



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

**LEAVING CERTIFICATE EXAMINATION, 2016**

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**ANCIENT GREEK — HIGHER LEVEL**

**(400 marks)**

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TIME: 3 Hours

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MONDAY, 20 JUNE – TIME 9.30 – 12.30

1. Answer Section A or Section B:-

[50]

A. Translate into Greek:-

Timon the Athenian hated people so much that he never came to the citizens' assembly. Only with Alcibiades was he willing to spend time. When somebody asked why he loved him so much, for there was no man worse than he in the city, Timon said, "Because I know he will be the cause of many evils to the Athenians." And when he was dining with another man, who said that the food was very good, Timon replied, "It will be even better when you are not here."

Timon: Τίμων (-ωνος). Alcibiades: Ἀλκιβιάδης (-ου). I spend: διάγω.

I dine: δειπνέω food: ὁ σίτος.

OR

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

*(The Peloponnesian War is coming to an end. The Athenians begin to negotiate peace terms)*

οἱ δ' Ἀθηναῖοι πολιορκούμενοι κατὰ γῆν καὶ κατὰ θάλατταν ἠπόρουν τί χρῆ ποιεῖν, οὔτε νεῶν οὔτε συμμάχων αὐτοῖς ὄντων οὔτε σίτου· ἐνόμιζον δὲ οὐδεμίαν εἶναι σωτηρίαν διότι διὰ τὴν ὕβριν ἠδίκουν ἀνθρώπους μικροπολίτας οὐδ' ἐπὶ μιᾷ αἰτίᾳ ἕτερα ἢ ὅτι Λακεδαιμονίους συνεμάχουν. ἐπεὶ δὲ παντελῶς ἤδη ὁ σίτος ἐπελελοίπει, ἔπεμψαν πρέσβεις παρ' Ἀγιν, βουλόμενοι σύμμαχοι εἶναι Λακεδαιμονίους ἔχοντες τὰ τεῖχη καὶ τὸν Πειραιᾶ, καὶ ἐπὶ τούτοις συνθήκας ποιῆσθαι. ὁ δὲ αὐτοὺς εἰς Λακεδαίμονα ἐκέλευεν ἰέναι· οὐ γὰρ εἶναι κύριος αὐτός. ἐπεὶ δ' ἀπήγγειλαν οἱ πρέσβεις ταῦτα τοῖς Ἀθηναίοις, ἔπεμψαν αὐτοὺς εἰς Λακεδαίμονα. οἱ δ' ἐπεὶ ἦσαν ἐν Σελλασίᾳ καὶ ἐπύθοντο οἱ ἔφοροι αὐτῶν ἃ ἔλεγον, αὐτόθεν αὐτοὺς ἐκέλευον ἀπιέναι, καὶ εἴ τι δέονται εἰρήνης, κάλλιον ἦκειν βουλευσαμένους. ἐπεὶ δὲ οἱ πρέσβεις ἤκον οἴκαδε καὶ ἀπήγγειλαν εἰς τὴν πόλιν, ἀθυμία ἐνέπεσε πάσιν· ᾤοντο γὰρ ἀνδραποδίσθησθαι, καὶ ἕως ἂν πέμπωσιν ἑτέρους πρέσβεις, πολλοὺς τῷ λιμῷ ἀπολεῖσθαι.

μικροπολίτης: citizen of a small state.

ἐπιλείπω: I fail, run out

συνθήκαι: treaty.

κύριος: authorised, empowered.

ἀνδραποδίζω: I enslave.

- (a) What reasons caused the Athenians to be at a loss about what they should do? (7)
- (b) Why did they feel there was no salvation for them? (6)
- (c) At what time did they send ambassadors to Agis? (6)
- (d) On what conditions did they wish to make a treaty? (7)
- (e) What was the response of Agis to them, and why did he say this? (6)
- (f) How would peace be achieved, according to the ephors? (6)
- (g) What was the reaction at Athens when the ambassadors reported this? (6)
- (h) Why did the citizens feel this way? (6)

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

A.

