



Oxford Cambridge and RSA

Monday 6 June 2022 – 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.

‘ἐπὶ γὰρ πόλεις, ὡς ἐγὼ ἀκοῇ αἰσθάνομαι, μέλλομεν ἰέναι μεγάλας καὶ οὐθ’ ὑπηκόους ἀλλήλων οὔτε δεομένας μεταβολῆς, ἢ ἂν ἐκ βιαίου τις δουλείας ἄσμενος ἐς ῥάω μετάστασιν χωροίη, οὐδ’ ἂν τὴν ἀρχὴν τὴν ἡμετέραν εἰκότως ἀντ’ ἐλευθερίας προσδεξαμένας, τό τε πλῆθος ὡς ἐν μιᾷ νήσῳ πολλὰς τὰς Ἑλληνίδας. πλὴν γὰρ Νάξου καὶ Κατάνης, ἃς ἐλπίζω ἡμῖν κατὰ τὸ Λεοντίνων 5
ξυγγενὲς προσέσεσθαι, ἄλλαι εἰσὶν ἑπτὰ, καὶ παρεσκευασμένοι τοῖς πᾶσιν ὁμοιοτρόπως μάλιστα τῇ ἡμετέρᾳ δυνάμει, καὶ οὐχ ἥκιστα ἐπὶ ἃς μᾶλλον πλέομεν, Σελινοῦς καὶ Συράκουσαι. πολλοὶ μὲν γὰρ ὀπλίται ἔνεισι καὶ τοξόται καὶ ἀκοντισταί, πολλαὶ δὲ τριήρεις καὶ ὄχλος ὁ πληρώσων αὐτάς. χρήματά τ’ 10
ἔχουσι τὰ μὲν ἴδια, τὰ δὲ καὶ ἐν τοῖς ἱεροῖς ἐστὶ Σελινουντίοις, Συρακοσίοις δὲ καὶ ἀπὸ βαρβάρων τινῶν ἀπαρχὴ ἐσφέρεται· ᾧ δὲ μάλιστα ἡμῶν πρὸνχουσιν, ἵππους τε πολλοὺς κέκτηνται καὶ σίτῳ οἰκείῳ καὶ οὐκ ἐπακτῷ χρῶνται.

‘πρὸς οὖν τοιαύτην δύναμιν οὐ ναυτικῆς καὶ φαύλου στρατιᾶς μόνον δεῖ, ἀλλὰ καὶ πεζὸν πολὺν ξυμπλεῖν, εἴπερ βουλόμεθα ἄξιον τῆς διανοίας δοῦναι καὶ μὴ ὑπὸ ἱππέων πολλῶν εἰργεσθαι τῆς γῆς, ἄλλως τε καὶ εἰ ξυστῶσιν αἱ 15
πόλεις φοβηθεῖσαι καὶ μὴ ἀντιπαράσχωσιν ἡμῖν φίλοι τινὲς γενόμενοι ἄλλοι ἢ Ἐγεσταῖοι ᾧ ἀμυνόμεθα ἱππικόν.’

Thucydides, *Histories* 6.20–21

(a) Why has Nicias decided to speak to the assembly? [2]

(b) Translate ἐπὶ γὰρ πόλεις ... τὰς Ἑλληνίδας (lines 1–5). [5]

(c) πλὴν γὰρ ... χρῶνται (lines 5–12): how does Nicias emphasise the scale of the challenge facing the Athenians?

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

(d) πρὸς οὖν ... ἱππικόν (lines 13–17): how does Nicias propose to overcome the difficulties? [3]

ἐν δὲ τούτῳ, ὅσοι Ἑρμαῖ ἦσαν λίθινοι ἐν τῇ πόλει τῇ Ἀθηναίων (εἰσὶ δὲ κατὰ τὸ ἐπιχώριον, ἢ τετραγώνος ἐργασία, πολλοὶ καὶ ἐν ἰδίῳ προθύροις καὶ ἐν ἱεροῖς), μιᾷ νυκτὶ οἱ πλεῖστοι περιεκόπησαν τὰ πρόσωπα. καὶ τοὺς δρᾶσαντας ἤδει οὐδεὶς, ἀλλὰ μεγάλοις μηνύτροις δημοσίᾳ οὗτοί τε ἐζητοῦντο καὶ προσέτι ἐψηφίσαντο, καὶ εἴ τις ἄλλο τι οἶδεν ἀσέβημα γεγενημένον, μηνύειν ἀδεῶς τὸν βουλόμενον καὶ ἀστῶν καὶ ξένων καὶ δούλων. καὶ τὸ πρᾶγμα μειζόνως ἐλάμβανον· τοῦ τε γὰρ ἔκπλου οἰωνὸς ἐδόκει εἶναι καὶ ἐπὶ ξυνωμοσίᾳ ἅμα νεωτέρων πραγμάτων καὶ δήμου καταλύσεως γεγενῆσθαι.

