

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

**Classical Greek
Continuers**

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Classical Greek Continuers

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Classical Greek Continuers. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Classical Greek syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Classical Greek Continuers specimen paper:

- All questions have been numbered sequentially across all sections.
- For the specimen examination only, the prescribed texts are to be found on page 2 of the specimen paper.

Classical Greek Continuers

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
1(a)	10	Prescribed Text – Thucydides VII	H1.1 – H1.3	2 – 6
1(b)	10	Prescribed Text – Thucydides VII	H1.1 – H1.3	2 – 6
2(a)	2	Prescribed Text – Thucydides VII	H1.1, H2.1 – H2.3	3 – 4
2(b)	3	Prescribed Text – Thucydides VII	H1.1, H2.1 – H2.3	3 – 4
2(c)	2	Prescribed Text – Thucydides VII	H1.1, H2.1 – H2.3	3 – 4
2(d)	3	Prescribed Text – Thucydides VII	H3.1	4 – 6
3(a) or 3(b)	10	Prescribed Text – Thucydides VII	H3.1, H3.2	2 – 6
4(a)	10	Prescribed Text – <i>Frogs</i>	H1.1 – H1.3	2 – 6
4(b)	10	Prescribed Text – <i>Frogs</i>	H1.1 – H1.3	2 – 6
5(a)	3	Prescribed Text – <i>Frogs</i>	H1.1, H2.1 – H2.3	3 – 6
5(b)	1	Prescribed Text – <i>Frogs</i>	H1.1, H2.1 – H2.3	3 – 6
5(c)	4	Prescribed Text – <i>Frogs</i>	H3.1	3 – 6
5(d)	2	Prescribed Text – <i>Frogs</i>	H2.2, H2.3	4 – 6
6(a) or 6(b)	10	Prescribed Text – <i>Frogs</i>	H3.1, H3.2	2 – 6
7(a)	8	Unseen Text	H1.1 – H1.3	2 – 6
7(b)	12	Unseen Text	H1.1 – H1.3	2 – 6



Sample marking guidelines for Classical Greek Continuers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Classical Greek Continuers. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

Sample Marking Guidelines – Classical Greek Continuers

Question 3 (10 marks)

Discuss Thucydides' portrayal of the character and role of Demosthenes in Book VII.

In your answer you will be assessed on how well you:

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

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the discussion of Thucydides' portrayal of the character and role of Demosthenes in Book VII• Argues convincingly and substantiates points of view with specific reference to the relevant sections of Book VII• Composes a well-organised and coherent response	9 – 10
<ul style="list-style-type: none">• Demonstrates breadth and some depth in the discussion of Thucydides' portrayal of the character and role of Demosthenes in Book VII• Argues effectively and substantiates a point of view with appropriate reference to the relevant sections of Book VII• Composes a structured response	7 – 8
<ul style="list-style-type: none">• Makes some relevant observations in the discussion of Thucydides' portrayal of the character and role of Demosthenes in Book VII• Includes narrative rather than analytical elements• Shows some ability to structure ideas and information with clarity	5 – 6
<ul style="list-style-type: none">• Cites some relevant examples from Book VII relating to Thucydides' portrayal of the character and role of Demosthenes without necessarily making the link explicit between the question asked and the text• Includes some general statements relating to the question• Demonstrates some ability to structure and sequence ideas and information	3 – 4
<ul style="list-style-type: none">• Identifies some isolated relevant information relating to Thucydides' portrayal of the character and role of Demosthenes in Book VII• Demonstrates a limited ability to structure and sequence ideas and information	1 – 2

Answers could include:

- Demosthenes as a ‘man of action’ in the campaign, particularly his partially successful campaign on Epipolae
- Contrast between Nicias’ personality and that of Demosthenes
- Elements of Demosthenes’ history underscore Nicias’ failures, eg Demosthenes’ desire to retreat and Nicias’ objection to this
- Elements of dramatic effect through Demosthenes’ demise
- Consideration of the question ‘What if Demosthenes had been successful in making Nicias withdraw?’ in relation to Demosthenes’ strength of character and the character of Nicias

Marks

Question 5 (10 marks)

Answer the questions that follow the extract. Use the extract and your knowledge of the text in your answers.

