Classical Greek

Higher level and standard level

Specimen papers 1 and 2

For first examinations in 2016
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Classical Greek standard level paper 2 specimen markscheme

NOTE: The paper 2 extracts in these specimen papers are representative of, but do not come directly from, the list of prescribed passages.
Classical Greek
Higher level
Paper 1

Specimen paper

Candidate session number

1 hour 30 minutes

Instructions to candidates

• Write your session number in the boxes above.
• Do not open this examination paper until instructed to do so.
• Translate the text in the box provided.
• A dictionary is permitted for this examination paper.
• The maximum mark for this examination paper is [180 marks].
At a banquet offered by the Athenians to the Paphlagonian envoys, some Thracians provide entertainment by performing very elaborate dancing.

επεὶ δὲ σπονδαί τε ἐγένοντο καὶ ἐπαιάνισαν, ἀνέστησαν πρῶτον μὲν Θρᾴκες καὶ πρὸς αὐλὸν ὄρχησαν τοὺς ὅπλοις καὶ κοῦφως καὶ ταῖς μαχαίραις ἔχρωντο· τέλος δὲ ὁ ἕτερος τὸν ἕτερον παίει, ὡς πᾶσιν ἐδόκει πεπληγέναι τὸν ἄνδρα· ὁ δ’ ἔπεεσε τεχνικῶς πως, καὶ ἀνέκραγον οἱ Παφλαγόνες. καὶ ὁ μὲν σκυλεύσας τὰ ὅπλα τοῦ ἑτέρου ἔξη ἀδων τὸν Σιτάλκαν· ἄλλοι δὲ τῶν Θρᾳκῶν τὸν ἑτέρον ἔξεφερον ὡς τεθνηκότα· ἦν δὲ οὐδὲν πεπονθώς. μετὰ τοῦτο Αἰνιάνες καὶ Μάγνητες ἐν τοῖς ὅπλοις. ὁ δὲ τρόπος τῆς ὀρχήσεως ἦν, ὁ μὲν παραθέμενος τὰ ὅπλα σπείρει καὶ ζευγηλατεῖ, πυκνά δὲ στρεφόμενος ὡς φοβούμενος, λῃστὴς δὲ προσέρχεται· ὁ δ’ ἐπειδὰν προϊδήται, ἀπαντά ἀρπάσας τὰ ὅπλα καὶ μάχεται πρὸ τοῦ ζεύγους.

Xenophon, *Anabasis* 6.1.5–8

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1 Σιτάλκας, ὁ: the Sitalcas (a war song)
2 Αἰνιάνες καὶ Μάγνητες: Aenianians and Magnesians (two populations)
3 καρπαία, ἡ: the carpaea (a dance)
Please **do not** write on this page.

Answers written on this page will not be marked.
Markscheme

Specimen paper

Classical Greek

Higher level

Paper 1
The translation is assessed in its basic units of clause and sentence. To this end, the original text is chunked in a fixed number of sections (or "sense units"), 15 at SL and 30 at HL. Every section is awarded two separate marks according to the two descriptors outlined below.

Each section is awarded 0 to 3 marks for descriptor A (Meaning) and 0 to 3 marks for descriptor B (Vocabulary & Grammar).

The range of marks for each section is therefore 0 to 6, while the maximum number of marks for the whole text is 180 at HL (30 sections x 6 marks).

Criterion A (Meaning) assesses how well the meaning of each sense unit has been communicated.

Criterion B (Vocabulary & Grammar) assesses how correctly vocabulary and grammar have been rendered in relation to each sense unit. The term "grammar" here includes syntax and accidence.

As a guideline, criterion A tends to look at the translation as a whole (eg stylistic, literal and idiomatic meanings conveyed), while criterion B tends to assess the conformity of the single section with the original text (eg grammatical accuracy of translation, apparent understanding of source language syntax and vocabulary).

While it may not always be possible to give the full range of marks for a single sense unit, the range of marks necessary for differentiation is present over the whole exam.

With reference to the beginning of the Xenophon Greek HL passage, the marking of different translations sense units ἐπεὶ δὲ σπονδαί τε ἐγένοντο is as follows:

- "When both the libations occurred": A=3, B=3.
- "After religious activities happened": A=2 (the meaning has been partially communicated; errors impair the translation), B=3 (most grammar is rendered accurately).
- "When they were libation makers": A=3, B=2 (some vocabulary and grammar are rendered appropriately).
- "There were religious rites": A=2 (the meaning has been partially communicated; errors impair the translation), B=1 (the meaning has been partially communicated; limited grammar is rendered accurately).
- "When pouring out was being": A=1 (the translation conveys some meaning), B=2 (some vocabulary and some grammar are rendered appropriately).
### (A) Meaning
How well has the student communicated the meaning of each sense unit?

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td><strong>The meaning has not been communicated adequately.</strong></td>
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<tr>
<td></td>
<td>The translation conveys some meaning; errors impair the translation significantly.</td>
</tr>
<tr>
<td>2</td>
<td><strong>The meaning has been partially communicated.</strong></td>
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<tr>
<td></td>
<td>The translation is mostly logical; errors impair the translation.</td>
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<tr>
<td>3</td>
<td><strong>The meaning has been fully communicated.</strong></td>
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<tr>
<td></td>
<td>The translation is logical; errors do not impair the translation.</td>
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### (B) Vocabulary & Grammar
How correctly has the student rendered vocabulary and grammar in relation to each sense unit?

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<thead>
<tr>
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<tr>
<td>1</td>
<td><strong>Vocabulary and grammar are not rendered adequately.</strong></td>
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<td></td>
<td>Limited vocabulary is rendered appropriately for the context.</td>
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<td></td>
<td>Limited grammar is rendered accurately.</td>
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<tr>
<td>2</td>
<td><strong>Vocabulary and grammar are rendered adequately despite inaccuracies.</strong></td>
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<tr>
<td></td>
<td>Some vocabulary is rendered appropriately for the context.</td>
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<tr>
<td></td>
<td>Some grammar is rendered accurately and effectively.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Vocabulary and grammar are rendered correctly.</strong></td>
</tr>
<tr>
<td></td>
<td>Most vocabulary is rendered appropriately for the context.</td>
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<tr>
<td></td>
<td>Most grammar is rendered accurately and effectively.</td>
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</tbody>
</table>
1. ἐπεὶ δὲ σπονδαί τε ἐγένοντο
2. καὶ ἐπαιάνισαν
3. ἀνέστησαν πρῶτον μὲν Θράκες
4. καὶ πρὸς αὐλὸν ὑγρήσαντο σύν τοῖς ὀπλοῖς
5. καὶ ἦλλοντο ψηλὰ τε καὶ κούφως
6. καὶ ταῖς μαχαίραις ἐχρῶντο
7. τέλος δὲ ὁ ἔτερος τὸν ἕτερον παίει
8. ὡς πάσιν ἐδόκει
9. πεπληγέναι τὸν ἄνδρα
10. ὁ δ’ ἔπεσε τεχνικῶς πως
11. καὶ ἀνέκραγον οἱ Παφλαγόνες
12. καὶ οἱ μὲν σκυλεύσαν τὰ ὀπλα τοῦ ἕτερου
13. ἐξῆλθαν ἄραν τὸν Σιτάλκαν
14. ἄλλοι δὲ τῶν Θρᾳκῶν
15. τὸν ἕτερον ἐξέφερον
16. ὡς τεθηκότα
17. ἦν δὲ οὐδὲν πεπονθώς
18. αἱ τοῦτο Αἰνιάνες καὶ Μάγνητες ἀνέστησαν
19. οἱ ὑγρὰν τὴν καρπαίαν καλουμένην
20. ἐν τοῖς ὀπλοῖς
21. ὁ δὲ τρόπος τῆς ὀρχήσεως ἦν
22. ὁ μὲν παραθέμενος τὰ ὀπλα
23. σπείρει καὶ ζευγηλατεῖ
24. πυκνὰ δὲ στρεφόμενος
25. ὡς φοβούμενος
26. λῃστὴς δὲ προσέρχεται
27. ὁ δ’ ἐπείδαν προϊδήται
28. ἀπαντά
29. ἄρπάσας τὰ ὀπλα
30. καὶ μάχεται πρὸ τοῦ ζεύγους

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<table>
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<tr>
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<th>90</th>
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<tbody>
<tr>
<td></td>
<td>180</td>
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</table>
Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Section A: Answer all questions on four extracts taken from two options studied.
- Each extract is worth [10 marks].
- Section B: Give a written response based on one prompt [12 marks].
- The maximum mark for this examination paper is [52 marks].
Section A

Answer all questions on four extracts taken from two options studied.

