

General Certificate of Secondary Education
June 2005



CLASSICAL GREEK
Paper 1

3024/1

Friday 17 June 2005 9.00 am to 11.00 am

In addition to this paper you will require:

- a 12-page answer book;
- a Greek - English vocabulary list (enclosed).

Time allowed: 2 hours

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is 3024/1.
- Answer **either** Questions 1, 2 and 3 (City States and Democracy and Law)
or Questions 1, 2 and 4 (The Games and Every Day).
- Do all rough work in the answer book. Cross through any work you do not want marked.
- Write your translations in answer to Question 1, Passages B and C, on alternate lines.

Information

- The maximum mark for this paper is 100.
- Mark allocations are shown in brackets.
- The meanings of words underlined in Question 1 are given in the Greek-English vocabulary list provided on a separate sheet.

Advice

- You are reminded of the need for clear presentation.

Answer **either** Questions 1, 2 and 3
or Questions 1, 2 and 4.

QUESTION 1

Total for this question: 50 marks

Prince Cyrus of Persia has hired an army of Greek soldiers because he wishes to replace his brother as king. Cyrus is killed at the battle of Cunaxa, although the Greek soldiers are victorious.

Passage A Read this passage and answer the questions which follow.

For the most part Cyrus' soldiers are victorious. But caution on Cyrus' part encourages the Persian king and the soldiers around him to attack.

ὁ δὲ Κύρος, ὀρῶν τοὺς Ἕλληνας νικῶντας, ἤδετο. ἀλλὰ οὐκ ἦν οὕτω μῶρος ὥστε εὐθὺς διώκειν τοὺς πολεμίους. μετὰ οὖν τῶν ἑαυτοῦ ἰππέων ἔμενεν ἵνα βασιλέα τηροίη· ἐβούλετο μὲν γὰρ εἰδέναι τί βασιλεὺς ποιήσει. βασιλεὺς δέ, ἐπεὶ οὐδεὶς τοῖς ἑαυτοῦ στρατιώταις ἐμάχετο, ἐκέλευσεν αὐτοὺς τοῖς Ἕλλησι προσβάλλειν.

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- (a) Refer to line 1 (ὁ δὲ...ἤδετο). Why was Cyrus pleased? (1 mark)
- (b) Look at lines 1-2 (ἀλλὰ οὐκ...διώκειν). In what way did Cyrus show he was not foolish? (2 marks)
- (c) Refer to lines 2-3 (μετὰ οὖν...τηροίη).
- (i) What did Cyrus do? (1 mark)
- (ii) What was his purpose in doing this? (1 mark)
- (d) Look at lines 3-4 (ἐβούλετο...ποιήσει). What did Cyrus want to know? (2 marks)
- (e) Refer to lines 4-5 (βασιλεὺς δέ...προσβάλλειν).
- (i) What order did the Persian king give? (1 mark)
- (ii) Why did he give this order? (2 marks)

Passage B Translate the following passage into English. Write your translation on alternate lines.

Cyrus and his cavalry now attack. The attack is a success, but Cyrus finds himself dangerously cut off from his cavalry.

τότε δὲ Κῦρος, νομίζων βασιλέα τοῖς Ἑλλησι πανταχόθεν προσβαλεῖν οἷόν τ' ἔσεσθαι, ἤδη αὐτὸς ὡς τάχιστα προσέβαλεν. καὶ Κῦρος λέγεται τῇ ἑαυτοῦ χειρὶ ἀποκτεῖναι στρατηγόν τινα τῶν Περσῶν, ὀνόματι Ἄρταγέρσην. ἀλλὰ μετὰ τοῦτο, Κύρου καὶ τῶν ἰπέων τοῖς νῦν φεύγουσι προσκειμένων, δεινὸν τι ἐγένετο. οἱ γὰρ Κύρου ἰπεῖς, προθυμότερον διώκοντες, Κῦρον ἀνεὺ φυλάκων ἔλιπον, ὥστε αὐτόν, καίπερ ἤδη νικήσαντα, εἰς πολὺν κίνδυνον ἀφικέσθαι.