(i) (*Indians living near Caspatyrus find gold in the desert with the help of ants and camels.*)

ἄλλοι δὲ τῶν Ἰνδῶν Κασπατύρω πόλει εἰσὶ πρόσουροι. οὗτοι καὶ μαχιμώτατοί εἰσι Ἰνδῶν καὶ οἱ ἐπὶ τὸν χρυσὸν στελλόμενοι εἰσι οὗτοι· κατὰ γὰρ τούτῳ ἐστὶ ἐρημία διὰ τὴν ψάμμον. ἐν δὲ ὧν τῇ ἐρημίᾳ ταύτῃ καὶ τῇ ψάμμῳ γίνονται μύρμηκες μεγάθρα ἔχοντες κυνῶν μὲν ἐλάσσονα, άλωπέκων δὲ μέζονα. οὗτοι ὧν οἱ μύρμηκες ποιούμενοι οἴκησιν ὑπὸ γῆν ἀναφορέουσι τὴν ψάμμον κατὰ περ οἱ ἐν τοῖσι Ἑλλησι μύρμηκες κατὰ τὸν αὐτὸν τρόπον, εἰσὶ δὲ καὶ τὸ εἶδος ὁμοιώτατοι· ἡ δὲ ψάμμος ἢ ἀναφερομένη ἐστὶ χρυσίτις. ἐπὶ δὲ ταύτην τὴν ψάμμον στέλλονται εἰς τὴν ἐρημίην οἱ Ἰνδοί, ζεύζαμενος ἕκαστος καμήλους τρεῖς· αἱ γὰρ σφί κάμηλοι ἵππων οὐκ ἴσσοιες εἰς ταχυτήτά εἰσι, χωρὶς δὲ ἄχθρα δυνατώτεραι πολλὸν φέρειν.

HERODOTUS (90)

πρόσουρος (+ Dative Case): near to. στέλλω ἐπί: I send out for. κατὰ ... τούτῳ: in this region. ἐρημία: desert. ψάμμος: sand. μύρμηξ: ant. ἀλώπηξ: fox. κατὰ περ: exactly as. εἶδος: form, shape. ζεύγνυμαι: I harness. χωρὶς: besides. ἄχθος: burden.

OR

(ii) (*At an assembly of the army, Leon of Thurii expresses his weariness of journeying by land; Cheirisophus proposes a solution.*)

ἐκ δὲ τούτου συνελθόντες ἐβουλεύοντο περὶ τῆς λοιπῆς πορείας· ἀνέστη δὲ πρῶτος Λέων Θούριος καὶ ἔλεξεν ὧδε. “ἐγὼ μὲν τοίνυν,” ἔφη, “ὦ ἄνδρες, ἀπείρηκα ἤδη συσκευάζομενος καὶ βαδίζων καὶ τρέχων καὶ τὰ ὄπλα φέρων καὶ ἐν τάξει ἰὼν καὶ φυλακὰς φυλάττων καὶ μαχόμενος. ἐπιθυμῶ δὲ ἤδη παυσάμενος τούτων τῶν πόνων, ἐπεὶ θάλατταν ἔχομεν, πλεῖν τὸ λοιπὸν καὶ ἐκταθεῖς ὥσπερ Ὀδυσσεὺς ἀφικέσθαι εἰς τὴν Ἑλλάδα.”

ταῦτα ἀκούσαντες οἱ στρατιῶται ἀνεθορύβησαν ὡς εὐ λέγοι· καὶ ἄλλος τὰ αὐτὰ ἔλεγε, καὶ πάντες οἱ παριόντες. ἔπειτα δὲ Χειρίσοφος ἀνέστη καὶ εἶπεν ὧδε. “φίλος μοί ἐστιν, ὦ ἄνδρες, Ἄναξιβιος, ναυαρχῶν δὲ καὶ τυγχάνει. εἴαν οὖν πέμψητέ με, οἶομαι ἂν ἐλθεῖν καὶ τριήρεις ἔχων καὶ πλοῖα τὰ ἡμᾶς ἄξοντα.”

