

General Certificate of Secondary Education
June 2005



CLASSICAL GREEK
Paper 2

3024/2

Tuesday 21 June 2005

1.30 pm to 3.15 pm

In addition to this paper you will require:

- a 12-page answer book;
- a Greek - English vocabulary list (enclosed).

Time allowed: 1 hour 45 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is 3024/2.
- Answer **either** Questions 1, 2 (Homer) **and** 5
or Questions 3, 4 (Euripides) **and** 5.
- Do all rough work in the answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 100.
- Mark allocations are shown in brackets.
- The meanings of words underlined in Question 5 are given in the Greek-English vocabulary list provided on a separate sheet.

Advice

- You are reminded of the need for clear presentation.

SECTION A - LITERATURE

Answer EITHER Questions 1 and 2 OR Questions 3 and 4.

HOMER, *Odyssey* VII

Total for this question: 30 marks

- 1 Read the following extract, which is taken from the set text which you have studied, and answer the questions which follow.

πέμπε δ' ἐπὶ σχεδίας πολυδέσμου, πολλὰ δ' ἔδωκε,
 σίτον καὶ μέθυ ἠδύ, καὶ ἄμβροτα εἶματα ἔσσειν,
 οὖρον δὲ προέηκεν ἀπήμονά τε λιαρόν τε.
 ἐπτὰ δὲ καὶ δέκα μὲν πλέον ἤματα ποντοπορεύων,
 ὀκτωκαιδεκάτη δ' ἐφάνη ὄρεα σκιόεντα 5
 γαίης ὑμετέρης, γήθησε δέ μοι φίλον ἦτορ
 δυσμόρφ· ἦ γὰρ μέλλον ἔτι ξυνέσεσθαι οἰζυῖ
 πολλῇ, τὴν μοι ἐπῶρσε Ποσειδάων ἐνοσίχθων,
 ὅς μοι ἐφορμήσας ἀνέμους κατέδησε κελεύθου,
 ὄρινεν δὲ θάλασσαν ἀθέσφατον, οὐδέ τι κῦμα 10
 εἶα ἐπὶ σχεδίας ἀδινὰ στενάχοντα φέρεσθαι.
 τὴν μὲν ἔπειτα θύελλα διεσκέδασ'· αὐτὰρ ἐγὼ γε
 νηχόμενος τότε λαῖτμα διέτμαγον, ὄφρα με γαίη
 ὑμετέρη ἐπέλασσε φέρων ἄνεμός τε καὶ ὕδωρ.
 ἔνθα κέ μ' ἐκβαίνοντα βιήσατο κῦμ' ἐπὶ χέρσου, 15
 πέτρης πρὸς μεγάλῃσι βαλὸν καὶ ἀτερπέϊ χώρῳ.

lines 264-279

- (a) Look at lines 1-3 (πέμπε δ'...λιαρόν τε).
- (i) Name the person who is the subject of the verb πέμπε. (1 mark)
- (ii) According to these lines, what did this person do for Odysseus? (4 marks)
- (b) Refer to lines 5-6 (ὀκτωκαιδεκάτη...γαίης ὑμετέρης).
- (i) What is the name of the inhabitants of this land? (1 mark)
- (ii) Name the king of this land. (1 mark)
- (iii) When did Odysseus arrive here? (1 mark)

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- (c) Explain why the words *δυσμóρω* (line 7) and *οἰζυὶ πολλῇ* (lines 7-8) are so striking. (2 marks)
- (d) Look at lines 7-11 (*ἦ γάρ...φέρεσθαι*).
- (i) Why is Poseidon described as *ἐνοσίχθων*? Do **not** merely translate. (1 mark)
- (ii) *ἐνοσίχθων* is a stock epithet. Explain what a stock epithet is, and why stock epithets are such a common feature of Homeric poetry. (2 marks)
- (iii) Write down and translate **one** other stock epithet from these lines. (2 marks)
- (iv) What did Poseidon do to hinder Odysseus? (4 marks)
- (e) Refer to lines 12-14 (*τῆν μὲν...καὶ ὕδωρ*).
- (i) What does Odysseus say happened to his raft? (1 mark)
- (ii) As a result, what did Odysseus do and what happened to him? (2 marks)
- (f) Translate lines 15-16 (*ἔνθα κέ...ἀτερπέϊ χόρω*). (6 marks)
- (g) Write down **two** examples of Homeric dialect from this passage. (2 marks)

