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**Wednesday 14 October 2020 – Afternoon**

**AS Level Classical Greek**

**H044/02 Literature**

**Time allowed: 2 hours**



**You must have:**

- the OCR 12-page Answer Booklet

**Do not use:**

- a dictionary

**INSTRUCTIONS**

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **one** question in Section A and **one** question in Section B.

**INFORMATION**

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **12** pages.

**ADVICE**

- Read each question carefully before you start your answer.

Answer **one** question in Section A and **one** question in Section B

**Section A: Prose Literature**

Answer **either** Question 1 **or** Question 2

1 Read the following passages and answer the questions.

‘ἄνδρες Πέρσαι, οὐτ’ αὐτὸς κατηγοήσομαι νόμον τόνδε ἐν ὑμῖν τιθεῖς παραδεξάμενός τε αὐτῷ χρήσομαι. ὥς γὰρ ἐγὼ πυνθάνομαι τῶν πρεσβυτέρων, οὐδαμὰ κω ἠτρεμίσαμεν, ἐπεῖτε παρελάβομεν τὴν ἡγεμονίην τήνδε παρὰ Μήδων, Κύρου κατελόντος Ἀστυάγεα· ἀλλὰ θεός τε οὕτω ἄγει καὶ αὐτοῖσι ἡμῖν πολλὰ ἐπέπουσι συμφέρεται ἐπὶ τὸ ἄμεινον. τὰ μὲν νῦν Κῦρός τε καὶ Καμβύσης πατήρ τε ὁ ἐμὸς Δαρεῖος κατεργάσαντο καὶ προσεκλήσαντο ἔθνεα, ἐπισταμένοισι εὖ οὐκ ἂν τις λέγοι. ἐγὼ δὲ ἐπεῖτε παρέλαβον τὸν θρόνον τοῦτον, ἐφρόντιζον ὅπως μὴ λείψομαι τῶν πρότερον γενομένων ἐν τιμῇ τῆδε μηδὲ ἐλάσσω προσκλήσομαι δύναμιν Πέρσησι· φροντίζων δὲ εὐρίσκω ἅμα μὲν κῦδος ἡμῖν προσγινόμενον χῶρην τε τῆς νῦν ἐκτήμεθα οὐκ ἐλάσσονα οὐδὲ φλαυροτέραν παμφορωτέραν δέ, ἅμα δὲ τιμωρίην τε καὶ τίσιν γινομένην. διὸ ὑμέας νῦν ἐγὼ συνέλεξα, ἵνα τὸ νοέω πρήσσειν ὑπερθέωμαι ὑμῖν. μέλλω ζεύξασ τὸν Ἑλλήσποντον ἐλᾶν στρατὸν διὰ τῆς Εὐρώπης ἐπὶ τὴν Ἑλλάδα, ἵνα Ἀθηναίους τιμωρήσωμαι ὅσα δὴ πεποιήκασι Πέρσας τε καὶ πατέρα τὸν ἐμόν.’

Herodotus, *Histories* VII.8

- (a) For what reason did Xerxes convene this meeting? [2]
- (b) Translate ἄνδρες Πέρσαι ... ἄμεινον (lines 1–6). [5]
- (c) τὰ μὲν ... ὑμῖν (lines 6–14): how does Xerxes highlight the significance of what he is proposing? [8]  
Make **four** points and support your answer with reference to the Greek text.
- (d) μέλλω ζεύξασ ... ἐμόν (lines 14–17): what proposal does Xerxes make? [3]