XENOPHON (90)

ἀπείρηκα (+ Participle): I am tired of. συσκευάζομαι: I pack up my baggage. ἐκτείνομαι: I am stretched out (asleep). ναυαρχέω: I command a fleet.

## B.

- (i) *(Neoptolemus is about to sacrifice the Trojan princess Polyxena to the ghost of his father Achilles. Polyxena demands the right to face her death free, without being held.)*

εἶτ' ἀμφίχρυσον φάσγανον κώπης λαβὼν  
ἔξεϊλκε κολεοῦ, λογάσι δὲ Ἄργείων στρατοῦ  
νεανίαις ἔνευσε παρθένον λαβεῖν.  
ἦ δ', ὡς ἐφράσθη, τόνδ' ἐσήμηνεν λόγον·  
“ὦ τὴν ἐμὴν πέρσαντες Ἄργεῖοι πόλιν,  
ἔκουσα θνήσκω· μή τις ἄψηται χροὸς  
τούμου· παρέξω γὰρ δέρην εὐκαρδίως.  
ἐλευθέραν δέ μ', ὡς ἐλευθέρα θάνω,  
πρὸς θεῶν, μεθέντες κτείνατ'· ἐν νεκροῖσι γὰρ  
δούλη κεκλήσθαι βασιλῆς οὐσ' αἰσχύνομαι.”  
λαοὶ δ' ἐπερρόθησαν, Ἀγαμέμνων τ' ἄναξ  
εἶπεν μεθεῖναι παρθένον νεανίαις.

EURIPIDES (90)

ἀμφίχρυσος: gilded all over. φάσγανον: sword. κώπη: hilt, handle. κολεόν: sheath.  
λογάς: picked, chosen. νεύω: I nod, signal with a nod. φράζομαι: I perceive.  
σημαίνω: I declare, utter. πέρθω: I ravage, sack. ἄπτομαι (+ Genitive Case): I touch.  
χροός: (Genitive Case of χρώς) skin. δέρη: neck. μεθήμι: I release, set loose.  
βασιλῆς: princess. ἐπιρροθέω: I shout in approval.

## OR

- (ii) *(Homer appeals to the Muses as he introduces Iphidamas, son of Antenor. He was the first to engage with Agamemnon in the current battle.)*

ἔσπετε νῦν μοι, Μοῦσαι Ὀλύμπια δώματ' ἔχουσαι,  
ὅς τις δὴ πρῶτος Ἀγαμέμνωνος ἀντίος ἦλθεν  
ἢ αὐτῶν Τρώων ἢ ἐκλειτῶν ἐπικούρων.  
Ἰφιδάμας Ἀντηνορίδης ἡὺς τε μέγας τε,  
ὅς τράφη ἐν Θρήκῃ ἐριβώλακι, μητέρι μῆλων·  
ὅς ῥα τότε Ἄτρείδεω Ἀγαμέμνωνος ἀντίος ἦλθεν.  
οἱ δ' ὅτε δὴ σχεδὸν ἦσαν ἐπ' ἀλλήλοισιν ἴοντες,  
Ἄτρείδης μὲν ἄμαρτε, παραί δέ οἱ ἐτράπετ' ἔγχος,  
Ἰφιδάμας δὲ κατὰ ζώνην θώρηκος ἔνερθεν  
νύξ', ἐπὶ δ' αὐτὸς ἔρεισε βαρεῖη χειρὶ πίθησας.

HOMER (90)

ἔσπετε: (Imperative) Tell. ἐπίκουρος: ally ἡὺς: good.  
ἐριβώλαξ: fertile τὰ μῆλα: sheep. σχεδόν: near.  
παραί: close by the side ζώνη: waist, middle. θώρηξ: breastplate.  
νύσσω: I pierce. ἐπερείδω: I press on, drive against. πίθεω (+ Dative Case): I rely on.

