



Oxford Cambridge and RSA

Wednesday 21 May 2025 – 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 Question 1 **or** Question 2

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

ἀπικομένους δὲ τοὺς Φοίνικας ἐς δὴ τὸ Ἄργος τοῦτο διατίθесθαι τὸν φόρτον.
πέμπτη δὲ ἡ ἕκτη ἡμέρη ἀπ' ἧς ἀπίκοντο, ἐξεμπολημένων σφι σχεδόν πάντων,
ἐλθεῖν ἐπὶ τὴν θάλασσαν γυναικας ἄλλας τε πολλὰς καὶ δὴ καὶ τοῦ βασιλέος
θυγατέρα· τὸ δὲ οἱ οὐνομα εἶναι, κατὰ τὸντὸ τὸ καὶ Ἑλληνες λέγουσι, Ἰοῦν τὴν
Ἰνάχου· ταύτας στάσας κατὰ πρύμνην τῆς νεὸς ὠνέεσθαι τῶν φορτίων τῶν σφι **5**
ἦν θυμός μάλιστα, καὶ τοὺς Φοίνικας διακελευσαμένους ὀρμῆσαι ἐπ' αὐτάς. τὰς
μὲν δὴ πλεῦνας τῶν γυναικῶν ἀποφυγεῖν, τὴν δὲ Ἰοῦν σὺν ἄλλῃσι ἀρπασθῆναι·
ἐσβαλομένους δὲ ἐς τὴν νέα οἴχεσθαι ἀποπλέοντας ἐπ' Αἰγύπτου.

οὕτω μὲν Ἰοῦν ἐς Αἴγυπτον ἀπικέσθαι λέγουσι Πέρσαι, οὐκ ὡς Ἑλληνες, καὶ
τῶν ἀδικημάτων πρῶτον τοῦτο ἄρξαι· μετὰ δὲ ταῦτα Ἑλλήνων τινὰς (οὐ γὰρ **10**
ἔχουσι τοῦνομα ἀπηγήσασθαι) φασὶ τῆς Φοινίκης ἐς Τύρον προσσχόντας
ἀρπάσαι τοῦ βασιλέος τὴν θυγατέρα Εὐρώπην. εἶησαν δ' ἂν οὗτοι Κρητες.
ταῦτα μὲν δὴ ἴσα πρὸς ἴσα σφι γενέσθαι· μετὰ δὲ ταῦτα Ἑλλήνας αἰτίους τῆς
δευτέρης ἀδικίης γενέσθαι. καταπλώσαντας γὰρ μακρῇ νηὶ ἐς Αἶάν τε τὴν
Κολχίδα καὶ ἐπὶ Φᾶσιν ποταμόν, ἐνθεῦτεν, διαπρηξαμένους καὶ τᾶλλα τῶν **15**
εἵνεκεν ἀπίκατο, ἀρπάσαι τοῦ βασιλέος τὴν θυγατέρα Μηδεῖην.

Herodotus, *Histories* 1.1–2

- (a) ἀπικομένους ... θυγατέρα (lines 1–4): how did Io meet the Phoenicians? **[3]**
- (b) Translate τὸ δὲ οἱ οὐνομα ... ἐπ' Αἰγύπτου (lines 4–8). **[5]**
- (c) οὕτω μὲν Ἰοῦν ... ἀδικίης γενέσθαι (lines 9–14): how does Herodotus attempt to make his account seem credible and reasonable? **[6]**
- Make **three** points and support your answer with reference to the Greek text. **[6]**
- (d) καταπλώσαντας ... Μηδεῖην (lines 14–16): what does Herodotus claim the Greeks then did? **[3]**

μαθοῦσα δὲ τὸ ποιηθέν ἐκ τοῦ ἀνδρὸς οὔτε ἀνέβωσε αἰσχυνθεῖσα οὔτε ἔδοξε μαθεῖν, ἐν νόφ ἔχουσα τίσεσθαι τὸν Κανδαύλεα· παρὰ γὰρ τοῖσι Λυδοῖσι, σχεδὸν δὲ καὶ παρὰ τοῖσι ἄλλοισι βαρβάροις, καὶ ἄνδρα ὀφθῆναι γυμνὸν ἐς αἰσχύνην μεγάλην φέρει.