‘τί δείσαντες; κοίην πλήθεος συστροφὴν; κοίην δὲ χρημάτων δύναμιν; τῶν ἐπιστάμεθα μὲν τὴν μάχην, ἐπιστάμεθα δὲ τὴν δύναμιν εὐοῦσαν ἀσθενέα· ἔχομεν δὲ αὐτῶν παῖδας καταστρεψάμενοι, τούτους οἱ ἐν τῇ ἡμετέρῃ κατοικημένοι Ἴωνές τε καὶ Αἰολέες καὶ Δωριέες καλέονται. ἐπειρήθην δὲ καὶ αὐτὸς ἤδη ἐπελαύνων ἐπὶ τοὺς ἄνδρας τούτους ὑπὸ πατρὸς τοῦ σοῦ κελευσθεῖς, καὶ μοι μέχρι Μακεδονίης ἐλάσαντι καὶ ὀλίγον ἀπολιπόντι ἐς αὐτὰς Ἀθήνας ἀπικέσθαι οὐδεὶς ἠντιώθη ἐς μάχην. καίτοι γε ἐώθασι Ἕλληνες, ὡς πυνθάνομαι, ἀβουλότατα πολέμους ἴστασθαι ὑπὸ τε ἀγνωμοσύνης καὶ σκαιότητος. ἐπεὰν γὰρ ἀλλήλοισι πόλεμον προεῖπωσι, ἐξευρόντες τὸ κάλλιστον χωρίον καὶ λειότατον, ἐς τοῦτο κατιόντες μάχονται, ὥστε σὺν κακῶ μεγάλῳ οἱ νικῶντες ἀπαλλάσσονται· περὶ δὲ τῶν ἐσσομένων οὐδὲ λέγω ἀρχὴν, ἐξώλεες γὰρ δὴ γίνονται.’

Herodotus, *Histories* VII.9

- (e) τί δείσαντες ... μάχην (lines 1–8): how does Herodotus emphasise the strength of Mardonius’ argument in these lines?

Make **four** points and support your answer with reference to the Greek text. [8]

- (f) καίτοι γε ... γίνονται (lines 9–14): what details does Mardonius reveal about Greek warfare? [4]

- (g)\* How does Herodotus make his depiction of the Persians in his *Histories* vivid and entertaining?

In your response you are expected, where relevant, to make use of material that you have studied in English translation, as well as those parts you have read in Greek. [10]

Do **not** answer this question if you have already answered Question 1.

**2** Read the following passages and answer the questions.

τί δέ, ὦ Σώκρατες, ἔφη ὁ Κρίτων, ἄλλο γε ἢ πάλαι μοι λέγει ὁ μέλλων σοι δώσειν τὸ φάρμακον ὅτι χρή σοι φράζειν ὡς ἐλάχιστα διαλέγεσθαι; φησὶ γὰρ θερμαίνεσθαι μᾶλλον διαλεγόμενους, δεῖν δὲ οὐδὲν τοιοῦτον προσφέρειν τῷ φαρμάκῳ· εἰ δὲ μή, ἐνίστε ἀναγκάζεσθαι καὶ δις καὶ τρίς πίνειν τούς τι τοιοῦτον ποιοῦντας.

5

καὶ ὁ Σωκράτης, ἔα, ἔφη, χαίρειν αὐτόν· ἀλλὰ μόνον τὸ ἑαυτοῦ παρασκευαζέτω ὡς καὶ δις δώσων, ἔαν δὲ δέη, καὶ τρίς.

ἀλλὰ σχεδὸν μὲν τι ἤδη, ἔφη ὁ Κρίτων· ἀλλὰ μοι πάλαι πράγματα παρέχει.

ἔα αὐτόν, ἔφη. ἀλλ' ὑμῖν δὴ τοῖς δικασταῖς βούλομαι ἤδη τὸν λόγον ἀποδοῦναι, ὡς μοι φαίνεται εἰκότως ἀνὴρ τῷ ὄντι ἐν φιλοσοφίᾳ διατρέψας τὸν βίον θαρρεῖν μέλλων ἀποθανεῖσθαι καὶ εὐέλπιδος εἶναι ἐκεῖ μέγιστα οἴσεσθαι ἀγαθὰ ἐπειδὴν τελευτήσῃ. πῶς ἂν οὖν δὴ τοῦθ' οὕτως ἔχοι, ὦ Σιμμία τε καὶ Κέβης, ἐγὼ πειράσομαι φράσαι.

10

15

κινδυνεύουσι γὰρ ὅσοι τυγχάνουσιν ὀρθῶς ἀπτόμενοι φιλοσοφίας λεληθέναι τοὺς ἄλλους ὅτι οὐδὲν ἄλλο αὐτοὶ ἐπιτηδεύουσιν ἢ ἀποθνήσκειν τε καὶ τεθνάναι. εἰ οὖν τοῦτο ἀληθές, ἄτοπον δήπου ἂν εἴη προθυμεῖσθαι μὲν ἐν παντὶ τῷ βίῳ μηδὲν ἄλλο ἢ τοῦτο, ἦκοντος δὲ δὴ αὐτοῦ ἀγανακτεῖν ὁ πάλαι προθυμοῦντό τε καὶ ἐπετήδευον.