5

μηνύεται οὖν ἀπὸ μετοίκων τέ τινων καὶ ἀκολουθῶν περὶ μὲν τῶν Ἑρμῶν οὐδέν, ἄλλων δὲ ἀγαλμάτων περικοπαί τινες πρότερον ὑπὸ νεωτέρων μετὰ παιδιᾶς καὶ οἴνου γεγενημέναι, καὶ τὰ μυστήρια ἅμα ὡς ποιεῖται ἐν οἰκίαις ἐφ' ὕβρει· ὧν καὶ τὸν Ἀλκιβιάδην ἐπητιῶντο.

10

Thucydides, *Histories* 6.27–8

(e) ἐν δὲ τούτῳ ... πρόσωπα (lines 1–3): what does Thucydides describe here? [4]

(f) καὶ τοὺς ... ἐπητιῶντο (lines 3–12): how does Thucydides highlight the significance of this event for the city and the expedition?

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

(g)* How effectively does Thucydides in Book 6 convey the challenges and opportunities of the expedition to Sicily?

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.

ἔστι γὰρ θεῶν φιλανθρωπότατος, ἐπίκουρός τε ὧν τῶν ἀνθρώπων καὶ ἰατρὸς τούτων ὧν ἰαθέντων μεγίστη εὐδαιμονία ἂν τῷ ἀνθρωπείῳ γένηται εἶη. ἐγὼ οὖν πειράσομαι ὑμῖν εἰσηγήσασθαι τὴν δύναμιν αὐτοῦ, ὑμεῖς δὲ τῶν ἄλλων διδάσκαλοι ἔσεσθε. δεῖ δὲ πρῶτον ὑμᾶς μαθεῖν τὴν ἀνθρωπίνην φύσιν καὶ τὰ παθήματα αὐτῆς. ἢ γὰρ πάσαι ἡμῶν φύσεις οὐχ αὐτὴ ἦν ἢ περὶ νῦν, ἀλλ' ἄλλοια. πρῶτον μὲν γὰρ τρία ἦν τὰ γένη τὰ τῶν ἀνθρώπων, οὐχ ὥσπερ νῦν δύο, ἄρρεν καὶ θῆλυ, ἀλλὰ καὶ τρίτον προσῆν κοινὸν ὃν ἀμφοτέρων τούτων, οὗ νῦν ὄνομα λοιπόν, αὐτὸ δὲ ἠφάνισται· ἀνδρόγυνον γὰρ ἔν τότε μὲν ἦν καὶ εἶδος καὶ ὄνομα ἕξ ἀμφοτέρων κοινὸν τοῦ τε ἄρρενος καὶ θήλεος, νῦν δὲ οὐκ ἔστιν ἀλλ' ἢ ἓν ὀνειδέει ὄνομα κείμενον. ἔπειτα ὅλον ἦν ἐκάστου τοῦ ἀνθρώπου τὸ εἶδος στρογγύλον, νῶτον καὶ πλευρὰς κύκλω ἔχον· χειρὰς δὲ τέτταρας εἶχε, καὶ σκέλη τὰ ἴσα ταῖς χερσίν, καὶ πρόσωπα δὲ ἐπ' αὐχένι κυκλοτερεῖ, ὅμοια πάντη· κεφαλὴν δ' ἐπ' ἀμφοτέροις τοῖς προσώποις ἐναντίοις κείμενοις μίαν, καὶ ὄτα τέτταρα, καὶ αἰδοῖα δύο, καὶ τᾶλλα πάντα ὡς ἀπὸ τούτων ἂν τις εἰκάσειεν.'