τότε μὲν δὴ οὕτω οὐδὲν δηλώσασα ἡσυχίην εἶχε· ὥς δὲ ἡμέρη τάχιστα ἐγγέγονε, τῶν οἰκετέων τοὺς μάλιστα ὥρα πιστοὺς ἐόντας ἐωυτῇ, ἐτοίμους ποιησαμένη ἐκάλεε τὸν Γύγεα. ὁ δὲ οὐδὲν δοκέων αὐτήν τῶν πρηχθέντων ἐπίστασθαι ἤλθε καλεόμενος· ἐώθεε γὰρ καὶ πρόσθε, ὅκως ἢ βασιλεία καλέοι, φοιτᾶν. ὥς δὲ ὁ Γύγης ἀπῖκετο, ἔλεγε ἡ γυνὴ τάδε. ‘νῦν τοί δυὼν ὁδῶν παρεουσέων, Γύγη, δίδωμί αἵρεσιν, ὁκοτέρεν βούλει τραπέσθαι. ἡ γὰρ Κανδαύλεα ἀποκτείνας ἐμέ τε καὶ τὴν βασιληίην ἔχε τὴν Λυδῶν, ἡ αὐτόν σε αὐτίκα οὕτω ἀποθνήσκειν δεῖ, ὥς ἂν μὴ πάντα πειθόμενος Κανδαύλῃ τοῦ λοιποῦ ἴδῃς τὰ μὴ σε δεῖ. ἀλλ’ ἦτοι κεῖνόν γε τὸν ταῦτα βουλευσάντα δεῖ ἀπόλλυσθαι, ἡ σε τὸν ἐμὲ γυμνήν θεησάμενον καὶ ποιήσαντα οὐ νομιζόμενα.’

Herodotus, *Histories* 1.10–11

- (e) μαθοῦσα δὲ ... μαθεῖν (lines 1–2): how did Candaules’ wife react when she discovered what he had done? [1]
- (f) ἐν νόφ ἔχουσα ... μεγάλην φέρει (lines 2–4): why did she decide to punish Candaules? [2]
- (g) τότε μὲν ... Γύγεα (lines 5–7): how did she prepare to put her plan into action? [2]
- (h) νῦν τοί ... νομιζόμενα (lines 9–14): how does Herodotus make the speech of Candaules’ wife forceful and decisive? [2]

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

- (i)* ‘Herodotus’ *Histories* should be read more for entertainment than for historical fact.’

How far do you agree with this statement?

You **must** use material from parts of the text you have studied in English, where relevant, 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.

καὶ ὁ Ἀδείμαντος, ἄρά γε, ἦ δ' ὅς, οὐδ' ἴστε ὅτι λαμπὰς ἔσται πρὸς ἐσπέραν ἄφ' ἵππων τῇ θεῷ;

ἄφ' ἵππων; ἦν δ' ἐγώ· καινόν γε τοῦτο. λαμπάδια ἔχοντες διαδώσουσιν ἀλλήλοις ἀμιλλώμενοι τοῖς ἵπποις; ἦ πῶς λέγεις;

οὕτως, ἔφη ὁ Πολέμαρχος. καὶ πρὸς γε παννυχίδα ποιήσουσιν, ἣν ἄξιον θεάσασθαι· ἐξαναστησόμεθα γὰρ μετὰ τὸ δεῖπνον καὶ τὴν παννυχίδα θεασόμεθα. καὶ συνεσόμεθα τε πολλοῖς τῶν νέων αὐτόθι καὶ διαλεξόμεθα. ἀλλὰ μένετε καὶ μὴ ἄλλως ποιεῖτε. 5

καὶ ὁ Γλαῦκων, ἔοικεν, ἔφη, μενετέον εἶναι.

ἀλλ' εἰ δοκεῖ, ἦν δ' ἐγώ, οὕτω χρή ποιεῖν. 10

ἦμεν οὖν οἵκαδε εἰς τοῦ Πολεμάρχου, καὶ Λυσίαν τε αὐτόθι κατελάβομεν καὶ Εὐθύδημον, τοὺς τοῦ Πολεμάρχου ἀδελφούς, καὶ δὴ καὶ Θρασύμαχον τὸν Καλχηδόνιον καὶ Χαρμαντίδην τὸν Παιανιᾶ καὶ Κλειτοφῶντα τὸν Ἀριστωνύμου. ἦν δ' ἔνδον καὶ ὁ πατήρ ὁ τοῦ Πολεμάρχου Κέφαλος. καὶ μάλα πρεσβύτης μοι ἔδοξεν εἶναι· διὰ χρόνου γὰρ καὶ ἐωράκη αὐτόν. καθῆστο δὲ ἐστεφανωμένος ἐπὶ τινος προσκεφαλαίου τε καὶ δίφρου· τεθυκῶς γὰρ ἐτύγχανεν ἐν τῇ αὐλῇ. ἐκαθεζόμεθα οὖν παρ' αὐτόν· ἔκειντο γὰρ δίφροι τινὲς αὐτόθι κύκλῳ. 15

