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(for examiner only)

Marks Per Section					Running Total	Disallowed Total
Section A	Section B	Section C	Section D	Additional Pages		

Totals	
Running Total: (Section A – Additional Pages)	
- Total Disallowed Marks (B-D):	
= Total Marks Awarded:	

Instructions

Write your candidate number and date of birth into the boxes on the front cover.

Write your answers in the spaces provided in this booklet. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

There are four sections in this paper:

Section A	Myth and Daily Life	180 marks
Section B	The World of Achilles, Rome – Classical Studies	180 marks
Section C	Latin – Classical Language	180 marks
Section D	Ancient Greek – Classical Language	180 marks

This examination paper will be graded based on a total of 360 marks awarded from **two** sections:

- 180 marks from Section A
- and**
- 180 marks from **one** other section (B, C, **or** D).

All candidates must answer Section A: Myth and Daily Life. Page 4

- Attempt all questions

Candidates must answer **one** of these three sections:

- Section B: The World of Achilles, Rome – Classical Studies Page 16

- Attempt all questions

OR

- Section C*: Latin – Classical Language Page 28

- Attempt all questions

OR

- Section D: Ancient Greek – Classical Language Page 37

- Attempt all questions

* In Section C, the vocabulary glossaries use the following abbreviations:

m. = masculine

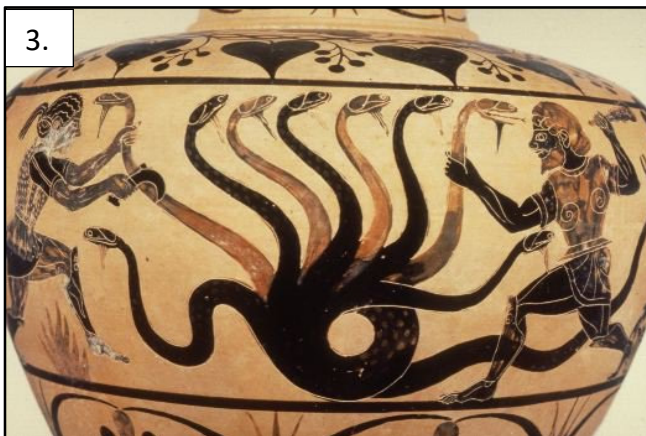
f. = feminine

n. = neuter

pl. = plural

Question 1

Answer the following questions about ancient Greek / Roman heroes.



(a) Complete the following table by filling in the name of the hero in each of the above images.

Image Number	Name of hero
1.	
2.	
3.	
4.	

(b) Choose **one** image from part **(a)**, and list **three** details from the image which helped you identify the hero.

Image number:

Detail 1:
Detail 2:
Detail 3:

(c) Choose a myth about a hero you have studied, and describe the role of **any** female character in that myth. You may choose a myth about a hero shown in Images 1-4.

Name of myth:
Role of female character:

Question 2

Read this passage about the myth of Romulus and Remus, and answer the following questions.

The twins, Romulus and Remus, wanted to rule a city near the river Tiber, where they had been raised by a wolf. They agreed to ask the gods to send a sign showing which brother would get to rule the new city. Romulus went to the Palatine Hill, and Remus went to the Aventine Hill. First, Remus saw the flight of six vultures; Romulus then saw twelve vultures. Each brother was announced as a king by his own followers, Remus because he first saw the vultures, Romulus because he saw the higher number of birds. Each brother, unwilling to declare the other one king, began to build walls around his hills. One day Remus jumped over his brother's new walls to make fun of him, at which point Romulus, in great anger, killed Remus with a spear, saying, "So perish whoever else shall jump over my walls!" In this way, Romulus became king, and he named the new city Rome.



(a) Read the following statements about the passage. Place a tick (✓) in the box to indicate whether each statement is true **or** false.

	True	False
(i) Romulus was the father of Remus.	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Remus saw twelve vultures.	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Romulus built walls on the Palatine Hill.	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Remus tried to kill Romulus.	<input type="checkbox"/>	<input type="checkbox"/>
(v) Romulus was the first king of Rome.	<input type="checkbox"/>	<input type="checkbox"/>

(b) Identify **two** actions taken by Romulus **or** Remus in the passage above, and explain why each action was taken.

Action 1:
Explanation:

Action 2:
Explanation:

(c) Based on this version of the myth of Romulus and Remus, what are **two** values which you think were important to the Romans? Explain your answer.

Value 1:

Value 2:

Question 3

Text A and Text B are different versions of the myth of Orpheus and Eurydice. Read **both** texts, and answer the questions below.

Text A:

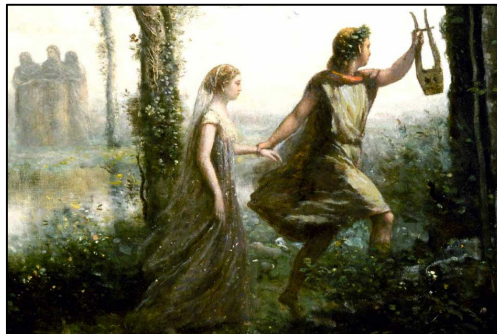
As the bride Eurydice approached the groom Orpheus, a snake bit her, and she died. Orpheus went to the underworld to try to get Eurydice back. Hades was charmed and soothed by Orpheus' beautiful music and agreed that Orpheus could take Eurydice back to earth on one condition: that he would lead the way and not look back at her until they had returned.