Option A: Homer

Extract 1 Homer, *Iliad* 22.1–17

"ώς οἳ μὲν κατὰ ἀστὸ θεὺς νεβροὶ ἱδρω ἀπεψύχοντο πίον τ᾽ ἀκέοντό τε δίψαν κεκλιμένοι καλῆσιν ἐπάλξεισιν· αὐτὰρ Ἀχαιοὶ τείχεος ἁπᾶσιν ἵπποι τέ καὶ ἀλλὶ τείχεος ἀσσὸν ἵπποι κλίναντες.

5 Ἐκτορα δ᾽ αὐτὸν μεῖναι ὁλοιῷ μοῖρα πέδησεν Ἁρμιοί προπάροιθε πυλάων τε Ἀντίλαοι. αὐτὰρ Πηλείωνα τεσσάρων Ποτίς Ἀπόλλων· "τίπτε με Πηλέος πολλὸς ταχέσσι ταχέσσι διώκεις αὐτὸς θυγατέρας ἐὼν θεῶν ἀμβροτῶν; οὐδὲ νυ πώ με ἐγνώς ὡς θεὸς εἰμι, σὺ δ᾽ ἀσπερχές μενεαίνεις. ἢ νυ τοι οὐ τι μέλει Τρώων πόνος, οὐς ἐφόβησας, οἷ δη τοι εἰς ἁστὸ ἁλεῖν, σὺ δὲ δεύρο λιάσθης, οὐ μὲν με κτενείς, ἐπεὶ οὐ τοι μόρσιμος εἰμι."

10 τὸν δὲ μέγ᾽ ὁχθήσας προσέφη πόδας ἐκατέργας θεῶν ὀλοώτατε πάντων ἐνθάδε νυν τρέψας ἀπὸ τείχεος· ἢ κ᾽ ἔτι πολλοὶ γαῖαιν ὁδὰς εἰλον πρὶν Ἰλιον εἰσαφικέσθαι.

1. (a) Scan ὡς οἳ μὲν … δίψαν (lines 1–2). [2]

(b) Explain the significance of this encounter, supporting your answer with a comparison from other battlefield encounters between mortals and immortals in the prescribed reading from the *Iliad*. [2]

(c) τίπτε με … μόρσιμος εἰμι (lines 8–13). Referring closely to the Greek, give three ways in which Homer’s literary art portrays the contrast between Apollo and Achilles. [3]

(d) Translate έβλαψάς … εἰσαφικέσθαι (lines 15–17). [3]
Option A: Homer

Extract 2  Homer, *Iliad* 6.144–159

τὸν δ᾽ αὐθ᾽ Ἰππολόχοιο προσηύδα φαιδίμος ὡριός·

145  “Τυδεΐδη μεγάθυμε τί ἡ γενεῆν ἐρεείνεις;

ούτι περ φύλλων γενεῆ τούτη δὲ καὶ ἀνδρῶν.

φύλλα τὰ μὲν τ᾽ ἄνεμος χαμάδις χέει, ἄλλα δὲ τ᾽ ὅλη
tηλεθώσα φύει, ἔαρος δ᾽ ἐπιγίγνεται ὄρη·

ὡς ἀνδρῶν γενεῆ ἢ μὲν φύει ἢ δ᾽ ἀπολήγει.

150  εἰ δ᾽ ἑθέλεις καὶ ταῦτα δαήμεναι δφρ᾽ ἐδειδὸς

ἡμετέρην γενεῖν, πολλοὶ δὲ μιν ἄνδρες ἰσασιν·
εἵστι πόλις Ἐφύρη μυχῶ Ἀργεῖον ἱπποβότοιο,

ἐνθὰ δὲ Σίσυφος ἔσκεν, ὁ κέρδιστος γένετ᾽ ἀνδρῶν,

Σίσυφος Αἰολίδης· δ᾽ ἀρα Γλαῦκον τέκεθ᾽ ὡριόν,

155  αὐτὰρ Γλαῦκος τίκτεν ἀμύμονα Βελλεροφόντην·

τῷ δὲ θεοὶ κάλλος τε καὶ ἱγορέην ἐρατεινὴν

ἐπιπάσαν· αὐτὰρ οὗ Προῖτος κακὰ μῆσατο θύμῳ,

ὅς ῥ᾽ ἐκ δήμου ἔλασσεν, ἐπεὶ πολὺ φέρτερος ἦν,

Ἀργείων· Ζεὺς γὰρ οἳ ὑπὸ σκῆπτρῳ ἐδάμασσε.

2.  (a) ἐπεὶ πολὺ φέρτερος ἦν (line 158): give two ways in which the story that unfolds after this extract casts this description of Proetus into doubt. [2]

(b) Give two ways in which the gods related to the heroes mentioned in this extract. Support your answer by quoting the Greek text. [2]

(c) Τυδεΐδη … ἀπολήγει (lines 145–149): analyse the central simile in these lines, discussing it both as a rhetorical device and in relation to its content. Support your argument by quoting the Greek text. [6]
Extract 3  Herodotus, 7.2.2–3.2

ὃς ἦν Δαρείῳ καὶ πρῶτον ἢ βασιλεύσαι γεγονότες τρεῖς παιδεὶς ἐκ τῆς προτέρῃς γυναικὸς, Ἰοβρύεω θυγατρός, καὶ βασιλεύσαντι ἐξ Ἀτόσσης τῆς Κύρου ἐτεροί τέσσερες. τῶν μὲν δὴ προτέρων ἐπρέσβευε Αρτοβαζάνης, τῶν δὲ ἐπιγενομένων Ξέρξης. ἑόντες δὲ μητρὸς οὐ τῆς αὐτῆς ἑστασίαζον, ὁ μὲν Αρτοβαζάνης κατότι προσβύτατος τε ἐν πάντος τοῦ γόνου καὶ ὁτι νομιζόμενον εἰπὶ πρὸς πάντων ἀνθρώπων τὸν προσβύτατον τὴν ἀρχήν ἔχειν. Ξέρξης δὲ ὡς Ἀτόσσης τε παῖς εἰπὶ τῆς Κύρου θυγατρός καὶ ὃτι Κῦρος εἰπὶ ὁ κτησάμενος τοῖσι Πέρσῃς τὴν ἔλευθερίην. Δαρείου δὲ σύν ἄποδεικνυμένου κω γνώμην, ἐτύγχανε κατὰ τἀυτό τούτοις καὶ Δημάρητος ὁ Αρίστωνος ἀναβεβηκὼς ἐς ΣΟῦσα, ἐστερημένος τε τῆς ἐν Σπάρτῃ βασιλείας καὶ φυγὴν ἐπιβαλὼν ἑαυτῷ ἀπὸ Λακεδαίμονος. οὕτως ἄνθρωποι τῶν Δαρείου παῖδων τὴν διαφορὴν, ἐλθὼν, ὡς ἡ φάτις μιν ἔχει, Ξέρξη συνεβούλευε λέγει πρὸς τοῖσι ἐπέσει, ὡς αὐτός μὲν γένοιτο Δαρείῳ ἢ δὴ βασιλεύνοντι καὶ ἐχοντι τὸ Περσέων κράτος, Αρτοβαζάνης δὲ ἐτι ἐδιώτη ἐόντι Δαρείῳ.