εὐθὺς οὖν με ἰδὼν ὁ Κέφαλος ἠσπάζετό τε καὶ εἶπεν· ὦ Σώκρατες, οὐδὲ θαμίζεις ἡμῖν καταβαίνων εἰς τὸν Πειραιᾶ. χρῆν μέντοι. εἰ μὲν γὰρ ἐγώ ἔτι ἐν δυνάμει ἢ τοῦ ῥαδίως πορεύεσθαι πρὸς τὸ ἄστυ, οὐδὲν ἂν σὲ ἔδει δεῦρο ἰέναι, ἀλλ' ἡμεῖς ἂν παρὰ σὲ ἦμεν. 20

Plato, *Republic* 1.328a–328d

(a) καὶ ὁ Ἀδείμαντος ... τῇ θεῷ (lines 1–2): what event does Adeimantus tell Socrates about? [2]

(b) ἄφ' ἵππων ... χρή ποιεῖν (lines 3–10): how does Plato make his characters vivid and engaging for his audience?

Make **three** points and support your answer with reference to the Greek text. [6]

(c) καὶ μάλα ... ἐν τῇ αὐλῇ (lines 14–16): how is Cephalus described here? [3]

(d) Translate ἐκαθεζόμεθα οὖν ... σὲ ἦμεν (lines 17–21). [5]

πάννυ μὲν οὖν, ἦν δ' ἐγώ. ἀλλὰ μοι ἔτι τοσόνδε εἰπέ· τί μέγιστον οἶει ἀγαθὸν ἀπολελαυκέναι τοῦ πολλὴν οὐσίαν κεκτηῖσθαι;

ὅ, ἦ δ' ὅς, ἴσως οὐκ ἂν πολλοὺς πείσαιμι λέγων. εὖ γὰρ ἴσθι, ἔφη, ὦ Σώκρατες, ὅτι, ἐπειδάν τις ἐγγὺς ἦ τοῦ οἴεσθαι τελευτήσῃ, εἰσέρχεται αὐτῷ δέος καὶ φροντίς περὶ ὧν ἔμπροσθεν οὐκ εἰσῆει. οἳ τε γὰρ λεγόμενοι μῦθοι περὶ τῶν ἐν Ἰδου, ὡς τὸν ἐνθάδε ἀδικήσαντα δεῖ ἐκεῖ διδόναι δίκην, καταγελῶμενοι τέως, τότε δὴ στρέφουσιν αὐτοῦ τὴν ψυχὴν μὴ ἀληθεῖς ᾧσιν· καὶ αὐτός, ἦτοι ὑπὸ τῆς τοῦ γήρως ἀσθενείας ἢ καὶ ὥσπερ ἤδη ἐγγυτέρω ὧν τῶν ἐκεῖ μᾶλλον τι καθορᾷ αὐτά, ὑποψίας δ' οὖν καὶ δείματος μεστὸς γίγνεται καὶ ἀναλογίζεται ἤδη καὶ σκοπεῖ εἴ τινά τι ἠδίκησεν. ὁ μὲν οὖν εὐρίσκων ἑαυτοῦ ἐν τῷ βίῳ πολλὰ ἀδικήματα καὶ ἐκ τῶν ὕπνων, ὥσπερ οἱ παῖδες, θαμὰ ἐγειρόμενος δειμαίνει καὶ ζῇ μετὰ κακῆς ἐλπίδος· τῷ δὲ μηδὲν ἑαυτῷ ἄδικον συνειδότε ἡδεῖα ἐλπίς ἀεὶ πάρεστι καὶ ἀγαθὴ γηροτρόφος, ὡς καὶ Πίνδαρος λέγει.

Plato, *Republic* 1.330d–331a

- (e) πάννυ μὲν οὖν ... κεκτηῖσθαι (lines 1–2): what does Socrates ask Cephalus? [2]
- (f) εὖ γὰρ ἴσθι ... οὐκ εἰσῆει (lines 3–5): what does Cephalus assure Socrates is a truth about human beings? [2]
- (g) οἳ τε γὰρ ... ἐλπίδος (lines 5–12): how does Plato make Cephalus' speech convincing and effective? [8]
- Make **four** points and support your answer with reference to the Greek text.
- (h) τῷ δὲ μηδὲν ... λέγει (lines 12–13): what claim does Cephalus use Pindar to support? [2]
- (i)* 'The characters and personalities in *Republic* 1 are more important than the logical argument which Plato is presenting.'

