

**ADVANCED SUBSIDIARY GCE**  
**CLASSICS: CLASSICAL GREEK**  
Classical Greek Verse and Prose Literature

**F372**

Candidates answer on the answer booklet.

**OCR supplied materials:**

- 16 page answer booklet  
(sent with general stationery)

**Other materials required:**

None

**Friday 20 May 2011**  
**Morning**

**Duration:** 1 hour 30 minutes



**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the spaces provided on the answer booklet. Please write clearly and in capital letters.
- Use black ink.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Answer **both** Section A **and** Section B.
- Do **not** write in the bar codes.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- This document consists of **8** pages. Any blank pages are indicated.

Answer **both** Section A and Section B.

**Section A: Prescribed Prose Literature**

**1** Read the passages and answer the questions.

You are advised to spend no more than 30 minutes answering questions **(a) – (f)**.

ἐγὼ δὲ Πείσωνα μὲν ἠρώτων εἰ βούλοιτό με σῶσαι χρήματα λαβών·  
 ὁ δ' ἔφασκεν, εἰ πολλὰ εἶη. εἶπον οὖν ὅτι τάλαντον ἀργυρίου ἔτοιμος  
 εἶην δοῦναι· ὁ δ' ὠμολόγησε ταῦτα ποιήσειν. ἠπιστάμην μὲν οὖν ὅτι  
 οὔτε θεοὺς οὔτ' ἀνθρώπους νομίζει, ὅμως δ' ἐκ τῶν παρόντων ἐδόκει  
 μοι ἀναγκαιότατον εἶναι πίστιν παρ' αὐτοῦ λαβεῖν. ἐπειδὴ δὲ ὤμοσεν,  
 ἐξώλειαν ἑαυτῷ καὶ τοῖς παισὶν ἐπαρώμενος, λαβὼν τὸ τάλαντόν με  
 σῶσειν, εἰσελθὼν εἰς τὸ δωμάτιον τὴν κιβωτὸν ἀνοίγνυμι· Πείσων δ'  
 αἰσθόμενος εἰσέρχεται, καὶ ἰδὼν τὰ ἐνόητα καλεῖ τῶν ὑπηρετῶν δύο,  
 καὶ τὰ ἐν τῇ κιβωτῷ λαβεῖν ἐκέλευσεν. ἐπεὶ δὲ οὐχ ὅσον ὠμολόγησα  
 εἶχεν, ὧ ἄνδρες δικασταί, ἀλλὰ τρία τάλαντα ἀργυρίου καὶ τετρακοσίους  
 κυζικηνοὺς καὶ ἑκατὸν δαρεικοὺς καὶ φιάλας ἀργυρᾶς τέτταρας, ἐδεόμην  
 αὐτοῦ ἐφόδιά μοι δοῦναι, ὁ δ' ἀγαπήσειν με ἔφασκεν, εἰ τὸ σῶμα σώσω.  
 ἐξιοῦσι δ' ἐμοὶ καὶ Πείσωνι ἐπιτυγχάνει Μηλόβιός τε καὶ Μνησιθείδης  
 ἐκ τοῦ ἐργαστηρίου ἀπιόντες, καὶ καταλαμβάνουσι πρὸς αὐταῖς ταῖς  
 θύραις, καὶ ἐρωτῶσιν ὅποι βαδίζοιμεν· ὁ δ' ἔφασκεν εἰς τὰ τοῦ ἀδελφοῦ  
 τοῦ ἐμοῦ, ἵνα καὶ τὰ ἐν ἐκείνῃ τῇ οἰκίᾳ σκέψηται.

Lysias, *Against Eratosthenes* 9–12

- (a) What was Lysias doing before the arrival of Peison, and what happened when he arrived? [3]
- (b) ἐγὼ δὲ . . . ποιήσειν (lines 1–3): how did Lysias come to an agreement with Peison? [5]
- (c) ἠπιστάμην μὲν . . . ἐπαρώμενος (lines 3–6).
- (i) What was Lysias' opinion of Peison? [2]
- (ii) How did Lysias try to make sure Peison kept to the agreement? [3]
- (d) εἰσελθὼν εἰς . . . σώσω (lines 7–12): what impression of Peison does Lysias create in these lines?  
 Give **three** examples, making reference to the Greek. [6]
- (e) Translate lines 13–16 (ἐξιοῦσι δ' ἐμοὶ . . . σκέψηται).  
**Please write your translation on alternate lines.** [15]

*Εἴτ', ὦ σχετλιώτατε πάντων, ἀντέλεγες μὲν ἵνα σώσειας, συνελάμβανες δὲ ἵνα ἀποκτείνῃς; καὶ ὅτε μὲν τὸ πλῆθος ἦν ὑμῶν κύριον τῆς σωτηρίας τῆς ἡμετέρας, ἀντιλέγειν φῆς τοῖς βουλομένοις ἡμᾶς ἀπολέσαι, ἐπειδὴ δὲ ἐπὶ σοὶ μόνῳ ἐγένετο καὶ σῶσαι Πολέμαρχον καὶ μὴ, εἰς τὸ δεσμωτήριον ἀπήγαγες; εἶθ' ὅτι μὲν, ὡς φῆς, ἀντειπὼν οὐδὲν ὠφέλησας, ἀξιοῖς χρηστὸς νομίζεσθαι, ὅτι δὲ συλλαβὼν ἀπέκτεινας, οὐκ οἶει ἐμοὶ καὶ τουτοισὶ δοῦναι δίκην;*

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Lysias, *Against Eratosthenes* 26

- (f) *Εἴτ', ὦ σχετλιώτατε . . . δίκην* (lines 1–7): how does Lysias make this an effective attack on Eratosthenes?