3. (a) ἥσαν γὰρ Δαρείῳ καὶ πρῶτον ἢ βασιλεύσαι γεγονότες τρεῖς παιδεὶς ἐκ τῆς προτέρῃς γυναικὸς, Ιοβρύεω θυγατρός, καὶ βασιλεύσαντι εξ Ἀτόσσης τῆς Κύρου ἐτεροί τέσσερες. τῶν μὲν δὴ προτέρων ἐπρέσβευε Αρτοβαζάνης, τῶν δὲ ἐπιγενομένων Ξέρξης. ἑόντες δὲ μητρὸς οὐ τῆς αὐτῆς ἑστασίαζον, ὁ μὲν Αρτοβαζάνης κατότι προσβύτατος τε ἐν πάντος τοῦ γόνου καὶ ὁτι νομιζόμενον εἰπὶ πρὸς πάντων ἀνθρώπων τὸν προσβύτατον τὴν ἀρχήν ἔχειν. Ξέρξης δὲ ὡς Ἀτόσσης τε παῖς εἰπὶ τῆς Κύρου θυγατρός καὶ ὃτι Κῦρος εἰπὶ ὁ κτησάμενος τοῖσι Πέρσῃς τὴν ἔλευθερίην. Δαρείου δὲ σύν ἄποδεικνυμένου κω γνώμην, ἐτύγχανε κατὰ τἀυτό τούτοις καὶ Δημάρητος ὁ Αρίστωνος ἀναβεβηκὼς ἐς ΣΟῦσα, ἐστερημένος τε τῆς ἐν Σπάρτῃ βασιλείας καὶ φυγὴν ἐπιβαλὼν ἑαυτῷ ἀπὸ Λακεδαίμονος. οὐτος ἄνθρωποι τῶν Δαρείου παῖδων τὴν διαφορὴν, ἐλθὼν, ὡς ἡ φάτις μιν ἔχει, Ξέρξη συνεβούλευε λέγει πρὸς τοῖσι ἐπέσει, ὡς αὐτός μὲν γένοιτο Δαρείῳ ἢ δὴ βασιλεύνοντι καὶ ἐχοντι τὸ Περσέων κράτος, Αρτοβαζάνης δὲ ἐτι ἐδιώτη ἐόντι Δαρείῳ.

3. (a) ἥσαν γὰρ … τῶν δὲ ἐπιγενομένων Ξέρξης (lines 1–3). What is the difference in birth between Artobazanes and Xerxes? [2]
(b) Κῦρος εἰπὶ ὁ κτησάμενος τοῖσι Πέρσῃς τὴν ἔλευθερίην (lines 6–7). From whom did Cyrus obtain freedom for the Persians and around which point in history did this occur? [2]
(c) Translate Δαρείου δὲ … ἐκ Λακεδαίμονος (lines 7–9). [3]
(d) οὗτος ἄνθρωποι … ἐόντι Δαρείῳ (lines 9–12). Who suggests a way to distinguish between Xerxes and Artobazanes as the appropriate successor? Referring closely to the text, what is the method of distinction? [3]
νυκτὶ δὲ βουλὴν διδοὺς πάγχυ εὐρισκέ οἱ οὐ πρῆγμα εἰναι στρατεύεσθαι ἐπὶ τὴν Ἑλλάδα. δεδομένων δὲ οἱ αὐτίς τούτων κατύπωσε, καὶ δὴ κου ἐν τῇ νυκτὶ εἰδὲ ὡς τοιήδε, ὡς λέγεται ὑπὸ Περσέων· ἐδόκεε ὁ Ξέρξης ἄνδρα οἱ ἐπιστάντα μέγαν μεγάν δὲ καὶ εὐειδέα εἰπεῖν "μετὰ δὴ βουλεύει, ὁ Πέρσα, στράτευμα μὴ ἄγειν ἐπὶ τὴν Ἑλλάδα, προείπας ἀλλιζεῖν Πέρσας στρατόν;

οὔτε ὁ παρηγορεόμενοι ποιέειν εὐ ὡς ὁ συγγνωσόμενος τοι πάρα· ἀλλ’ ὁ παρεχόμενος τῆς ἡμέρης ἔνοχος λόγον τοῦ τοῦτου λόγον οὐδένα ἔποιετο, ὁ δὲ Περσέων συναλίσας τοὺς καὶ πρότερον συνέλεξε, ἔλεξε σφί τάδε. "ἄνδρες Πέρσαι, συναλίσας τοὺς καὶ πρότερον συνέλεξε, ἔλεξε σφί τάδε. "ἀνδρες Πέρσαι, συναλίσας τοὺς καὶ πρότερον συνέλεξε, ἔλεξε σφί τάδε. "Τὸν μὲν ταῦτα εἰπόντα ἐδόκεε ὁ Ξέρξης ἀποπτάσθαι, ἡμέρης δὲ ὑπὸ Περσέων ὡς δὲ καὶ ἀποτελεῖν, ἀδελφὸς τοῖς ἀνδρεῖς τοῖς ἔπεα ἐς ἄνδρα πρεσβύτερον ἢ χρεόν, νῦν μέντοι συγγνωσόμει τῇ ἄνδρᾳ γνώμῃ, ὡς ὁ παρηγορεόμενοι ποιέειν οὐδένα οὕτως μεν ἀπέχονται. ἀκούσαντι μέντοι μοί ἔδοκεν ὑπὸ τῆς ἀρταβάνου γνώμης παραυτίκα μὲν η ὅντι μὲ τὴν μεουτοῦ πρῶτα οὐκ ἄνηκω, καὶ ταύτην ἑθεῖν τῶν ὄργων τοῖς ἀνδρεῖς Πέρσαις, συγγνούς συγγνωσόμει τῇ ἀρταβάνου γνώμῃ, ὡς ὡς μεταβουλεύομενος ποιέειν οὐδένα ὁ παρηγορεόμενοι ἐκεῖνα ποιεῖν οὐκ ἀνήκω, καὶ οἱ παρηγορεόμενοι ἐκεῖνα ποιεῖν οὐδένα ὁ παρηγορεόμενοι ποιεῖν οὐδένα χρόνον μεν ἀπέχονται. ἀκούσαντι μέντοι μοί μῆ μέντοι συγγνωσόμει τῇ ἄποθεται ἀνδραίς· ὡς ὑπὸ τῆς ἀρταβάνου γνώμης παραυτίκα μὲν ἀνδρὰς πρεσβύτερον ἢ χρεόν, νῦν μέντοι συγγνωσόμει τῇ ἄποθεται ἀνθρώπων, ὡς ὁ παρηγορεόμενοι μοί μῆ στρατεύεσθαι ἐπὶ τὴν Ἑλλάδα, ἠσχοῦσες ἔστε.")