How far do you agree with this statement?

You **must** use material from parts of the text you have studied in English, where relevant, as well as those parts you have read in Greek. [10]

Section B

Verse Literature

Answer Question 3 or Question 4

3 Read the following passages and answer the questions.

'τοὺς μὲν τ' ἱητροὶ πολυφάρμακοι ἀμφιπέρονται
 ἔλκε' ἀκειόμενοι· σὺ δ' ἀμήχανος ἔπλευ Ἀχιλλεῦ.
 μὴ ἐμέ γ' οὖν οὗτός γε λάβοι χόλος, ὃν σὺ φυλάσσεις
 αἰναρέτη· τί σευ ἄλλος ὀνήσεται ὀψίγονός περ
 αἶ κε μὴ Ἀργείοισιν ἀεικέα λοιγὸν ἀμύνης;
 νηλεές, οὐκ ἄρα σοί γε πατήρ ἦν ἱππότα Πηλεύς,
 οὐδὲ Θέτις μήτηρ· γλαυκὴ δέ σε τίκτε θάλασσα
 πέτραι τ' ἠλίβατοι, ὅτι τοι νόος ἐστὶν ἀπηνής.
 εἰ δέ τινα φρεσὶ σῇσι θεοπροπίην ἀλεείνεις
 καὶ τινά τοι παρ Ζηνὸς ἐπέφραδε πότνια μήτηρ,
 ἀλλ' ἐμέ περ πρόες ὦχ', ἅμα δ' ἄλλον λαὸν ὄπασσον
 Μυρμιδόνων, ἣν πού τι φόως Δαναοῖσι γένωμαι.
 δὸς δέ μοι ὥμοιιν τὰ σὰ τεύχεα θωρηχθῆναι,
 αἶ κ' ἐμέ σοὶ ἴσκοντες ἀπόσχωνται πολέμοιο
 Τρῶες, ἀναπνεύσωσι δ' Ἀργῆϊοι νῆες Ἀχαιῶν
 τειρόμενοι· ὀλίγη δέ τ' ἀνάπνευσις πολέμοιο.
 ῥεῖα δέ κ' ἀκμηῆτες κεκμηότας ἄνδρας αὐτῇ
 ὥσαιμεν προτὶ ἄστρ' νεῶν ἄπο καὶ κλισιάων.'

Homer, *Iliad* XVI 28–45

- (a) τοὺς μὲν ... Ἀχιλλεῦ (lines 1–2): what contrast does Patroclus present here? [2]
- (b) Translate τί σευ ... ἀπηνής (lines 4–8). [5]
- (c) εἰ δέ τινα ... ἀνάπνευσις πολέμοιο (lines 9–16): how does Homer make this speech persuasive and effective? [8]
- Make **four** points and support your answer with reference to the Greek text.
- (d) ῥεῖα δέ ... καὶ κλισιάων (lines 17–18): what does Patroclus hope to achieve if his request is granted? [2]

ὥς δ' Εὐρώς τε Νότος τ' ἐριδαίνετον ἀλλήλοιν
 οὖρεος ἐν βήσσης βαθέην πελεμιζέμεν ὕλην
 φηγόν τε μελίην τε τανύφλοιόν τε κράνειαν,
 αἶ τε πρὸς ἀλλήλας ἔβαλον τανυήκεας ὄζους
 ἤχη θεσπεσίη, πάταγος δέ τε ἀγνυμενάων, 5
 ὥς Τρῶες καὶ Ἀχαιοὶ ἐπ' ἀλλήλοισι θορόντες
 δῆουν, οὐδ' ἕτεροι μνώνοντ' ὀλοοῖο φόβοιο.
 πολλὰ δὲ Κεβριόνην ἀμφ' ὀξέα δοῦρα πεπήγει
 ἰοί τε πτερόεντες ἀπὸ νευρῆφι θορόντες,
 πολλὰ δὲ χερμάδια μεγάλ' ἀσπίδας ἐστυφέλιξαν 10
 μαρναμένων ἀμφ' αὐτόν· ὃ δ' ἐν στροφάλιγγι κονίης
 κεῖτο μέγας μεγαλωστί, λελασμένος ἵπποσυνάων.
 ὄφρα μὲν Ἥελιος μέσον οὐρανὸν ἀμφιβεβήκει,
 τόφρα μάλ' ἀμφοτέρων βέλε' ἤπτετο, πῖπτε δὲ λαός·
 ἦμος δ' Ἥελιος μετενίσετο βουλυτὸν δέ, 15
 καὶ τότε δῆ ῥ' ὑπὲρ αἶσαν Ἀχαιοὶ φέρτεροι ἦσαν.