Plato, *Symposium* 189c–190a

- (a) What claim does Aristophanes make about how well men understand love? [2]
- (b) Translate ἔστι γὰρ ... αὐτῆς (lines 1–5). [5]
- (c) ἢ γὰρ ... ὅμοια πάντη (lines 5–12): how does Aristophanes make his argument about love lively and amusing? [8]
- Make **four** points and support your answer with reference to the Greek text.
- (d) κεφαλὴν δ' ... εἰκάσειεν (lines 13–14): what additional details does Aristophanes give here? [3]

‘λέγω δὲ οὖν ἔγωγε καθ’ ἀπάντων καὶ ἀνδρῶν καὶ γυναικῶν, ὅτι οὕτως ἂν ἡμῶν τὸ γένος εὐδαίμων γένοιτο, εἰ ἐκτελέσαιμεν τὸν ἔρωτα καὶ τῶν παιδικῶν τῶν αὐτοῦ ἕκαστος τύχοι εἰς τὴν ἀρχαίαν ἀπελθῶν φύσιν· εἰ δὲ τοῦτο ἄριστον, ἀναγκαῖον καὶ τῶν νῦν παρόντων τὸ τούτου ἐγγυτάτω ἄριστον εἶναι· τοῦτο δ’ ἐστὶ παιδικῶν τυχεῖν κατὰ νοῦν αὐτῶ πεφυκότων· οὐδὲν δὴ τὸν αἴτιον θεὸν ὑμνοῦντες δικαίως ἂν ὑμνοῖμεν Ἔρωτα, ὃς ἐν τε τῶ παρόντι ἡμᾶς πλεῖστα ὀνίνησιν εἰς τὸ οἰκεῖον ἄγων, καὶ εἰς τὸ ἔπειτα ἐλπίδας μεγίστας παρέχεται, ἡμῶν παρεχομένων πρὸς θεοὺς εὐσέβειαν, καταστήσας ἡμᾶς εἰς τὴν ἀρχαίαν φύσιν καὶ ἰασάμενος μακαρίους καὶ εὐδαίμονας ποιῆσαι.

5

‘οὗτος,’ ἔφη, ‘ὦ Ἐρυξίμαχε, ὁ ἐμὸς λόγος ἐστὶ περὶ Ἐρωτος, ἀλλοῖος ἢ ὁ σός. ὥσπερ οὖν ἐδεήθην σου, μὴ κωμωδήσης αὐτόν, ἵνα καὶ τῶν λοιπῶν ἀκούσωμεν τί ἕκαστος ἐρεῖ, μᾶλλον δὲ τί ἐκάτερος· Ἀγάθων γὰρ καὶ Σωκράτης λοιποί.’

10

Plato, *Symposium* 193c–e

(e) λέγω δὲ ... ποιῆσαι (lines 1–9): how does Plato bring Aristophanes’ story to a striking conclusion?

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

(f) οὗτος, ἔφη ... λοιποί (lines 10–12): what does Aristophanes add in his final comment to Eryximachus? [4]

(g)* In the *Symposium*, to what extent does Plato make the arguments entertaining and convincing?

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.

‘ἀλλ’ ἄγε μοι τόδε εἶπε καὶ ἀτρεκέως κατάλεξον·
 τίς δαίς, τίς δὲ ὄμιλος ὃδ’ ἔπλετο; τίπτε δέ σε χρεώ;
 εἰλαπίνη ἢ γάμος; ἐπεὶ οὐκ ἔρανος τάδε γ’ ἐστίν·
 ὡς τέ μοι ὑβρίζοντες ὑπερφιάλως δοκέουσι
 δαίνυσθαι κατὰ δῶμα. νεμεσσήσαιτό κεν ἀνήρ
 αἴσχεα πόλλ’ ὀρόων, ὅς τις πιτυτός γε μετέλθοι.’

