

**GENERAL CERTIFICATE OF SECONDARY EDUCATION**  
**CLASSICAL GREEK**

**1941/02**

PAPER 2 Verse Literature  
**TUESDAY 19 JUNE 2007**

Afternoon

Time: 1 hour 30 minutes

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 all questions in **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 60 marks.

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

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

**Section A** Euripides: *Ion*

Answer **all** the questions in this Section.

1 Answer the questions on the following passage.

*Κρέουσα δ' ἡ τεκούσα τὸν νεανίαν*  
*Ἐούθῳ γαμείται συμφορᾶς τοιάσδ' ὕπο·*  
*ἦν ταῖς Ἀθήναις τοῖς τε Χαλκωδοντίδαις,*  
*οἳ γῆν ἔχουσ' Εὐβοίδα, πολέμιος κλύδων·*  
*ὄν συμπονήσας καὶ συνεξελὼν δορὶ*  
*γάμων Κρεούσης ἀξίωμ' ἐδέξατο,*  
*οὐκ ἐγγενὴς ὢν, Αἰόλου δὲ τοῦ Διὸς* 7  
*γεγὼς Ἀχαιός. χρόνια δὲ σπείρας λέχη* 8  
*ἄτεκνός ἐστι, καὶ Κρέουσ' ὦν οὐνεκα* 9  
*ἤκουσι πρὸς μαντεῖ' Ἀπόλλωνος τάδε* 10  
*ἔρωτι παίδων. Λοξίας δὲ τὴν τύχην*  
*ἔς τοῦτ' ἐλαύνει, κοῦ λέληθεν, ὡς δοκεῖ.* 12  
*δώσει γὰρ εἰσελθόντι μαντεῖον τόδε* 13  
*Ἐούθῳ τὸν αὐτοῦ παῖδα, καὶ πεφυκέναι* 14  
*κείνου σφε φήσει, μητρὸς ὡς ἐλθὼν δόμους*  
*γνωσθῆ Κρεούση, καὶ γάμοι τε Λοξίου*  
*κρυπτοὶ γένωνται παῖς τ' ἔχη τὰ πρόσφορα.* 17

lines 57–73

- (a) (i) Who is speaking here? [1]  
 (ii) What part has this character played in events leading up to the present situation? [3]
- (b) Briefly explain how Xuthus came to marry Creusa. [3]
- (c) οὐκ ἐγγενὴς . . . Ἀχαιός (lines 7–8). In what way is Xuthus a suitable husband for Creusa? [1]
- (d) Explain why Xuthus and Creusa have come to Delphi. [2]
- (e) ἄτεκνός ἐστι, καὶ Κρέουσ' (line 9).  
 Why is this not strictly true as far as Creusa is concerned? [1]
- (f) Translate lines 10–12 (ἤκουσι . . . ὡς δοκεῖ), writing on **alternate lines**. [5]
- (g) εἰσελθόντι μαντεῖον τόδε Ἐούθῳ (line 13–14).  
 (i) What is Apollo going to do when Xuthus enters the temple? [3]  
 (ii) What is Apollo's purpose in doing this? [3]
- (h) τὰ πρόσφορα (line 17).  
 What is Ion's 'rightful place'? [2]
- (i) Do you approve of Apollo's behaviour in these events?  
 You should make at least **three** points.  
 You may use information from this passage and from the rest of the prologue you have studied. [6]

[Total: 30]