You should refer to **both** content **and** style and support your answer with **three** examples from the Greek text. [6]

- (g) What makes Lysias so skilful a speech writer? You should answer with reference to the section of *Against Eratosthenes* you have studied.

You may make limited reference to the passages on this question paper.

**Marks are awarded for the quality of the written communication in your answer.** [10]

**[Section A Total: 50 marks]**

## Section B: Prescribed Verse Literature

## 2 Read the passages and answer the questions.

You are advised to spend no more than 30 minutes answering questions (a) – (e).

ταῦτ' ἄρα οἱ φρονέοντι παρίστατο Φοῖβος Ἀπόλλων,  
 ἀνέρι εἰσάμενος αἰζήῳ τε κρατερῳ τε,  
 Ἀσίῳ, ὃς μήτρως ἦν Ἑκτορος ἵπποδάμοιο  
 αὐτοκασίγνητος Ἑκάβης, υἱὸς δὲ Δύμαντος,  
 ὃς Φρυγίῃ ναίεσκε ῥοῆς ἔπι Σαγγαρίοιο. 5  
 τῷ μιν εἰσάμενος προσέφη Διὸς υἱὸς Ἀπόλλων·  
 “Ἑκτορ, τίπτε μάχης ἀποπαύεαι; οὐδέ τί σε χρή.  
 αἴθ' ὅσον ἦσσαν εἰμί, τόσον σέο φέρτερος εἶην·  
 τῷ κε τάχα στυγερώς πολέμου ἀπερωήσειας.  
 ἀλλ' ἄγε, Πατρόκλω ἔφεπε κρατερώνυχας ἵππους, 10  
 αἳ κέν πῶς μιν ἔλῃς, δώη δέ τοι εὐχος Ἀπόλλων.”  
 ὣς εἰπὼν ὁ μὲν αὖτις ἔβη θεὸς ἄμ πόνον ἀνδρῶν,  
 Κεβριόνη δ' ἐκέλευσε δαΐφροني φαίδιμος Ἑκτωρ  
 ἵππους ἐς πόλεμον πεπληγέμεν. αὐτὰρ Ἀπόλλων  
 δύσεθ' ὄμιλον ἰών, ἐν δὲ κλόνον Ἀργείοισιν 15  
 ἦκε κακόν, Τρωσὶν δὲ καὶ Ἑκτορι κῦδος ὄπαζεν.  
 Homer, *Iliad* XVI. 715–730

- (a) What has Apollo been doing just before this, and why has he appeared here? [3]
- (b) Translate lines 1–5 (ταῦτ' ἄρα ... Σαγγαρίοιο).  
 Please write your translation on alternate lines. [15]
- (c) Ἑκτορ ... εὐχος Ἀπόλλων (lines 7–11): what tone or tones does the speaker use here to persuade Hector to return to battle?  
 Give **three** examples, making reference to the Greek. [6]
- (d) ὣς εἰπὼν ... ὄπαζεν (lines 12–16): what do Apollo and Hector do in these lines? [6]

τὸν δ' ὀλιγοδρανέων προσέφησ, Πατρόκλεες ἵππευ·  
 “ἤδη νῦν, Ἔκτορ, μεγάλ' εὖχεο· σοὶ γὰρ ἔδωκε  
 νίκην Ζεὺς Κρονίδης καὶ Ἀπόλλων, οἳ με δάμασαν  
 ῥηιδίως· αὐτοὶ γὰρ ἀπ' ὤμων τεύχε' ἔλοντο.

τοιοῦτοι δ' εἴ πέρ μοι εἰκόσιν ἀντεβόλησαν,  
 πάντες κ' αὐτόθ' ὄλοντο ἐμῶ ὑπὸ δουρὶ δαμέντες.  
 ἀλλὰ με μοῖρ' ὀλοή καὶ Λητοῦς ἔκτανεν υἱός,  
 ἀνδρῶν δ' Εὐφορβος· σὺ δέ με τρίτος ἐξεναρίζεις.

ἄλλο δέ τοι ἐρέω, σὺ δ' ἐνὶ φρεσὶ βάλλεο σῆσιν·  
 οὐ θην οὐδ' αὐτὸς δηρὸν βέη, ἀλλὰ τοι ἤδη  
 ἄγχι παρέστηκεν θάνατος καὶ μοῖρα κραταιή,  
 χερσὶ δαμέντ' Ἀχιλῆος ἀμύμονος Αἰακίδαο.”

ὥς ἄρα μιν εἰπόντα τέλος θανάτοιο κάλυψε·  
 ψυχὴ δ' ἐκ ῥεθέων πταμένη Ἄϊδόσδε βεβήκει,  
 ὃν πότμον γοόωσα, λιποῦσ' ἀνδροτήτα καὶ ἤβην.

Homer, *Iliad* XVI. 843–857

- (e) τὸν δ' ὀλιγοδρανέων . . . Αἰακίδαο (lines 1-12): what makes this passage moving? You should refer to **both** the content **and** the style of the Greek and support your answer with **five** examples from the Greek. [10]

- (f) In the lines that you have read of *Iliad* XVI, how does Homer make the combat scenes exciting? You may make limited reference to the passages on this question paper.

**Marks are awarded for the quality of the written communication in your answer.** [10]

[Section B Total: 50 marks]

[Paper Total: 100 marks]





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