Orpheus climbed the path out of the underworld in front of Eurydice. He joyfully stepped out into the upper world and quickly looked back for Eurydice, but since she hadn't yet reached the land of the living, at that very moment she disappeared back into the underworld.

Text B:

On the day that Orpheus was meant to marry Eurydice, a satyr spied Eurydice walking through the meadows and wanted to make her his bride instead. The satyr chased her, but suddenly Eurydice fell into a nest of snakes and died.

Orpheus was distraught and journeyed to the underworld, singing a song of grief. He sang a song for the ferryman, Charon, who let him pass over the river Styx. He sang for Hades and Persephone. The queen loved his music so much that she allowed him to take his wife back on one condition: that he would trust the gods and not look back to see if Eurydice's ghost was following. However, just before the threshold of the gates to the underworld, doubt entered Orpheus' mind, and he glanced behind only to see the ghost of his beloved being dragged back into the realm of Hades.



(a) Give **two** differences between the versions of the myth in Text A and Text B.

Difference 1:
Difference 2:

(b) Which version of the myth do you prefer, Text A or Text B? Explain your answer by analysing details from **both** texts.

(c) Explain why there are different versions of ancient Greek / Roman myths.

Question 4

Study these **three** images of archaeological artefacts from the ancient world.
Answer the questions that follow.



Roman mosaic



Roman wall-painting



Greek wall-painting

- (a) What can we learn about diet and dining in ancient Greece and Rome from these images?
In your answer refer to **at least one** detail from each image.

Image A:

Image B:

Image C:

(b) Do young people today experience food in the same way as young people did in ancient Greece **or** Rome? Give reasons for your answer, including specific details.

Question 5

Choose **one** person from List A **and** choose **one** person from List B.
Give **four** pieces of information about each person’s experience in society. You should include specific details about topics, such as: daily routine, home life, social status, and occupation.

List A	List B
slave in ancient Rome	slave in ancient Greece
wealthy woman in ancient Rome	wealthy woman in ancient Greece
male citizen in ancient Rome	male citizen in ancient Greece

Person from List A:
1.
2.
3.
4.

Person from List B:
1.
2.
3.
4.

Question 6

(a) In your opinion, what was the strangest custom or practice of people living in ancient Greece or Rome? Give reasons for your answer.

(b) How has learning about ancient Greece and Rome helped you to understand the world we live in today? In your answer, you may discuss your study of myth **and/or** daily life.

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Candidates must answer **one** of the following sections:

Section B: The World of Achilles, Rome – Classical Studies (page 16)

OR

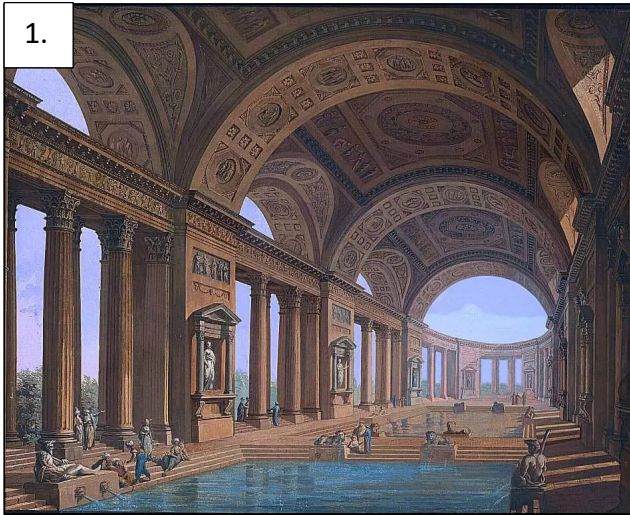
Section C: Latin – Classical Language (page 28)

OR

Section D: Ancient Greek – Classical Language (page 37)

Question 7

The three images below show different types of buildings in ancient Rome.



(a) Identify the types of building in Images 1-3 by writing the number of each image in the table below.

Building:	Amphitheatre	Temple	Thermae
Image Number:			

(b) Choose **one** image from part **(a)**, and describe **three** architectural features in the image.

Image number:

Name of architectural feature 1:
Description:

Name of architectural feature 2:
Description:

