



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2011

ANCIENT GREEK — HIGHER LEVEL

(400 marks)

TIME: 3 Hours

A. Translate into Greek:-

When Darius, king of the Persians, saw the Greeks seizing his camp, he fled so quickly that he left behind his shield. Alexander pursued as quickly as possible but could not capture him. Having returned in the night to the camp, he entered Darius' tent and heard women lamenting nearby. He asked who the women were and why they were lamenting. 'They are Darius' mother and wife and daughters,' a slave said. 'They think that, if you have his shield, he must be dead.'

Darius: ὁ Δαρείος -ου. I leave behind: ἀπολείπω. shield: ἡ ἀσπίς -ίδος.
Alexander: ὁ Ἀλέξανδρος -ου. tent: ἡ σκηνή -ῆς. I lament: ὀλοφύρομαι.

OR

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

(The education of boys in other Greek states differs from the system devised by the Spartan lawgiver Lycurgus.)

τῶν μὲν ἄλλων Ἑλλήνων οἱ φάσκοντες κάλλιστα τοὺς υἱοὺς παιδεύειν, ἐπειδὴν τάχιστα αὐτοῖς οἱ παῖδες τὰ λεγόμενα συνιῶσιν, εὐθύς μὲν ἐπ' αὐτοῖς παιδαγωγούς θεράποντας ἐφιστᾶσιν, εὐθύς δὲ πέμπουσιν εἰς διδασκάλων μαθησομένους καὶ γράμματα καὶ μουσικὴν καὶ τὰ ἐν παλαιστῆρα. τῶν δὲ παίδων πόδας μὲν ὑποδήμασιν ἀπαλύνουσι, σώματα δὲ ἱματίων μεταβολαῖς διαθρύπτουσι: σίτου γὰρ μὴν αὐτοῖς γαστέρα μέτρον νομίζουσιν.

ὁ δὲ Λυκούργος (ἀντὶ μὲν τοῦ ἕκαστον πατέρα παιδαγωγούς δούλους ἐφιστάναι) ἐπέστησε κρατεῖν αὐτῶν ἄνδρα ἐξ ὧν περ αἱ μέγιστα ἀρχαὶ καθίστανται, ὅς δὴ καὶ παιδονόμος καλεῖται. τοῦτον δὲ κύριον ἐποίησε καὶ ἀθροίζειν τοὺς παῖδας καὶ ἐπισκοποῦντα, εἴ τις ῥαδιουργοίη, ἰσχυρῶς κολάζειν. ἔδωκε δ' αὐτῷ μαστιγοφόρους, ὅπως τιμωροῖεν ὅτε δεοί· ὥστε πολλὴν μὲν αἰδῶ, πολλὴν δὲ πειθῶ ἐκεῖ συμπαρεῖναι. ἀντὶ γὰρ μὴν τοῦ ἀπαλύνειν τοὺς πόδας ὑποδήμασιν, ἔταξεν αὐτοὺς ἄνευ ὑποδημάτων κρατύνειν.

συνίημι: I understand. ὑποδήματα: sandals. ἀπαλύνω: I soften. μεταβολή: change.
διαθρύπτω: I pamper. ἀρχή: political office. καθίστημι: I appoint.
ἀθροίζω: I gather together. ῥαδιουργέω: I misbehave.
μαστιγοφόρος: whip-bearer. τιμωρέω: I punish. αἰδῶς: modesty.
ἐκεῖ: i.e. in Sparta. κρατύνω: I harden.

- (a) Among the other Greeks, when does the education of boys begin? (5)
- (b) What people are put in charge of boys among the other Greeks? (5)
- (c) Why are the boys of the other Greeks sent to teachers? (7)
- (d) What are the effects of sandals and of clothing on these boys? (7)
- (e) How does the man put in charge of boys by Lycurgus differ from his equivalent in other Greek states? (7)
- (f) Name **two** actions that Lycurgus made this man authorised to perform. (7)
- (g) What results does the punishment inflicted by the whip-bearers produce? (7)
- (h) How do Lycurgus' instructions concerning boys' feet differ from the norm in other Greek states? (5)

2. Translate into English **one** passage from Section A and **one** passage from Section B:- [180]

A.