Homer, *Iliad* XVI 765–780

- (e) ὥς δ' Εὐρώς τε ... φόβοιο (lines 1–7): what impression of the battle scene does Homer present in these lines?

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

- (f) πολλὰ δὲ χερμάδια ... ἀμφ' αὐτόν (lines 10–11): what are the two sides fighting over? [1]

- (g) ὄφρα μὲν ... ἦσαν (lines 13–16): how does the battle progress in these lines? [4]

- (h)* To what extent does Homer make warfare seem noble and glorious?

You **must** use material from parts of the text you have studied in English, where relevant, 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.

Τροφός	οὐ μὴν ἀνήσω γ' οὐδὲ νῦν προθυμίας, ὥς ἂν παροῦσα καὶ σύ μοι ξυμμαρτυρῆς οἷα πέφυκα δυστυχούσι δεσπόταις. ἄγ', ὦ φίλη παῖ, τῶν πάροιθε μὲν λόγων λαθώμεθ' ἄμφω, καὶ σύ θ' ἡδίων γενοῦ	5
	στυγνὴν ὀφρὺν λύσασα καὶ γνώμης ὁδόν, ἐγὼ θ' ὅπῃ σοι μὴ καλῶς τόθ' εἰπόμεν μεθεῖς' ἐπ' ἄλλον εἶμι βελτίῳ λόγον. κεῖ μὲν νοσεῖς τι τῶν ἀπορρήτων κακῶν, γυναῖκες αἶδε συγκαθιστάναι νόσον·	10
	εἰ δ' ἔκφορός σοι συμφορὰ πρὸς ἄρσενας, λέγ', ὥς ἰατροῖς πρᾶγμα μηνυθῇ τόδε. εἶέν, τί σιγᾶς; οὐκ ἐχρῆν σιγᾶν, τέκνον, ἀλλ' ἢ μ' ἐλέγχειν, εἴ τι μὴ καλῶς λέγω, ἢ τοῖσιν εὖ λεχθεῖσι συγχωρεῖν λόγοις.	15

Euripides, *Hippolytus* 285–299

(a) οὐ μὴν ... δεσπόταις (lines 1–3): what reason does the nurse give for not relaxing her efforts? **[3]**

(b) ἄγ', ὦ φίλη ... νόσον (lines 4–10): how does Euripides present the nurse as a caring and compassionate character?

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

[8]

(c) Translate εἰ δ' ἔκφορός ... λόγοις (lines 11–15).

[5]

Τροφός	τί σεμνομυθεῖς; οὐ λόγων εὐσχημόνων δεῖ σ' ἀλλὰ τάνδρός. ὥς τάχος διστέον, τὸν εὐθὺν ἐξειπόντας ἀμφὶ σοῦ λόγον. εἰ μὲν γὰρ ἦν σοι μὴ 'πὶ συμφοραῖς βίος τοιαῖσδε, σώφρων δ' οὔσ' ἐτύγχανες γυνή,	5
Φαίδρα	ὦ δεινὰ λέξασ', οὐχὶ συγκλήσεις στόμα καὶ μὴ μεθήσεις αὐθις αἰσχίστους λόγους;	10
Τροφός	αἶσχος', ἀλλ' ἀμείνω τῶν καλῶν τάδ' ἐστὶ σοι. κρεῖσσον δὲ τοῦργον, εἴπερ ἐκώσσει γέ σε, ἢ τοῦνομ', ὧ σὺ κατθανῇ γαυρουμένη.	

Euripides, *Hippolytus* 490–502

- (d) τί σεμνομυθεῖς ... ἐπίφθονον τόδε (lines 1–8): how does Euripides make this a compelling and convincing speech?

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

- (e) ὦ δεινὰ ... λόγους (lines 9–10): what is Phaedra's response to the nurse's argument? [2]

- (f) αἶσχος' ... γαυρουμένη (lines 11–13): what contrasting alternatives does the nurse present? [4]

- (g)* 'Euripides' *Hippolytus* shows that too much concern for honour and reputation is a bad thing.'

How far do you agree with this statement?

You **must** use material from parts of the text you have studied in English, where relevant, as well as those parts you have read in Greek. [10]

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