20

Plato, *Phaedo* 63d–64a

- (a) Translate τί δέ ... ποιοῦντας (lines 1–5). [5]
- (b) καὶ ὁ ... παρέχει (lines 6–9): what do these lines show us about Socrates' character? [2]
- (c) ἔα αὐτόν ... τεθνάναι (lines 10–18): describe the transition in these lines to Socrates' argument that wise people should not be troubled at dying. [8]
- Make **four** points and support your answer with reference to the Greek text.
- (d) εἰ οὖν ... ἐπετήδευον (lines 18–21): according to Socrates, what follows if this argument is true? [3]
- (e) How does Simmias respond to what Socrates has just said? [3]

φαίνεται σοι φιλοσόφου ἀνδρὸς εἶναι ἐσπουδακέναι περὶ τὰς ἡδονὰς καλουμένας τὰς τοιάσδε, οἷον σιτίων τε καὶ ποτῶν;

ἦκιστα, ὦ Σώκρατες, ἔφη ὁ Σιμμίας.

τί δὲ τὰς τῶν ἀφροδισίων;

οὐδαμῶς.

5

τί δὲ τὰς ἄλλας τὰς περὶ τὸ σῶμα θεραπείας; δοκεῖ σοι ἐντίμους ἡγεῖσθαι ὁ τοιοῦτος; οἷον ἱματίων διαφερόντων κτήσεις καὶ ὑποδημάτων καὶ τοὺς ἄλλους καλλωπισμοὺς τοὺς περὶ τὸ σῶμα πότερον τιμᾶν δοκεῖ σοι ἢ ἀτιμάζειν, καθ' ὅσον μὴ πολλὴ ἀνάγκη μετέχειν αὐτῶν;

10

ἀτιμάζειν ἔμοιγε δοκεῖ, ἔφη, ὅ γε ὡς ἀληθῶς φιλόσοφος.

οὐκοῦν ὅλως δοκεῖ σοι, ἔφη, ἢ τοῦ τοιούτου πραγματεία οὐ περὶ τὸ σῶμα εἶναι, ἀλλὰ καθ' ὅσον δύναται ἀφεστάναι αὐτοῦ, πρὸς δὲ τὴν ψυχὴν τετράφθαι;

Plato, *Phaedo* 64d–64e

- (f) φαίνεται ... αὐτῶν (lines 1–10): how effective is the language that Socrates uses to convince Simmias in these lines?

Make **three** points and support your answer with reference to the Greek text.

[6]

- (g) ἀτιμάζειν ... τετράφθαι (lines 11–14): what points do Socrates and Simmias make here about the cares of the body?

[3]

- (h)\* 'For Socrates, death was not something to be feared.' How well does Socrates make his case in the *Phaedo*?

In your response you are expected, where relevant, to make use of material that you have studied in English translation, as well as those parts you have read in Greek.

[10]