(i) *(Socrates tells how once, while going from the Academy to the Lyceum, he met a group of young men. One of them, Hippothales, tried to persuade him to join them.)*

ἐπορευόμενη μὲν ἐξ Ἀκαδημείας εὐθὺς Λυκείου τὴν ὁδὸν τὴν ἔξω τείχους ὑπὲρ αὐτὸ τὸ τεῖχος· ἐπειδὴ δ' ἐγενόμην κατὰ τὴν πυλίδαν, ἐνταῦθα συνέτυχον Ἴπποθάλει τε καὶ ἄλλοις νεανίσκοις ἄθροοις συνεστῶσι. καί με προσιόντα ὁ Ἴπποθάλης ἰδὼν,

“ὦ Σώκρατες,” ἔφη, “ποῖ δὴ πορεύῃ καὶ πόθεν;”

“ἐξ Ἀκαδημείας,” ἔφη δ' ἐγώ, “πορεύομαι εὐθὺς Λυκείου.”

“ἔλθε δεῦρο δὴ,” ἦ δ' ὅς, “εὐθὺς ἡμῶν. οὐ παραβαλεῖς;”

“ποῖ,” ἔφη δ' ἐγώ, “λέγεις;”

“δεῦρο,” ἔφη, δείξας μοι περίβολόν τέ τινα καὶ θύραν ἀνεωγμένην. “διατρίβομεν δ' αὐτόθι ἡμεῖς.”

“τί δὴ ἔστιν τοῦτο, καὶ τίς ἡ διατριβή;”

“παλαιστρά,” ἔφη, “νεωστὶ ὠκοδομημένη· ἡ δὲ διατριβή τὰ πολλὰ ἐν λόγοις, ὧν ἡδέως ἂν σοι μεταδίδωμι.”

“καλῶς γε,” ἔφη δ' ἐγώ, “διδασκεῖ δὲ τίς αὐτόθι;”

“σὸς ἑταῖρος,” ἦ δ' ὅς, “Μικκός.”

PLATO (90)

εὐθύ (+ Genitive Case): straight towards. ὑπό (+Accusative Case): under. πυλῖς: small gate.

ἄθροος: in a crowd. παραβάλλω: I turn aside. περίβολος: enclosure.

ἀνοίγνυμι: I open. διατρίβω: I pass the time. διατριβή: way of passing the time.

νεωστί: recently. μεταδίδωμι (+ Genitive Case): I share, partake in.

OR

(ii) *(Themistocles, on the run from the Athenians, seeks refuge with Admetus. Despite the latter's assistance, he has not yet got away from the Athenians.)*

καὶ διωκόμενος ὁ Θεμιστοκλῆς ἀναγκάζεται παρὰ Ἀδμητον τὸν Μολοσσῶν βασιλέα ὄντα αὐτῷ οὐ φίλον καταλύσαι. καὶ ὁ μὲν οὐκ ἔτυχεν ἐπιδημῶν, ὁ δὲ τῆς γυναικὸς ἰκέτης γενόμενος διδάσκεται ὑπὲρ αὐτῆς τὸν παῖδα σφῶν λαβὼν καθέζεσθαι ἐπὶ τὴν ἑστίαν.

καὶ ἐλθόντος οὐ πολὺ ὕστερον τοῦ Ἀδμήτου, ὁ Θεμιστοκλῆς δηλοῖ τε ὅς ἐστι καὶ οὐκ ἀξιοῖ φεύγοντα τιμωρεῖσθαι. ὁ δὲ ἀκούσας ἀνίστησιν αὐτόν, καὶ, ὕστερον οὐ πολλῶ, τοῖς τε Λακεδαιμονίοις καὶ Ἀθηναίοις ἐλθοῦσι καὶ πολλὰ εἰποῦσιν οὐκ ἐκδίδωσιν, ἀλλ' ἀποστέλλει αὐτὸν βουλόμενον ὥς βασιλέα πορευθῆναι ἐπὶ τὴν ἑτέραν θάλασσαν ἐς Πύδναν. ἐκεῖ ὀλκάδος τυχὼν ἀναγομένης ἐπ' Ἰωνίας καὶ ἐπιβὰς καταφέρεται χεიმῶνι ἐς τὸν τῶν Ἀθηναίων στρατὸν ὃς ἐπολιόρκει Νάξον.

THUCYDIDES (90)

καταλύω: I take refuge. ἐπιδημέω: I am at home. ἰκέτης: suppliant.

καθέζομαι: I sit. ἑστία: hearth. οὐκ ἀξιοῖ: he says that it is not right to...

τιμωρέομαι: I take vengeance on. ἀνίστημι: I raise up. ὥς (+ Accusative Case): to.

ὀλκάς: cargo ship. ἀναγόμεαι: I set sail.

