages you have read to support your answer.

10

OR

- (b) It is said that history is mainly about important people and not about the lives of ordinary people. To what extent is this true of the sections of Thucydides that you have read? Refer to the **Greek** and **English** passages you have read to support your answer.

10

(34)

(scaled to 50)

[Turn over for SECTION D

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 15, 19 AND 20 of the Prescribed Text.

(a) Refer to line 6 of **Passage 7**: “Polemarchus and I were panic-stricken.” How seriously do you take their description of their feelings? Explain your answer by referring to lines 1–28. 3

(b) Refer to lines 11–39 of **Passage 9** (from “For surely” to “you said”). Here Polemarchus and Cleitophon interrupt. What do they contribute to the discussion? 5

2. Turn to PAGE 18 of the Prescribed Text.

Refer to lines 33–56 of **Passage 8** (from *σμικρα* to *συμφερον*).

(a) In lines 34–38, Socrates and Thrasymachus discuss the definition of justice. What difficulty does Socrates have with Thrasymachus’ definition? 3

(b) In lines 39–56, Socrates attacks Thrasymachus’ definition. In your own words, explain Socrates’ arguments. Do you find his arguments persuasive? 4

3. Turn to PAGE 30 of the Prescribed Text.

Refer to lines 34–55 **Passage 15** (from *ἴθι δη* to *ἀκουων*).

(a) Refer to lines 34–37 of **Passage 15** (from *ἴθι δη* to *έκατερον*). How effective do you find the comparison which Glaucon makes in these lines? What is Glaucon’s opinion? 3

(b) Refer to lines 39–45 (from *ούτωςι* to *λεγουσιν*). Give details of what Glaucon intends to do now. 4

(c) Refer to lines 54–55 (from *παντων* to *ἀκουων*). Show how Socrates’ comment demonstrates how highly he regards this topic. 2

4. EITHER

- (a) Plato is trying to define “core ideas which apply to political life and which are significant for non-political life as well.” What ideas of this kind have you studied in the *Republic* and are they still applicable to political and non-political life? Support your answer by reference to the **Greek** and the **English** passages.

10

OR

- (b) Politicians nowadays frequently discuss justice. To what extent are the arguments about justice in the *Republic* similar to arguments about justice today? Support your answer by reference to the **Greek** and **English** passages.

10

(34)

(scaled to 50)

[END OF QUESTION PAPER]

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X015/12/02

NATIONAL
QUALIFICATIONS
2014

MONDAY, 19 MAY
11.15 AM – 12.00 NOON

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.

The Peloponnesians had been trying to capture the city of Plataea for some time but all their attempts had failed. A long siege now seemed almost inevitable but they made one final attempt to avoid this by setting fire to the city.

- οἱ δὲ Πελοποννησιοὶ, ὡς αἱ μηχαναὶ οὐδὲν ὠφελουν, νομισαντες ἀπορον εἶναι εἶλιν τὴν πολιν πρὸς τὴν περιτειχισιν παρεσκευαζοντο. προτερον δὲ ἔδοξεν αὐτοῖς πυρὶ πειρασθαι εἰ δυναυντο, πνευματος γενομενου, ἐπιφλεξαι τὴν πολιν. ἐφορουν οὖν ὕλης φακελους και ἐμβαλοντες πυρ ξυν θειῳ και πιση ἦσαν τὴν ὕλην. και
- 5 ἐγενετο φλοξ τοσαυτη ὁσην οὐδεις πω ἔς γε ἔκεινον τον χρονον χειροποιητον εἶδεν. αὐτη δὲ μεγαλη τε ἦν και τους Πλαταιας ἐλαχιστου ἔδεησε διαφθειραι. νυν δὲ και λεγεται ὕδωρ ἔξ οὐρανον πολυ σβεσαι τὴν φλογα και οὕτω παυσθηναι τον κινδυνον.

Finally the Peloponnesians resigned themselves to a siege, even though only a small number of Plataeans and Athenians remained inside the city.

