



BOARD OF STUDIES
NEW SOUTH WALES

2002

**HIGHER SCHOOL CERTIFICATE
EXAMINATION**

Classical Greek Continuers

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- Answer all questions in the writing booklet provided
- Extra writing booklets are available

Total marks – 100

Section I Pages 2–4

40 marks

- Attempt Questions 1–3
- Allow about 1 hour and 10 minutes for this section

Section II Pages 5–7

40 marks

- Attempt Questions 4–6
- Allow about 1 hour and 10 minutes for this section

Section III Pages 8–9

20 marks

- Attempt Question 7
- Allow about 40 minutes for this section

Section I — Prescribed Text – Herodotus, Book VI

40 marks

Attempt Questions 1–3

Allow about 1 hour and 10 minutes for this section

Marks

Question 1 (20 marks)

Translate BOTH extracts into ENGLISH.

- (a) 6
- Χειρωσάμενοι δὲ τὴν Ἐρέτριαν καὶ ἐπι-
σχόντες ὀλίγας ἡμέρας ἔπλεον ἐς τὴν Ἀττικὴν,
κατέργοντές τε πολλὸν καὶ δοκέοντες ταῦτα τοὺς
Ἀθηναίους ποιήσειν, τὰ καὶ τοὺς Ἐρετριέας ἐποίησαν,
καὶ ἦν γὰρ ὁ Μαραθὼν ἐπιτηδεώτατον χωρίον τῆς
Ἀττικῆς ἐνιππεῦσαι καὶ ἀγχοτάτω τῆς Ἐρετρίας, ἐς
τοῦτό σφι κατηγέετο Ἴππίης ὁ Πεισιστράτου.
- Ἀθηναῖοι δὲ ὡς ἐπύθοντο ταῦτα, ἐβοήθεον
καὶ αὐτοὶ ἐς τὸν Μαραθῶνα.
- (b) 14
- Κλει-
σθένης δὲ σιγὴν ποιησάμενος ἔλεξε ἐς μέσον τάδε·
" Ἄνδρες παιδὸς τῆς ἐμῆς μνηστήρες, ἐγὼ καὶ πάντας
" ὑμέας ἐπαινέω, καὶ πᾶσιν ὑμῖν, εἰ οἷόν τε εἶη, χαρι-
" ζοίμην ἂν, μήτ' ἓνα ὑμέων ἐξαίρετον ἀποκρίνων μήτε
" τοὺς λοιποὺς ἀποδοκιμάζων· ἀλλ' οὐ γὰρ οἷά τέ ἐστι
" μιῆς πέρι παρθένου βουλευόντα πᾶσι κατὰ νόον
" ποιέειν, τοῖσι μὲν ὑμέων ἀπελαυνομένοισι τοῦδε τοῦ
" γάμου τάλαντον ἀργυρίου ἐκάστῳ δωρεὴν δίδωμι
" τῆς ἀξιόσιος εἵνεκεν τῆς ἐξ ἐμεῦ γῆμαι καὶ τῆς
" ἐξ οἴκου ἀποδημίας, τῷ δὲ Ἀλκμαίωνος Μεγακλείϊ
" ἐγγυῶ παῖδα τὴν ἐμὴν Ἀγαρίστην νόμοισι τοῖσι
" Ἀθηναίων." Φαμένου δὲ ἐγγυᾶσθαι Μεγακλέος
ἐκεκύρωτο ὁ γάμος Κλεισθένει.

Question 2 (10 marks)

Read the extract, then answer the questions that follow. Use the extract and your knowledge of the text in your answers.

" Ἐν σοὶ νῦν, Καλλίμαχε, ἐστὶ ἡ καταδουλώσαι
 " Ἀθήνας ἢ ἐλευθέρας ποιήσαντα μνημόσυνα λιπέσθαι
 " ἐς τὸν ἅπαντα ἀνθρώπων βίον, οἷα οὐδὲ Ἄρμόδιός
 " τε καὶ Ἀριστογείτων λείπουσι. νῦν γὰρ δὴ, ἐξ οὗ
 " ἐγένοντο Ἀθηναῖοι, ἐς κίνδυνον ἤκουσι μέγιστον. καὶ
 " ἦν μὲν γε ὑποκύψωσι τοῖσι Μήδοισι, δέδοκται τὰ
 " πείσονται παραδεδομένοι Ἰππῆι, ἦν δὲ περιγένηται
 " αὕτη ἡ πόλις, οἷη τέ ἐστὶ πρώτη τῶν Ἑλληνίδων
 " πολίων γενέσθαι..."