TURN OVER FOR THE NEXT QUESTION

Turn over ►

Total for this question: 30 marks

- 2 Read the following extract, which is taken from the set text which you have studied, and answer the questions which follow.

“Ζεῦ πάτερ, αἴθ' ὅσα εἶπε τελευτήσειεν ἅπαντα
Ἄλκίνοος· τοῦ μὲν κεν ἐπὶ ζείδωρον ἄρουραν
ἄσβεστον κλέος εἶη, ἐγὼ δέ κε πατρίδ' ἰκοίμην.”

ὥς οἱ μὲν τοιαῦτα πρὸς ἀλλήλους ἀγόρευον,
κέκλετο δ' Ἀρήτη λευκώλενος ἀμφιπόλοισι
δέμνι' ὑπ' αἰθούσῃ θέμεναι καὶ ῥήγεα καλὰ
πορφύρε' ἐμβαλέειν, στορέσαι τ' ἐφύπερθε τάπητας
χλαίνας τ' ἐνθέμεναι οὔλας καθύπερθεν ἔσασθαι.

5

αἱ δ' ἴσαν ἐκ μεγάροιο δάος μετὰ χερσὶν ἔχουσαι·
αὐτὰρ ἐπεὶ στόρεσαν πυκινὸν λέχος ἐγκονέουσαι,
ὄτρυνον Ὀδυσῆα παριστάμεναι ἐπέεσσιν·

10

“ὄρσο κέων, ᾧ ξεῖνε· πεποιήται δέ τοι εὐνή.”

ὥς φάν· τῷ δ' ἀσπαστὸν εἰείσατο κοιμηθῆναι.
ὥς ὁ μὲν ἔνθα καθεῦθε πολύτλας δῖος Ὀδυσσεὺς
τρητοῖς ἐν λεχέεσσιν ὑπ' αἰθούσῃ ἐριδούπῳ·
Ἄλκίνοος δ' ἄρα λέκτο μυχῷ δόμου ὑψηλοῖο,
πὰρ δὲ γυνὴ δέσποινα λέχος πόρσυνε καὶ εὐνήν.

15

lines 331-347

- (a) Refer to lines 1-3 (Ζεῦ πάτερ...ἰκοίμην).
- (i) What wish does Odysseus make? (1 mark)
- (ii) What two things would happen if Zeus were to grant his wish? (2 marks)
- (b) Look at lines 4-9 (ὥς οἱ...χερσὶν ἔχουσαι).
- (i) Who is Arete? (1 mark)
- (ii) What instructions does she give her maids? (4 marks)
- (iii) What feature of Homeric social life is revealed by the phrase δέμνι' ὑπ' αἰθούσῃ θέμεναι? Do **not** merely translate. (1 mark)
- (iv) Quote and translate **two** words from these lines which Homer uses to make a colourful contrast. (2 marks)
- (c) Refer to line 9 (αἱ δ' ἴσαν...ἔχουσαι). To whom or what does αἱ refer? (1 mark)

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- (d) Look at lines 10-12 (*αὐτὰρ...τοι εὐνή*). What are we told in these lines? (4 marks)
- (e) Refer to line 14 (*ὡς ὁ μὲν...Ὀδυσσεὺς*). This line is exactly the same as the first line of Book VI of the *Odyssey* (which you have not studied). What is the explanation for this? (2 marks)
- (f) Look at line 15 (*τρητοῖς...ἐριδοῦπω*). Explain what Homer is referring to in the word *τρητοῖς*. Do **not** merely translate. (1 mark)
- (g) Translate lines 16-17 (*Ἀλκίνοος...καὶ εὐνήν*). (6 marks)
- (h) What have you enjoyed about reading Homer? You should make **five different** points, and you should support your comments by reference to the whole set text, not just the passages printed here. (5 marks)

TURN OVER FOR THE NEXT QUESTION

Do not answer Questions 3 and 4 if you have answered Questions 1 and 2.