Refer to the extract on page 8 of the Specimen Paper.

- (a) What has caused this argument in front of Dionysus?

3

Outcomes assessed: H1.1, H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides an explanation of the substance of the argument and its cause/context. • The explanation must include reference to Dionysus. 	3
<ul style="list-style-type: none"> • Provides an explanation of the substance of the argument with some detail relating to the cause and setting 	2
<ul style="list-style-type: none"> • Provides an explanation of the substance of the argument with some information relating to either the cause or context 	1

Sample answer:

Euripides is challenging Aeschylus for the title of the best writer of tragedy. Euripides has died and gone to the Underworld where Aeschylus is considered the master of tragedy. Pluto (god of the Underworld) has arranged a contest with Dionysus as judge.

- (b) Explain the accusation contained in lines 833–834
(*αποσεμνυείται...επερατεύετο*).

1

Outcomes assessed: H1.1, H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Aeschylus used a silent figure in the prologue of a play 	1

- (c) Show how in lines 836–842 (εγωδα...ρατιοσυρραπτάδη) Aristophanes' choice of particular words and phrases parodies the style of Aeschylus and of Euripides. 4

Outcomes assessed: H1.1, H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates both depth and breadth of treatment of the question through the selection of appropriate examples with a full explanation of their effect • Cites examples that relate to both Aeschylus and Euripides 	4
<ul style="list-style-type: none"> • Demonstrates breadth of treatment through the selection of appropriate examples with an explanation of their effectiveness relates extract to question • Cites examples that relate to both Aeschylus and Euripides but offers only a limited explanation of them in terms of the question 	3
<ul style="list-style-type: none"> • Explains the effect of ONE example for EACH dramatist 	2
<ul style="list-style-type: none"> • Explains the effect of ONE example 	1

Answers could include:

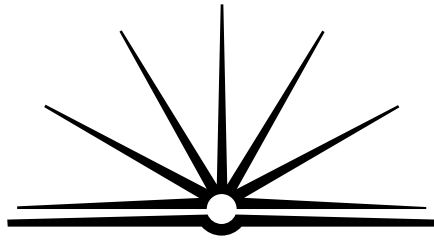
- αγριοποιόν (Aeschylus' style)
- αυθαδόστοπμον (Aeschylus' style)
- lines 838–9 negative compounds (Euripides' style)
- line 839: long compound words (Aeschylus' style)
- line 839: two-word trimeter (Aeschylus' style)
- line 840: agricultural goddess (Euripides' style)
- lines 841–2: polysyllabic coined words (Euripides' style)

- (d) What point is Aeschylus making in using the term χωλοποιον (line 846)?

Outcomes assessed: H1.1, H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • The word means 'poet of cripples' and is directed at Euripides • The heroes of a number of Euripides' plays are cripples 	2
ONE of above	1



B O A R D O F S T U D I E S
NEW SOUTH WALES

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Classical Greek

Continuers

General Instructions

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

Section I Pages 3 – 5

Total marks (40)

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

Section II Pages 6 – 9

Total marks (40)

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

Section III Pages 10 – 11

Total marks (20)

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

For the purpose of this specimen paper only, the following applies to Section I and Section II:

Texts

Aristophanes, *Frogs*, lines 1–311, 460–533, 605–674, 759–813, 830–870, 1180–1247, 1364a–1481.

Thucydides, *Book VII*, Chapters 47–56, 59.2–60, 65, 69–76, 78–87.

Section I – Prescribed Text – Thucydides VII

Total marks (40)

Attempt Questions 1 – 3

Allow about 1 hour and 10 minutes for this section

Marks

Question 1 (20 marks)

Translate BOTH passages into ENGLISH.