B.

(i) (*Odysseus is trying to persuade a reluctant Neoptolemus to use deceit to get Philoktetes to Troy. The Greeks need his weapons to succeed there.*)

ΝΕΟΠΤΟΛΕΜΟΣ τί οὖν μ' ἄνωγας ἄλλο πλὴν ψευδῆ λέγειν;
 ΟΔΥΣΣΕΥΣ λέγω σ' ἐγὼ δόλω Φιλοκτῆτην λαβεῖν.
 ΝΕΟΠΤΟΛΕΜΟΣ τί δ' ἐν δόλω δεῖ μᾶλλον ἢ πείσαντ' ἄγειν;
 ΟΔΥΣΣΕΥΣ οὐ μὴ πίθηται· πρὸς βίαν δ' οὐκ ἂν λάβοις.
 ΝΕΟΠΤΟΛΕΜΟΣ οὐκ αἰσχρὸν ἤγῃ δῆτα τὸ ψευδῆ λέγειν;
 ΟΔΥΣΣΕΥΣ οὐκ, εἰ τὸ σωθῆναί γε τὸ ψεῦδος φέρει.
 ΝΕΟΠΤΟΛΕΜΟΣ κέρδος δ' ἐμοὶ τί τοῦτον ἐς Τροίαν μολεῖν;
 ΟΔΥΣΣΕΥΣ αἰρεῖ τὰ τόξα ταῦτα τὴν Τροίαν μόνα.
 ΝΕΟΠΤΟΛΕΜΟΣ ἐγὼ μὲν οὖς ἂν τῶν λόγων ἀλγῶ κλύων,
 Λαερτίου παῖ, τούσδε καὶ πράσσειν στυγῶ·
 ἔφυν γὰρ οὐδὲν ἐκ τέχνης πράσσειν κακῆς,
 οὐτ' αὐτὸς οὐθ', ὡς φασιν, οὐκφύσας ἐμέ.

SOPHOCLES (90)

τί: what? (lines 1 & 7); why? (line 3). ἄνωγα: I urge. πλὴν: except.
 οὐ μὴ (+ Subjunctive Mood): he will not ... πρὸς βίαν: by force. ἠγέομαι: I think.
 τὸ σωθῆναι: salvation. κέρδος: profit, advantage. μολεῖν: to come. ἀλγῶ: I am pained.
 κλύω: I hear. στυγῶ: I hate. ἔφυν: I was born. οὐκφύσας = ὁ ἐκφύσας: he who begot.

OR

(ii) (*Meriones has broken his spear while fighting the Trojan Deiphobus. He meets the Cretan leader Idomeneus, who enquires why he has left the battle.*)

Μηριόνης δ' ἄρα οἱ θεράπων εὐς ἀντεβόλησεν
 ἐγγὺς ἔτι κλισίης· μετὰ γὰρ δόρου χάλκεον ἦει
 οἰσόμενος· τὸν δὲ προσέφη σθένος Ἰδομενῆος·
 “Μηριόνη, Μόλου υἱέ, πόδας ταχύ, φίλταθ' ἑταίρων,
 τίπτ' ἦλθες, πόλεμόν τε λιπὼν καὶ δηϊοτήτα;
 τὸν δ' αὖ Μηριόνης πεπνυμένος ἀντίον ἠΐδα·
 “Ἰδομενεῦ, Κρητῶν βουλευφόρε χαλκοχιτώνων,
 ἔρχομαι, εἴ τί τοι ἔγχος ἐνὶ κλισίῃσι λέλειπται,
 οἰσόμενος· τό νυ γὰρ κατεάξαμεν, ὃ πρὶν ἔχεσκον,
 ἀσπίδα Δηϊφόβοιο βαλὼν ὑπερηνορέοντος.”

HOMER (90)

οἱ = αὐτῶ. εὐς: good. ἀντιβολέω (+ Dative Case): I meet. κλισίη: hut.
 δόρου: spear. οἰσόμενος: in order to fetch. σθένος Ἰδομενῆος: mighty Idomeneus.
 τίπτε: why? δηϊοτής: battle. πεπνυμένος: wise. βουλευφόρος: counsellor.
 χαλκοχιτών: bronze-clad. τοι = σοι. ἔγχος: spear. κατεάξαμεν: I broke.
 ἔχεσκον = εἶχον. ὑπερηνορέων: arrogant.

3. Answer **either** Section A **or** Section B in this question:-

[80]

A.