- οἱ δὲ Πελοποννησιοὶ περιτειχιζον τὴν πολιν κυκλω· Πλαταιης δὲ παιδας μεν και γυναικας και τους πρεσβυτατους προτερον ἐκκεκομισμενοι ἦσαν ἔς τας Ἀθηνας, αὐτοὶ δὲ ἐπολιορκουντο ἐγκαταλελειμμενοι τετρακοσιοι, Ἀθηναίων δὲ ὀγδοηκοντα. και ἄλλος οὐδεις ἦν ἐν τῷ τειχει οὔτε δουλός οὔτε ἐλευθερος. τοιαυτη μεν ἢ Πλαταιων πολιορκια κατεσκευασθη.
- 10

Thucydides (adapted)

τοσαυτη ὁσην (line 5) — “such as”

ἐλαχιστου ἔδεησε (line 6) — “it came very close”

τοιαυτη (line 13) — “in this way”

OR

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

Socrates has asked the famous teacher Protagoras what exactly it is that he teaches. Protagoras replies that he teaches people how to run their own homes and their city.

και ὁ Πρωταγορας ἐφη ἄτο μαθημα ἐστιν εὐβουλια περι των οἰκειων, ὅπως τις ἀν ἀριστα την αὐτου οἰκιαν διοικει, και περι των της πολεως, ὅπως τα της πολεως δυνωτατος ἀν εἶη πραττειν. ἴδοκεις δε μοι ἐφην ἐγω λέγειν την πολιτικην τεχνην και ὑπισχρυσθαι ποιειν ἀνδρας ἀγαθους πολιτας.

Socrates argues that this is something that cannot be taught and uses the behaviour of the Athenian assembly to prove his point.

- 5 ἔγω δε τουτο οὐκ ᾤμην διδακτον εἶναι. ἐγω γαρ, ὡσπερ και οἱ ἄλλοι Ἕλληνες, Ἀθηναιους φημι σοφους εἶναι. ὄρω οὖν, ὅταν συλλεγωμεν εἰς την ἐκκλησιαν, ἐπειδαν μεν περι οἰκοδομιας τι δεη πραξαι την πολιν, τους οἰκοδομους μεταπεμπομενους συμβουλους περι της οἰκοδομιας, ὅταν δε περι ναυπηγιας, τους ναυπηγους, και τὰλλα παντα οὕτως, ὅσα ἡγουνται μαθητα τε και διδακτα εἶναι. ἐπειδαν δε τι
10 περι των της πολεως διοικησεως δεη βουλευσασθαι, συμβουλενει αὐτοις περι τουτων ὁμοιως μεν τεκτων, ὁμοιως δε σκυτοτομος. δηλον γαρ ὅτι τουτο οὐχ ἡγουνται διδακτον εἶναι.

Plato (adapted)

των/τα της πολεως (line 2 twice and line 10)—“the affairs of the city”
συμβουλους (line 8)—“as advisers”

[END OF QUESTION PAPER]

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X015/12/12

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MONDAY, 19 MAY
11.15 AM – 12.00 NOON

CLASSICAL GREEK
HIGHER
Word-list to accompany
Translation



Question 1 (Thucydides)

Ἀθηναί, -ων (*f.pl.*) Athens
Ἀθηναῖοι, -ων (*m.pl.*) Athenians
ἄλλος, -η, -ο else, other
ἄπορος, -ος, -ον impossible
ἄπτω I set on fire
αὐτοί, -αι, -α themselves
αὐτόν, αὐτήν, αὐτό him, her, it
γε at any rate
γενομένου (*from γίγνομαι I arise, I rise up*)
γυνή, γυναῖκος (*f.*) woman
δε but, and
διαφθείρω I destroy
δοκεῖ μοι I decide
δούλος, -ου (*m.*) slave
δυναμῆ I am able
ἐγένετο (*from γίγνομαι I arise*)
ἐγκαταλείπω I leave behind
εἰ if
εἶδεν (*from ὄραω I see*)
εἶναι (*from εἶμι I am*)
ἐκεῖνος, -η, -ο that
ἐκκομίζομαι I carry to safety
ἐλεῖν (*from αἴρω I capture*)
ἐλευθερός -ου (*m.*) free man
ἐμβάλλω I encourage
ἐν (+ *dative*) inside
ἐξ (+ *genitive*) from
ἐπιφλέγω I burn to the ground
ἐς (+ *accusative*) to
up to (line 5)
ἦν (*from εἶμι I am*)
θειόν, -ου (*n.*) sulphur
καί and
also (line 7, third word)
κατασκευάζω I begin
κίνδυνος, -ου (*m.*) danger
κύκλω completely
λέγω I say
μέγας, μεγάλη, μέγα big
μέν on the one hand (*or miss this word out*)
μηχανή, -ης (*f.*) attempt
νομίζω I believe
νυν now
ξύν (+ *dative*) with
ὁ, ἡ, το the
ὀγδοηκόντα eighty