- (a) Οἱ δ' οὖν Συρακόσιοι καὶ οἱ ξύμμαχοι εἰκότως ἐνόμισαν καλὸν ἀγώνισμα σφίσιν εἶναι ἐπὶ τῇ γεγενημένῃ νίκῃ τῆς ναυμαχίας ἐλεῖν τε τὸ στρατόπεδον ἅπαν τῶν Ἀθηναίων τοσοῦτον ὄν, καὶ μηδὲ καθ' ἕτερα αὐτούς, μήτε διὰ θαλάσσης μήτε τῷ πεζῷ, διαφυγεῖν. ἔκληνον οὖν τὸν τε λιμένα εὐθύς τὸν μέγαν, ἔχοντα τὸ στόμα ὀκτὼ σταδίων μάλιστα, τριήρεσι πλαγίαις καὶ πλοίοις καὶ ἀκάτοις ἐπ' ἀγκυρῶν ὀρμίζοντες, καὶ τᾶλλα, ἦν ἔτι ναυμαχεῖν οἱ Ἀθηναῖοι τολμήσωσι, παρεσκευάζοντο, καὶ ὀλίγον οὐδὲν ἐς οὐδὲν ἐπενόουν. τοῖς δὲ Ἀθηναίοις τὴν τε ἀπόκλησιν ὀρώσι καὶ τὴν ἄλλην διάνοιαν αὐτῶν αἰσθομένοις βουλευτέα ἐδόκει.
- (59.2–60.1)
- (b) Οἱ δὲ Συρακόσιοι τῇ ὑστεραία καταλαβόντες αὐτὸν ἔλεγον ὅτι οἱ μετὰ Δημοσθένους παραδεδώκοιεν σφᾶς αὐτούς, κελεύοντες κάκεινον τὸ αὐτὸ δρᾶν· ὁ δ' ἀπιστῶν σπένδεται ἰπέα πέμψαι σκεψόμενον. ὡς δ' οἰχόμενος ἀπήγγειλε πάλιν παραδεδωκότας, ἐπικηρυκεύεται Γυλίππῳ καὶ Συρακοσίοις εἶναι ἐτοιμὸς ὑπὲρ Ἀθηναίων ξυμβῆναι, ὅσα ἀνήλωσαν χρήματα Συρακόσιοι ἐς τὸν πόλεμον, ταῦτα ἀποδοῦναι, ὥστε τὴν μετ' αὐτοῦ στρατιὰν ἀφείναι αὐτούς· μέχρι οὗ δ' ἂν τὰ χρήματα ἀποδοθῇ, ἄνδρας δώσειν Ἀθηναίων ὀμήρους, ἕνα κατὰ τάλαντον. οἱ δὲ Συρακόσιοι καὶ Γύλιππος οὐ προσεδέχοντο τοὺς λόγους, ἀλλὰ προσπεσόντες καὶ περιστάντες πανταχόθεν ἔβαλλον καὶ τούτους μέχρι ὀψέ.
- (83.1–3)

Question 2 (10 marks)

Answer the questions that follow the extract. Use the extract and your knowledge of the text in your answers.

οἱ δὲ τῶν Ἀθηναίων στρατηγοὶ ὀρώντες στρατιάν τε ἄλλην
 προσγεγεννημένην αὐτοῖς καὶ τὰ ἑαυτῶν ἅμα οὐκ ἐπὶ τὸ βέλτιον
 χωροῦντα, ἀλλὰ καθ' ἡμέραν τοῖς πᾶσι χαλεπώτερον ἴσχοντα,
 μάλιστα δὲ τῇ ἀσθενείᾳ τῶν ἀνθρώπων πιεζόμενα, μετεμέλοντό
 τε πρότερον οὐκ ἀναστάντες καὶ ὡς αὐτοῖς οὐδὲ ὁ Νικίας ἔτι 5
 ὁμοίως ἐνηντιοῦτο, ἀλλ' ἢ μὴ φανερώς γε ἀξίων ψηφίζεσθαι,
 προεῖπον ὡς ἐδύναντο ἀδηλότατα ἔκπλουν ἐκ τοῦ στρατοπέδου
 πᾶσι, καὶ παρασκευάσασθαι ὅταν τις σημήνη. καὶ μελλόντων
 αὐτῶν, ἐπειδὴ ἐτοῖμα ἦν, ἀποπλεῖν ἢ σελήνη ἐκλείπει· ἐτύγγανε
 γὰρ πασσέληνος οὐσα. Καὶ οἱ Ἀθηναῖοι οἱ τε πλείους 10
 ἐπισχεῖν ἐκέλευον τοὺς στρατηγοὺς ἐνθύμιον ποιούμενοι, καὶ ὁ
 Νικίας (ἦν γὰρ τι καὶ ἄγαν θειασμῶ τε καὶ τῷ τοιούτῳ
 προσκείμενος) οὐδ' ἂν διαβουλεύσασθαι ἔτι ἔφη πρὶν, ὡς οἱ
 μάντιες ἐξηγοῦντο, τρὶς ἐννέα ἡμέρας μεῖναι, ὅπως ἂν πρότερον
 κινηθεῖη. καὶ τοῖς μὲν Ἀθηναίοις μελλήσασσι διὰ τοῦτο ἢ 15
 μονὴ ἐγεγένητο.