4. (a) ως ὠν ... ἡσυχοὶ ἔστε (lines 12–13). What happens next in the narrative to change Darius’s mind about the invasion of Greece? [2]

(b) ἄνδρες Πέρσαι ... πρεσβύτερον ἢ χρεόν (lines 8–12). Quoting from the Greek text, how does Xerxes characterise himself in this passage? [2]

(c) Briefly describe Xerxes’s dream. Analyse the dream as an example of Herodotus’s use of dreams and/or divine knowledge as a narrative device in the prescribed reading from The Histories. [6]
Option C: Tragedy

Extract 5  Euripides, Hippolytus 616–637

𝜔 Ζεῦ, τι δή κιβδηλον ἀνθρώπως κακόν γυναίκας ἐς φώς ἢλίου κατψίας; εἰ γάρ βρότειν ήθελες σπείραι γένος, οὐκ ἐκ γυναικῶν χρήν παρασχέσθαι τόδε,

620 ἀλλ᾽ ἀντιθέντας σοίσιν ἐν ναοῖς βροτούς ἢ χαλκόν ἢ σιδήρον ἢ χρυσοῦ βάρος παιδών πρίσθαι σπέρμα του τιμήματος, τῆς ἀξίας ἐκαστον, ἐν δὲ δώμασιν ναίειν ἐλευθεροις θηλεϊῶν άτερ.

625 νῦν δ᾽ ἐς δόμους μὲν πρῶτον ἄξεσθαι κακόν μέλλοντες δόλβον δωμάτων ἐκτίνομεν. τούτω δὲ δήλου ὡς γυνὴ κακόν μέγα-προοθείς γάρ ὁ σπείρας τε καὶ θρέψας πατήρ φερνὰς ἀπώκισ᾽, ὡς ἀπαλλαχθή κακοῦ.

630 ὃ δ᾽ αὖ λαβὼν ἀτηρόν ἐς δόμους φυτόν γέγηθε κόσμον προστιθέεις ἀγάλματι καλόν κακίστω καὶ πέπλοις ἐκπονεῖ δύστην, δόλβον δωμάτων ὑπεξελών. ἔχει δ᾽ ἀνάγκην ὃς ἀναγκάζεσας καλός

635 γαμβροῦσι χαίρων σύζεται πικρόν λέχος, ἢ χρηστὰ λέκτρα πενθεροὺς δ᾽ ἀνωφελεῖς λαβὼν πεζεί τάγαθ' τὸ δυστυχὲς.

5.  (a)  Scan ὁ Ζεῦ … κατψίας (lines 616–617).  [2]

(b)  Referring to the text, discuss the rhetorical nature of Hippolytus’s rant about women in this monologue.  [2]

(c)  Translate τούτω δὲ … κακοῦ (lines 627–629).  [3]

(d)  Quoting from the Greek text, give three words or phrases that contribute to the oratorical nature of the extract.  [3]
Option C: Tragedy

Extract 6  Euripides, *Electra* 11–30

χὼ μὲν παλαιὰ σκῆπτρα Ταντάλου λιπὼν ὀλωλεν, Αἴγισθος δὲ βασιλεύει χθονός, ἄλοχον ἐκείνου Τυνδαρίδα κόρην ἔχων. οὖς δ᾽ ἐν δόμοισιν ἐλιφ᾽ ὡτ᾽ ἐς Τροιαν ἐπλει, 15 ἄρσενα τ᾽ Ὀρέστην θηλύ τ᾽ Ἑλέκτρας θάλος, τὸν μὲν πατρός γεραιὸς ἀκροβάτας μέλλοντ᾽ Ὀρέστην χερὸς ὑπ᾽ Αἰγίσθου βασιλεύον Στροφίῳ πρὸ ἐκκλέπτει τροφεὺς μέλλοντ᾽ Ὀρέστην ἠλέκτρας ἑτοίμην ἕν εὐθεῖαν ἔλιψ᾽ ὡτ᾽ ἐς Τροιαν ἐπλει, ἦ δ᾽ ἐν δόμοισιν ἐμεῖν' Ἑλέκτρας πατρός,

20 ταύτην ἐπειδὴ θαλερός εἰχ᾽ ἡβῆς χρόνος, μνηστήρες ἦτουν Ἑλλάδος πρώτοι χθονός. δεῖσας δὲ μὴ τῷ ταῖς ἀριστέων τέκοι Ἀγαμέμνονος σκῆπτρον, εἴχεν ἐν δόμοισιν Αἴγισθος οὐδ᾽ ἡμοιοζ δημαρχίαν τινί. 25 ἔπει δὲ καί τούτ᾽ ἠν φόβου πολλοῦ πλέων, μὴ τῷ λαβραίῳ σκῆπτρον γενναίῳ τέκοι, κτανεῖν σφε βουλεύοντος, ὑμόφρων ὁμοιὸς μὴ τῷ θεσμῷ ποινάτορ᾽ Ἑλέκτρας ἑτερόσεξον, ἔν γὰρ ἄνδρα σκῆπτρον ἐξ ὀλυμπιάτα, 30 παίδων δ᾽ ἐδείησε μὴ φθονηθεὶς φόνῳ.

6.  (a) παλαιὰ σκῆπτρα Ταντάλου (line 11). What is the significance of this mention of Tantalus’s sceptre? Give two details.  [2]

(b) What is the nature of Aegisthus’s worry about Electra’s future? Support your answer by referring to the tale of the House of Atreus.  [2]

(c) Analyse the extract, showing how Euripides’s literary art supports his depiction of death and birth.  [6]
Option D: Agon

Extract 7  Aristophanes, *Frogs* 830–850

830  ΕΥ. οὐκ ἂν μεθείμην τοῦ θρόνου, μὴ νουθέτει. κρεῖττων γὰρ εἰνάν φημι τοῦτο τὴν τέχνην.

ΔΙΟ. Αἰσχύλε τι σιγάς; αισθάνει γὰρ τοῦ λόγου.

ΕΥ. ἀποσεμνυνεῖται πρώτων, ἀπερ ἐκάστοτε ἐν ταῖς τραγῳδίαισι έτερατεύετο.

835  ΕΥ. ὃ δαμόνι’ ἀνδρῶν μὴ μεγάλα λιαν λέγε.

ΕΥ. ἐγώδα τοῦτον καὶ διέσκεμμαι πάλαι, ἀνθρωπον ἀγριοποιὸν αὐθαδόστομον, ἐχοντ’ ἀχάλινον ἀκρατὲς ἀπύλωτον στόμα, ἀπεριλάλητον κομποφακελορρήμονα.

840  ΑΙΣ. ἀλήθες ὃ παί τῆς ἀρουραίας θεοῦ; σύ δή με ταῦτ’ ὃ στωμυλιοσυλλεκτάδη καὶ πτωχοποιεὶ καὶ ῥακιοσυρραπτάδη; ἀλλ’ ὃ ὁ τι χαίρων αὐτ’ ἐρεῖς.

ΔΙΟ. παῦ’ Αἰσχύλε, καὶ μὴ πρὸς ὀργὴν σπλάγχνα θερμήνῃς κότῳ.

845  ΑΙΣ. οὐ δήτα πρίν γ’ ἂν τοῦτον ἀποφήγω σαφῶς τὸν χωλοποιὸν οἷος ἂν θρασύνεται.

ΔΙΟ. ἄρν’ ἄρνα μέλαινα παῖδες ἐξενέγκατε· τυφὼς γὰρ ἐκβαίνειν παρασκευᾶται.

ΑΙΣ. ὃ Κρητικάς μὲν συλλέγων μονῳδίας, γάμους δ’ ἀνοσίους ἐσφέρων ἐς τὴν τέχνην.