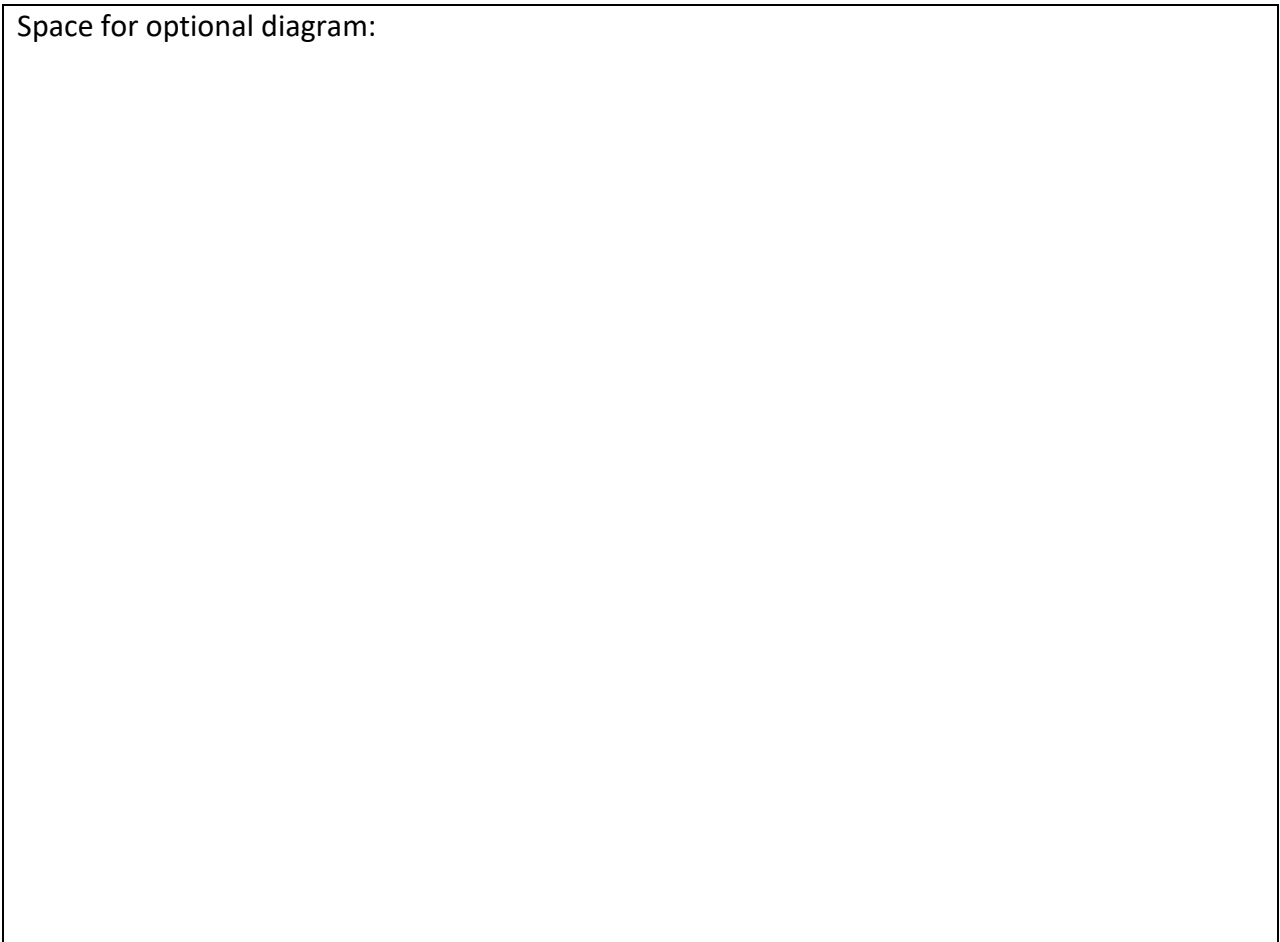
Name of architectural feature 3:
Description:

(c) Explain the function of **any two** ancient Roman buildings, structures or public spaces which you have studied.

Name of building, structure or public space 1:
Function:

Name of building, structure or public space 2:
Function:

Space for optional diagram:



(b) Explain why the event / activity in part **(a)** takes place in this specific building, structure or public space.

Question 9

Image A shows a sculpture which decorated a monument commissioned by the Roman emperor Marcus Aurelius. Answer the questions below.



Image A: Marcus Aurelius on horseback

- (a) Why did Romans include works of art, like the sculpture shown in Image A, when they commissioned buildings, structures or public spaces? Explain your answer, referring to **at least one** example you have studied.

This answer box continues onto the next page

(b) In your opinion, is art / architecture useful as an historical source? Give reasons for your answer with evidence from **at least one** building, structure or public space you have studied.

Question 10

Read Text A and answer the questions below.

Text A: *Iliad* Book 16

Then Patroclus was minded to destroy the Trojans. Three times that peer of swift Ares attacked them, shouting his dread war-cry, and each time he killed nine men. But when, like a god, you charged at them again, Patroclus, then your fate loomed in sight. For Apollo met you, terrible in combat. Apollo advanced, veiled in a dense mist, invisible to Patroclus in the tumult, stood behind him and struck him in the back with the flat of his hand. The warrior's vision spun as Apollo knocked the helmet from his head. The long-shadowed spear, thick, heavy, strong, and tipped with bronze, was wholly shattered; the tasselled shield on its strap fell to the ground, and that blow from Lord Apollo, son of Zeus, also loosened his breastplate. Then Patroclus' mind dimmed; his noble limbs were slack beneath him, and he stood there dazed.

