



GENERAL CERTIFICATE OF SECONDARY EDUCATION
CLASSICAL GREEK
Paper 2 Verse Literature

1941/02

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

Friday 11 June 2010
Afternoon

Duration: 1 hour 30 minutes



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **either** Section A **or** 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 **60**.
- This document consists of **12** pages. Any blank pages are indicated.

Answer **either** Section A or Section B**Section A** Euripides: *Iphigenia in Aulis*Answer **all** questions in this Section.

1 Answer the questions on the following passage.

Αχ.	τίς δ' εἶ; τί δ' ἦλθες Δαναϊδῶν ἐς σύλλογον, γυνή πρὸς ἄνδρας ἀσπίσιν πεφραγμένους;	1 2
Κλ.	Λήδας μὲν εἰμι παῖς, Κλυταιμῆστρα δέ μοι ὄνομα, πόσις δέ μουσὶν Ἀγαμέμνων ἀναξ.	
Αχ.	καλῶς ἔλεξας ἐν βραχεῖ τὰ καίρια. αἰσχρὸν δέ μοι γυναιξὶ συμβάλλειν λόγους.	6
Κλ.	μείνον – τί φεύγεις; – δεξιάν τ' ἐμῇ χειρὶ σύναψον, ἀρχὴν μακαρίαν νυμφευμάτων.	8
Αχ.	τί φῆς; ἐγὼ σοι δεξιάν; αἰδοίμεθ' ἄν Ἀγαμέμνον', εἰ ψαύοιμεν ὧν μή μοι θέμις.	10
Κλ.	θέμις μάλιστα, τὴν ἐμὴν ἐπεὶ γαμεῖς παῖδ', ὧ θεᾶς παῖ ποντίας Νηρηίδος.	12
Αχ.	ποίους γάμους φῆς; ἀφασία μ' ἔχει, γύναι εἰ μή τι παρανοοῦσα καινουργεῖς λόγον.	13
Κλ.	πᾶσιν τόδ' ἐμπέφυκεν, αἰδεῖσθαι φίλους καινοὺς ὀρώσι καὶ γάμου μεμνημένοις.	15
Αχ.	οὐπόποτ' ἐμνήστευσα παῖδα σὴν, γύναι, οὐδ' ἐξ Ἀτρειδῶν ἦλθέ μοι λόγος γάμων.	17 18
Κλ.	τί δῆτ' ἄν εἴη; σὺ πάλιν αὖ λόγους ἐμοὺς θαύμαζ'. ἐμοὶ γὰρ θαύματ' ἐστὶ τὰ παρὰ σοῦ.	19 20

lines 208–227

- (a) Δαναϊδῶν ἐς σύλλογον (line 1). Why are the Greeks gathered at Aulis? [2]
- (b) In line 2 (γυνή . . . πεφραγμένους), how do Achilles' words reinforce the idea that this is no place for a woman?
You should make **two** points and refer to the Greek in your answer. [4]
- (c) Lines 6–10 (αἰσχρὸν . . . θέμις).
(i) Why is Achilles embarrassed here? [2]
(ii) Using **two** examples from these lines, explain how Achilles shows his embarrassment. [4]
- (d) νυμφευμάτων (line 8). Name the two people whose 'marriage' is referred to here. [2]
- (e) Name the following:
(i) θεᾶς (line 12) [1]
(ii) Ἀτρειδῶν (line 18) [2]
- (f) ἀφασία μ' ἔχει (line 13). Translate this phrase into good English. [1]
- (g) Translate lines 15–17 (πᾶσιν . . . γύναι), writing **on alternate lines**. [5]

(h) Either

- (i)** Write out and scan line 18 (*οὐδ' ἐξ . . . γάμων*), showing the length of syllables and the division of feet.

Or

- (ii)** From lines 19–20 (*τί δῆτ' . . . παρὰ σοῦ*), show how the arrangement or choice of words illustrates Clytemnestra's confusion.