(50.3–4)

- (a) προεῖπον ... ἔκπλουν (line 7)
 Describe the circumstances that led to this course of action. 2
- (b) Why was there a subsequent change of plan? 3
- (c) ἢ μονὴ ἐγεγένητο (lines 15–16)
 How did the Syracusans take advantage of this? 2
- (d) What impression of Nikias' leadership does this passage give? 3

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

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

Question 3 (10 marks)

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

- (a) Analyse Thucydides' portrayal of the character and role of Demosthenes in Book VII.

OR

- (b) 'It is Thucydides' desire to make the reader a spectator' (Plutarch). Discuss this comment on Thucydides' narrative style in relation to Book VII.

Section II – Prescribed Text – Aristophanes *Frogs*

Total marks (40)

Attempt Questions 4 – 6

Allow about 1 hour and 10 minutes for this section

Marks

Question 4 (20 marks)

Translate BOTH passages into ENGLISH.

- (a) ΔΙ. καλῶς λέγεις. 10
καὶ γάρ τιν' ἐκφέρουσι τουτονὶ νεκρόν.
οὗτος, σὲ λέγω μέντοι, σὲ τὸν τεθνηκότα.
ἄνθρωπε, βούλει σκευάρι' εἰς Ἴαιδου φέρειν;
NEKPOΣ
πόσ' ἄττα;
ΔΙ. ταυτί.
NE. δύο δραχμάς μισθὸν τελεῖς;
ΔΙ. μὰ Δί', ἀλλ' ἔλαττον.
NE. ὑπάγεθ' ὑμεῖς τῆς ὁδοῦ.
ΔΙ. ἀνάμεινον, ὦ δαιμόνι', ἐὰν ξυμβῶ τί σοι.
NE. εἰ μὴ καταθήσεις δύο δραχμάς, μὴ διαλέγου.
ΔΙ. λάβ' ἐννέ' ὀβολούς.
NE. ἀναβιοίην νῦν πάλιν.
ΔΙ. ὡς σεμνὸς ὁ κατάρατος.
ΞΑ. οὐκ οἰμώζεται;
ἐγὼ βαδιοῦμαι.
ΔΙ. χρηστὸς εἶ καὶ γεννάδας.
χωρῶμεν ἐπὶ τὸ πλοῖον.
ΧΑΡΩΝ
ὥπ, παραβαλοῦ.
ΞΑ. τουτὶ τί ἐστὶ;
(169–181)

Question 4 continues on page 7

Question 4 (continued)

- (b) ΔΙ. ἄθάνατος εἶναί φημι, Διόνυσος Διός,
τοῦτον δὲ δοῦλον. 10
- ΑΙ. ταῦτ ἀκούεις;
- ΞΑ. φήμ' ἐγώ.
καὶ πολὺ γε μᾶλλον ἐστὶ μαστιγωτέος·
εἴπερ θεὸς γὰρ ἐστίν, οὐκ αἰσθήσεται.
- ΔΙ. τί δῆτ', ἐπειδὴ καὶ σὺ φῆς εἶναι θεός,
οὐ καὶ σὺ τύπτει τὰς ἴσας πληγὰς ἐμοί;
- ΞΑ. δίκαιος ὁ λόγος· χεῖρότερόν γ' ἂν νῶν ἴδης
κλαύσαντα πρότερον ἢ προτιμήσαντά τι
τυπτόμενον, εἶναι τοῦτον ἡγοῦ μὴ θεόν.
- ΑΙ. οὐκ ἔσθ' ὅπως οὐκ εἶ σὺ γεννάδας ἀνήρ·
χωρεῖς γὰρ εἰς τὸ δίκαιον. ἀποδύεσθε δῆ.
- ΞΑ. πῶς οὖν βασανιεῖς νῶν δικάίως;
- ΑΙ. ῥαδίως·
πληγὴν παρὰ πληγὴν ἐκάτερον.
- ΞΑ. καλῶς λέγεις. (631–643)

End of Question 4

Question 5 (10 marks)

Answer the questions that follow the extract. Use the extract and your knowledge of the text in your answers.