## 2 Answer the questions on the following passage.

<i>Κρ.</i>	<i>ἄκουε δὴ τὸν μῦθον. – ἀλλ’ αἰδούμεθα.</i>	1
<i>Ιω.</i>	<i>οὐ τάρρα πράξεις οὐδέν· ἀργὸς ἢ θεός.</i>	2
<i>Κρ.</i>	<i>Φοίβω μιγῆναί φησί τις φίλων ἐμῶν.</i>	3
<i>Ιω.</i>	<i>Φοίβω γυνή γεγῶσα; μὴ λέγ’, ὦ ξένη.</i>	
<i>Κρ.</i>	<i>καὶ παῖδά γ’ ἔτεκε τῷ θεῷ λάθρα πατρός.</i>	5
<i>Ιω.</i>	<i>οὐκ ἔστιν· ἀνδρὸς ἀδικίαν αἰσχύνεται.</i>	6
<i>Κρ.</i>	<i>οὐ φησιν αὐτή, καὶ πέπονθεν ἄθλια.</i>	7
<i>Ιω.</i>	<i>τί χρῆμα δράσασ’, εἰ θεῷ συνεζύγη;</i>	
<i>Κρ.</i>	<i>τὸν παῖδ’ ὃν ἔτεκεν ἐξέθηκε δωμάτων.</i>	
<i>Ιω.</i>	<i>ὁ δ’ ἐκτεθείς παῖς ποῦ ἔστιν; εἰσορᾷ φάος;</i>	10
<i>Κρ.</i>	<i>οὐκ οἶδεν οὐδεὶς. ταῦτα καὶ μαντεύομαι.</i>	11
<i>Ιω.</i>	<i>εἰ δ’ οὐκέτ’ ἔστι, τίνι τρόπῳ διεφθάρη;</i>	
<i>Κρ.</i>	<i>θῆράς σφε τὸν δύστηνον ἐλπίζει κτανεῖν.</i>	
<i>Ιω.</i>	<i>ποιῶ τόδ’ ἔγνω χρωμένη τεκμηρίῳ;</i>	
<i>Κρ.</i>	<i>ἐλθοῦσ’ ἴν’ αὐτὸν ἐξέθηκ’ οὐχ ἡὔρ’ ἔτι.</i>	15
<i>Ιω.</i>	<i>ἦν δὲ σταλαγμὸς ἐν στίβῳ τις αἵματος;</i>	
<i>Κρ.</i>	<i>οὐ φησι. καίτοι πόλλ’ ἐπεστράφη πέδον.</i>	
<i>Ιω.</i>	<i>χρόνος δὲ τίς τῷ παιδί διαπεπραγμένῳ;</i>	
<i>Κρ.</i>	<i>σοὶ ταῦτὸν ἦβης, εἴπερ ἦν, εἶχ’ ἂν μέτρον.</i>	19

lines 154–172

- (a) *ἄκουε δὴ τὸν μῦθον. – ἀλλ’ αἰδούμεθα* (line 1).  
 (i) Why is Creusa ashamed to tell her story to Ion? [2]  
 (ii) How does she avoid embarrassment in telling the story? [2]
- (b) What does Ion mean when he says in reply ‘*ἀργὸς ἢ θεός*’ (line 2)? [2]
- (c) Translate lines 3–5 (*Φοίβω μιγῆναί . . . πατρός*), writing on **alternate lines**. [5]
- (d) *πατρός* (line 5). Name Creusa’s father **and** say what position he holds. [1+1]
- (e) **Either**  
 (i) Write out and scan line 7 (*οὐ φησιν . . . ἄθλια*), showing the length of syllables and the division of feet.  
**Or**  
 (ii) In line 6 (*οὐκ ἔστιν . . . αἰσχύνεται*) show how the arrangement or choice of words is used to emphasise the meaning. You should make **two** points. [2]
- (f) When Ion asks in line 10 what has happened to the child, Creusa replies: *οὐκ οἶδεν οὐδεὶς* (line 11).  
 (i) Explain why this reply is distressing for her. [2]  
 (ii) How is the Greek of Creusa’s reply especially emphatic? [1]
- (g) What does Creusa think has happened to the child? [2]
- (h) *ἐλθοῦσ’ ἴν’ αὐτὸν ἐξέθηκ’ οὐχ ἡὔρ’ ἔτι* (line 15).  
 Where precisely is the place to which Creusa is referring? [2]
- (i) *σοὶ ταῦτὸν ἦβης, εἴπερ ἦν, εἶχ’ ἂν μέτρον* (line 19).  
 Explain the dramatic irony contained in this line. [2]
- (j) What impression do you form of Ion’s character from this passage and from the rest of the scene? You should make at least **three** points and support your ideas with examples (in Greek or English). [6]

[Total: 30]  
[Turn over]

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

Section B Homer: *Iliad* 1

Answer **all** the questions in this Section.