οὐδείς, οὐδεμία, οὐδέν no one
not (line 1)
οὖν therefore
οὐρανός, -ου (*m.*) sky
οὔτε . . . οὔτε . . . neither . . . nor . . .
οὗτος, αὕτη, τουτο this
οὕτω in this way
παῖς, παιδός (*m.*) child
παρασκευάζομαι I prepare
παύω I end
πειραομαι I try
Πελοποννησῖοι, -ων (*m.pl.*)
Peloponnesians
περιτειχίζω I surround with a wall
περιτειχίσῃς, -εως (*f.*) building a wall all
round
πίσση, -ης (*f.*) pitch, tar
Πλαταιῆς, -ων (*m.pl.*) Plataeans, people
of Plataea
πνεῦμα, -ατος (*n.*) wind
πολιορκέω I besiege
πολιορκία, -ας (*f.*) siege
πόλις, -εως (*f.*) city
πολύς, πολλή, πολυ much
πρεσβυτάτος, -ου (*m.*) old man
πρός (+ *accusative*) for
προτερον first (line 2)
earlier (line 10)
πῦρ, πυρός (*n.*) fire
πῶ ever
σβεσαι (*from σβεννυμι I put out,*
I extinguish)
τε . . . καὶ . . . both . . . and . . .
τείχος, -ους (*n.*) city wall
τετρακοσῖοι, -αι, -α four hundred
ὕδωρ, ὕδατος (*n.*) rain
ὕλη, -ης (*f.*) wood
φακέλος, -ου (*m.*) bundle
φλόξ, φλογός (*f.*) blaze
φορέω I collect
χειροποίητος, -ος, -ον made by hand,
artificial
χρόνος, -ου (*m.*) time
ὥς as, since
ὠφέλεω I am successful

**List for Question 2 (Plato)
begins on Page three**

Question 2 (Plato)

ἀγαθος, -η, -ον good
Ἀθηναῖοι, -ων (m.pl.) Athenians
ἄλλοι, -αι, -α other, else (line 9)
ἀν (miss this word out)
ἄνθρωπος, ἄνδρος (m.) man
ἀριστα best
αὐτόν, -ην, -ο him, her, it
αὐτοῦ his own
βουλευομαι I decide, I take a decision
γάρ for
δέ but
δεῖ (+ accusative) it is necessary (for)
δηλός, -η, -ον clear
διδάκτος, -η, -ον something that can be taught
διοικῶ I run, manage
διοικήσεις, -εως (f.) running, management
δοκέω I seem
δυνατός, -η, -ον able, competent
ἐγώ I
εἰμι I am
εἰς (+ accusative) in
ἐκκλησία, -ας (f.) assembly
Ἕλληνες, -ων (m.pl.) Greeks
ἐπειδάν whenever
εὐβουλία, -ας (f.) good judgement
ἤγεομαι I consider
καί and
also (line 5)
λέγω I mean
μαθήμα, -ατος (n.) subject (matter)
μαθητός, -η, -ον something that can be learnt
μεν on the one hand (or miss this word out)
μεταπεμπῶ I summon, I send for
μοί (from ἐγώ I)
ναυπηγία, -ας (f.) ship building

ναυπηγός, -ου (m.) ship builder
ὁ, ἡ, τό the
οἰκεία, -ων (n.pl.) household, home
οἰκία, -ας (f.) home
οἰκοδομία, -ας (f.) building
οἰκοδόμος, -ου (m.) builder
οἶμαι I think
ὄμοιως equally
ὅπως how
ὄραω I see
ὅσοι, -αι, -α which, that
ὅταν whenever
ὅτι that
οὐκ, οὐχ not
οὖν therefore
οὗτος, αὐτή, τουτο this
οὕτως in the same way
πας, πασα, παν all, every
περί (+ genitive) with regard to
ποιῶ I make
πόλις, -εως (f.) city
πολιτής, -ου (m.) citizen
πολιτικός, -η, -ον of politics
πραττῶ I conduct (line 3)
I do (line 7)
Πρωταγόρας, -ου (m.) Protagoras
σκυτοτομός, -ου (m.) shoemaker
σοφός, -η, -ον wise
συλλέγω I meet
συμβουλευῶ (+ dative) I advise
τάλλα = τα ἄλλα
τε καί both . . . and
τεκτων, -ονος (m.) carpenter
τεχνη, -ης (f.) art, skill
τις, τις, τι someone, something
ὑπισχνεομαι I promise
φημι I say
ὥσπερ just like

[END OF WORD-LIST]

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