You should make **two** points and refer to the Greek in your answer. [2]

- (i)** What important information do Achilles and Clytemnestra hear from her loyal servant just after this passage? [5]

[Total: 30]

2 Answer the questions on the following passage.

τούτων ἐγὼ μὲν τῶν λόγων μνήμην ἔχω,	1
σὺ δ' ἐπιλέλῃσαι, καί μ' ἀποκτεῖναι θέλεις.	
μή, πρὸς σε Πέλοπος καὶ πρὸς Ἀτρέως πατρὸς	3
καὶ τῆσδε μητρός, ἢ πρὶν ὠδίνουσ' ἐμὲ	
νῦν δευτέραν ὠδίνα τήνδε λαμβάνει.	5
τί μοι μέτεστι τῶν Ἀλεξάνδρου γάμων	6
Ἑλένης τε; πόθεν ἦλθ' ἐπ' ὀλέθρῳ τῶμῳ, πάτερ;	7
βλέψον πρὸς ἡμᾶς, ὅμμα δὸς φίλημά τε,	8
ἴν' ἀλλὰ τοῦτο καταθανοῦσ' ἔχω σέθεν	
μνημεῖον, ἣν μὴ τοῖς ἐμοῖς πεισθῆς λόγοις.	10
ἀδελφέ, μικρὸς μὲν σὺ γ' ἐπίκουρος φίλοις,	11
ὅμως δὲ συνδάκρυσον, ἰκέτευσον πατρὸς	
τὴν σὴν ἀδελφὴν μὴ θανεῖν· αἴσθημά τοι	13
κὰν νηπίοις γε τῶν κακῶν ἐγγίγνεται.	
ἰδοὺ σιωπῶν λίσσεται σ' ὄδ', ὦ πάτερ.	
ἀλλ' αἴδεσαί με καὶ κατοίκτιρον βίου.	16
ναί, πρὸς γενεῖου σ' ἀντόμεσθα δύο φίλω·	
ὃ μὲν νεοσσός ἐστιν, ἢ δ' ἠϋξημένη.	
ἐν συντεμοῦσα πάντα νικήσω λόγον·	
τὸ φῶς τόδ' ἀνθρώποισιν ἴδιστον βλέπειν,	
τὰ νέρθε δ' οὐδέν· μαίνεται δ' ὄς εὔχεται	
θανεῖν. κακῶς ζῆν κρεῖσσον ἢ καλῶς θανεῖν.	22

lines 300–321

- (a) In line 1 Iphigenia says “I keep the memory of these words”. Summarise the conversation between Iphigenia and her father which she recalls in the lines leading up to this passage. [3]
- (b) (i) μή (line 3). What request is Iphigenia making here? [1]
(ii) In lines 3–5 (πρὸς . . . λαμβάνει), how does Iphigenia try to influence her father? You should make **four** points. [4]
- (c) τί μοι . . . πάτερ; (lines 6–7). Do you think that Iphigenia’s objections are valid here? You should make **two** points. [4]
- (d) Translate lines 8–10 (βλέψον . . . λόγοις), writing **on alternate lines**. [5]
- (e) ἀδελφέ (line 11). Name this person. [1]
- (f) ἐπίκουρος (line 11) means ‘ally/helper’. How does Iphigenia think this person can help her in the present circumstances? [2]
- (g) αἴσθημά (line 13). Write down the most appropriate translation of this word from the following:

need	knowledge	fear	awareness
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[1]

(h) ἀλλ' αἰδεσσαί . . . καλῶς θανεῖν (lines 16–22).

How does Iphigenia try to make her appeal as effective as possible **in these lines**?

You should make **three** points.

[6]

(i) κακῶς ζῆν κρεῖσσον ἢ καλῶς θανεῖν (line 22).

Do you think Iphigenia is making a valid point here?

Give reasons for your answer.

[3]

[Total: 30]

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

Section B Homer: *Odyssey* 9

Answer **all** questions in this Section.