- ΕΥ. ἀποσεμνυνεῖται πρῶτον, ἅπερ ἐκάστοτε
ἐν ταῖς τραγωδίαισιν ἑτερατεύετο.
ΔΙ. ὦ δαιμόνι' ἀνδρῶν, μὴ μεγάλα λίσαν λέγε. 835
ΕΥ. ἐγὼ δα τοῦτον καὶ διέσκεμμαι πάλαι,
ἄνθρωπον ἀγριοποιόν, αὐθαδόστομον,
ἔχοντ' ἀχάλινον, ἀκρατές, ἀθύρωτον στόμα,
ἀπεριλάλητον, κομποφακελορρήμονα.

ΑΙΣΧΥΛΟΣ

- ἄληθες, ὦ παῖ τῆς ἀρουραίας θεοῦ; 840
σὺ δὲ ἴμε ταῦτ', ὦ στωμυλιοσυλλεκτάδη
καὶ πτωχοποιεὲ καὶ ῥακιοσυρραπτάδη;
ἀλλ' οὐ τι χαίρων αὐτ' ἐρεῖς.
ΔΙ. παῦ', Αἰσχύλε,
καὶ μὴ πρὸς ὀργὴν σπλάγχνα θερμῆς κότφ.
ΑΙ. οὐ δῆτα, πρὶν γ' ἂν τοῦτον ἀποφῆνω σαφῶς 845
τὸν χωλοποιὸν οἶος ὢν θρασύνεται.

- (a) What has caused the argument in front of Dionysus? 3
- (b) Explain the accusation contained in lines 833–834.
(ἀποσεμνυνεῖται ... ἑτερατεύετο) 1
- (c) Show how in lines 836–842 (ἐγὼ δα ... ῥακιοσυρραπτάδη) Aristophanes' choice of particular words and phrases parodies the style of Aeschylus and of Euripides. 4
- (d) What point is Aeschylus making in using the term χωλοποιὸν (line 846)? 2

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

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

Question 6 (10 marks)

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

- ΞΑ. ἄλλ' οὐκέτ' αὖ γυνή 'στιν, ἄλλ' ἤδη κύων.
ΔΙ. Ἔμπουσα τοίνυν ἐστί.
ΞΑ. πυρὶ γοῦν λάμπεται
ἅπαν τὸ πρόσωπον.
ΔΙ. καὶ σκέλος χαλκοῦν ἔχει;
ΞΑ. νῆ τὸν Ποσειδῶ, καὶ βολίτινον θάτερον, 295
σάφ' ἴσθι.
ΔΙ. ποῖ δῆτ' ἂν τραποῖμην;
ΞΑ. ποῖ δ' ἐγώ;
ἱερεῦ, διαφύλαξόν μ', ἴν' ὦ σοι ξυμπότης.
ΞΑ. ἀπολούμεθ', ὦναξ Ἡράκλεις.
ΔΙ. οὐ μὴ καλεῖς μ',
ὦνθρωφ', ἱκετεύω, μηδὲ κατερεῖς τούνομα.
ΞΑ. Διόνυσε τοίνυν.
ΔΙ. τοῦτ' ἔθ' ἦττον θάτερου. 300
ΞΑ. ἴθ' ἦπερ ἔρχει. δεῦρο δεῦρ', ὦ δέσποτα.
ΔΙ. τί δ' ἐστί;
ΞΑ. θάρρει· πάντ' ἀγαθὰ πεπρόγαμεν,
ἔξεστί θ' ὥσπερ Ἡγέλοχος ἡμῖν λέγειν·
'ἐκ κυμάτων γὰρ αὐθις αὖ γαλῆν ὀρώ.'
Ἔμπουσα φρούδη.
ΔΙ. κατόμοσον.
ΞΑ. νῆ τὸν Δία. 305
ΔΙ. καὶ αὐθις κατόμοσον.
ΞΑ. νῆ Δί.
ΔΙ. ὄμοσον.
ΞΑ. νῆ Δία.
ΔΙ. οἴμοι τάλας, ὡς ὠχρίασ' αὐτὴν ἰδών.
ΞΑ. ὀδὶ δὲ δείσας ὑπερεπυρρίασέ σου.
ΔΙ. οἴμοι, πόθεν μοι τὰ κακὰ ταυτὶ προσέπεσεν;
τίν' αἰτιάσομαι θεῶν μ' ἀπολλύναι; 310
ΞΑ. αἰθέρα Διὸς δωμάτιον ἢ Χρόνου πόδα;