A Dardanian, Euphorbus, the best spearman, horseman and runner of his generation, now cast his sharp spear and struck Patroclus in the back between the shoulders. He was first to hurl his spear, not killing you, horse-tamer Patroclus, but pulling the spear from your flesh and running back into the throng, fearing to stand and fight you, unarmed now though you were. And Patroclus, stunned by both the god's blow and Euphorbus' spear, retreated into the Myrmidon ranks, dodging fate. But Hector, seeing Patroclus withdraw, made his way to him through the ranks, and drove at him with his spear, piercing the lower belly and ramming the point home.

(a) Describe in detail the results of Apollo's action in Text A.

Question 11

Answer the following questions about the world of Achilles.



(a) Give a definition for **four** of these ancient Greek concepts.

- kleos; timé; aidós; hubris; areté; heros.

Concept 1:
Definition:

Concept 2:
Definition:

Concept 3:
Definition:

Concept 4:
Definition:

Question 12

Answer the following questions about non-combatant characters in the *Iliad*.



(a) Match the names of the characters below to their descriptions by completing the table. The first one has been completed for you.

1. Briseis; 2. Priam; 3. Hecuba; 4. Helen; 5. Astyanax; 6. Chryseis.

Description	Number
The face that launched a thousand ships	4.
Hector's father	
Achilles' war prize	
Hector's mother	
Agamemnon's war prize	
Hector's son.	

(b) Based on your reading of the *Iliad*, explain how **one** non-combatant character was affected by the Trojan War. You may discuss a character listed in part **(a)**.

Name of character:
Explanation:

(c) In your opinion, which type of character in the *Iliad* is more interesting, hero **or** non-combatant? Give reasons for your answer.

Question 13

(a) Write the number of each Latin phrase or abbreviation below into the table beside its meaning.

1. in locō parentis
2. verbatim
3. p.m.
4. carpe diem
5. p.s.
6. compos mentis

Meaning	Number
in control of the mind	
written afterwards	
in the place of a parent	
after midday	
seize the day	
in exactly the same words	

(b) Why do you think that Latin phrases and abbreviations are still used today? Explain your answer.

Question 14

- (a) Complete the following table about the English adjectives in Box A which are derived from Latin nouns. The first one has been completed for you.

Box A

puerile	amicable	equine	filial	leonine
---------	----------	--------	--------	---------

Meaning of English adjective in Box A	English adjective in Box A	Latin noun (nominative singular, genitive singular)
like a horse	equine	equus, equi
friendly		
relating to a son or daughter		
childish		
like a lion		

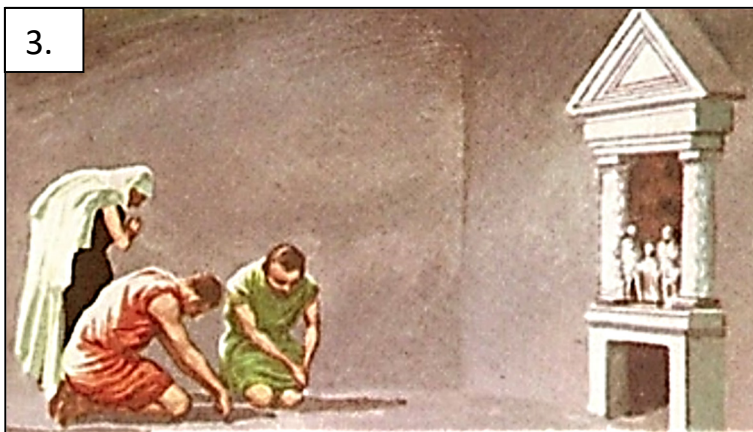
- (b) Complete the table below by writing in the first three principal parts of the Latin verb that each English adjective derives from. The first one has been completed for you.

English adjective	Latin verb (first three principal parts)
visible	video, videre, vidi
portable	
audible	

Question 15

Match these images to their descriptions below.

Write the number of each image in the box beside its description.



	duo hominēs in genua prōcumbunt. alius, quī stat, deōs prope larārium ōrat.
	homō taurōs per agrum dūcit. agricolae labōrant et animālia prope aedificium stant.
	homō taurum tenet. alius stat et secūrem suprā animal tollit. sacrificium deīs facient.
	hominēs pōcula tenent. servus stat et vīnum ex amphorā fundit. aliī cēnant et aliī serviunt.

Question 16

Complete the following passage about Roman hospitality by writing the number of the correct missing word from the list below into each blank space. The first one has been completed for you. All underlined words are listed alphabetically in the vocabulary glossary below.



Two parts of a Roman *tessera hospitālis* which was shared between a host and his guest.

deus Iuppiter peregrīnōs 5. Rōmānī igitur peregrīnōs in domōs suās _____ dēbēbant.

ubi cīvis Rōmānus peregrīnum accēpit, ūnam partem tesserae hospitālis _____ dedit. cīvis

Rōmānus alteram _____ tesserae hospitālis sibi retinuit. duae partēs tesserae hospitālis _____

signa amīctiae novae.

amīctia, amīctiae (f.) = friendship

igitur = therefore

peregrīnus, peregrīnī (m.) = foreigner / traveller

retineō, retinēre, retinūī, retentum (2) = to keep / hold back

signum, signī (n.) = sign / token

tessera hospitālis, tesserae hospitālis (f.) = a token of hospitality

Word List

1. partem
2. invītāre
3. erant
4. eī
5. servābat

Question 17

The following sentences tell the myth of queen Dido welcoming Aeneas and the Trojans to Carthage. Identify the correct option to fill the blank space by placing a tick (✓) in the correct box. Tick one box only in each case. Do not write in the blank space.

