



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
Cambridge International Level 3 Pre-U Certificate  
Principal Subject

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**CLASSICAL GREEK**

**9787/04**

Paper 4 Prose Composition or Comprehension

**October/November 2013**

**1 hour 30 minutes**

Additional Materials: Answer Booklet/Paper

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **either** Section A **or** Section B.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [ ] at the end of each question or part question.



This document consists of **3** printed pages and **1** blank page.



## Either

## Section A

On **alternate lines** translate the following passage into Greek:

*The Corcyraeans find themselves in some difficulty.*

When the Corcyraeans found that they were overpowered on both land and sea, they began to feel desperate. Accordingly, they sent ambassadors to Athens to beg for Athenian assistance and to point out that the Athenians would throw away a great advantage, if they were deprived of Corcyra; at the same time they would increase the strength of the enemy. For no other state, they said, contributed either more ships or more money, or occupied a position so favourable for doing damage to Spartan territory. When the Athenians heard these things, they thought that the case made by the Corcyraeans was just. On the next day in the assembly they voted to send sixty ships to Corcyra. Meanwhile the Corcyraeans were suffering so greatly from hunger that many tried to desert even though they risked being sold into slavery.

[Total: 40]

the Corcyraeans	οἱ Κερκυραῖοι
Corcyra	ἡ Κέρκυρα, -ας
I occupy a favourable position	ἐν κάλῳ κεῖμαι
I desert	αὐτομολέω
I sell into slavery	ἀνδραποδίζω

## Or

## Section B

Read the following passage and answer the questions which follow.

*Xenophon recounts the effective disciplinary techniques of a certain Clearchus as his army passes through hostile territory.*

καὶ οἱ μὲν ἄλλοι ἡγοῦντο, ὁ δὲ Κλέαρχος ἐπορεύετο τὰς μὲν σπονδὰς ποιησάμενος, τὸ δὲ στράτευμα ἔχων ἐν τάξει, καὶ αὐτὸς ὠπισθοφυλάκει. καὶ ἐνετύγχανον τάφροις καὶ αὐλῶσιν ὕδατος πλήρεις, ὡς μὴ δύνασθαι διαβαίνειν ἄνευ γεφυρῶν· ἀλλ' ἐποιοῦντο διαβάσεις ἐκ τῶν φοινίκων οἱ ἦσαν ἐκπεπτωκότες, τοὺς δὲ καὶ ἐξέκοπτον. καὶ ἐνταῦθα ἦν Κλέαρχον καταμαθεῖν ὡς ἐπεστάται, ἐν μὲν τῇ ἀριστερᾷ χειρὶ τὸ δόρυ ἔχων, ἐν δὲ τῇ δεξιᾷ βακτηρίαν· καὶ εἴ τις αὐτῷ δοκοίη τῶν πρὸς τοῦτο τεταγμένων βλακεύειν, ἐκλεγόμενος τὸν ἄνδρα ἔπαισεν ἄν, καὶ ἅμα αὐτὸς προσελάμβανεν εἰς τὸν πηλὸν ἐμβαίνων· ὥστε πᾶσιν αἰσχύνῃν εἶναι μὴ οὐ συσπουδάζειν. καὶ ἐτάχθησαν πρὸς αὐτὸ οἱ εἰς τριάκοντα ἔτη γεγονότες· ἐπεὶ δὲ Κλέαρχον ἐώρων σπουδάζοντα, προσελάμβανον καὶ οἱ πρεσβύτεροι. πολὺ δὲ μᾶλλον ὁ Κλέαρχος ἔσπευδεν, ὑποπτεύων μὴ αἰεὶ οὕτω πλήρεις εἶναι τὰς τάφρους ὕδατος (οὐ γὰρ ἦν ὥρα οἷα τὸ πεδῖον ἄρδειν), ἀλλ' ἵνα ἤδη πολλὰ προφαίνοιτο τοῖς Ἕλλησι δεινὰ εἰς τὴν πορείαν, τούτου ἕνεκα βασιλέα ὑπώπτευεν ἐπὶ τὸ πεδῖον τὸ ὕδωρ ἀφεικέναι. πορευόμενοι δὲ ἀφίκοντο εἰς κώμας ὅθεν ἀπέδειξαν οἱ ἡγεμόνες λαμβάνειν τὰ ἐπιτήδεια.

Xenophon, *Anabasis* 2.3.10–14 (adapted)

ἡ τάφρος, -ου	ditch
ὁ ἀυλῶν, ἀυλῶνος	canal
ὁ φοῖνιξ, φοῖνικος	palm tree
ἡ βακτηρία, -ας	stick
βλακεύω	I shirk
ὁ πηλός, -ου	mud
ἄρδω	I irrigate

- (i) Line 2 (τὸ δὲ . . . ὠπισθοφυλάκει): in what ways does Clearchus adopt a precautionary approach to the march? [2]
- (ii) Lines 3–4 (καὶ ἐνετύγχανον . . . ἄνευ γεφυρῶν): what did the Greeks notice about the trenches and canals that they found? [2]
- (iii) Lines 4–5 (ἀλλ' ἐποιοῦντο . . . ἐξέκοπτον): how did the Greeks respond to their predicament? [3]
- (iv) Lines 5–8 (καὶ ἐνταῦθα . . . ἐμβαίνων): in what ways did Clearchus show his qualities as a leader? [6]
- (v) Line 9 (ὥστε . . . συσπουδάζειν): what was the result of Clearchus' actions? [2]
- (vi) Lines 9–11 (καὶ ἐτάχθησαν . . . πρῆσβύτεροι): who carried out the task? [3]
- (vii) Lines 11–13 (πολὺν δὲ . . . ἄρδειν): why was Clearchus in a hurry? [3]
- (viii) Lines 13–14 (ἀλλ' ἵνα . . . ἀφεικέναι): what might be the reason for the presence of the water? [3]
- (ix) Lines 15–16 (προρευόμενοι . . . ἐπιτήδεια): what happened when they reached the villages? [2]
- (x) What sorts of clauses are:  
 a) ὡς μὴ δύνασθαι διαβαίνειν ἄνευ γεφυρῶν (lines 3–4)?  
 b) ὡς ἐπεστᾶται (line 6)? [2]
- (xi) Identify and explain the mood of προφαίνοιτο (line 13). [2]
- (xii) Which parts of which verbs are:  
 a) ἐτάχθησαν (line 9)?  
 b) γεγονότες (line 10)?  
 c) ἐώρων (line 10)? [6]
- (xiii) Identify and explain the case of αἰσχύνην (line 9). [2]
- (xiv) Identify:  
 a) a comparative adjective used as a noun;  
 b) a perfect infinitive of a –μι verb. [2]

[Total: 40]

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