## Section B: Verse Literature

Answer either Question 3 or Question 4

3 Read the following passages and answer the questions.

κεῖται Πάτροκλος, νέκυος δὲ δὴ ἀμφιμάχονται  
 γυμνοῦ· ἀτὰρ τά γε τεύχε' ἔχει κορυθαίολος Ἔκτωρ.  
 ὣς φάτο, τὸν δ' ἄχεος νεφέλη ἐκάλυψε μέλαινα·  
 ἀμφοτέρησι δὲ χερσὶν ἐλῶν κόνιν αἰθαλόεσσαν  
 χεύατο κᾶκ κεφαλῆς, χαρίεν δ' ἤσχυνε πρόσωπον· 5  
 νεκταρέω δὲ χιτῶνι μέλαιν' ἀμφίζανε τέφρη.  
 αὐτὸς δ' ἐν κονίησι μέγας μεγαλωστί τανυσθεὶς  
 κείτο, φίλησι δὲ χερσὶ κόμην ἤσχυνε δαΐζων.  
 δμῶαί δ' ἄς Ἀχιλεὺς ληϊσσατο Πάτροκλός τε  
 θυμὸν ἀκηχέμεναι μεγάλ' ἴαχον, ἐκ δὲ θύραζε 10  
 ἔδραμον ἀμφ' Ἀχιλῆα δαΐφρονα, χερσὶ δὲ πᾶσαι  
 στήθεα πεπλήγοντο, λύθεν δ' ὑπὸ γυῖα ἐκάστης.  
 Ἀντίλοχος δ' ἐτέρωθεν ὀδύρετο δάκρυα λείβων  
 χειρᾶς ἔχων Ἀχιλῆος· ὃ δ' ἔστενε κυδάλιμον κῆρ·  
 δεΐδιε γὰρ μὴ λαιμὸν ἀπαμήσειε σιδήρω. 15

Homer, *Iliad* XVIII 20–34

- (a) κεῖται ... Ἔκτωρ (lines 1–2): what news does Antilochus bring? [3]
- (b) Translate ὣς φάτο ... δαΐζων (lines 3–8). [5]
- (c) δμῶαί δ' ... σιδήρω (lines 9–15): how does Homer make this a powerful and moving scene? [8]
- Make **four** points and support your answer with reference to the Greek text. [8]

'αὐτίκα τεθναίην, ἐπεὶ οὐκ ἄρ' ἔμελλον ἑταίρω  
 κτεινομένω ἐπαμῦναι· ὁ μὲν μάλα τηλόθι πάτρης  
 ἔφθιτ', ἐμεῖο δὲ δῆσεν ἀρῆς ἀλκτῆρα γενέσθαι.  
 νῦν δ' ἐπεὶ οὐ νέομαί γε φίλην ἐς πατρίδα γαῖαν,  
 οὐδέ τι Πατρόκλω γενόμην φάος οὐδ' ἐτάροισι 5  
 τοῖς ἄλλοις, οἳ δὴ πολέες δάμεν Ἔκτορι δίω,  
 ἀλλ' ἦμαι παρὰ νηυσὶν ἐτώσιον ἄχθος ἀρούρης,  
 τοῖος ἐὼν οἷος οὐ τις Ἀχαιῶν χαλκοχιτώνων  
 ἐν πολέμῳ· ἀγορῇ δέ τ' ἀμείνονές εἰσι καὶ ἄλλοι.  
 ὡς ἔρις ἔκ τε θεῶν ἔκ τ' ἀνθρώπων ἀπόλοιτο 10  
 καὶ χόλος, ὅς τ' ἐφέηκε πολύφρονά περ χαλεπῆναι,  
 ὅς τε πολὺ γλυκίων μέλιτος καταλειβομένοιο  
 ἀνδρῶν ἐν στήθεσσι ἀέξεται ἠῶτε καπνός·  
 ὡς ἐμὲ νῦν ἐχόλωσεν ἀναξ ἀνδρῶν Ἀγαμέμνων.  
 ἀλλὰ τὰ μὲν προτετύχθαι ἐάσομεν ἀχνύμενοί περ, 15  
 θυμὸν ἐνὶ στήθεσσι φίλον δαμάσαντες ἀνάγκη.'

Homer, *Iliad* XVIII 98–113

(d) What has Thetis just said to provoke this reaction from Achilles? [3]

(e) αὐτίκα τεθναίην ... γενέσθαι (lines 1–3): how does Achilles show his sense of responsibility for what has happened? [3]

(f) νῦν δ' ... ἀνάγκη (lines 4–16): how does Homer make this an intense and emotional speech?

Make **four** points and support your answer with reference to the Greek text. [8]

(g)\* How does *Iliad* XVIII highlight the importance of warfare for Homeric heroes?

In your response you are expected, where relevant, to make use of material that you have studied in English translation, as well as those parts you have read in Greek. [10]

Do **not** answer this question if you have already answered Question 3.