(a) rēgīna, nōmine Dīdō, _____ accipit.

Trōiānī

Trōiānīs

Trōiānōs

(b) Dīdō servōs cēnam magnam _____ iubet.

parat

parāre

parāvit

(c) Dīdō Aenēān _____ dē itinere eius rogat.

multa

multīs

multō

(d) tum dux Trōiānus omnia dē bellō _____.

nārrant

nārrat

nārrāmus

(e) omnēs, _____ eum audiunt, lacrimant.

quem

quōs

quī



Question 18

The following sentences are also about the myth of Dido and Aeneas. Choose the correct translation of the words in **bold** by placing a tick (✓) in the correct box. Tick one box only in each case.

(a) “**deī tē** ad rēgnum meum **dūxērunt**,” inquit Dīdō.

the gods led you

you led the gods

the gods were leading you

(b) rēgīna inquit, “**sī in nostrā urbe manēbitis**, laetī eritis.”

if you warn us in the city

if you stay in our city

if we stay in your city



(c) **Aenēās ex urbe** Dīdōnis **discēdere nōn vult**.

they do not want Aeneas to leave the city

Aeneas does not want to leave the city

the city does not want Aeneas to leave

(d) rēx deōrum, **Iuppiter, irātē Mercurium** ad Aenēān **mittit**.

angry Jupiter sends Mercury

Jupiter will send angry Mercury

Jupiter angrily sends Mercury



(e) ubi Trōiānī tandem discēdunt, Dīdō **est trīstior quam Aenēās**.

sadder than Aeneas

as sad as Aeneas

with whom Aeneas was sad

Question 19

Read the following passage, and answer the questions below in English. The passage describes how Philemon and Baucis showed hospitality to the gods.

All underlined words are listed alphabetically in the vocabulary glossary below.

ōlim Iuppiter et Mercurius ad palūdem advēnērunt. primum deī virōs simulāvērunt. deī, quod erant fessī, in villā dormire cupiebant. multī virī et multae fēminae in palūde habitābant, sed iānuās nōn aperuērunt et deōs nōn salūtāvērunt. tandem deī invēnērunt ūnam parvam villam quae erat aperta. marītus et uxor, Philēmōn et Baucis, in parvā villā habitābant. ubi Baucis Iovem et Mercurium vīdit, fēmina "amīcī, intrāte!" clāmāvit.

verba fēminae Iovem dēlectāvērunt quod, quamquam Philēmōn et Baucis multam pecūniam nōn habēbant, hospitēs suōs magnā cum cūrā accēpērunt. uxor cēnam bonam parāvit, et tōtum vīnum, quod in villā habēbant, hospitibus dedit. ubi deī omnem vīnum bibērunt, vīnum mīrābilitē iterum appāruīt. Philēmōn uxōrī dīxit, "hospitēs nostrī sunt deī quod vīnum ex nihilō faciunt."

aperiō, aperīre, aperuī, apertum (4) = to open
apertus, aperta, apertum = open
appāreō, appārēre, appāruī, appāritum (2) = to appear
Baucis, Baucidis (f.) = Baucis
cūra, cūrae (f.) = care
dēlectō, dēlectāre, dēlectāvī, dēlectātum (1) = to please
fessus, fessa, fessum = tired
hospes, hospitis (m.) = guest
iānuā, iānuae (f.) = door
iterum = again
nihilum, nihilī (n.) = nothing
palūs, palūdis (f.) = marsh
Philēmōn, Philēmonis (m.) = Philemon
quamquam = although
simulō, simulāre, simulāvī, simulātum (1) = to pretend to be
tōtus, tōta, tōtum = all the



(a) What was the first thing that Jupiter and Mercury did when they arrived at the marsh?

(b) What did both gods want to do?

--

(c) How did the men and women in the marsh treat Jupiter and Mercury?

(d) What did the gods finally find?

(e) What did Baucis do when she saw Jupiter and Mercury?

(f) Why did Baucis' words please Jupiter?

(g) What miraculous thing happened when the gods drank all the wine?

(h) Why did Philemon think that his guests were gods?

Question 20

Translate the passage below into English. It continues the story of Baucis and Philemon from the previous question. All underlined words are listed alphabetically in the vocabulary glossary below.

Philēmōn et Baucis timēbant quod cum deīs sedēbant. Iuppiter tamen erat laetus et dīxit: “prō hospitiō bonō vōbīs dōnum dabō.” subitō Iuppiter parvam vīllam in templum splendidum mūtāvīt. tum Iuppiter eōs rogāvit, “aliud dōnum cupītis?” Philēmōn respondit, “dum vīvimus, esse semper ūnā cupimus.” vir et fēmina templum multōs annōs ūnā custōdiēbant. tandem Iuppiter eōs in arborēs mūtāvīt.

alius, alia, aliud = another

arbor, arboris (f.) = tree

Baucis, Baucidis (f.) = Baucis

hospitium, hospitii (n.) = hospitality

mūtō, mūtāre, mūtāvī, mūtātum (1) = to change

Philēmōn, Philēmonis (m.) = Philemon

prō + ablative = in return for, because of

ūnā = together

vīvō, vīvere, vīxī, vīctum (3) = to live

Question 21

The following six medical conditions are transliterations of Ancient Greek words.