(15 marks)

Passage C Translate the following passage into English. Write your translation on alternate lines.

Cyrus sees the king, his brother, nearby and wounds him. But Cyrus is himself killed in the fighting. Artapates tries in vain to protect Cyrus. Reports of how Artapates dies differ.

Κῦρος δέ, ὃς ἐξαπιναιῶς ἦσθετο βασιλέα μάλα πλησιάζοντα, μεγάλη φωνῇ ἐβόα τοῦσδε τοὺς λόγους· “τὸν ἄνδρα ὄρω. εἰ ἐθέλεις, ὦ ἀδελφέ, βασιλεὺς πολλὰ ἔτη μένειν, δεῖ σε ταύτη τῇ ἡμέρᾳ σεαυτὸν φυλάξαι.” καὶ ταῦτα εἰπὼν, Κῦρος ἐπ' αὐτόν ἦλθεν, ὡς οὐ θάνατον ἐκφεύξοντα, καὶ διὰ τοῦ θώρακος ἔτρωσεν. ἀλλὰ Κῦρον τοῦτο τὸ ἔργον ἅμα ποιοῦντα Πέρσης τις, μακρῷ δόρατι χρησάμενος, ἀπέκτεινεν. καὶ οἱ ἐν τῇ μάχῃ παρόντες ἠγγειλαν ὅτι Ἄρταπάτης, πιστότατος τῶν μετὰ Κύρου, ἐπειδὴ Κῦρον πεπιωκότα εἶδεν, ἀπὸ τοῦ ἵππου καταπηδήσειεν ὅπως αὐτῷ βοηθήσειεν. καὶ οἱ μὲν φασὶ βασιλέα κελεῦσαί τινα ἀποκτεῖναι αὐτόν· οἱ δὲ λέγουσιν ὅτι Ἄρταπάτης, ξίφος τι χρυσοῦν ἔχων, ἑαυτὸν αὐτῷ ἀπέκτεινεν. πρότερον γὰρ Κῦρος τῷ Ἄρταπάτῃ, διότι ἐκεῖνος διὰ τὴν σοφίαν ὑπὸ Κύρου ἐτιμήθη, τοῦτο τὸ ξίφος ἔδωκεν.

XENOPHON, *Anabasis*, I. viii. 21-29 (adapted with omissions)

(25 marks)

QUESTION 2

Read the following **two** extracts, which are taken from the set text which you have studied, and answer the questions which follow.

Total for this question: 30 marks

THUCYDIDES, THE SIEGE OF PLATAEA

Passage A ὡς δὲ ἄνω πλείους ἐγένοντο, ἦσθοντο οἱ ἐκ τῶν πύργων φύλακες· κατέβαλε γὰρ τις τῶν Πλαταιῶν ἀντιλαμβανόμενος ἀπὸ τῶν ἐπάλλξεων κεραμίδα, ἢ πεσοῦσα δοῦπον ἐποίησεν. καὶ αὐτίκα βοή ἦν, τὸ δὲ στρατόπεδον ἐπὶ τὸ τεῖχος ὥρμησεν· οὐ γὰρ ἦδει ὅ τι ἦν τὸ δεινὸν σκοτεινῆς νυκτὸς καὶ χειμῶνος ὄντος, καὶ ἅμα οἱ ἐν τῇ 5 πόλει τῶν Πλαταιῶν ὑπολελειμμένοι ἐξελθόντες προσέβαλον τῷ τείχει τῶν Πελοποννησίων ἐκ τοῦμπαλιν ἢ οἱ ἄνδρες αὐτῶν ὑπερέβαινον, ὅπως ἦκιστα πρὸς αὐτοὺς τὸν νοῦν ἔχοιεν. ἐθορυβοῦντο μὲν οὖν κατὰ χώραν μένοντες, βοηθεῖν δὲ οὐδεὶς 10 ἐτόλμα ἐκ τῆς ἑαυτῶν φυλακῆς, ἀλλ' ἐν ἀπόρῳ ἦσαν εἰκάσαι τὸ γιγνόμενον.