3 Answer the questions on the following passage.

οὐρήας μὲν πρῶτον ἐπώχετο καὶ κύνας ἀργούς, 1  
 αὐτὰρ ἔπειτ' αὐτοῖσι βέλος ἐχεπευκὲς ἐφειὶς 3  
 βάλλ'. αἰεὶ δὲ πυραὶ νεκύων καίοντο θαμειαί.  
 ἐννήμαρ μὲν ἀνὰ στρατὸν ὄχετο κῆλα θεοῖο,  
 τῇ δεκάτῃ δ' ἀγορήνδε καλέσσατο λαὸν Ἀχιλλεύς·  
 τῷ γὰρ ἐπὶ φρεσὶ θῆκε θεὰ λευκώλενος Ἥρη·  
 κήδετο γὰρ Δαναῶν, ὅτι ῥα θνήσκοντας ὄρατο.  
 οἱ δ' ἐπεὶ οὖν ἤγερθεν ὀμηγερέες τ' ἐγένοντο,  
 τοῖσι δ' ἀνιστάμενος μετέφη πόδας ὠκὺς Ἀχιλλεύς.  
 “Ἄτρεΐδη, νῦν ἄμμε παλιμπλαγχθέντας οἴω 10  
 ἄψ ἀπονοστήσειν, εἴ κεν θάνατόν γε φύγοιμεν,  
 εἰ δὴ ὁμοῦ πόλεμός τε δαμᾶ καὶ λοιμὸς Ἀχαιοῦς. 12  
 ἀλλ' ἄγε δὴ τινα μάντιν ἐρείομεν ἢ ἱερῆα, 13  
 ἢ καὶ ὄνειροπόλον, καὶ γάρ τ' ὄναρ ἐκ Διὸς ἐστίν, 14  
 ὅς κ' εἴποι ὅ τι τόσσον ἐχώσατο Φοῖβος Ἀπόλλων,  
 εἴτ' ἄρ' ὅ γ' εὐχολῆς ἐπιμέμφεται εἴθ' ἑκατόμβης,  
 αἴ κέν πως ἀρνῶν κνίσσης αἰγῶν τε τελείων  
 βούλεται ἀντιάσας ἡμῖν ἀπὸ λαιγὸν ἀμύναι.”

lines 50–67

- (a) οὐρήας μὲν πρῶτον . . . βάλλ' (lines 1–3).  
 (i) Who is carrying out this attack on the Greek army **and** why? [1+3]  
 (ii) What happens to the dead **and** why is this necessary under the circumstances? [1+2]
- (b) **Either**  
 (i) Write out and scan line 3 (βάλλ' . . . θαμειαί), showing the length of syllables and the division of feet.  
**Or**  
 (ii) In line 3 (βάλλ' . . . θαμειαί) show how the arrangement or choice of words is used to emphasise the meaning. You should make **two** points. [2]
- (c) How long does this attack go on for? [1]
- (d) Why does Hera prompt Achilles to call an assembly? [3]
- (e) Translate lines 10–12 (Ἄτρεΐδη . . . Ἀχαιοῦς), writing on **alternate lines**. [5]
- (f) ἀλλ' ἄγε . . . ὄνειροπόλον (lines 13–14).  
 (i) Name the prophet of the Greek army. [1]  
 (ii) Why does he need to be consulted? [2]  
 (iii) What does he subsequently advise the Greeks to do? [3]
- (g) What does this passage tell us about the relationship between men and gods? You should support your answer with examples (in Greek or English). [6]

[Total: 30]