5

τὴν δ’ αὖ Τηλέμαχος πεπνυμένος ἀντίον ἠΰδα·
 ‘Ξεῖν’, ἐπεὶ ἄρ’ ἤδη ταῦτά μ’ ἀνείρεαι ἠδὲ μεταλλᾶς,
 μέλλεν μὲν ποτε οἶκος ὃδ’ ἀφνειὸς καὶ ἀμύμων
 ἔμμεναι, ὄφρ’ ἔτι κείνος ἀνήρ ἐπιδήμιος ἦεν·
 νῦν δ’ ἐτέρως ἐβόλοντο θεοὶ κακὰ μητιόωντες,
 οἳ κείνον μὲν ἄιστον ἐποίησαν περὶ πάντων
 ἀνθρώπων, ἐπεὶ οὐ κε θανόντι περ ὧδ’ ἀκαχοίμην,
 εἰ μετὰ οἷς ἐτάροισι δάμη Τρώων ἐνὶ δήμῳ,
 ἢ φίλων ἐν χερσίν, ἐπεὶ πόλεμον πολύπευσεν.
 τῷ κέν οἱ τύμβον μὲν ἐποίησαν Παναχαιοί,
 ἠδέ κε καὶ ᾧ παιδὶ μέγα κλέος ἦρατ’ ὀπίσσω.’

10

15

Homer, *Odyssey* 1.224–240

(a) What comment has ‘Mentes’ just made about Telemachus’ family? [2]

(b) Translate ἀλλ’ ἄγε ... μετέλθοι (lines 1–6). [5]

(c) τὴν δ’ ... ὀπίσσω (lines 7–17): how does Homer convey the challenges which Telemachus faces?

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

‘Φήμιε, πολλὰ γὰρ ἄλλα βροτῶν θελκτήρια οἶδας,
 ἔργ’ ἀνδρῶν τε θεῶν τε, τά τε κλείουσιν ἀοιδοί·
 τῶν ἓν γέ σφιν ἄειδε παρήμενος, οἱ δὲ σιωπῇ
 οἶνον πινόντων· ταύτης δ’ ἀποπαύε’ ἀοιδῆς
 λυγρῆς, ἣ τέ μοι αἰεὶ ἐνὶ στήθεσσι φίλον κῆρ
 τείρει, ἐπεὶ με μάλιστα καθίκετο πένθος ἄλαστον.
 τοίην γὰρ κεφαλὴν ποθέω μεμνημένη αἰεὶ,
 ἀνδρός, τοῦ κλέος εὐρὺ καθ’ Ἑλλάδα καὶ μέσον Ἄργος.’

5

τὴν δ’ αὖ Τηλέμαχος πεπνυμένος ἀντίον ἠῦδα·
 ‘μῆτερ ἐμή, τί τ’ ἄρα φθονέεις ἐρίηρον ἀοιδὸν
 τέρεπιν ὄπη οἱ νόος ὄρνυται; οὐ νύ τ’ ἀοιδοὶ
 αἴτιοι, ἀλλὰ ποθὶ Ζεὺς αἴτιος, ὅς τε δίδωσιν
 ἀνδράσιν ἀλφηστῆσιν, ὅπως ἐθέλησιν, ἐκάστω.
 τούτῳ δ’ οὐ νέμεσις Δαναῶν κακὸν οἶτον αἰεΐειν·
 τὴν γὰρ ἀοιδὴν μᾶλλον ἐπικλείουσ’ ἀνθρωποι,
 ἣ τις ἀκουόντεσσι νεωτάτη ἀμφιπέληται.
 σοὶ δ’ ἐπιτολμάτω κραδίη καὶ θυμὸς ἀκούειν·
 οὐ γὰρ Ὀδυσσεὺς οἶος ἀπώλεσε νόστιμον ἦμαρ
 ἐν Τροίῃ, πολλοὶ δὲ καὶ ἄλλοι φῶτες ὄλοντο.’

10

15

Homer, *Odyssey* 1.337–355

(d) Φήμιε ... πινόντων (lines 1–4): what instruction does Penelope give here? [3]

(e) ταύτης δ’ ... Ἄργος (lines 4–8): what is the reason for Penelope’s distress? [4]

(f) τὴν δ’ αὖ ... ὄλοντο (lines 9–19): how does Homer reveal Telemachus’ maturity and understanding through this speech?

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

(g)* In *Odyssey* 1, how effectively does Homer develop the relationships between Telemachus and other characters?

