

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
CLASSICAL GREEK**

1941/03

PAPER 3 Prose Literature
TUESDAY 12 JUNE 2007

Morning

Time: 1 hour

Additional materials: Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer booklet.
- Answer **either** Section A **or** Section B.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total for this Paper is 40 marks.

This document consists of **6** printed pages and **2** blank pages.

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

Section A *Tales from Herodotus*

Answer **both** questions in this Section.

1 Answer the questions on the following passage.

παιδία δύο νεογνὰ ἀνθρώπων τῶν 1
 ἐπιτυχόντων δίδωσι ποιμένι τρέφειν, ἐντειλάμενος μηδένα 2
 ἀντίον αὐτῶν μηδεμίαν φωνὴν ἰέναι, ἐν στέγη δὲ ἐρήμη 3
 ἐφ' ἑαυτῶν κείσθαι αὐτά, καὶ ἐν ᾧ ὥρα τὸν ποιμένα ἐπάγειν 4
 αὐτοῖς αἶγας, πλήσαντα δὲ τοῦ γάλακτος τὰλλα 5
 διαπράττεσθαι. ταῦτα δ' ἐποίει τε καὶ ἐνετέλλετο ὁ 6
 Ψαμμήτιχος, ἐθέλων ἀκοῦσαι ἤντινα φωνὴν ῥήξουσι 7
 πρώτην οἱ παῖδες, ἀπαλλαχθέντων τῶν ἀσήμων 8
 κνυζημάτων. ἄπερ οὖν καὶ ἐγένετο· ὡς γὰρ διετῆς χρόνος 9
 ἐγεγόνει, τῷ ποιμένι ἀνοίγοντι τὴν θύραν καὶ εἰσιόντι τὰ 10
 παιδία ἀμφότερα προσπίπτοντα “βέκος” ἐφώνουν, 11
 ὀρέγοντα τὰς χεῖρας.
 Τὰ μὲν δὴ πρῶτα ἀκούσας ἤσυχος ἦν ὁ ποιμήν· ὡς δὲ 13
 πολλάκις φοιτῶντι αὐτῷ καὶ ἐπιμελομένῳ πολὺ ἦν τοῦτο 14
 τὸ ἔπος, οὕτω δὴ σημήνας τῷ δεσπότῃ ἤγαγε τὰ παιδία 15
 εἰς ὄψιν τὴν ἐκείνου. 16

II 8–22

- (a) (i) Who is the subject of δίδωσι (line 2)? [1]
 (ii) What is he trying to find out? [1]
- (b) παιδία . . . τρέφειν (lines 1–2).
 (i) Whom is he to use for his experiment? [1]
 (ii) Write down and translate a Greek word or phrase which shows the random nature of his choice. [1]
- (c) ἐντειλάμενος . . . αὐτά (lines 2–4).
 Using the detail given in these lines, why might you say that this is an experiment conducted in a scientific way? [3]
- (d) καὶ ἐν ᾧ ὥρα . . . διαπράττεσθαι (lines 4–6).
 What does the shepherd have to do to keep alive those undergoing the experiment? [2]
- (e) ὡς γὰρ . . . ἐγεγόνει (lines 9–10).
 (i) How long does Psammetichus have to wait for a result? [1]
 (ii) “βέκος” (line 11). What does he discover about this word in the next part of the story? [1]
 (iii) What deduction do the Egyptians make from this information? [1]
- (f) Translate *Τὰ μὲν δὴ . . . ἐκείνου* (lines 13–16) writing **on alternate lines**. [5]
- (g) In what ways do you think Herodotus makes this an interesting story to read? You should make **three** points, supporting each one with an example from this passage or from elsewhere in the story. Make your examples clear and do not just refer to the line numbers. [3]

2 Answer the questions on the following passage.

Τοιούτῳ μὲν τρόπῳ προσηγάγετο τοὺς Αἰγυπτίους ὥστε 1
δικαιοῦν δουλεύειν. ἔχρητο δὲ καταστάσει πραγμάτων 2
τοιᾶδε· τὸ μὲν ὄρθριον, μέχρι πληθούσης ἀγορᾶς,
προθύμως ἔπραττε τὰ προσφερόμενα πράγματα· τὸ δὲ
ἀπὸ τοῦδε ἔπινέ τε καὶ κατέσκωπτε τοὺς συμπότας καὶ ἦν 6
μάταιός τε καὶ παιγνιήμων.
Ἄχθεσθέντες δὲ τούτοις οἱ φίλοι αὐτοῦ ἐνουθέτουν αὐτόν, 7
τοιᾶδε λέγοντες, “ὦ βασιλεῦ, οὐκ ὀρθῶς σεαυτοῦ 9
προύστηκας, εἰς τὸ ἄγαν φλαῦρον προάγων σεαυτόν. σὲ
γὰρ χρῆν ἐν θρόνῳ σεμνῶ σεμνὸν θακοῦντα δι’ ἡμέρας 11
πράττειν τὰ πράγματα· καὶ οὕτως Αἰγύπτιοί τ’ ἂν
ἠπίσταντο ὡς ὑπ’ ἀνδρὸς μεγάλου ἄρχονται, καὶ ἄμεινον 13
σὺ ἂν ἦκουες· νῦν δὲ ποιεῖς οὐδαμῶς βασιλικά.”
Ὁ δὲ ἠμείβετο τοῖσδε αὐτοῦς, “Οἱ τὰ τόξα κεκτημένοι, 14
ἐπὴν μὲν δέωνται χρῆσθαι, ἐντείνουσιν· ἐπὴν δὲ
χρήσωνται, ἐκλύουσιν· εἰ γὰρ δὴ τὸν πάντα χρόνον 17
ἐντεταμένα εἶη, ἐκραγείη ἄν.”