Four Greek Authors, pages 107-108, lines 383-395

- (a) Translate line 1 (ὡς δὲ ἄνω...φύλακες). (2 marks)
- (b) Refer to lines 2-3 (κατέβαλε...ἐποίησεν). Explain how the Thebans discovered that some Plataeans were trying to escape. (2 marks)
- (c) Look at lines 3-4 (καὶ αὐτίκα...ὥρμησεν). How, by the language he uses here, does Thucydides suggest urgency and haste in the Thebans' reaction? You should make **two** points and you **must** quote from the Greek in your answer. (2 marks)
- (d) Refer to lines 4-5 (οὐ γὰρ...χειμῶνος ὄντος). What **two** factors hindered the Thebans from knowing what the Plataeans were doing? (2 marks)
- (e) Look at lines 5-8 (καὶ ἅμα...ἔχοιεν). How did the Plataeans left in the city try to help those breaking out? (3 marks)
- (f) Refer to lines 9-11 (ἐθορυβοῦντο...τὸ γιγνόμενον). How, by his use of language, does Thucydides emphasise the Thebans' inability to react to the situation? You should make **three** points and you **must** quote from the Greek in your answer. (3 marks)

Passage B *καὶ ἐπὶ μὲν ἕξ ἢ ἑπτὰ σταδίουσιν οἱ Πλαταιῆσιν τὴν ἐπὶ τῶν Θηβῶν ἐχώρησαν, ἔπειθ' ὑποστρέψαντες ἦσαν τὴν πρὸς τὸ ὄρος φέρουσαν ὁδὸν ἐς Ἐρύθρας καὶ Ὑσιᾶς, καὶ λαβόμενοι τῶν ὁρῶν διαφεύγουσιν ἐς τὰς Ἀθήνας, ἄνδρες δώδεκα καὶ διακόσιοι ἀπὸ πλειόνων· εἰσὶ γὰρ τινες αὐτῶν οἱ ἀπετράποντο ἐς τὴν πόλιν πρὶν ὑπερβαίνειν, εἷς δ' ἐπὶ τῇ ἔξω τάφρῳ τοξότης ἐλήφθη. οἱ μὲν οὖν Πελοποννήσιοι κατὰ χώραν ἐγένοντο τῆς βοηθείας πανσάμενοι· οἱ δ' ἐκ τῆς πόλεως Πλαταιῆσιν τῶν μὲν γεγενημένων εἰδότες οὐδέν, τῶν δὲ ἀποτραπομένων σφίσιν ἀπαγγειλάντων ὡς οὐδεὶς περίεστι, κήρυκα ἐκπέμψαντες, ἐπεὶ ἡμέρα ἐγένετο, ἐσπένδοντο ἀναίρεσιν τοῖς νέκροισι.*

Four Greek Authors, pages 109-111, lines 439-452

- (g) Refer to lines 1-3 (*καὶ ἐπὶ... Ὑσιᾶς*). What details does Thucydides give here about the Plataeans' route away from the city? (2 marks)
- (h) Look at lines 3-6 (*καὶ λαβόμενοι...ἐλήφθη*).
- (i) Translate *καὶ λαβόμενοι...ἀπὸ πλειόνων*. (3 marks)
- (ii) Explain why the tense of the verb *διαφεύγουσιν* is striking and vivid. (1 mark)
- (iii) Earlier in the set text, Thucydides had said that approximately two hundred and twenty men set out from the city. What, according to lines 5-6, happened to those who did not succeed in escaping? (3 marks)
- (i) Refer to lines 6-9 (*οἱ μὲν...οὐδεὶς περίεστι*).
- (i) How did the Peloponnesians react to the escape? (1 mark)
- (ii) Why were the Plataeans left in the city misled about what had happened to those who had broken out? (2 marks)
- (j) Look at lines 10-11 (*κήρυκα...τοῖς νέκροισι*). What does the phrase *ἐσπένδοντο ἀναίρεσιν τοῖς νέκροισι* tell us about ancient Greek beliefs and values? (1 mark)
- (k) Many have praised Thucydides for his skill and the methods he uses as a writer and historian. Identify and comment briefly on **three different** examples of his skill and methods from the passages printed here. (3 marks)