7. (a) οὐκ ἂν μεθείμην τοῦ θρόνου (line 830). What is Euripides referring to? [2]

(b) Explain the derogatory reference to Κρητικάς … μονῳδίας (line 849). [2]

(c) Identify the main stylistic features of this “contest”. Analyse the extract, supporting your argument with details from the Greek text. [6]
Option D: Agon

Extract 8  Thucydides, 3.53.1–3

“τὴν μὲν παράδοσιν τῆς πόλεως, ὦ Λακεδαιμόνιοι, πιστεύσαντες ύμιν ἐποιησάμεθα, οὐ τοιάνδε δίκην οἰόμενοι ύφέξειν, νομιμωτέραν δὲ τινα ἔσεθαι, καὶ ἐν δικασταῖς οὐκ ἂν ἄλλοις δεξάμενοι, ὥσπερ καὶ ἐσμὲν, γενέσθαι, ἡγούμενοι τὸ ἴσον μάλιστ’ ἂν φέρεσθαι. νῦν δὲ φοβοῦμεθα μὴ ἀμφοτέρων ἁμα ἡμαρτήκαμεν· τὸν τε γὰρ ἁγῶνα περὶ τῶν δεινοτάτων εἶναι εἰκότας ὑποπεσόμεν καὶ ύμᾶς μὴ οὐ κοινοὶ ἀποβῆτε, τεκμαιρόμενοι προκατηγορίας τε ἡμῶν οὐ προγεγενημένης ἢ χρὴ ἀντειπεῖν (ἀλλ’ αὐτοὶ λόγον ἡτησάμεθα) τὸ τε ἐπερώτημα βραχύ ὡς, ἔννοιας, ἂν ἄλλη ἁληθὴ ἀποκρίνασθαι ἐνάντια γίγνεται, τὰ δὲ ψευδή ἐλεγχον ἐχει. πανταχόθεν δὲ ἀποροι καθεστώτες ἀναγκαζόμεθα καὶ ἀσφαλέστερον δοκεῖ εἰναὶ εἰπόντας τι κινδυνεύειν· καὶ γὰρ ὁ μὴ ρηθεὶς λόγος τοῖς ὥδ’ ἐξουσιν αἰτιαν ἄν παράσχοι ύς, εἰ ἐλέχηθη, σωτήριος άν ἂν.”

8.  (a) Outline the context of this speech.  [3]

(b) Translate τὸν τε γὰρ ἁγῶνα … ἀντειπεῖν (lines 4–6).  [3]

(c) τὸ τε ἐπερώτημα βραχύ ὡς (line 6). Why should this way of questioning be dangerous for the person questioned?  [2]

(d) Explain why the speakers consider an articulated speech to be the safest course in this dangerous situation.  [2]
Option F: Scientific knowledge

Extract 9 Plato, *Phaedrus* 278b–d

ΣΩ. οὐκοῦν ἢδη πεπαίσθω μετρίως ἡμῖν τὰ περὶ λόγων· καὶ σὺ τε ἐλθὼν φράζε Λυσία ὅτι νῦ καταβάντε ἐς τὸ Νυμφῶν νάμα τε καὶ μουσεῖον ἦκούσαμεν λόγων, οἱ ἐπέστελλον λέγειν Λυσία τε καὶ εἶ τις ἄλλος συντίθησι λόγους, καὶ Ὀμήρῳ καὶ εἰ τις ἄλλος αὐτοὶ ποίησιν ψῆλην ἢ ἐν φώδῃ συντέθηκε, τρίτον δὲ Ὁμήρῳ καὶ ὅστις ἐν πολιτικοῖς λόγοις νόμους ὄνομάζον 

5 συγγράμματα ἔγραψε· εἰ μὲν εἰδώς ἢ τὸ ἀληθὲς ἔχει συνέθηκε ταῦτα, καὶ ἔχων βοηθεῖν, εἰς ἔλεγχον ἐλθὼν ἐς τὸ Νυμφῶν νάμα τε καὶ μουσεῖον ἠκούσαμεν λόγων, οἳ ἐπέστελλον λέγειν Λυσίᾳ τε καὶ εἴ τις ἄλλος συντίθησι λόγους,

ΦΑΙ. τίνας οὖν τὰς ἐπωνυμίας αὐτῷ νέμεις; 

ΣΩ. τὸ μὲν σοφόν, ὦ Φαῖδρε, καλεῖν ἔμοι γε μέγα εἶναι δοκεῖ καὶ θεῷ μόνῳ πρέπειν· τὸ δὲ ἢ 

10 φιλόσοφον ἢ τοιοῦτον τι μᾶλλον τε ἂν αὐτῷ καὶ ἁρμόττοι καὶ ἐμμελεστέρως ἔχοι.

ΦΑΙ. καὶ οὐδὲν γε ἀπὸ τρόπου.

9. (a) εἴ τις ἄλλος συντίθησι λόγους (line 3). Who are the persons mentioned here, and what is their aim, according to Socrates? [2]

(b) What do Lysias, Homer and Solon have in common according to Socrates? [2]

(c) καὶ λέγων αὐτῶς ... ἀποδείξει (line 6). Explain the meaning of these words, making reference to a topic previously dealt with in the prescribed reading from *Phaedrus* (a mere translation is not acceptable). [3]

(d) Translate τὸ μὲν σοφόν ... ἔχοι (lines 9–10). [3]
Option F: Scientific knowledge

Extract 10  Hippocrates, *Air, Waters and Places* 8

10. (a) Why is the quality of the water from ice so bad for all purposes?  \[2\]

(b) What is the conclusion of the experiment described in lines 5–8 (εἰ γὰρ ... συχνῷ)?  \[2\]

(c) Identify the main stylistic features of Hippocrates’s scientific writing. Analyse the extract, supporting your argument with precise details from the Greek text.  \[6\]
Section B

Give a written response of indicatively no more than 300 words based on any one of the following prompts. Your answer should demonstrate your understanding of the prescribed authors, knowledge of broader contexts, and critical analysis. [12]

Option A: Homer

11. The epic hero must die.

Option B: History

12. The way in which the historian presents sources affects our perception of reliability.

Option C: Tragedy

13. Tragedy presents individuals as better than they are.

Option D: Agon

14. Agon is both confrontation and competition.

Option F: Scientific knowledge

15. Scientific knowledge reflects the culture of its times.
Markscheme

Specimen paper

Classical Greek

Higher level

Paper 2

13 pages
Section A

Option A: Homer

Extract 1   Homer, *Iliad* 22.1–17

1.  (a) Mark only for length of syllables. Award [1] per line if all correct, no mark otherwise.

(b) Encounters between gods and heroes on the battlefield highlight the disparity between mortals and immortals, or similar answer on its merits [1]; award [1] for mention of any such encounters from the Iliad (*eg* Diomedes and Aphrodite, Diomedes and Ares, Patroclus and Apollo, *etc*).

(c) Award [1] each up to [3] for any of the following: use of epithet Πηλέος ὑἱὲ is Homeric/epic technique and here highlights Achilles mortal nature by emphasizing his father; juxtaposition of descriptors (*eg* αὐτὸς θνητὸς ἐὼν θεὸν ἄμβροτον); antithesis between first and second persons (*eg* θεὸς εἶμι, σὺ δ᾽ ἀσπερχὲς μενεαίνεις); final position or emphasis/use of diction that serves the contrast (*eg* οὔ τοι μόρσιμός εἰμι).

Any other answer on its merits.

(d) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

Total: [10]
Option A: Homer

Extract 2 Homer, *Iliad* 6.144–159

2. (a) It becomes doubtful that Proetus can be stronger/more powerful than Bellerophon [1] when the young hero defeats monsters like the Chimaera [1].