EURIPIDES, *Iphigenia in Aulis*

Total for this question: 30 marks

- 3 Read the following extract, which is taken from the set text which you have studied, and answer the questions which follow.

MENEΛΑΟΣ

Πέλοπα κατόμνυμ', ὃς πατήρ τοῦμοῦ πατρὸς
 τοῦ σοῦ τ' ἐκλήθη, τὸν τεκόντα τ' Ἀτρέα,
 ἢ μὴν ἐρεῖν σοι τὰπὸ καρδίας σαφῶς
 καὶ μὴ ἴπιτηδες μηδέν, ἀλλ' ὅσον φρονῶ.
 ἐγὼ σ' ἀπ' ὄσσων ἐκβαλόντ' ἰδῶν δάκρυ 5
 ῥκτιρα, καὐτὸς ἀνταφῆκά σοι πάλιν
 καὶ τῶν παλαιῶν ἐξαφίσταμαι λόγων,
 οὐκ ἐς σέ δεινός· εἰμὶ δ' οὔπερ εἶ σὺ νῦν·
 καὶ σοι παραινῶ μὴτ' ἀποκτείνειν τέκνον
 μὴτ' ἀνθελέσθαι τοῦμόν. οὐ γὰρ ἔνδικον 10
 σέ μὲν στενάζειν, τὰμὰ δ' ἠδέως ἔχειν,
 θνήσκειν τε τοὺς σοὺς, τοὺς δ' ἐμοὺς ὄρᾶν φάος.
 τί βούλομαι γάρ; οὐ γάμους ἐξαίρετους
 ἄλλους λάβοιμ' ἄν, εἰ γάμων ἰμείρομαι;
 ἀλλ' ἀπολέσας ἀδελφόν, ὄν μ' ἠκιστα χρῆν, 15
 Ἐλένην ἔλωμαι, τὸ κακὸν ἀντὶ τὰγαθοῦ;

lines 113-128

- (a) Look at lines 1-4 (Πέλοπα...ὄσον φρονῶ).
- (i) Name the person to whom Menelaus is speaking. (1 mark)
- (ii) What **two** things do we learn of Menelaus' family history here? (2 marks)
- (iii) In these lines, Menelaus is making a strong appeal. How, by his use of language, does Euripides suggest this? You should make **two** points and you **must** quote from the Greek in your answer. (2 marks)

- (b) Refer to lines 5-8 (ἐγὼ σ'...σὲ δεινός).
- (i) What does Menelaus say here about his feelings and actions? (3 marks)
- (ii) What was the reason for this? (1 mark)
- (iii) τῶν παλαιῶν λόγων (line 7): what has Menelaus argued earlier in the play? (1 mark)
- (c) Translate lines 8-10 (εἰμὶ δ' οὔπερ...ἀνθελέσθαι τοῦμόν). (6 marks)
- (d) Look at lines 10-12 (οὐ γὰρ...ὄρᾶν φάος).
- (i) How, by his use of language, does Euripides suggest the contrast in fortunes between the two characters here? You should make **two** points and you **must** quote from the Greek in your answer. (2 marks)
- (ii) Name the two people to whom Menelaus is specifically referring in the words τοὺς σοῦς and τοὺς ἐμοῦς. (2 marks)
- (e) Refer to lines 13-16 (τί βούλομαι...ἀντὶ τὰγαθοῦ).
- (i) What arguments for his change of mind does Menelaus use here? (4 marks)
- (ii) The language Menelaus uses here is very rhetorical (that is, it is designed to persuade the other person to agree with the arguments that Menelaus is making). Identify **two** examples of rhetorical language. You **must** support your answer by quoting from the Greek. (2 marks)
- (f) How does Euripides portray Menelaus in the sections of *Iphigenia in Aulis* that you have read? You must make **four** points and you should refer to the **whole** set text, not just the passages printed here. (4 marks)

TURN OVER FOR THE NEXT QUESTION

Total for this question: 30 marks

- 4 Read the following extract, which is taken from the set text which you have studied, and answer the questions which follow.