4 Read the following passages and answer the questions.

ΚΡΕΩΝ	<p>δέδοικά σ', οὐδὲν δεῖ παραμπίσχειν λόγους, μή μοί τι δράσης παῖδ' ἀνήκεστον κακόν. συμβάλλεται δὲ πολλὰ τοῦδε δείγματα· σοφὴ πέφυκας καὶ κακῶν πολλῶν ἴδρις, λυπῆ δὲ λέκτρων ἀνδρὸς ἔστερημένη.</p>	5
	<p>κλύω δ' ἀπειλεῖν σ', ὡς ἀπαγγέλλουσί μοι, τὸν δόντα καὶ γήμαντα καὶ γαμουμένην δράσειν τι. ταῦτ' οὖν πρὶν παθεῖν φυλάξομαι. κρεῖσσον δέ μοι νῦν πρὸς σ' ἀπεχθέσθαι, γύναι, ἢ μαλθακισθένθ' ὕστερον μεταστένειν.</p>	10
ΜΗΔΕΙΑ	<p>φεῦ φεῦ. οὐ νῦν με πρῶτον ἀλλὰ πολλάκις, Κρέον, ἔβλαψε δόξα μεγάλα τ' εἰργασται κακά. χρὴ δ' οὐποθ' ὅστις ἀρτίφρων πέφυκ' ἀνήρ παιδάς περισσῶς ἐκδιδάσκεσθαι σοφούς·</p>	15
	<p>χωρὶς γὰρ ἄλλης ἧς ἔχουσιν ἀργίας φθόνον πρὸς ἀστῶν ἀλφάνουσι δυσμενῆ. σκαιοῖσι μὲν γὰρ καινὰ προσφέρων σοφὰ δόξεις ἀχρεῖος κοῦ σοφὸς πεφυκέναι· τῶν δ' αὖ δοκούντων εἰδέναι τι ποικίλον κρεῖσσων νομισθεῖς ἐν πόλει λυπρὸς φανῆ.</p>	20

Euripides, *Medea* 282–301

- (a) What has Medea just said to provoke this response from Creon? [2]
- (b) δέδοικά σ'... μεταστένειν (lines 1–10): how does Euripides convey the depth of Creon's concerns about Medea?  
Make **four** points and support your answer with reference to the Greek text. [8]
- (c) Translate οὐ νῦν ... δυσμενῆ (lines 12–17). [5]
- (d) σκαιοῖσι μὲν ... φανῆ (lines 18–21): how does Medea describe her situation here? [4]



ΜΗΔΕΙΑ	Κρέων μ' ἐλαύνει φυγάδα γῆς Κορινθίας.	
ΑΙΓΕΥΣ	ἐγὼ δ' Ἰάσων; οὐδὲ ταῦτ' ἐπήνεσα.	
ΜΗΔΕΙΑ	λόγῳ μὲν οὐχί, καρτερεῖν δὲ βούλεται. ἀλλ' ἄντομαί σε τῆσδε πρὸς γενειάδος γονάτων τε τῶν σῶν ἰκεσία τε γίγνομαι,	5
	οἴκτιρον οἴκτιρόν με τὴν δυσδαίμονα καὶ μή μ' ἔρημον ἐκπεσοῦσαν εἰσίδης, δέξαι δὲ χώρᾳ καὶ δόμοις ἐφέστιον. οὕτως ἔρως σοὶ πρὸς θεῶν τελεσφόρος γένοιτο παίδων καὐτὸς ὄλβιος θάνοις.	10
	εὖρημα δ' οὐκ οἶσθ' οἶον ἠϋρηκας τόδε· παύσω γέ σ' ὄντ' ἄπαιδα καὶ παίδων γονὰς σπεῖραί σε θήσω· τοιάδ' οἶδα φάρμακα.	

Euripides, *Medea* 706–718

(e) Κρέων ... ἐπήνεσα (lines 1–2): what do these lines reveal about Medea's situation? [3]

(f) λόγῳ μὲν ... φάρμακα (lines 3–13): how does Medea make this plea powerful and appealing to Aegeus?

Make **four** points and support your answer with reference to the Greek text. [8]

(g)\* To what extent has Euripides succeeded in making Medea appear both clever and vulnerable?

In your response you are expected, where relevant, to make use of material that you have studied in English translation, as well as those parts you have read in Greek. [10]

**END OF QUESTION PAPER**





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