(i) Translate into English:-

(50)

μηνύεται οὖν ἀπὸ μετοίκων τέ τινων καὶ ἀκολούθων περὶ μὲν τῶν Ἑρμῶν οὐδέν, ἄλλων δὲ ἀγαλμάτων περικοπαί τινες πρότερον ὑπὸ νεωτέρων μετὰ παιδιᾶς καὶ οἴνου γεγενημένοι, καὶ τὰ μυστήρια ἅμα ὡς ποιεῖται ἐν οἰκίαις ἐφ' ὕβρει· ὧν καὶ τὸν Ἀλκιβιάδην ἐπητιῶντο. καὶ αὐτὰ ὑπολαμβάνοντες οἱ μάλιστα τῶν Ἀλκιβιάδων ἀχθόμενοι ἐμποδῶν ὄντι σφίσι μὴ αὐτοῖς τοῦ δήμου βεβαίως προεστάναι, καὶ νομίσαντες, εἰ αὐτὸν ἐξελάσειαν, πρῶτοι ἂν εἶναι, ἐμεγάλυνον καὶ ἐβόων ὡς ἐπὶ δήμου καταλύσει τὰ τε μυστικά καὶ ἡ τῶν Ἑρμῶν περικοπὴ γένοιτο καὶ οὐδὲν εἴη αὐτῶν ὅτι οὐ μετ' ἐκείνου ἐπράχθη, ἐπιλέγοντες τεκμήρια τὴν ἄλλην αὐτοῦ ἐς τὰ ἐπιτηδεύματα οὐ δημοτικὴν παρανομίαν.

THE INTELLECTUAL REVOLUTION

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

(30)

- Explain briefly why the Athenians decided to undertake an expedition against Sicily.
- Comment briefly on **three** significant events between the departure of the expedition from Athens and its defeat in the harbour at Syracuse.
- Assess the significance of Alkibiades in relation to the Sicilian expedition.
- Write a short note on **any two** of the following:-
the Eleusinian Mysteries; Hermokrates; Demosthenes.
- Explain the case of τοῦ δήμου and the mood of ἐξελάσειαν underlined in the passage above.

B.

(i) Translate into English:-

(50)

εἰ καὶ τυραννεῖς, ἐξισωτέον τὸ γοῦν
ἴσ' ἀντιλέξαι· τοῦδε γὰρ κἀγὼ κρατῶ.
οὐ γάρ τι σοὶ ζῶ δούλος, ἀλλὰ Λοξία·
ὡστ' οὐ Κρέοντος προστάτου γεγράψομαι.
λέγω δ', ἐπειδὴ καὶ τυφλὸν μ' ὠνειδίσας·
σὺ καὶ δέδορκας κού βλέπεις ἴν' εἰ κακοῦ,
οὐδ' ἔνθα ναίεις, οὐδ' ὅτων οἰκεῖς μέτα.
ἄρ' οἴσθ' ἀφ' ὧν εἶ; καὶ λέληθας ἐχθρὸς ὧν
τοῖς σοῖσιν αὐτοῦ νέρθε κἀπὶ γῆς ἄνω,
καί σ' ἀμφιπλήξ μητρός τε καὶ τοῦ σοῦ πατρὸς
ἐλᾶ ποτ' ἐκ γῆς τῆσδε δεινόπους ἀρά,
βλέποντα νῦν μὲν ὄρθ', ἔπειτα δὲ σκότον.
βοῆς δὲ τῆς σῆς ποῖος οὐκ ἔσται λιμήν,
ποῖος Κιθαιρῶν οὐχὶ σύμφωνος τάχα,
ὅταν καταίσθη τὸν ὑμέναιον, ὃν δόμοις
ἄνορμον εἰσέπλευσας, εὐπλοίας τυχῶν;

A WORLD OF HEROES

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

(30)

- Identify the speaker of the passage above. In what context does this passage occur?
- Based on your reading of Sophocles' *Oedipus Tyrannus*, what kind of person do you think Oedipus is? Justify your answer with reference to the play.
- Comment on the role played by Iokaste in the play.
- Write a short note on **any two** of the following:-
Laios; Kithairon; the Sphinx.
- Scan the **first line** in the passage 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) In your opinion, what was the most significant incident in the first phase of the Peloponnesian War (from 431 B.C. to the Peace of Nicias in 421 B.C.)? Give an account of this incident and explain why you have chosen it.
- (ii) Choose **any two** of the following battles. Identify who fought in them, outline briefly their course, and explain their importance:-
Cunaxa; Mantinea; Issus; Gaugamela (Arbela).
- (iii) Outline the period of Spartan supremacy between 404 and 371 B.C. In your view, why did the Spartans ultimately fail?
- (iv) Describe the main features of the Spartan system of government.

