



Oxford Cambridge and RSA

GCSE (9–1) Classical Greek

J292/04 Verse Literature A

Wednesday 6 June 2018 – Afternoon

Time allowed: 1 hour



Do not use:

- a dictionary



First name

Last name

Centre
number

Candidate
number

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the barcodes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **12** pages.



2

Answer **all** the questions

1 Read the passage and answer the questions.

ἡ μὲν ἐπ' ἐσχάρῃ ἦστο σὺν ἀμφιπόλοισι γυναιξίν,
 ἡλάκατα στρωφῶσ' ἀλιπόρφυρα· τῷ δὲ θύραζε
 ἐρχομένῳ ξύμβλητο μετὰ κλειτοῦς βασιλῆας
 ἐς βουλήν, ἵνα μιν κάλεον Φαίηκες ἀγαυοί.

Homer, *Odyssey* 6, lines 52–55

(a) ἡ μὲν ... ἀλιπόρφυρα (lines 1–2): what was Nausicaa's mother doing?

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..... [2]

(b) τῷ δὲ ... ἀγαυοί (lines 2–4): what was Nausicaa's father about to do?

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..... [2]

3

2 Read the passage and answer the question.

‘καὶ δὲ σοὶ αὐτῷ ἔοικε μετὰ πρῶτοισιν ἔοντα
 βουλὰς βουλευεῖν καθαρὰ χροῖ εἶματ’ ἔχοντα.
 πέντε δέ τοι φίλοι νῆες ἐνὶ μεγάροισι γεγάασιν,
 οἱ δὲ ὀπυῖοντες, τρεῖς δ’ ἡϊθεοὶ θαλέθοντες·
 οἱ δ’ αἰεὶ ἐθέλουσι νεόπλυτα εἶματ’ ἔχοντες
 ἐς χορὸν ἔρχεσθαι.’

5

Homer, *Odyssey* 6, lines 60–65

How does Homer make Nausicaa’s appeal to her father persuasive?
 You should make **two** points, each supported by close reference to the Greek.

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[4]

4

3 Read the passage and answer the question.

δῶκεν δὲ χρυσέῃ ἐν ληκύθῳ ὕγρὸν ἔλαιον,
ἧος χυτλώσαιτο σὺν ἀμφιπόλοισι γυναιξίν.
ἢ δ' ἔλαβεν μάστιγα καὶ ἥνία σιγαλόεντα,
μάστιξεν δ' ἐλάαν· καναχὴ δ' ἦν ἡμιόνοιϊν·

Homer, *Odyssey* 6, lines 79–82

Translate this passage into English.

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..... [5]

4 Read the passage and answer the question.

αὐτὰρ ἐπεὶ σίτου τάρφθεν δμῳαί τε καὶ αὐτή,
σφαίρῃ ταί γ' ἄρα παῖζον, ἀπὸ κρήδεμνα βαλοῦσαι·

Homer, *Odyssey* 6, lines 99–100

Why do you think Nausicaa and her maids are wearing veils/head-scarfs?
You should make **two** points.

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..... [2]

5* Read the passage and answer the question.

οἷῃ δ' Ἄρτεμις εἶσι κατ' οὖρεα ἰοχέαιρα.
ἢ κατὰ Τηϋγέτον περιμήκετον ἢ Ἑρύμανθον,
τερπομένη κάπροισι καὶ ὠκείης ἐλάφοισι·
τῇ δέ θ' ἄμα νύμφαι, κοῦραι Διὸς αἰγιόχοιο,
ἀγρονόμοι παίζουσι· γέγηθε δέ τε φρένα Λητῶ·
πασάων δ' ὑπὲρ ἣ γε κάρη ἔχει ἠδὲ μέτωπα,
ῥεῖα τ' ἀριγνώτη πέλεται, καλαὶ δέ τε πᾶσαι·
ὥς ἣ γ' ἀμφιπόλοισι μετέπρεπε παρθένος ἀδμῆς.