3 Answer the questions on the following passage.

“ὦ ξεῖνοι, τίνες ἐστέ; πόθεν πλεῖθ’ ὕγρα κέλευθα;	1
ἢ τι κατὰ πρῆξιν ἢ μασιδίως ἀλάλησθε	2
οἷά τε ληϊστήρες ὑπεῖρ ἄλλα, τοί τ’ ἀλόωνται	
ψυχὰς παρθήμενοι, κακὸν ἀλλοδαποῖσι φέροντες;”	4
ὡς ἔφαθ’, ἡμῖν δ’ αὖτε κατεκλάσθη φίλον ἦτορ	
δαισάντων φθόγγον τε βαρὺν αὐτόν τε πέλωρον.	6
ἀλλὰ καὶ ὡς μιν ἔπεσιν ἀμειβόμενος προσέειπον·	
“ἡμεῖς τοι Τροίηθεν ἀποπλαγχθέντες Ἀχαιοὶ	
παντοίοις ἀνέμοισιν ὑπὲρ μέγα λαῖτμα θαλάσσης,	9
οἴκαδε ἰέμενοι, ἄλλην ὁδόν, ἄλλα κέλευθα	10
ἦλθομεν· οὕτω που Ζεὺς ἤθελε μητίσασθαι.	11
λαοὶ δ’ Ἀτρείδew Ἀγαμέμνονος εὐχόμεθ’ εἶναι,	12
τοῦ δὴ νῦν γε μέγιστον ὑπουράνιον κλέος ἐστί·	13
τόσσην γὰρ διέπερσε πόλιν καὶ ἀπώλεσε λαοὺς	
πολλοὺς· ἡμεῖς δ’ αὖτε κιχανόμενοι τὰ σὰ γούνα	
ἰκόμεθ’, εἴ τι πόροις ξεινήϊον ἢ καὶ ἄλλως	16
δοίης δωτήνην, ἢ τε ξείνων θέμις ἐστίν.	
ἀλλ’ αἰδεῖο, φέριστε, θεοῦς· ἰκέται δέ τοί εἰμεν.	
Ζεὺς δ’ ἐπιτιμήτωρ ἰκετάων τε ξείνων τε,	
ξείνιος, ὃς ξείνοισιν ἄμ’ αἰδοίοισιν ὀπηδεῖ.”	

lines 252–271

- (a) Who is speaking in lines 1–4? [1]
- (b) Explain the situation that Odysseus and his men find themselves in at the beginning of this passage. [4]
- (c) Translate lines 2–4 (*ἢ τι . . . φέροντες*), writing **on alternate lines**. [5]
- (d) *δαισάντων* (line 6). Which **two** things make Odysseus and his men afraid? [2]
- (e) *θαλάσσης* (line 9): name this sea. [1]
- (f) **Either**
- (i) Write out and scan line 10 (*οἴκαδε . . . κέλευθα*), showing the length of syllables and the division of feet.
- Or**
- (ii) In line 10 (*οἴκαδε . . . κέλευθα*), show how the arrangement or choice of words is used by Odysseus in an attempt to gain sympathy from the Cyclops. You should make **two** points. [2]
- (g) *οὕτω που Ζεὺς ἤθελε μητίσασθαι* (line 11). Why do you think Odysseus includes this comment? [2]

- (h) Ἀπείδεω Ἀγαμέμνονος (line 12). Translate this phrase. [1]
- (i) (i) Translate μέγιστον ὑπουράνιον κλέος (line 13). [2]
(ii) What had Agamemnon done to deserve such praise? [2]
- (j) ξεινήιον (line 16). What 'gift of hospitality' will the Cyclops offer to Odysseus? [2]
- (k) What can be learned about ancient laws of hospitality (*xenia*) from this passage and from the rest of the text studied? [6]
You should make **three** points.

[Total: 30]