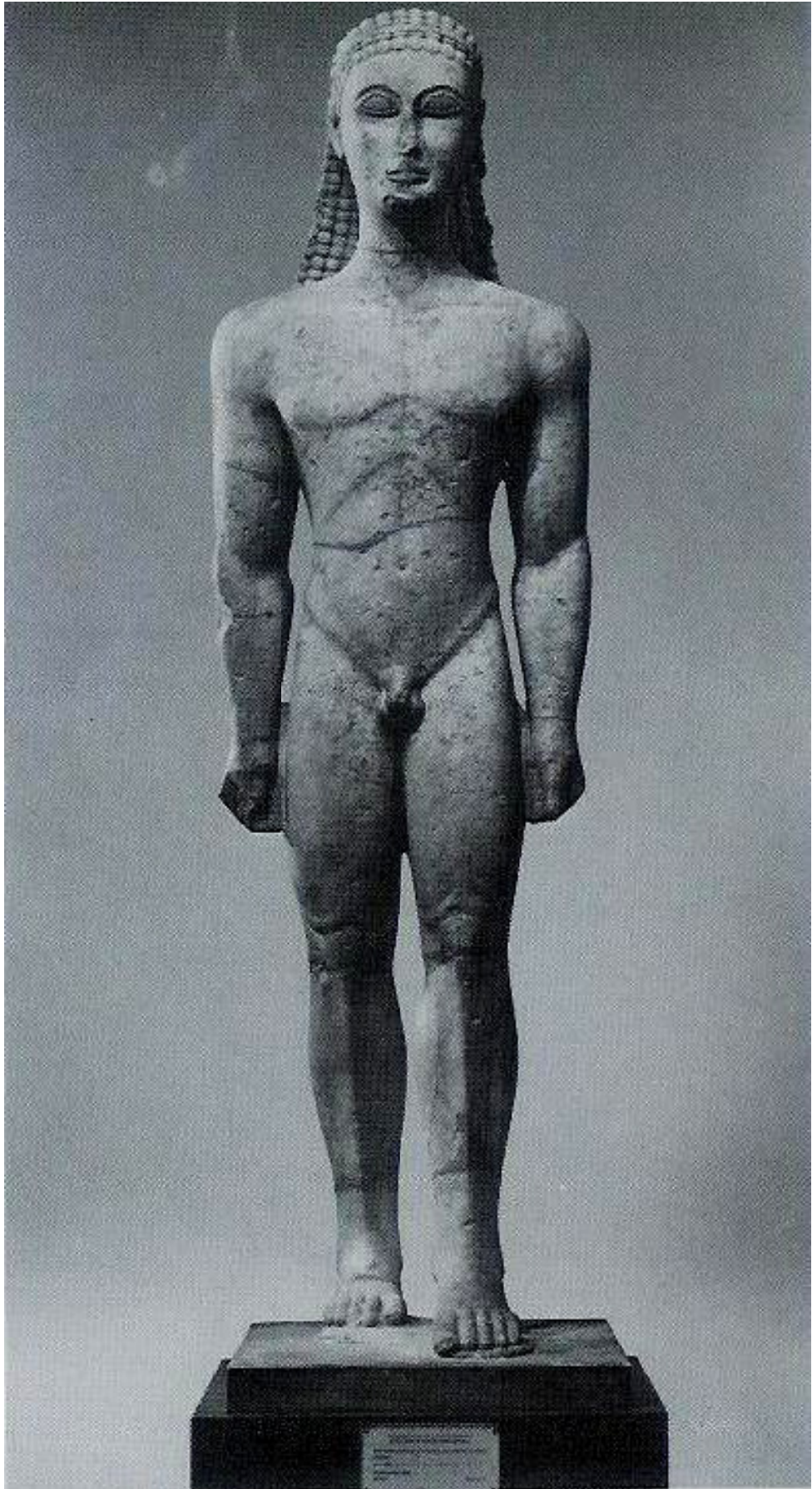
B.