Ιφ. ἀλλὰ ξὺν ἱεροῖς χρῆ τό γ' εὐσεβὲς σκοπεῖν.
Αγ. εἴση σύ· χερνίβων γὰρ ἐστήξῃ πέλας.
Ιφ. στήσομεν ἄρ' ἀμφὶ βωμόν, ᾧ πάτερ, χορούς;
Αγ. ζηλωτὸν σὲ μάλλον ἢ μὲ τοῦ μηδὲν φρονεῖν.
 χῶρει δὲ μελάθρων ἐντός—ὀφθῆναι κόραις 5
 πικρόν—φίλημα δοῦσα δεξιάν τέ μοι,
 μέλλουσα δαρὸν πατρὸς ἀποικήσειν χρόνον.
 ᾧ στέρνα καὶ παρῆδες, ᾧ ξανθαὶ κόμαι,
 ὡς ἄχθος ὑμῖν ἐγένεθ' ἢ Φρυγῶν πόλις
 Ἑλένη τε.—παύω τοὺς λόγους· ταχεῖα γὰρ 10
 νοτὶς διώκει μ' ὀμμάτων ψαύσαντά σου.
 ἴθ' εἰς μέλαθρα. σὲ δὲ παραιτοῦμαι τάδε,
 Λήδας γένεθλον, εἰ κατωκτίσθην ἄγαν,
 μέλλων Ἀχιλλεῖ θυγατέρ' ἐκδώσειν ἐμήν.
 ἀποστολαὶ γὰρ μακάριαι μὲν, ἀλλ' ὅμως 15
 δάκνουσι τοὺς τεκόντας, ὅταν ἄλλοις δόμοις
 παῖδας παραδιδῶ πολλὰ μοχθήσας πατήρ.

lines 185-201

- (a) Refer to lines 1-3 (*ἀλλὰ ξὺν...χορούς*).
- (i) Translate lines 1-2. (6 marks)
- (ii) Explain the dramatic irony (double meaning) in lines 1-3. (3 marks)
- (b) Look at lines 4-7 (*ζηλωτὸν σὲ...χρόνον*). What does Agamemnon say to Iphigenia here? (4 marks)
- (c) Refer to lines 8-11 (*ᾧ στέρνα...ψαύσαντά σου*). How, by his use of language, does Euripides convey the emotion that Agamemnon feels in these lines? You should make **three** points and you **must** quote from the Greek in your answer. (3 marks)

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- (d) Look at lines 12-14 (*ἴθ' ἐς μέλαθρα...ἐκδώσειν ἐμήν*).
- (i) What does Agamemnon tell Iphigenia to do? (1 mark)
- (ii) Name *Λήδας γένεθλον*. (1 mark)
- (iii) What does Agamemnon ask of *Λήδας γένεθλον*? (2 marks)
- (e) Refer to lines 15-17 (*ἀποστολαί...μοχθήσας πατήρ*).
- (i) How does Agamemnon explain his apparently odd behaviour? (4 marks)
- (ii) Quote the two Greek words which, along with *μέν* and *ἀλλ' ὅμως*, express the opposite feelings he describes. (2 marks)
- (f) How easy do you think a modern theatre audience would find it to understand and appreciate an English version of the play *Iphigenia in Aulis*? You should support your comments by referring to the whole set text, not just the passages printed here. Make **four** points. (4 marks)

TURN OVER FOR THE NEXT QUESTION

SECTION B - LANGUAGE

Total for this question: 40 marks

- 5 Read the following passage and then answer in English the questions which follow. The meanings of words underlined in the passage are given in the Greek-English vocabulary list provided on the separate sheet.