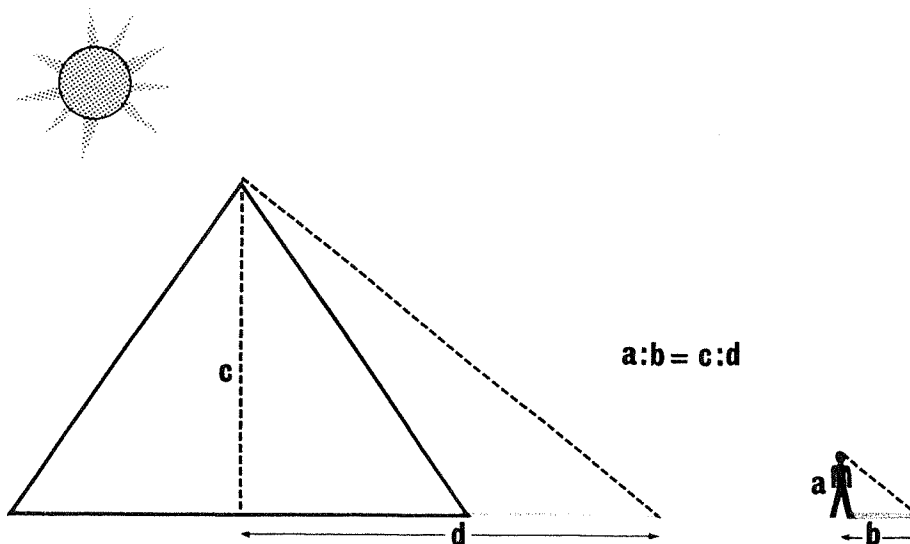
Answer **either** Question 3 or Question 4.

QUESTION 3 CITY STATES AND DEMOCRACY AND LAW

Study **Source A** and **Source B** and answer the questions which follow each source.

Total for this question: *20 marks*

Source A



Source: H D AMOS and A G P LANG, *These Were The Greeks* (page 43) (Duckworth 1996) by permission of Gerald Duckworth and Co. Ltd.

- (a) (i) Which Greek scientist worked out how to calculate the height of the Great Pyramid? *(1 mark)*
- (ii) Explain how he did it. You may refer to the diagram above, if you wish. *(2 marks)*
- (b) (i) State **three** philosophical ideas associated with the thinker Herakleitos. *(3 marks)*
- (ii) Name **one** modern thinker who followed the same line of thought as Herakleitos. *(1 mark)*
- (c) State **one** idea that you associate with the philosopher and mathematician Pythagoras, apart from his famous theorem. *(1 mark)*
- (d) Give **two** reasons why the colonization of Ionia and Magna Graecia took place. *(2 marks)*

Source B

Athens was the largest democracy, the most influential and the one we know most about. The key fact about it is that everybody could take a direct part in government. We elect members of Parliament to govern the country, the Athenians governed it themselves. This could happen there because of the size of the *polis*: there were probably about 40,000 citizens — a biggish football crowd — in Athens at the beginning of the Peloponnesian War. And so it was quite possible for them all to come to the public meetings at which the major political decisions — of peace and war, of finance, of alliances — were made. Of course, not everybody did. Some would be working, others uninterested, many lived too far away to make frequent visits to Athens a practical possibility. But the principle remained: all Athenian citizens had the right to speak and vote at the meetings of this general assembly or *ekklesia*, the body which had final and supreme power in the state.

Source: H D AMOS and A G P LANG, *These Were The Greeks* (pages 105-106) (Duckworth 1996) by permission of Gerald Duckworth and Co. Ltd.