Homer, *Odyssey* 6, lines 102–109

In this passage, how does Homer emphasise Nausicaa's striking appearance?

In your answer you may wish to consider:

- the resemblance of Nausicaa to Artemis
- the comparison of Nausicaa to her maids.

You must refer to the **Greek** and discuss a range of stylistic features such as choice, sound and position of words. [8]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

6 Read the passage and answer the questions.

ἔνθ' αὖτ' ἄλλ' ἐνόησε θεὰ γλαυκῶπις Ἀθήνη,
 ὥς Ὀδυσσεὺς ἔγροιτο, ἴδοι τ' εὐώπιδα κούρην,
 ἣ οἱ Φαιήκων ἀνδρῶν πόλιν ἡγήσαιο.
 σφαῖραν ἔπειτ' ἔρριψε μετ' ἀμφίπολον βασιλεια·
 ἀμφιπόλου μὲν ἄμαρτε, βαθείη δ' ἔμβαλε δίνη, 5
 αἰ δ' ἐπὶ μακρὸν αὔσαν.

Homer, *Odyssey* 6, lines 112–117

(a) ἔνθ' αὖτ' ... ἡγήσαιο (lines 1–3):

(i) pick out and translate a **Greek** adjective which describes Nausicaa.

Greek word:

English translation:

[2]

(ii) what did Athene turn her thoughts to?

.....

 [3]

(b) σφαῖραν ... αὔσαν (lines 4–6): what did Nausicaa do **and** what was the result?

.....

 [4]

7 Read the passage and answer the question.

ὦ μοι ἐγὼ, τέων αὖτε βροτῶν ἐς γαῖαν ἰκάνω;
 ἦ ῥ' οἳ γ' ὕβρισταί τε καὶ ἄγριοι οὐδὲ δίκαιοι,
 ἦε φιλόξεينوι, καὶ σφιν νόος ἐστὶ θεουδής;
 ὥς τέ με κουράων ἀμφήλυθε θῆλυς αὐτή,
 νυμφάων, αἱ ἔχουσ' ὀρέων αἰπείνῃ κάρηνα
 καὶ πηγὰς ποταμῶν καὶ πίσεα ποιήεντα.'

5

Translation:

*'Alas for me, to the land of which mortals have I come
 this time? Are they insolent and wild and not just, or are
 they friendly to strangers and do they have a god-fearing
 mind? A female shriek, as if of maidens, surrounded me,
 of nymphs who inhabit the high peaks of mountains and
 springs of rivers and grassy meadows.'*

Homer, *Odyssey* 6, lines 119–124

How does Homer emphasise the anxiety and confusion of Odysseus in this passage?
 You should make **two** points, each supported by close reference to the Greek.

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[4]

8 Read the passage and answer the questions.

ὥς ἄρα οἱ φρονέοντι δοάσσατο κέρδιον εἶναι,
 λίσσεσθαι ἐπέεσσιν ἀποσταδὰ μελιχίοισι,
 μή οἱ γοῦνα λαβόντι χολώσαιτο φρένα κούρη.
 αὐτίκα μελίχιον καὶ κερδαλέον φάτο μῦθον·
 ‘γουννοῦμαί σε, ἄνασσα· θεός νύ τις ἦ βροτός ἐσσι;’ 5

Homer, *Odyssey* 6, lines 145–149

- (a) ὥς ἄρα ... κούρη (lines 1–3): why did Odysseus decide to keep his distance?

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..... [2]

- (b) γουννοῦμαί ... ἐσσι (line 5): how would you describe Odysseus' tone towards Nausicaa in this line? Explain your answer with reference to the Greek.

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..... [2]

9* How does Homer make the story you have read interesting and engaging?

You should support your answer with a range of references to the section of *Odyssey* 6 you have read, and you may include passages printed on the question paper. **[10]**

[illegible]

[illegible]

END OF QUESTION PAPER