## 4 Answer the questions on the following passage.

οὐ γὰρ ἐγὼ Τρώων ἔνεκ' ἦλυθον αἰχμητῶν 1  
 δεῦρο μαχησόμενος, ἐπεὶ οὐ τί μοι αἴτιοί εἰσιν·  
 οὐ γάρ πώ ποτ' ἐμὰς βούς ἤλασαν οὐδὲ μὲν ἵππους, 3  
 οὐδέ ποτ' ἐν Φθίῃ ἐριβώλακι βωτιανείρῃ 4  
 καρπὸν ἐδηλήσαντ', ἐπεὶ ἦ μάλα πολλὰ μεταξὺ 5  
 οὐρεά τε σκιοέντα θάλασσά τε ἠχῆεσσα· 6  
 ἀλλὰ σοί, ὦ μέγ' ἀναιδές, ἄμ' ἐσπόμεθ', ὄφρα σὺ χαίρης, 7  
 τιμὴν ἀρνύμενοι Μενελάῳ σοί τε, κυνώπα, 8  
 πρὸς Τρώων· τῶν οὐ τι μετατρέπη οὐδ' ἀλεγίζεις· 9  
 καὶ δὴ μοι γέρας αὐτὸς ἀφαιρήσεσθαι ἀπειλεῖς, 10  
 ᾧ ἐπι πολλὰ μόγησα, δόσαν δέ μοι υἴες Ἀχαιῶν. 11  
 οὐ μὲν σοί ποτε ἴσον ἔχω γέρας, ὀππότ' Ἀχαιοὶ 12  
 Τρώων ἐκπέρσωσ' εὖ ναιόμενον πτολίεθρον·  
 ἀλλὰ τὸ μὲν πλεῖον πολυαἰκὸς πολέμοιο  
 χεῖρες ἐμαὶ διέπουσ'· ἀτὰρ ἦν ποτε δασμὸς ἴκηται,  
 σοὶ τὸ γέρας πολὺ μείζον, ἐγὼ δ' ὀλίγον τε φίλον τε  
 ἔρχομ' ἔχων ἐπὶ νῆας, ἐπεὶ κε κάμω πολεμίζων.  
 νῦν δ' εἶμι Φθίηνδ', ἐπεὶ ἦ πολὺ φέρτερόν ἐστιν 18  
 οἴκαδ' ἴμεν σὺν νηυσὶ κορωνίσιν, οὐδέ σ' οὔτω  
 ἐνθάδ' ἄτιμος ἐὼν ἄφενος καὶ πλοῦτον ἀφύξειν."

lines 152–171

- (a) Translate lines 1–3 (οὐ γὰρ . . . ἵππους), writing on **alternate lines**. [5]
- (b) ἐν Φθίῃ (line 4). Where is Phthia? [1]
- (c) ἐπεὶ . . . ἠχῆεσσα (lines 5–6). What **two** natural features does Achilles say have prevented the Trojans attacking his country? [2]
- (d) ἀλλὰ σοί . . . πρὸς Τρώων (lines 7–9).  
 (i) How does Achilles insult Agamemnon in these lines?  
 You should make **two** points and refer to the Greek in your answer. [4]  
 (ii) τιμὴν ἀρνύμενοι Μενελάῳ (line 8). Explain this reference. [3]
- (e) καὶ δὴ μοι . . . υἴες Ἀχαιῶν (lines 10–11).  
 (i) Who or what is the 'prize' referred to here? [1]  
 (ii) Explain why this prize is so important to Achilles. [2]
- (f) οὐ μὲν σοί . . . Φθίηνδ' (lines 12–18).  
 Do you think that Achilles puts forward a convincing argument in these lines or is he behaving more like a spoilt child?  
 You should make at least **three** points.  
 You should refer to the text (in Greek or English) to illustrate and support your points. [6]
- (g) Achilles threatens to leave Troy. What **three** things does he say will happen if he stays? [3]
- (h) What is Agamemnon's response (following this passage) to this speech of Achilles? [3]

[Total: 30]

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Acknowledgements:

Q.1 & Q.2 Euripides, *Ion*, 57-73, 154-172 © E C Kennedy, *Four Greek Authors*, Bristol Classical Press, 1998  
Q.3 & Q.4 Homer, *Iliad 1*, 50-67, 152-171 © J A Harrison and R H Jordan, *Homer: Iliad: Book 1*, Bristol Classical Press, 1993  
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