- (i) Write about the life and work of Euripides. Give a short account of **any one** of his plays.
- (ii) Give an outline of Plato's life and assess his contribution to philosophy.
- (iii) Choose any ancient Greek building that you admire. Describe it in detail and explain why you admire it.
- (iv) Having looked at photographs **A**, **B** and **C** below, answer **any two** of the following questions:-
- (a) Identify whether the vase in Photograph **A** is Black Figure or Red Figure. Comment briefly on how the artist has portrayed the scene (Dionysus and two Maenads).
- (b) Identify the type of sculpture shown in Photograph **B** and write a short note on its characteristic features.
- (c) Name the statue shown in Photograph **C** and assess its artistic merit.

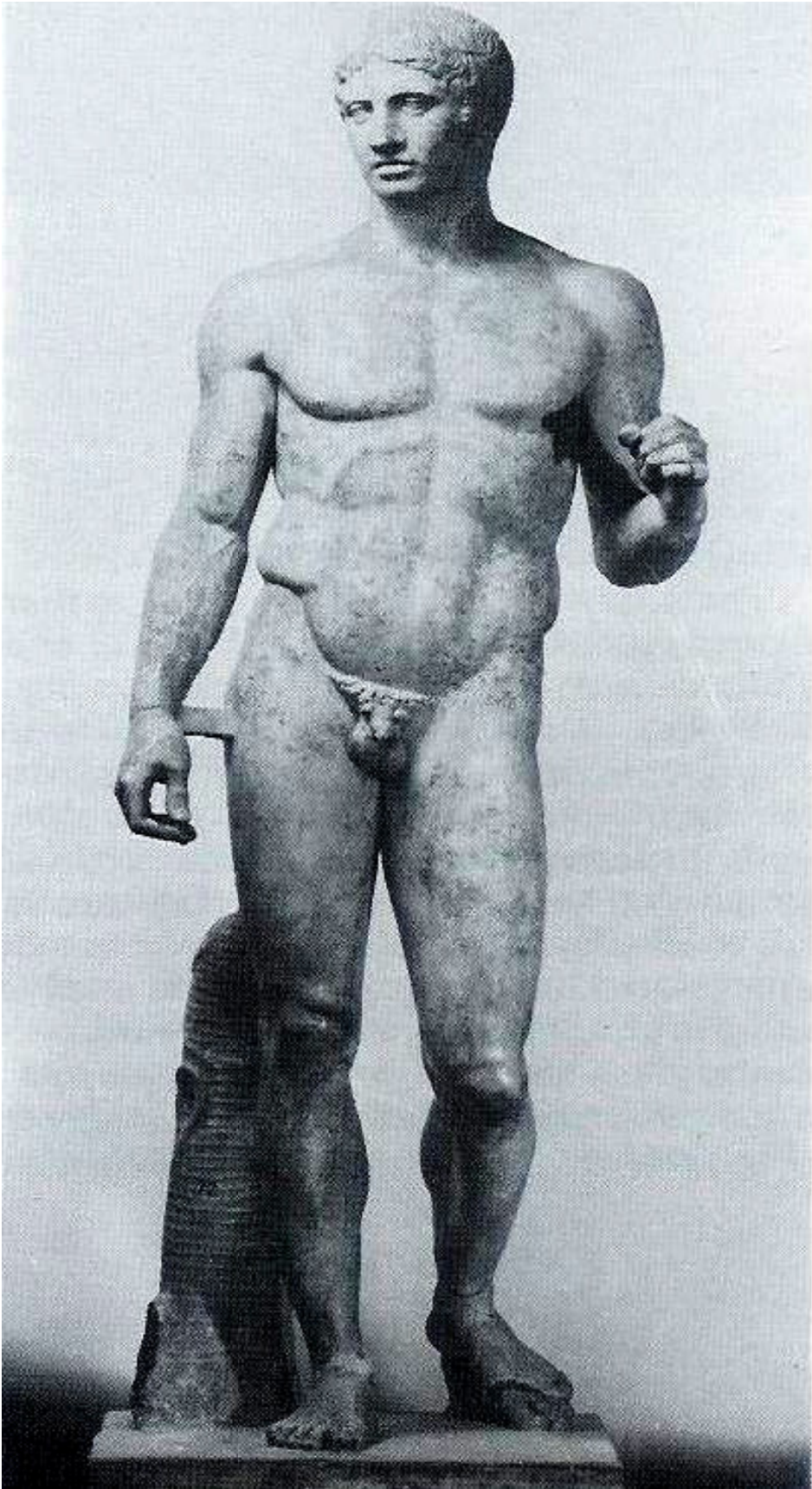
A



B



C



Photographs A, B and C are taken from Woodford: *An Introduction to Greek Art*, Duckworth.

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