" ταῦτα ὧν πάντα ἐς σὲ νῦν τείνει καὶ ἐκ
 " σέο ἤρτηται· ἦν γὰρ σὺ γνώμη τῆ ἐμῆ προσθῆ, ἔστι
 " τοι πατρίς τε ἐλευθέρη καὶ πόλις πρώτη τῶν ἐν τῇ
 " Ἑλλάδι, ἦν δὲ τὴν τῶν ἀποσπευδόντων τὴν συμ-
 " βολὴν ἔλη, ὑπάρξει τοι τῶν ἐγὼ κατέλεξα ἀγαθῶν
 " τὰ ἐναντία."

- | | |
|--|----------|
| (a) Identify the speaker. | 1 |
| (b) Explain briefly why the speaker is addressing Callimachus. | 2 |
| (c) Explain the official role and duties of Callimachus. | 3 |
| (d) Assess the use of rhetorical features in this speech. | 4 |

In Question 3 you will be assessed on how well you:

- demonstrate an understanding of the prescribed text
 - present a sustained, logical and well-structured answer to the question
-

Marks

Question 3 (10 marks)

Choose ONE of the following questions. Write an essay of two or three pages in length.

- (a) ‘While he keeps the gods themselves offstage, Herodotus goes out of his way to implicate them in significant historical events.’ (James Romm) **10**

Examine the way in which Herodotus introduces divine elements in the events described in Book VI.

OR

- (b) The Athenian victory at Marathon has been accounted as a miracle in the Hellenic world. **10**

Discuss how the leadership style of the Greeks and the Persians in Herodotus Book VI contributed to the Athenian victory at Marathon.

Section II — Prescribed Text – Euripides, *Medea*

40 marks

Attempt Questions 4–6

Allow about 1 hour and 10 minutes for this section

Marks

Question 4 (20 marks)

Translate BOTH extracts into ENGLISH.

- (a) Κρ. δέδοικά σ'—οὐδὲν δεῖ παραμπίσχειν λόγους—
μή μοί τι δράσης παῖδ' ἀνήκεστον κακόν.
συμβάλλεται δὲ πολλὰ τοῦδε δείματος·
σοφὴ πέφυκας καὶ κακῶν πολλῶν ἴδρις,
λυπῆ δὲ λέκτρων ἀνδρὸς ἐστερημένη.
κλύω δ' ἀπειλεῖν σ', ὡς ἀπαγγέλλουσί μοι,
τὸν δόντα καὶ γήμαντα καὶ γαμουμένην
δράσειν τι. ταῦτ' οὖν πρὶν παθεῖν φυλάξομαι. 6
- (b) Αγ. ἦ δ' ὡς ἐσεῖδε κόσμον, οὐκ ἠνέσχετο,
ἀλλ' ἦνεσ' ἀνδρὶ πάντα, καὶ πρὶν ἐκ δόμων
μακρὰν ἀπεινὰ πατέρα καὶ παῖδας, [σέθεν]
λαβοῦσα πέπλους ποικίλους ἠμπέσχετο,
χρυσῶν τε θεῖσα στέφανον ἀμφὶ βοστρύχοις
λαμπρῶ κατόπτρῳ σχηματίζεται κόμην,
ἄψυχον εἰκὼ προσγελῶσα σώματος.
κᾶπειτ' ἀναστᾶσ' ἐκ θρόνων διέρχεται
στέγας, ἀβρὸν βαίνουσα παλλεύκῳ ποδί,
δώρις ὑπερχαίρουσα, πολλὰ πολλάκις
τένοντ' ἐς ὀρθὸν ὄμμασι σκοπομένη.
τοῦνθένδε μέντοι δεινὸν ἦν θέαμ' ἰδεῖν·
χροιὰν γὰρ ἀλλάξασα λεχρία πάλιν
χωρεῖ τρέμουσα κῶλα καὶ μόλις φθάνει
θρόνοισιν ἐμπεσοῦσα μὴ χαμαὶ πεσεῖν. 14

Question 5 (10 marks)

Read the extract, then answer the questions that follow. Use the extract and your knowledge of the text in your answers.

ΙΑΣΩΝ τὸν σὸν δ' ἀλάστορ' εἰς ἔμ' ἔσκηψαν θεοί·
 κτανοῦσα γὰρ δὴ σὸν κάσιν παρέστιον
 τὸ καλλίπρωρον εἰσέβης Ἄργους σκάφος.
 ἦρξω μὲν ἐκ τοιῶνδε· νυμφευθεῖσα δὲ
 παρ' ἀνδρὶ τῷδε καὶ τεκοῦσά μοι τέκνα,
 εὐνῆς ἕκατι καὶ λέχους σφ' ἀπώλεσας.
 οὐκ ἔστιν ἥτις τοῦτ' ἂν Ἑλληνὶς γυνὴ
 ἔτλη ποθ', ὧν γε πρόσθεν ἠξίουσιν ἐγὼ
 γῆμαι σέ, κῆδος ἐχθρὸν ὀλέθριόν τ' ἐμοί,
 λείαναν, οὐ γυναῖκα, τῆς Τυρσηνίδος
 Σκύλλης ἔχουσαν ἀγριωτέραν φύσιν.
 ἀλλ' οὐ γὰρ ἂν σε μυρίοις ὀνειδέσει
 δάκοιμι· τοιόνδ' ἐμπέφυκέ σοι θράσος·
 ἔρρ', αἰσχροποιῆ καὶ τέκνων μαιφόνε·