Match each English word to its original Ancient Greek spelling by writing its letter in the box of the equivalent Ancient Greek word.

- | | | |
|---------------|--------------------------|----------|
| (a) glaucoma | <input type="checkbox"/> | ἀσθμα |
| (b) eczema | <input type="checkbox"/> | χολερα |
| (c) asthma | <input type="checkbox"/> | ἀναιμια |
| (d) arthritis | <input type="checkbox"/> | γλαυκωμα |
| (e) cholera | <input type="checkbox"/> | ἐκζεμα |
| (f) anaemia | <input type="checkbox"/> | ἀρθριτις |



Galen, an ancient Greek doctor

- (g) The following phobias (fears) are derived from Ancient Greek words. Explain what each phobia means in English. The first one has been completed for you.

(i) arachnophobia

(ii) hydrophobia

(iii) anthropophobia

(iv) dendrophobia

Question 22

Sentence A contains English words that derive from Ancient Greek words.
Read Sentence A, and use the words in Box A to answer the following questions.

Sentence A:

At the hospital, the paediatrician gave the baby an antibiotic from the pharmacy, while the gerontologist diagnosed the elderly patient using an endoscopy.

Box A:

ἀντι = against	ἰατρευω = I heal, I treat medically
βιος, βιου, ὁ = life	λογος, λογου, ὁ = word
γερων, γεροντος, ὁ = old man	παις, παιδος, ὁ / ἡ = child
διαγνωσις, διαγνωσεως, ἡ = judgement	σκοπεω = I look at, I examine
ἐνδον = inside	φαρμακον, φαρμακου, το = drug, medicine

- (a) Choose **one** English word from Sentence A, and write down **one** Ancient Greek word in Box A that it derives from.

English word:
Ancient Greek word:

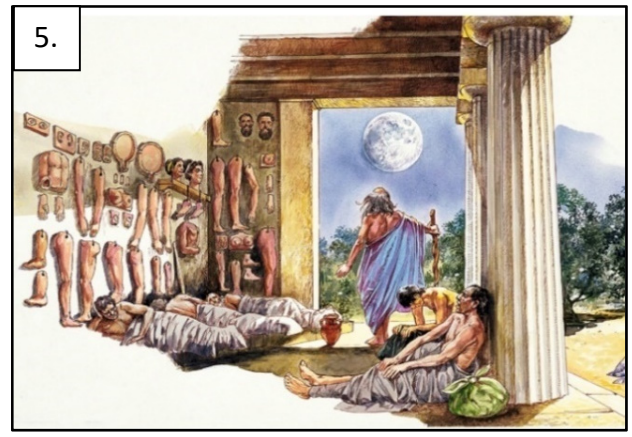
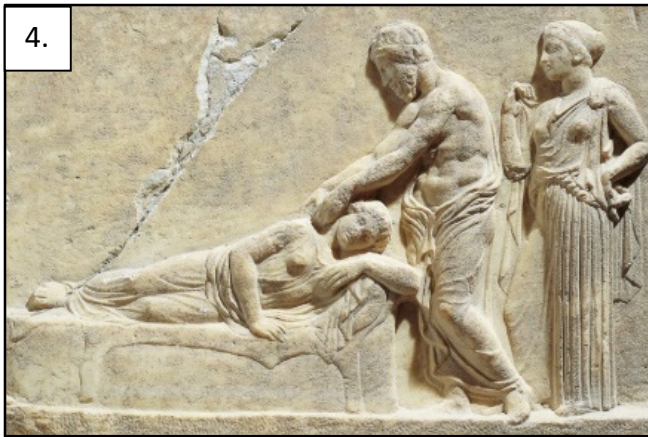
- (b) Choose a different English word from Sentence A, and write down **two** Ancient Greek words in Box A that it derives from.

English word:
Ancient Greek word 1:
Ancient Greek word 2:

- (c) **Two** Ancient Greek words in Box A, γερων and ἰατρευω, combine to make the English word 'geriatrics'. What do you think the English word 'geriatrics' means? Explain your answer with reference to the meaning of **both** Ancient Greek words.

Question 23

Match these images of illness and healing to their descriptions below.
Write the number of each image in the box beside its description.



	ή Σφιγξ λεγει, “την νοσον παυσεις.” ό άνηρ, όνοματι Οιδιπους, άκουει το της Σφιγγος άινιγμα.
	Άσκληπιος θεραπευει το σωμα της γυναικος, ή έπι κλινης έστιν. ή άλλη γυνη προς αύτους βλεπει.
	ό νεανιας τον του άνδρος βραχιονα ιατρευει. ό μεν νεανιας μενει, ό δε άνηρ φευγειν έθελει.
	είσι τρεις φιλοι μετα του άνδρος, ό έπι κλινης έστιν. ό γερων αύτον ιατρευει.
	οί πολλοι άνδρες έν τω ιερω καθευδουσιν. ό γερων προς την σεληνην βλεπει και λεγει, “ώ θεοι, παυετε την των τουτων άνδρων νοσον.”