The Persians capture king Croesus, a fabulously wealthy man, after defeating him in battle. Cyrus, the Persian king, is about to burn Croesus alive, but decides to spare him when, on the point of death, Croesus quotes the wise words of Solon. So Croesus survives, but only with the help of the gods.

καὶ οἱ Πέρσαι, τὸν Κροῖσον λαβόντες, πρὸς τὸν Κύρον ἤγαγον. ὁ δὲ Κροῖσον ἐπὶ μεγάλη πυρᾷ ἔθηκεν. καὶ τῷ Κροισῷ τοιαῦτα κακὰ φερόντι, οἱ λόγοι οἱ τοῦ Σόλωνος εἰσηλθόν, ὡς ἐξείη μηδένι τῶν ζώντων εἶναι εὐτυχεῖ. ἐπεὶ δὲ τούτου ἐμέμνητο, τρίς ἔλεξε τὸ ὄνομα “Σόλων”. καὶ Κύρος μὲν, τὸ ὄνομα ἀκούσας, τὸν ἄνθρωπον ἠρώτησε τίς Σόλων εἶη· Κροῖσος δέ, καίπερ οὐ βουλόμενος πολὺν χρόνον ἀποκρίνασθαι, τέλος ὑπὸ τῶν Κύρου δούλων ἀναγκασθεὶς ἐδήλωσεν ἅ περὶ Σόλωνος ἐν τῷ νῶ ἦν. “εἶθε”, ἔφη, “οὗτος πᾶσι βασιλευσὶν εἰς λόγους ἐλθεῖν οἶός τ’ εἶη.” οὐδένοσ δὲ εἰδότος διὰ τί τοῦτο λέγει, Κύρος αὐτὸν αὐθις ἤτησε τὸ ἀληθὲς σαφῶς δεικνύναι. Κροῖσος οὖν εἶπε τάδε· “Σόλων, Ἀθηναῖος ὢν, πρὸς τὴν Περσικὴν χώραν ποτὲ ἀφικόμενος, πάντα τὸν πλοῦτον ὃν ἐκεῖ εὔρε κατεφρόνησεν. καὶ ἐγώ, καίπερ πλεῖστα χρήματα ἔχων, τὰ αὐτὰ ἤδη μεμάθηκά τε καὶ Σόλωνι πιστεύω.” Κροῖσου οὖν ταῦτα εἰπόντος καὶ τοῦ πυρὸς μείζονος γιγνομένου, Κύρος τοὺς δούλους τὸ πῦρ ἀποσβεννύναι ἐκέλευσε, διότι ἦσθετο ὡς ἐκεῖνός ἐστιν ἄξιος τοῦ ἐλέου. καὶ οἱ μὲν δούλοι τοῦτο κακῶς ἔπραξαν, Κροῖσος δέ, φοβούμενος θάνατον, τὸν Δία οὕτως ἐπεκάλεσεν ὅπως αὐτὸν σώζοι· “μὴ με λίπης, ὦ Ζεῦ, καὶ κώλυσόν με ἀποθνήσκειν.” καὶ τότε, ὥσπερ τοῦ θεοῦ ἀποκρινομένου, χειμῶν τοσοῦτω ὕδατι ἐγένετο ὥστε τὸ πῦρ ἀποσβεσθῆναι. Κύρος δὲ μάλιστα ἐθαύμαζεν, καὶ τὸν ἄνδρα κατὰ τῆς πυρᾶς εὐθύς ἤνεγκεν, ἐπειδὴ ἦσθετο Κροῖσον ὄντα ἀγαθὸν καὶ θεοφιλή.