4 Answer the questions on the following passage.

<i>Κύκλωπος γὰρ ἔκειτο μέγα ῥόπαλον παρὰ σῆκῳ,</i>	1
<i>χλωρὸν ἐλαίνεον· τὸ μὲν ἔκταμεν, ὄφρα φοροίη</i>	2
<i>αὐανθέν. τὸ μὲν ἄμμιες εἴσκομεν εἰσορόωντες</i>	3
<i>ὅσπον θ' ἰστὸν νηὸς ἐεικοσόροιο μελαίνης,</i>	
<i>φορτίδος εὐρείης, ἣ τ' ἐκπεράα μέγα λαῖτμα·</i>	5
<i>τόσπον ἔην μῆκος, τόσπον πάχος εἰσοράασθαι.</i>	
<i>τοῦ μὲν ὅσον τ' ὄργυιαν ἐγὼν ἀπέκοψα παραστάς,</i>	7
<i>καὶ παρέθηχ' ἐτάροισιν, ἀποξῦναι δ' ἐκέλευσα·</i>	
<i>οἱ δ' ὀμαλὸν ποίησαν· ἐγὼ δ' ἐθόωσα παραστάς</i>	9
<i>ἄκρον, ἄφαρ δὲ λαβὼν ἐπυράκτεον ἐν πυρὶ κηλέῳ.</i>	
<i>καὶ τὸ μὲν εὖ κατέθηκα κατακρύψας ὑπὸ κόπρῳ,</i>	11
<i>ἣ ῥα κατὰ σπείους κέχυτο μεγάλ' ἤλιθα πολλή·</i>	
<i>αὐτὰρ τοὺς ἄλλους κλήρῳ πεπαλάσθαι ἄνωγον,</i>	13
<i>ὅς τις τολμήσειεν ἐμοὶ σὺν μοχλὸν αἰείρας</i>	
<i>τρίψαι ἐν ὀφθαλμῳ, ὅτε τὸν γλυκὺς ὕπνος ἰκάνοι.</i>	15
<i>οἱ δ' ἔλαχον τοὺς ἄν κε καὶ ἤθελον αὐτὸς ἐλέσθαι,</i>	16
<i>τέσσαρες, αὐτὰρ ἐγὼ πέμπτος μετὰ τοῖσιν ἐλέγμην.</i>	
<i>ἐσπέριος δ' ἦλθεν καλλίτριχα μῆλα νομεύων·</i>	18
<i>αὐτίκα δ' εἰς εὐρὸν σπέος ἦλασε πίονα μῆλα,</i>	
<i>πάντα μάλ', οὐδέ τι λείπε βαθείης ἔκτοθεν αὐλῆς,</i>	20
<i>ἣ τι οἰσάμενος, ἣ καὶ θεὸς ὥς ἐκέλευσεν.</i>	
<i>αὐτὰρ ἔπειτ' ἐπέθηκε θυρεὸν μέγαν ὑπόσ' αἰείρας,</i>	
<i>ἐζόμενος δ' ἤμελγεν οἷς καὶ μηκάδας αἶγας,</i>	23
<i>πάντα κατὰ μοῖραν, καὶ ὑπ' ἔμβρυον ἦκεν ἐκάστη.</i>	
<i>αὐτὰρ ἐπεὶ δὴ σπεύσε πονησάμενος τὰ ἄ ἔργα,</i>	25
<i>σὺν δ' ὅ γε δὴ αὐτε δύο μάρμας ὀπλίσατο δόρπον.</i>	26

lines 319–344

- (a) How is the stake (*ῥόπαλον*) described in lines 1–2? [2]
- (b) In lines 3–5 (*τὸ μὲν ἄμμιες . . . λαῖτμα*), how does Odysseus emphasise the size of the stake? [3]
- (c) *ὄργυιαν* (line 7). Write down the approximate length of the section of stake cut off by Odysseus.
Choose from the following:
- | | | | |
|--------------|------------|-------------|--------------|
| half a metre | two metres | four metres | eight metres |
|--------------|------------|-------------|--------------|
- [1]
- (d) *οἱ δ' ὀμαλὸν . . . ὑπὸ κόπρῳ* (lines 9–11).
(i) Describe the process of preparing the stake after it has been cut off. [3]
(ii) How does the Greek of line 9 (*οἱ . . . παραστάς*) indicate that the tasks were shared? [1]
- (e) *αὐτὰρ . . . ἰκάνοι* (lines 13–15). Explain Odysseus' plan. [3]
- (f) Translate lines 16–18 (*οἱ δ' ἔλαχον . . . νομεύων*), writing **on alternate lines**. [5]

- (g) οὐδέ τι λειπέε βαθείης ἔκτοθεν ἀλῆς (line 20).
(i) Why does Homer include this detail? [2]
(ii) What reasons are given for the Cyclops changing his normal routine? [2]
- (h) (i) What is the shocking event described in line 26 (σὺν . . . δόρπον)? [2]
(ii) How does the description in lines 23–25 (ἐζόμενος . . . ἔργα) make the shock more effective for the reader? [2]
- (i) What impression of Odysseus do you gain **from this passage**?
You should make **two** points. [4]

[Total: 30]

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