Question 24

The following sentences tell the story of a Persian king and a Greek doctor.

Identify the correct translation of the word or phrase in **bold** in the following sentences by putting a tick (✓) in the appropriate box. Tick one box only in each case.

(a) **ὁ** των Περσων βασιλευς ἐπεσεν ἀπο του ἵππου.

the king falls

the king will fall

the king fell

(b) “τον ποδα ἔμον **ἐβλαψα**,” ὁ βασιλευς εἶπεν.

I harmed

we harmed

you harmed



(c) “οὐχ οἶος τ’ εἶμι **αὐτον** κομιζειν,” ὁ των Περσων ἰατρος εἶπεν.

he

him

them

(d) ὁ ἕτερος ἰατρος, **ὃς** Ἑλληνικος δουλος ἦν, τον βασιλευα ἔκομισεν.

who

what

whom

(e) ἐπειτα ὁ δουλος **ἐκ** της Ἑλλαδος και ὁ των Περσων βασιλευς φιλοι ἦσαν.

in

to

from

Question 25

The following sentences tell a story about Achilles and Patroklos. Put a tick (✓) in the box of the correct form needed to complete the sentence. Tick one box in each case. Do not write the answers in the blank space.

(a) Πατροκλος, ός στρατιωτης ήν, τον _____ έν τη μαχη έβλαψεν.

βραχιονα

βραχιονος

βραχιονι

(b) “ούκ έθελω _____,” Πατροκλος ειπεν.

άποθνησκω

άποθνησκουσιν

άποθανειν



(c) “μη φροντιζε. έξεστι _____ σε ιατρευειν,” Αχιλλευς ειπεν.

μου

με

μοι

(d) “ _____, δυο, τρεις,” Αχιλλευς ειπε και εκ του βραχιονος το τοξευμα ελαβεν.

εκ

εις

εις

(e) “ώ φιλε, _____ μεν στρατιωτης ει, καλος δε ιατρος,” Πατροκλος ειπεν.

άνδρειος

άνδρεια

άνδρειας

Question 26

Read the following passage, and answer the questions below in English. The passage describes the birth and upbringing of Apollo's son, Asklepios, the ancient Greek god of healing. All underlined words are listed alphabetically in the vocabulary glossary below.

Ἄπολλων φιλεῖ τὴν κορὴν, ὀνοματι Κορωνίδα, τὴν θυγατέρα τοῦ Φλεγυαντος. ὁ μὲν Ἄπολλων ἐστὶν εὐδαιμων διότι Κορωνίς ἐστὶν ἐγκυμων μετὰ υἱοῦ ἑαυτοῦ, ἡ δὲ Κορωνίς οὐκ ἐστὶν εὐδαιμων διότι ἄλλον ἄνδρα φιλεῖ. ὁ κοραξ πρὸς τὸν Ἄπολλωνα βαίνει καὶ ἀγγελεῖ: “ἡ Κορωνίς ἄλλον ἄνδρα φιλεῖ καὶ μετὰ αὐτοῦ οἶκει.”

ὁ Ἄπολλων δί' ὀργῆς ἔχει. τὸν μὲν κορακὰ ἀπὸ μελανος εἰς λευκὸν στρεφεί, Κορωνίδα δὲ ἀποκτείνει, ἀλλὰ ὁ θεὸς λαμβάνει τὸν υἱὸν ἐκ τῆς γαστρος τῆς Κορωνίδος. Ἄπολλων φέρει τὸν υἱὸν, ὀνοματι Ἀσκληπιον, πρὸς τὸν κενταυρον τὸν Χειρωνα. ὁ παῖς σοφίαν τῶν φαρμακῶν καὶ τῶν ζῶων ἀπὸ τοῦ κενταυροῦ μανθάνει. νῦν ὁ Ἀσκληπιος ἐστὶν θεὸς φαρμακοῦ καὶ τοὺς τῶν ἀνθρώπων θανάτους κωλύει, καὶ τοὺς ἀνθρώπους ἐξ Αἴδου ἀγεί.

Αἴδης, Αἴδου, ὁ = Hades, the Underworld	Κορωνίς, Κορωνίδος, ἡ = Koronis
Ἀσκληπιός, Ἀσκληπιου, ὁ = Asklepios	λευκός, λευκή, λευκόν = white
γαστήρ, γαστρος, ἡ = belly	μελανός = 'black' (genitive case)
δί' ὀργῆς ἔχω = I become angry	στρεφῶ = I turn
ἐγκυμων, ἐγκυμον = pregnant	φαρμακόν, φαρμακοῦ, τό = medicine
εὐδαιμων, εὐδαιμον = happy	φιλεῶ = I love
ζῶον, ζῶου, τό = animal	Φλεγυάς, Φλεγυαντος, ὁ = Phlegyas
κενταυρός, κενταυροῦ, ὁ = centaur	Χειρῶν, Χειρῶνος, ὁ = Chiron
κοραξ, κορακος, ὁ = crow	

(a) What do we learn about Koronis in the first sentence? Give **two** pieces of information.