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

[80]

**A.**

(i) Translate into English:-

(50)

λέγει Ἀρτάβανος μετὰ ταῦτα· ὦ βασιλεῦ, ἐπεῖτε ἀρρωδέειν οὐδὲν ἔασι πρῆγμα, σὺ δὲ με συμβουλίην ἔνδεξαι· ἀναγκαίως γὰρ ἔχει περὶ πολλῶν πρηγμάτων πλεῖνα λόγον ἐκτείνει. Κύρος ὁ Καμβύσεω Ἰωνίην πᾶσαν πλὴν Ἀθηνέων κατεστρέψατο δασμοφόρον εἶναι Πέρσῃσι. τούτους ὧν τοὺς ἄνδρας συμβουλεύω τοι μηδεμιῇ μηχανῇ ἄγειν ἐπὶ τοὺς πατέρας· καὶ γὰρ ἄνευ τούτων οἰοί τε εἶμεν τῶν ἐχθρῶν κατυπέρτεροι γίνεσθαι. ἢ γὰρ σφεας, ἣν ἔπωνται, δεῖ ἀδικωτάτους γίνεσθαι καταδουλουμένους τὴν μητρόπολιν, ἢ δικαιοτάτους συνελευθερούοντας. ἀδικώτατοι μὲν νυν γινόμενοι οὐδὲν κέρδος μέγα ἡμῖν προσβάλλουσι, δικαιοτάτοι δὲ γινόμενοι οἰοί τε δηλήσασθαι μεγάλως τὴν σὴν στρατιὴν γίνονται. ἐς θυμὸν ὧν βαλεῦ καὶ τὸ παλαιὸν ἔπος ὡς εὖ εἴρηται, τὸ “μὴ ἅμα ἀρχῇ πᾶν τέλος καταφαίνεσθαι.”

A WORLD OF HEROES

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

(30)

- Who is Artabanos? Summarise briefly the course of his discussion with Xerxes.
- Comment on Herodotus' portrayal of the character of Xerxes.
- Outline the route followed by the Persians in their invasion of Greece and identify what was, in your opinion, the most challenging problem that this route presented to them.
- Why does Herodotus think that the Athenians were the saviours of Greece?
- Explain the case of ἐχθρῶν and the mood of ἔπωνται underlined in the passage above.

**B.**

(i) Translate into English:-

(50)

ΜΗ. Ἰάσον, αἰτοῦμαί σε τῶν εἰρημένων  
συγγνώμον' εἶναι· τὰς δ' ἐμὰς ὀργὰς φέρειν  
εἰκός σ', ἐπεὶ νῶν πόλλ' ὑπείργασται φίλα.  
ἐγὼ δ' ἑμαυτῇ διὰ λόγων ἀφικόμη  
κάλαιδ' ὀρησα· ἄσχετλία, τί μαίνομαι  
καὶ δυσμεναίνω τοῖσι βουλευούσιν εὖ,  
ἐχθρὰ δὲ γαίης κοιράνοις καθίσταμαι  
πόσει θ', ὅς ἡμῖν δρᾷ τὰ συμφορώτατα,  
γῆμας τύραννον καὶ κασιγνήτους τέκνοις  
ἐμοῖς φυτεύων; οὐκ ἀπαλλαχθήσομαι  
θυμοῦ; τί πάσχω, θεῶν ποριζόντων καλῶς;  
οὐκ εἰσὶ μὲν μοι παῖδες, οἶδα δὲ χθόνα  
φεύγοντας ἡμᾶς καὶ σπανίζοντας φίλων;  
ταῦτ' ἐννοήσασ' ἡσθόμην ἀβουλίαν  
πολλὴν ἔχουσα καὶ μάτην θυμουμένη.

THE INTELLECTUAL REVOLUTION

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

(30)

- How does Medea's attitude in the passage above differ from that which she had displayed earlier to Jason? Explain the change.
- How had Jason defended himself previously when attacked by Medea? Explain whether, in your view, any of his points have validity.
- In your opinion, does Euripides' portrayal of Medea challenge the Greek views of his time about women? Explain your answer.
- Write a short note on **any two** of the following:- the Paidagogos; Kreon; Glauke.
- Scan the **second 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) Outline the role played by Nicias in the Peloponnesian War and assess his qualities as a leader.
- (ii) Write notes on **any two** of the following:-  
Revolution at Athens in 411 B.C.; March of the 10,000; Jason of Pherae; Epaminondas.
- (iii) What, in your view, was the single **greatest** achievement of Alexander the Great, and what was the **worst** thing that he did? Explain and justify your choices.
- (iv) Outline the reforms introduced at Athens by Solon and assess their significance.