- (a) Explain why Jason mentions Σκύλλης. 2
- (b) There is a better known version of the death of Medea's brother than the version used in this extract. Account for Euripides' choice of this different version. 3
- (c) Analyse Euripides' use of abusive language in the extract. 5

In Question 6 you will be assessed on how well you:

- demonstrate an understanding of the prescribed text
 - present a sustained, logical and well-structured answer to the question
-

Marks

Question 6 (10 marks)

Choose ONE of the following questions. Write an essay of two or three pages in length.

- (a) Euripides does no more than make Jason a contemptible character whose only emotion is hatred. With reference to this statement, analyse the character of Jason in the play *Medea*. **10**

OR

- (b) Greek tragedy thrives on tragic situations. Analyse the situations in Euripides' *Medea* that make *Medea* a powerful tragedy. **10**

Please turn over

Section III — Unseen Texts

20 marks

Attempt Question 7

Allow about 40 minutes for this section

Marks

Question 7 (20 marks)

Translate BOTH extracts into ENGLISH.

(a) **Hecuba reminds Odysseus how she saved him at Troy:**

8

'Remember when you came to Troy as a spy, dressed in vile rags, and, from your eyes, drops of blood trickled down your cheeks.'

ΟΔΥΣΣΕΥΣ

οἶδ' οὐ γὰρ ἄκρας καρδίας ἔψαυσέ μου.

ΕΚΑΒΗ

ἔγνω δέ σ' Ἑλένη καὶ μόνη κατεῖπ' ἐμοί;

ΟΔΥΣΣΕΥΣ

μεμνήμεθ' ἐς κίνδυνον ἐλθόντες μέγαν.

ΕΚΑΒΗ

ἦψω δὲ γονάτων τῶν ἐμῶν ταπεινὸς ὢν;

ΟΔΥΣΣΕΥΣ

ὥστ' ἐνθανεῖν γε σοῖς πέπλοισι χεῖρ' ἐμήν.

ΕΚΑΒΗ

τί δῆτ' ἔλεξας δοῦλος ὢν ἐμὸς τότε;

ΟΔΥΣΣΕΥΣ

πολλῶν λόγων εὐρήμαθ', ὥστε μὴ θανεῖν.

ΕΚΑΒΗ

ἔσωσα δῆτά σ' ἐξέπεμψά τε χθονός;

ΟΔΥΣΣΕΥΣ

ὥστ' εἰσορᾶν γε φέγγος ἡλίου τόδε.

EURIPIDES, *Hecuba*, 242–250

ψαύω (+ gen) touch

Question 7 continues on page 9

Question 7 (continued)

(b) Croesus dreams of the evil which will befall Atys.

12

Croesus, king of Lydia, has dismissed Solon, the law-giver, considering him to be a man of no account, for he thinks that anyone who disregards wealth is very foolish.

Μετὰ δὲ Σόλωνα οἰχόμενον ἔλαβε ἐκ θεοῦ νέμεσις μεγάλη Κροῖσον, ὡς εἰκάσαι, ὅτι ἐνόμισε ἑαυτὸν εἶναι ἀνθρώπων ἀπάντων ὀλβιώτατον. αὐτίκα δὲ οἱ εὐδοντι ἐπέστη ὄνειρος, ὅς οἱ τὴν ἀληθείην ἔφαινε τῶν μελλόντων γενέσθαι κακῶν κατὰ τὸν παῖδα. ἦσαν δὲ τῷ Κροίσῳ δύο παῖδες, τῶν οὔτερος μὲν διέφθαρτο, ἦν γὰρ δὴ κωφός, ὁ δὲ ἕτερος τῶν ἡλίκων μακρῶ τὰ πάντα πρώτος· οὐνομα δὲ οἱ ἦν Ἄτυς. τοῦτον δὲ ὦν τὸν Ἄτυν σημαίνει τῷ Κροίσῳ ὁ ὄνειρος, ὡς ἀπολέει μιν αἰχμῇ σιδηρῆ βληθέντα.

HERODOTUS, I.34

κωφός	<i>deaf and dumb</i>
αἰχμῇ	<i>spear, point of spear</i>

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