1.

2.

(b) At the beginning of this story, why is Apollo happy?

(c) Do you think that Koronis loves Apollo? Give a reason for your answer.

(d) What does Apollo do to the crow after he hears its announcement?

(e) How is Asklepios saved when his mother is killed?

(f) Where does Apollo bring Asklepios?

(g) What **two** things does Asklepios learn?

(h) What **two** things is Asklepios able to do for mortals?

(i) The sentence below is taken from the first paragraph of this passage.
Write the case, gender and number of **one** of the words in bold.

ἡ Κορωνίς ἄλλον **ἄνδρα** φιλεῖ καὶ μετὰ **αὐτοῦ** οἶκει.

ἄνδρα:
or
αὐτοῦ:

Question 27

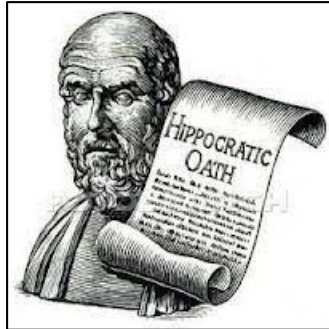
Translate the following passage into English. It continues the story from the previous question. All underlined words are listed alphabetically in the vocabulary glossary below.

ἐπει Ζεὺς ὁ τῶν θεῶν βασιλεὺς τὰς τεχνας τοῦ Ἀσκληπιοῦ ἐγίνωσκεν, εἶπεν· “φοβὸν ἔχω. Ἀσκληπιος διδάξει πάντας τοὺς ἀνθρώπους τὰ φαρμακα.” οὖν Ζεὺς αὐτὸν ἀπέκτεινε κεραυνῶ. Ἀπολλῶν ὠργισθὲν Διὶ καὶ ἀπέκτεινε τοὺς Κυκλωπας διότι τὸν κεραυνὸν ἐποίησαν. Ζεὺς τὸν Ἀπολλῶνα εἰς Ταρταρον πεμπεῖν ἠθέλησεν, ἀλλὰ ἀντὶ τούτου τὸν Ἀπολλῶνα εἶναι τὸν δούλον τῷ Ἀδμητῶ πολὺν χρόνον ἐκέλευσεν. ὁ μὲν Ἀπολλῶν ἐποίησεν πολὺ ἔργον τῷ Ἀδμητῶ, ὁ δὲ θεὸς κακὰ οὐκ ἔπαθεν.

Ἀδμητος, Ἀδμητου, ὁ = Admetos	ποιεω = I make, I do
ἀντι τούτου = ‘instead of this’	Ταρταρος, Ταρταρου, ὁ = Tartaros, the Underworld
Ἀσκληπιος, Ἀσκληπιου, ὁ = Asklepios	τεχνη, τεχνης, ἡ = art, skill, craft
κεραυνος, κεραυνου, ὁ = thunderbolt	φαρμακον, φαρμακου, το = medicine
Κυκλωψ, Κυκλωπος, ὁ = Cyclops	ὠργισθὲν Διὶ = ‘became angry with Zeus’

Question 28

Text A is from an oath by the ancient Greek doctor Hippocrates.
All underlined words are listed alphabetically in the vocabulary glossary below.



Text A: Hippocratic Oath

ὄμνυμι, Ἀπολλωνα και Ἀσκληπιον και Ἰγεια και θεους, κατα δυναμιν την ἔμην ὄρχον ποιειν.

ἀγνως δε και ὄσιως διατηρησω βιον τον ἔμον και τεχνην την ἔμην.

ἀγνος, ἀγνη, ἀγνον = holy

Ἀσκληπιος, Ἀσκληπιου, ὁ = Asklepios

διατηρεω = I watch closely, I observe

κατα δυναμιν = 'according to ability'

ὄμνυμι = I swear

ὄρχος, ὄρχου, ὁ = oath

ὄσιος, ὄσια, ὄσιον = holy, pious

ποιεω = I make, I do

τεχνη, τεχνης, ἡ = art, skill, craft

Ἰγεια, Ἰγειας, ἡ = (the goddess) Hygiene

(a) Read the following statements about Text A. Place a tick (✓) in the box to indicate whether each statement is true **or** false.

True False

- | | | |
|---|--------------------------|--------------------------|
| (i) The names of Apollo, Asklepios and Hygeia are all in the accusative case. | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) ἀγνως and ὄσιως are adjectives. | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) διατηρησω is in the future tense. | <input type="checkbox"/> | <input type="checkbox"/> |
| (iv) βιον τον ἔμον translates as 'my life'. | <input type="checkbox"/> | <input type="checkbox"/> |

(b) Why do you think that doctors today still swear by a modern version of this ancient Greek oath? Explain your answer.

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Junior Cycle Final Examination – Common Level

Classics

Friday 13 June

Afternoon 1:30 - 3:30