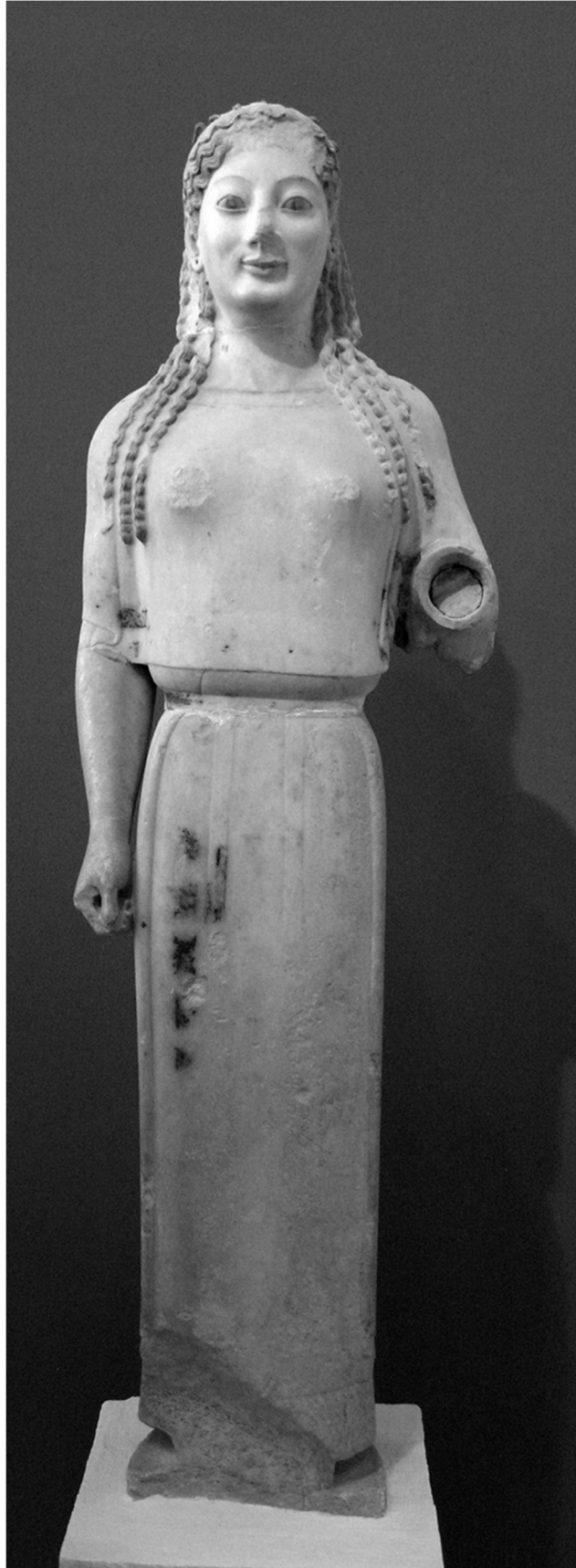
**B.**

- (i) Identify some of the characteristic features of Homeric poetry and explain why, in your view, it is still worthy of study today.
- (ii) Give an account of the life and work of Plato and comment on his significance as a philosopher.
- (iii) Excluding the Parthenon, which is your favourite Ancient Greek temple? Describe its main features and explain your choice.
- (iv) Having looked at photographs **A**, **B** and **C** below, answer **any two** of the following questions:-
  - (a) Is the vase in Photograph **A** Black Figure or Red Figure? Comment briefly on how the artist has portrayed the scene (Apollo and Artemis kill the children of Niobe).
  - (b) What type of sculpture is shown in Photograph **B**? Write a short note on its characteristic features.
  - (c) Identify the statue shown in Photograph **C** and give a brief assessment of it as an example of Greek sculpture.

A



**B**





C



Photographs A, B and C are taken from Google Images.

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