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.

| | | |
|----------|---|----|
| Ἀθήνα | καὶ νῦν ἐπὶ σκηναῖς σε ναυτικάϊς ὄρῳ Αἴαντος, ἔνθα τάξιν ἐσχάτην ἔχει, πάλαι κυνηγετοῦντα καὶ μετρούμενον ἴχνη τὰ κείνου νεοχάραχθ', ὅπως ἴδης εἴτ' ἔνδον εἴτ' οὐκ ἔνδον. εὖ δέ σ' ἐκφέρει | 5 |
| | κυνὸς Λακαίνης ὡς τις εὐρινος βάσις. ἔνδον γὰρ ἀνήρ ἄρτι τυγχάνει, κάρα στάζων ἰδρῶτι καὶ χέρας ξιφοκτόνους. καὶ σ' οὐδὲν εἴσω τῆσδε παπταίνειν πύλης ἔτ' ἔργον ἐστίν, ἐννέπειν δ' ὅτου χάριν σπουδὴν ἔθου τήνδ', ὡς παρ' εἰδυίας μάθης. | 10 |
| Ὀδυσσεύς | ᾧ φθέγμ' Ἀθήνας, φιλτάτης ἐμοὶ θεῶν, ὡς εὐμαθὲς σου, κἂν ἄποπτος ἦς ὅμως, φώνημ' ἀκούω καὶ ξυναρπάζω φρενὶ χαλκοστόμου κώδωνος ὡς Τυρσηνικῆς. καὶ νῦν ἐπέγνωσ εὖ μ' ἐπ' ἀνδρὶ δυσμενεῖ βάσιν κυκλοῦντ', Αἴαντι τῷ σακεσφόρῳ. | 15 |

Sophocles, *Ajax* 3–19

- (a) How has Athena just greeted Odysseus? [2]
- (b) καὶ νῦν ... μάθης (lines 1–11): how does Sophocles make Athena's speech engaging for the audience?
Make **four** points and support your answer with reference to the Greek text. [8]
- (c) Translate ᾧ φθέγμ' ... σακεσφόρῳ (lines 12–17). [5]

| | | |
|---------|--|--|
| Ἄγγελος | <p>ὁ μὲν γὰρ αὐτὸν ἐννέπει· τέκνον, δόρει βούλου κρατεῖν μὲν, σὺν θεῶ δ' ἀεὶ κρατεῖν. ὁ δ' ὑψικόμπως κάφρόνως ἡμείψατο 'πάτερ, θεοῖς μὲν κἄν ὁ μηδὲν ὦν ὁμοῦ κράτος κατακτήσαιτ'· ἐγὼ δὲ καὶ δίχα κείνων πέποιθα τοῦτ' ἐπισπάσειν κλέος.' τοσόνδ' ἐκόμπει μῦθον. εἶτα δεύτερον δίας Ἀθάνας, ἠνίκ' ὀτρύνουσά νιν ἠύδατ' ἐπ' ἐχθροῖς χεῖρα φοινίαν τρέπειν, τότ' ἀντιφωνεῖ δεινὸν ἄρρητόν τ' ἔπος· 'ἄνασσα, τοῖς ἄλλοισιν Ἀργείων πέλας ἴστω, καθ' ἡμᾶς δ' οὐποτ' ἐκρήξει μάχη.' τοιοῖσδέ τοι λόγοισιν ἀστεργῆ θεᾶς ἐκτήσατ' ὀργήν, οὐ κατ' ἀνθρωπον φρονῶν. ἀλλ' εἶπερ ἔστι τῆδε θῆμέρα, τάχ' ἂν γενοίμεθ' αὐτοῦ σὺν θεῶ σωτήριοι. τοσαῦθ' ὁ μάντις εἶφ'· ὁ δ' εὐθύς ἐξ ἔδρας πέμπει με σοὶ φέροντα τάσδ' ἐπιστολάς Τεῦκρος φυλάσσειν. εἰ δ' ἀπεστερήμεθα, οὐκ ἔστιν ἀνήρ κείνος, εἰ Κάλχας σοφός.</p> | <p>5</p> <p>10</p> <p>15</p> <p>20</p> |
|---------|--|--|

Sophocles, *Ajax* 764–783

(d) ὁ μὲν ... κρατεῖν (lines 1–2): what advice did his father give Ajax? [3]

(e) ὁ δ' ... φρονῶν (lines 3–14): how does Sophocles reveal the character of Ajax in these lines?

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

(f) ἀλλ' εἶπερ ... σοφός (lines 15–20): how does the messenger show how urgent the situation is? [4]

(g)* How successfully does Sophocles explore the relationship between gods and men in *Ajax*?

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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