(b) The gods gave Bellerophon virtue/strength and beauty (κάλλός τε καὶ ἣνορέην ἐρατεινὴν ὤπασαν) [1]; Zeus gave kingly power to Proetus (Ζεὺς γάρ οἱ ὑπὸ σκήπτρῳ ἐδάμασε) [1].

(c) This simile portrays the fleeting nature of human life through images from nature. Accept a range of substantiated answers, awarding [1] up to [4] for any appropriate remark (with quotation from the Greek text) on this theme and on the role of similes in the Homeric epic. Quotes from the text may include: comparison between men and plants: φύλλων ... ἀνδρῶν; the roles of wind and wood: ἄνεμος ... ὕλη; spring season as additional detail: ἔαρος ... ὥρη; men spring up and pass away: ἥ μὲν φύει ἣ δ᾽ ἀπολήγει; like the leaves are scattered and generated anew: φύλλα ... φύει.

Award up to two marks for the coherence and clarity of the argument: [2] if very coherent and well-argued; [1] if coherent and well-argued; [0] if incoherent and poorly-argued or if no details from the text are given.

Total: [10]
Option B: History

Extract 3  Herodotus, 7.2.2-3.2

3.  (a) The two men are from different mothers [1] and from different stages in Darius's ascent to power [1].

(b) Cyrus gained freedom for the Persians from the Medes/Croesus [1] in the middle of the 6th century BCE (accept a range of reasonable answers within the 6th century BCE) [1].

(c) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

(d) Damarates the Spartan suggests the means [1] by pointing out that Artobazanes was born while Darius was still under the imperial power of the Medes [1], but Xerxes was born after Darius had conquered and subdued the Medes [1].

Total: [10]
Option B: History

Extract 4  Herodotus, 7.12.1–13.3

4. (a) The dream reappears the following night [1] with the threat that should Xerxes not set out on the expedition, his rule will end quickly [1].

(b) Award [1] each for any two characteristics substantiated by direct quotation of the passage. These can include: not yet come to fullness of mind, or similar (φρενῶν ... ἀνήκω); youthful (ἡ νεότης); “boiling” and “bursting out” (ἐπέζεσε ... ἀπορρῖψαι).

(c) Accept a range of substantiated answers, awarding [1] for the description of the dream as a young man; and [1] up to [3] for any appropriate remark related to the truth and difficulty in interpreting oracles and visions.

Award up to two marks for the coherence and clarity of the argument: [2] if very coherent and well-argued; [1] if coherent and well-argued; [0] if incoherent and poorly-argued or if no details from the text are given.

Total: [10]
Option C: Tragedy

Extract 5  Euripides, *Hippolytus* 616–637

5.  (a) Mark only for length of syllables. Award [1] per line if all correct, no mark otherwise.

(b) Award [1] each up to [2] for any of the following vivid examples mentioned given by Hippolytus: the buying of children from the temples, women as a bane to get rid of, or worthless as statues.

Any other answer on its merits.

(c) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

(d) Award [1] each up to [3] for any of the following: beginning with a question: ὦ Ζεῦ ... κατῴκισας; presenting a false dilemma/condition with response: εἰ γὰρ ... ἀτέρ; using logical connectors: εἰ γὰρ, νῦν δὲ, ὥστε, etc; using rhetorical figures such as alliteration, assonance, hyperbole, etc.

Any other answer on its merits. Award no mark without quotations from the Greek text.

Total: [10]
Option C: Tragedy

Extract 6  Euripides, *Electra* 11-30

6.  (a) Award [1] each for any two responses addressing the relationship of Tantalus to the House of Atreus or of Tantalus and his crime against the gods.

(b) Award [1] for any appropriate remark related to Electra as the potential mother of an avenger of Agamemnon and the cycle of violence that pervades the House of Atreus.

(c) Accept a range of substantiated answers related to the passing of generations, (premature) deaths and births as a source of menace, awarding [1] each up to [4] for any stylistic device such as: assonance: τέκνα ... τέκοι; alliteration: πολλοῦ πλέων; diction/word play: θῆλυ ... θάλος; antithesis through word-placement: θανεῖν with τρέφειν.

Award up to two marks for the coherence and clarity of the argument: [2] if very coherent and well-argued; [1] if coherent and well-argued; [0] if incoherent and poorly-argued or if no details from the text are given.

Total: [10]
Option D: Agon

Extract 7  Aristophanes, Frogs 830–850

7.  (a) The seat next to Pluto [1], where the best man in his own field of art sits [1].

(b) It refers to Euripides’s well known musical [1] eclecticism [1].

(c) Accept a range of substantiated answers, awarding [1] up to [4] for any appropriate remark related to the structure and general characteristic of “agon” scenes, and peculiarities of language such as: use of compound words: ἀγριοποιὸν, αὐθαδόστομον, etc; privative alpha epithets: ἀχάλινον ἀκρατὲς ἀπύλωτον, etc; abusive language: στωμυλιοσυλλεκτάδη, πτωχοποιε, ῥακιοσυρραπτάδη, etc; emphatic repetition of ἄρν᾽ ἄρνα (related to comical role of Dionysus).

Award up to two marks for the coherence and clarity of the argument: [2] if very coherent and well-argued; [1] if coherent and well-argued; [0] if incoherent and poorly-argued or if no details from the text are given.

Total: [10]
Option D: Agon

Extract 8  Thucydides, 3.53.1-3

8. (a) A good answer should explain that the Plataeans are stating their case [1] before the Lacedaemonian judges [1] after the surrender of their city [1].

Any other answer on its merits.

(b) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

(c) A true answer can be counterproductive [1]; a false one can be contradicted [1].

(d) The main idea is that a speech not uttered [1] might have saved them [1].

Total: [10]
Option F: Scientific knowledge

Extract 9  Plato, *Phaedrus* 278b–d

9. (a) The rhetors [1], who aim at persuading [1] their audience.

(b) Award [2] for any answer that highlights the difference between knowing, and not knowing, the truth about the subject they discuss. [1] only for partial answers.

(c) Written words are of little worth because they cannot defend themselves. The reference is to the legend of the god Theuth who gave king Thamus the gift of writing. But writing is only a reminder with the appearance of wisdom. Award [1] for any explanation along these lines.

(d) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

Total: [10]
Option F: Scientific knowledge

Extract 10 Hippocrates, *Air, Waters and Places* 8

10. (a) Its clear/light/sweet/thin component is separated/disappears [1] while the turbid/heavy component is left behind [1].


(c) Accept a range of substantiated answers, awarding [1] up to [4] for any remark such as: use of Ionic dialect (with any relevant example); literary, not spoken language; polysyndeton: καὶ βράγχος καὶ βῆχες etc; omission of verb: τὰ δὲ ἀπὸ χιόνος καὶ κρυστάλλων πονηρὰ πάντα; use of second person: γνοίης δ᾽ ἂν ὧδε etc; especially when introducing hypotheses.

Award up to two marks for the coherence and clarity of the argument: [2] if very coherent and well-argued; [1] if coherent and well-argued; [0] if incoherent and poorly-argued or if no details from the text are given.

Total: [10]
Section B

Instructions
Section B is assessed by the assessment criteria found below and published in the subject guide.

Criterion A (Range of evidence) assesses to what extent the evidence represents both prescribed passages and supplementary reading. A candidate is expected to:

- use relevant examples from the prescribed passages to support the response (candidates are not expected to provide exact quotes)
- demonstrate knowledge of historical, political and cultural contexts beyond those embedded in the prescribed passages.