HERODOTUS i. 86-87 (adapted with omissions)

- (a) Refer to lines 1-2 (καὶ οἱ...ἔθηκεν).
- (i) What two things did the Persians do? (2 marks)
- (ii) What did Cyrus do? (1 mark)
- (b) Look at lines 2-3 (καὶ τῷ...εὐτυχεῖ). What words of Solon came to Croesus as he was suffering such things? (2 marks)

- (c) Refer to lines 3-5 (*ἐπει...Σόλων εἶη*).
- (i) What apparently strange thing did Croesus do? (1 mark)
- (ii) What question did Cyrus ask when he heard this? (1 mark)
- (d) Look at lines 5-7 (*Κροῖσος δέ...νῶ ἦν*).
- (i) What was Croesus' first reaction to Cyrus' question? (1 mark)
- (ii) What did Croesus finally do? (2 marks)
- (iii) Why did he do this? (2 marks)
- (e) Refer to lines 7-8 (*εἶθε...οἶός τ' εἶη*). What did Croesus wish? (2 marks)
- (f) Look at lines 8-9 (*οὐδένοσ δέ...δεικνύναι*).
- (i) What did nobody know? (1 mark)
- (ii) What did Cyrus ask Croesus to do? (2 marks)
- (g) Refer to lines 9-11 (*Κροῖσος οὖν...κατεφρόνησεν*). What did Croesus say about Solon? (4 marks)
- (h) Translate lines 11-12 (*καὶ ἐγώ...πιστεύω*). (4 marks)
- (i) Look at lines 12-14 (*Κροῖσου οὖν...τοῦ ἐλέου*).
- (i) What order did Cyrus give his slaves? (1 mark)
- (ii) What did Cyrus realise which caused him to give this order? (1 mark)
- (j) Which of the following (A to D) is the best translation of *τοῦτο κακῶς ἔπραξαν* (line 15)?
 A this did badly B failed in this C did worse than this D were doing this badly (1 mark)
- (k) Refer to lines 15-17 (*Κροῖσος δέ...ἀποθνήσκειν*).
- (i) What three things did Croesus ask of Zeus? (3 marks)
- (ii) Why did he make these requests? (1 mark)
- (l) Look at lines 17-18 (*καὶ τότε...ἀποσβεσθῆναι*). What happened which seemed to suggest that the god had listened to Croesus' requests? (3 marks)
- (m) Refer to lines 18-20 (*Κῦρος δέ...καὶ θεοφιλή*).
- (i) What did Cyrus feel and do? (3 marks)
- (ii) Why did he do this? (2 marks)

END OF QUESTIONS

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE

General Certificate of Secondary Education
June 2005



CLASSICAL GREEK
Paper 2
Vocabulary List

INSERT TO 3024/2

Tuesday 21 June 2005

1.30 pm to 3.15 pm

Greek-English

<i>Ἀθηναῖος, -ου ὁ</i> <i>ἀναγκάζω</i> <i>ἀποσβέννυμι (aorist passive = ἀπεσβέσθην)</i>	Athenian I force, compel to extinguish, put out (a fire)
<i>εἰς λόγους ἐλθεῖν (+dative)</i> <i>ἔλεος, -ου ὁ</i> <i>ἐπικαλέω</i>	to share a conversation (with) pity, forgiveness to call upon, invoke
<i>ζάω</i>	I live
<i>θεοφιλής, -ές</i>	loved by the gods
<i>καταφρονέω</i> <i>Κῦρος, -ου ὁ</i> <i>Κροῖσος, -ου ὁ</i> <i>κωλύω</i>	I regard as unimportant Cyrus (the king of Persia) Croesus (the king of Lydia) I prevent
<i>μέμνημαι (+genitive)</i>	I remember
<i>νοῦς, νοῦ ὁ</i>	mind
<i>Πέρσαι, -ῶν οἱ</i> <i>Περσικός, -ή, -όν</i> <i>πλοῦτος, -ου ὁ</i> <i>ποτέ</i> <i>πῦρ, πυρός τό</i> <i>πυρά, -άς ἡ</i>	Persians Persian wealth, riches once fire (funeral) pyre
<i>Σόλων, Σόλωνος ὁ</i>	Solon (a man famous for his wisdom)
<i>τρίς</i>	three times