V(b) 1–18

- (a) *Τοιούτῳ . . . δουλεύειν* (lines 1–2).
What does Amasis persuade the Egyptians to do? [1]
- (b) Translate *ἔχρητο . . . παιγνιήμων* (lines 2–6), writing **on alternate lines**. [5]
- (c) *Ἄχθεσθέντες . . . σεαυτόν* (lines 7–9).
For what reasons do Amasis’ friends criticise him? [2]
- (d) *σὲ . . . πράγματα* (lines 9–11).
(i) How do his friends think he should spend his time? [2]
(ii) How by their use of words do they emphasise their point? Do not repeat material from d(i). [1]
- (e) *καὶ οὕτως . . . ἦκουες* (lines 11–13).
How do the friends encourage Amasis to behave differently? [2]
- (f) “*Οἱ τὰ τόξα . . . ἐκραγείη ἄν*” (lines 14–17).
(i) How does Amasis say men treat the bow? [1]
(ii) Why do they do this? [1]
- (g) How does Amasis apply his comment about the bow to a man’s life immediately after this passage? [2]
- (h) What impression do you have of Amasis’ character from this episode and from the paragraph which follows it, about his life before he became king? You should make **three** points, supporting each one with a clear example. Do not just refer to line numbers. [3]

[Total: 20]

Do not answer this Section if you have already answered Section A.

Section B A Greek Anthology

Answer **both** questions in this Section.

3 Answer the questions on the following passage.

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Section 15, 10–26

- (a) (i) Who are the subjects of *ἔτυπτον* (line 1)? [1]
(ii) What complaints have these men just been making? [2]
- (b) Translate *ὀρώντες . . . ἕξω* (lines 3–6), writing **on alternate lines**. [5]
- (c) *λοιδορηθέντος . . . στρατοπέδω* (lines 6–8).
Give the **second** reason why the general criticised the men. [1]
- (d) *τοσούτου . . . αἰσχυνθῆναι* (line 9). How do we know that the general's words have had no effect on the men? [1]
- (e) *ἐπειδὴ . . . ἐσπέρα* (lines 9–10).
How does the speaker emphasise the speed with which the men resumed their activities?
You should make **two** points. [2]
- (f) *καὶ τοσαύτην . . . παθεῖν* (lines 12–15).
(i) Which people come as a result of the men's troublemaking? [2]
(ii) How successful are they in checking the men? [1]
- (g) Choose **two** English words to describe the kind of people that the men are. Explain your choice in each case. You may use examples from the rest of the speech, if you wish. [2]
- (h) Consider the skill with which the speaker presents his evidence. In what ways do you think he would have impressed the jury and won their support? You should make **three** points, supporting each one with a clear example from this passage or from elsewhere in the speech. Do not just refer to line numbers. [3]

[Total: 20]

4 Answer the questions on the following passage.

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Section 16, 24–42

- (a) (i) What material does Aristotle say earlier poets chose as subjects for their tragedies? [1]
(ii) *νῦν . . . συντίθενται* (lines 1–2).
How does the subject matter of the best tragedies of his day differ from that of earlier poets? [1]
- (b) *οἶον . . . ποιῆσαι* (lines 2–5).
(i) Why does Aristotle say that people like those mentioned here are suitable to be the subject of a tragedy? [2]
(ii) *Οἰδίπουν, Μελέαγρον* (line 3).
Explain why **one** of these people might have been chosen as the subject of a tragedy. [2]
- (c) *ἡ μὲν οὖν . . . τελευτῶσιν* (lines 6–9).
(i) Why, according to Aristotle, do some people criticise Euripides? [2]
(ii) Write down and translate the Greek word which shows that Aristotle disagrees with them. [1]
- (d) *σημεῖον . . . κατορθωθῶσιν* (lines 10–12).
How does Aristotle justify his claim that Euripides has the right plot structure for his plays? [2]
- (e) Translate *δευτέρα . . . ἀσθένειαν* (lines 14–17), writing **on alternate lines**. [5]
- (f) *ἀκολουθοῦσι . . . θεαταῖς* (lines 17–18).
Give an example of modern drama, either on stage or screen, which you think would fit this description. State a reason for your choice. [1]
- (g) How does Aristotle maintain his readers' interest and make an impact on them? You should make **three** points, supporting each one with a clear example from this passage. Do not just refer to line numbers. [3]

[Total: 20]

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Acknowledgements:

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