Criterion B (Understanding and argument) assesses how well the response demonstrates understanding of the chosen option. Ideally, a candidate will:

- build a critical analysis that responds directly to the prompt in a clear, logical and imaginative way
- fully address the contexts and background knowledge pertinent to the examples related to the chosen option.

Total: [12]

Criterion A: Range of evidence

To what extent does the evidence represent both prescribed passages and supplementary reading?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1</td>
<td>The response includes weak evidence from the prescribed passages only.</td>
</tr>
<tr>
<td>2</td>
<td>The response includes specific evidence from the prescribed passages only.</td>
</tr>
<tr>
<td>3</td>
<td>The response includes evidence from both the prescribed passages and supplementary reading.</td>
</tr>
<tr>
<td>4</td>
<td>The response includes specific evidence from both the prescribed passages and supplementary reading.</td>
</tr>
</tbody>
</table>
**Criterion B: Understanding and argument**

- How well does the response demonstrate understanding of the chosen option?
- How well is the argument constructed?

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The response demonstrates a limited understanding of the chosen option without addressing contexts and background knowledge pertinent to the examples. The argument has limited focus, coherence and development.</td>
</tr>
<tr>
<td>3–4</td>
<td>The response demonstrates limited understanding of the contexts and background knowledge pertinent to the chosen examples. The argument has focus but has limited coherence and is not developed.</td>
</tr>
<tr>
<td>5–6</td>
<td>The response demonstrates an understanding of the chosen option by addressing contexts and background knowledge pertinent to the examples in a limited way. The argument has focus and coherence but is not developed.</td>
</tr>
<tr>
<td>7–8</td>
<td>The response demonstrates an understanding of the chosen option by addressing contexts and background knowledge pertinent to the examples. The argument has focus and coherence, and is developed.</td>
</tr>
</tbody>
</table>
Classical Greek
Standard level
Paper 1

Specimen paper

Candidate session number

1 hour 15 minutes

Instructions to candidates

• Write your session number in the boxes above.
• Do not open this examination paper until instructed to do so.
• Translate the text in the box provided.
• A dictionary is permitted for this examination paper.
• The maximum mark for this examination paper is [90 marks].
Xenophon sets out to dissuade his troops from sacking Byzantium, a city allied with the Spartans.

"ὅτι μὲν ὀργίζεσθε, ὦ ἄνδρες στρατιῶται, καὶ νομίζετε δεινὰ πάσχειν ἐξαπατώμενοι οὐ θαυμάζω.
ἐν γὰρ τῷ θυμῷ χαριζόμεθα καὶ Λακεδαιμονίους τε τοὺς παρόντας τῆς ἐξαπάτης τιμωρησόμεθα
καὶ τὴν πόλιν τὴν οὐδὲν αἰτίαν διαρπάσωμεν, ἐνθυμεῖσθε ἃ ἔσται ἐντεῦθεν. πολέμιοι μὲν ἐσόμεθα
ἀποδειγμένοι Λακεδαιμονίοις καὶ τοῖς συμμάχοις. οἷος δὲ πόλεμος ἂν γένοιτο εἰκάζειν δὴ
πάρεστιν, ἑορακότας καὶ ἀναμνησθέντας τὰ νῦν δὴ γεγενημένα.”

Xenophon, Anabasis 7.1.25–26
Please do not write on this page.

Answers written on this page will not be marked.
The translation is assessed in its basic units of clause and sentence. To this end, the original text is chunked in a fixed number of sections (or "sense units"), 15 at SL and 30 at HL. Every section is awarded two separate marks according to the two descriptors outlined below.

Each section is awarded 0 to 3 marks for descriptor A (Meaning) and 0 to 3 marks for descriptor B (Vocabulary & Grammar).

The range of marks for each section is therefore 0 to 6, while the maximum number of marks for the whole text is 90 at SL (15 sections x 6 marks).

Criterion A (Meaning) assesses how well the meaning of each sense unit has been communicated.

Criterion B (Vocabulary & Grammar) assesses how correctly vocabulary and grammar have been rendered in relation to each sense unit. The term "grammar" here includes syntax and accidence.

As a guideline, criterion A tends to look at the translation as a whole (e.g. stylistic, literal and idiomatic meanings conveyed), while criterion B tends to assess the conformity of the single section with the original text (e.g. grammatical accuracy of translation, apparent understanding of source language syntax and vocabulary).

While it may not always be possible to give the full range of marks for a single sense unit, the range of marks necessary for differentiation is present over the whole exam.

With reference to the beginning of the Xenophon Greek SL passage, the marking of different translations of the sense unit οὐ θαυμάζω ὅτι μὲν ὀργίζεσθε, ὦ ἄνδρες στρατιῶται is as follows:

• "I am not surprised that you are angry, o soldiers": A=3, B=3.
• "I am not surprised there is anger, o citizen men": A=2 (the meaning has been partially communicated; errors impair the translation), B=3.
• "We are not surprised that you would become angry, o soldiers": A=3, B=2 (some vocabulary and grammar are rendered appropriately).
• "Anger is among you, soldiers, and I would be unsurprised": A=2 (the meaning has been partially communicated), B=1 (limited grammar is rendered accurately).
• "We do not understand why you are so sad, o citizens": A=1 (the translation conveys some meaning), B=1 (limited grammar is rendered accurately).
### (A) Meaning

**How well has the student communicated the meaning of each sense unit?**

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1     | **The meaning has not been communicated adequately.**  
The translation conveys some meaning; errors impair the translation significantly. |
| 2     | **The meaning has been partially communicated.**  
The translation is mostly logical; errors impair the translation. |
| 3     | **The meaning has been fully communicated.**  
The translation is logical; errors do not impair the translation. |

### (B) Vocabulary & Grammar

**How correctly has the student rendered vocabulary and grammar in relation to each sense unit?**

<table>
<thead>
<tr>
<th>Marks</th>
<th>Level descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The work does not reach a standard described by the descriptors below.</td>
</tr>
</tbody>
</table>
| 1     | **Vocabulary and grammar are not rendered adequately.**  
Limited vocabulary is rendered appropriately for the context.  
Limited grammar is rendered accurately. |
| 2     | **Vocabulary and grammar are rendered adequately despite inaccuracies.**  
Some vocabulary is rendered appropriately for the context.  
Some grammar is rendered accurately and effectively. |
| 3     | **Vocabulary and grammar are rendered correctly.**  
Most vocabulary is rendered appropriately for the context.  
Most grammar is rendered accurately and effectively. |
<table>
<thead>
<tr>
<th>Text</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. οὐ θαυμάζω ὅτι μὲν ὀργίζεσθε, ὦ ἄνδρες στρατιώται</td>
<td></td>
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<tr>
<td>2. καὶ νομίζετε δεινὰ πάσχειν</td>
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<tr>
<td>3. ἐξαπατώμενοι</td>
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<tr>
<td>4. ἢν δὲ τῷ θυμῷ χαριζόμεθα</td>
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<tr>
<td>5. καὶ Λακεδαίμονίους τε τοὺς παρόντας</td>
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<td>6. τῆς ἐξαπάτης τιμωρησόμεθα</td>
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<tr>
<td>7. καὶ τὴν πόλιν διαρπάσωμεν</td>
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<td>8. τὴν οὐδὲν αἰτίαν</td>
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<tr>
<td>9. ἐνθυμεῖσθε ἃ ἔσται ἐντεῦθεν</td>
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<tr>
<td>10. πολέμιοι μὲν ἐσόμεθα ἀποδεδειγμένοι</td>
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<tr>
<td>11. Λακεδαίμονίους καὶ τοῖς συμμάχοις</td>
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<tr>
<td>12. οἶος δὲ πόλεμος ἃν γένοιτο</td>
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<tr>
<td>13. εἰκάζειν δὴ πάρεστι</td>
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<td></td>
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<tr>
<td>14. ἐορακότας καὶ ἀναμνησθέντας</td>
<td></td>
<td></td>
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<tr>
<td>15. τὰ νῦν δὴ γεγενημένα</td>
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</tbody>
</table>

Total 45 45

Total 90
Classical Greek
Standard level
Paper 2

Specimen paper

1 hour 30 minutes

Instructions to candidates

• Do not open this examination paper until instructed to do so.
• Answer all questions on three extracts taken from two options studied.
• Each extract is worth \[15 \text{ marks}\].
• The maximum mark for this examination paper is \[45 \text{ marks}\].
Answer all questions on three extracts taken from two options studied.