- (e) 'everybody could take a direct part in government'. Is this statement true? Give **two** reasons for your answer. (2 marks)
- (f) State and comment briefly on **three** disadvantages of the Athenian democracy. Do **not** use material from the passage or from your answer to 3(e). (3 marks)
- (g) (i) How many citizens were members of the *boulé* (Council) each year? (1 mark)
- (ii) How did an Athenian become a member of the *boulé* (Council)? (1 mark)
- (iii) What was the role of the *boulé* (Council) in the Athenian democracy? You should make **three** points. (3 marks)

TURN OVER FOR QUESTION 4

Turn over ►

Do not answer Question 4 if you have attempted Question 3.

QUESTION 4 THE GAMES AND EVERY DAY

Study Source A and Source B and answer the questions which follow each source.

Total for this question: 20 marks

Source A To us, the Olympic Games are a series of sporting events. But for the first thousand years of their history they were part of what was primarily a religious occasion. This was clear in various ways. Sacred heralds were sent out to all Greece to proclaim the Games. A sacred truce was declared for a month before and after the Games, to ensure that they could proceed without interruption and that people who attended them were unmolested by rival states. The focal point of the whole site was the altar to Zeus; and this was flanked by his temple on one side, by the temple of Hera, his wife, on the other. Even fines on athletes who broke the rules were often paid in the form of statues of Zeus: a whole line of them stood on the north side of the enclosure. And, once the Games started, two and a half out of the five days of the festival were devoted to religious activities.

Source: H D AMOS and A G P LANG, *These Were The Greeks* (page 83) (Duckworth 1996) by permission of Gerald Duckworth and Co. Ltd.

- (a) Name **two** of the five events which made up the ancient pentathlon. (2 marks)
- (b) Which Greek poet wrote many poems, which survive, about the victors in ancient Greek sport? (1 mark)
- (c) In which year did the ancient Olympic Games start? (1 mark)
- (d) (i) At the Olympic Games, women were not permitted to watch the **main** games. What did they do instead? (1 mark)
- (ii) What other restriction was placed upon women at the Olympic Games? (1 mark)
- (e) State and comment briefly on **four** ways in which the ancient and modern Olympic Games differ. You should **not** include references to specific athletic events in your answer. Do **not** refer again to material already used in answer to question (d). (4 marks)

Source B

The illustration showing 'The drinking party' can not be reproduced due to third-party copyright constraints.

- (f) (i) What is the technical term (in English or Greek) for the occasion shown in the illustration above? *(1 mark)*
- (ii) Describe what might have happened at such an occasion, apart from the drinking of wine. You should make **three** points. *(3 marks)*
- (g) Comment briefly on the diet and eating habits of the ancient Athenians. You should make **three** points. *(3 marks)*
- (h) Would you have enjoyed living in ancient Athens? You should make **three** points in support of your answer. Do not use any material from your answers to questions (f) and (g). *(3 marks)*

END OF QUESTIONS

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CLASSICAL GREEK
Paper 1
Vocabulary List

INSERT TO 3024/1

Friday 17 June 2005 9.00 am to 11.00 am

Words which are expected to be known are not included.

Greek-English

ἀδελφός, -οῦ ὁ	brother
ἅμα	at the same time (as)
ἀνεύ (+genitive)	without
Ἄρταγέρσης, -ου ὁ	Artagerses
Ἄρταπάτης, -ου ὁ	Artapates
δόρυ, δόρατος τό	spear
ἐξαπιναίως	suddenly
ἔτρωσεν	he wounded
ἤδομαι	I am pleased
θώραξ, θώρακος ὁ	breastplate
ἵππεῖς, -έων οἱ	cavalry
καταπηδάω	I jump down
Κῦρος, -ου ὁ	Cyrus
μῶρος, -α, -ον	foolish
ξίφος, -ους τό	sword
πανταχόθεν	from all sides
πεπτωκότα	see πίπτω
Πέρσης, -ου ὁ	Persian
πίπτω (perfect = πέπτωκα)	I fall
πιστός, -ή, -όν	loyal
πλησιάζω	I am near
προθύμως	eagerly
προσβάλλω (+dative)	I attack
προσκειῖμαι (+dative)	I pursue closely
τηρέω	I watch carefully
φωνή, -ῆς ἡ	voice
χρυσοῦς, -ῆ, -οῦν	golden, made of gold