(a) What elements of humour does Aristophanes employ in this passage?

OR

(b) In what sense can Dionysus be called the 'hero' of Aristophanes' *Frogs*?

Section III – Unseen Texts

Total marks (20)

Attempt Question 7

Allow about 40 minutes for this section

Marks

Question 7 (20 marks)

Translate BOTH passages into ENGLISH.

(a) Socrates tries to teach Strepsiades about names and gender.

8

SOCR: *But in any case you have to learn which of the names are male and which are female.*

STR: *But I already know which are female.*

SOCR: *Tell me then.*

STR: *Lysilla, Philinna, Clitagora, Demetria.*

ΣΩ. ἄρρενα δὲ ποῖα τῶν ὀνομάτων;

ΣΤΡ. μῦρία.

Φιλόξενος, Μελησίης, Ἀμυνίας.

ΣΩ. ἀλλ', ὦ πόνηρε, ταῦτά γ' ἔστ' οὐκ ἄρρενα.

ΣΤΡ. οὐκ ἄρρεν' ὑμῖν ἐστίν;

ΣΩ. οὐδαμῶς γ', ἐπεὶ

πῶς ἂν καλέσειας ἐντυχῶν Ἀμυνία;

ΣΤΡ. ὅπως ἂν; ὦδι· δεῦρο δεῦρ', Ἀμυνία.

ΣΩ. ὀρᾶς; γυναῖκα τὴν Ἀμυνίαν καλεῖς.

ΣΤΡ. οὐκ οὐν δικαίως, ἥτις οὐ στρατεύεται;

ἀτὰρ τί ταῦθ' ἅ πάντες ἴσμεν μανθάνω;

ΣΩ. οὐδὲν μὰ Δί ...

(Aristophanes, *Clouds*, 681–94)

Question 7 continues on page 11

- (b) **Thucydides gives the reason why the Syracusans and Locrians seized Messene.** 12

The following summer, around the time when the corn was ripening, ten Syracusan and an equal number of Locrian ships sailed to Messene in Sicily and occupied it, since the Messenians had invited them. Then Messene revolted from its alliance with Athens.

ἔπραξαν δὲ τοῦτο μάλιστα οἱ μὲν Συρακόσιοι ὀρώντες προσβολὴν ἔχον τὸ χωρίον τῆς Σικελίας καὶ φοβούμενοι τοὺς Ἀθηναίους μὴ ἐξ αὐτοῦ ὀρμώμενοί ποτε σφίσι μείζονι παρασκευῇ ἐπέλθωσιν, οἱ δὲ Λοκροὶ κατὰ ἔχθρος τὸ Ῥηγίων, βουλόμενοι ἀμφοτέρωθεν αὐτοὺς καταπολεμεῖν. καὶ ἐσεβεβλήκεσαν ἅμα ἐς τὴν Ῥηγίων οἱ Λοκροὶ πανστρατιᾶ, ἵνα μὴ ἐπιβοηθῶσι τοῖς Μεσσηνίοις ἅμα δὲ καὶ ξυνεπαγόντων Ῥηγίων φυγάδων, οἳ ἦσαν παρ' αὐτοῖς· τὸ γὰρ Ῥήγιον ἐπὶ πολὺν χρόνον ἐστασίαζε καὶ ἀδύνατα ἦν ἐν τῷ παρόντι τοὺς Λοκροὺς ἀμύνεσθαι, ἢ καὶ μᾶλλον ἐπετίθεντο.

(Thucydides IV, 1)

προσβολή	(point of) attack
φυγάς, ἄδος	an exile
στασιάζειν	to be divided by factions

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