Option A: Homer

Extract 1  Homer, *Iliad* 16.364–382

> ὡς δ’ ὅτ’ ἀπ’ Ὀυλύμπου νέφος ἐρχεται οὐρανόν εἴσω
> αἰθέρος ἐκ δίης, ὅτε τε Ζεὺς λαίλαπα τείνῃ,
> ὡς τῶν ἐκ νηῶν γένετο ἰαχὴ τε φόβος τε,
> οὐδὲ κατὰ μοῖραν πέραον πάλιν. Ἕκτορα δ’ ἵπποι
> ἐκφερον ὡκύποδες σύν τεῦχεσι, λείπε δὲ λαὸν
> Τρωϊκόν, οὓς ἀέκοντας ὀρυκτῇ τάφρος ἔρυκε.
> πολλοὶ δ’ ἐν τάφρῳ ἐρυσάρματε ὥκες ἵπποι
> ἀξαντ’ ἐν πρώτῳ υἱῷ ἠποι ἁρματ’ ἀνάκτων,
> Πάτροκλος δ’ ἐπετο σφεδανὸν Δαναοῖοι κελευὼν
> Τρωὶ ηκαὶ φρονέων- οἱ δ’ ἱαχῆ τε φόβῳ τε
> πάσας πλήαν ὀυρυκόν ὀυρυκόν, ἐπεὶ ἐρ ρύμῳ ἐπεί δ’ ἀέλλη
> Πάτροκλος δ’ ἤπευ φρονέων ἡ σκίθναθ’ ὑπὸ νεφέων,
> τανύοντο δὲ μώνυχες ἵπποι
> ἀξοῦσιν ὀρινόμενον ἵπποι
> ἐκφερον ἀμβροτοὶ, οὓς Πηλῆί θεοὶ δόσαν ἀγλαὰ δῶρα,
> πρόσσω ἱέμενοι, ἐπὶ δ’ Ἐκτορι κέκλετο θυμός.

1. (a) ὡς δ’ ὅτ’ … τείνῃ (lines 364–365). Describe what is evoked by this simile and how it relates to this extract. [4]

(b) Translate Ἕκτορα δ’ ἵπποι … ἔρυκε (lines 367–369). [3]

(c) Scan σκίδναθ’ … κλισιάων (lines 375–376). [2]

(d) Give three ways in which the portrayal of Patroclus in this extract is characteristic of his portrayal in the prescribed reading from book 16. [3]

(e) Give three ways in which ὥκες ἵπποι ἀμβροτοὶ (lines 380–381) are significant for this extract. [3]
Option A: Homer

Extract 2 Homer, Iliad 16.46–63

ὣς φάτο λισσόμενος μέγα νήπιος· ἦ γάρ ἐμελλεν οἱ αὐτῷ θάνατόν τε κακὸν καὶ κῆρα λιτέσθαι. τὸν δὲ μὲν ὀχθήσας προσέφη πόδας ὦκὼς ἀχιλλεύς; “ὡ μοι διογενὲς Πατρόκλεες ποίησας οἶον ἔειπες;” 50 οὔτε θεοπροπίς ἐμπάζομαι ἢν τινα οἶδα, οὔτε τί μοι πάρ Ζηνὸς ἐπέφραδε πότνια μήτηρ· ἀλλὰ τὸν δὲ μέγ᾽ ὀχθήσας προσέφη πόδας ὄκὺς Ἀχιλλεύς· ὤ μοι διογενὲς Πατρόκλεες οἶον ἔειπες; κούρην ἣν ἄρα μοι γέρας ἔξελον υἷες Ἀχαιῶν, δουρὶ δ᾽ ἐμῷ κτεάτισσα πόλιν εὐτείχεα πέρσας, τὴν ἂπτο χειρῶν ἔλετο κρείων Ἀγαμέμνων Ἀτρεΐδης ὡς εἴ τιν᾽ ἀτίμητον μετανάστην. 55 αἰνὸν ἄχος τὸ μοι ἐστίν, ἐπεὶ πάθον ἄλγεα θυμῷ. κούρην ἣν ἄρα μοι γέρας ἔξελον υἷες Ἀχαιῶν, δουρὶ δ᾽ ἐμῷ κτεάτισσα πόλιν εὐτείχεα πέρσας, τὴν ἂπτο χειρῶν ἔλετο κρείων Ἀγαμέμνων Ἀτρεΐδης ὡς εἴ τιν᾽ ἀτίμητον μετανάστην. 60 ἀλλὰ τὰ μὲν προτετύχθαι ἐάσομεν· οὐδ᾽ ἀρα πως ἢν ἀσπερχὲς κεχολῶσθαι ἐνὶ φρεσίν· ἤτοι ἔφην γε οὐ πρὶν μηνιθμὸν καταπαυσέμεν, ἀλλ᾽ ὧπότ᾽ ἂν δὴ νής ἐμὰς ἀφίκηται αὐτὴ τε πτόλεμός τε.

2. (a) Set the context of Achilles’s monologue: to whom is he speaking? For what reason(s)? [3]

(b) Translate ὡς φάτο … ἀχιλλεύς (lines 46–48). [3]

(c) Give two motivations expressed by Achilles in lines 50–55 and set each of them in its context. Quotation of the Greek text is not required. [4]

(d) κούρην … πέρσας (lines 56–57). What is the name of κούρη, what city did Achilles sack to win her, and where is that city? [3]

(e) ἤτοι ἔφην γε … πτόλεμός τε (lines 61–63). To whom did Achilles say this and in which situation? [2]
3. (a) To whom were Croesus’s heralds sent? Describe what they said, giving three details from the text. Quotation of the Greek text is not required.

(b) Describe the omen related in this extract, and give the interpretation related by Herodotus (in the section following this extract).

(c) Translate ἀπικομένοις δὲ … ἀπαγγεῖλαι (lines 7–8).

(d) πρὶν γὰρ … ὁ Κροῖσος (lines 8–9). By whom was Croesus captured and where?

(e) Who are the Telmessi and what are they skilled at?
Ἀστυάγης δὲ τοῦ μὲν βουκόλου τὴν ἀληθείην ἐκφήναντος λόγον ἤδη καὶ ἐλάσσω ἐποιέετο, Ἀρπάγῳ δὲ καὶ μεγάλους μεμφόμενος καλέειν αὐτὸν τοὺς δορυφόρους ἐκέλευε. ὡς δὲ οἱ παρῆν ὁ Ἅρπαγος, εἰρετὸ μιν ὁ Ἀστυάγης “Ἀρπαγε, τέῳ δὴ μόρῳ τὸν παῖδα κατεχρήσασθαι τὸν τοι παρέδωκα ἐκ τῆς ἐγγονότας τῆς ἐμῆς;” ὁ δὲ Ἅρπαγος ὡς εἴδε τὸν βουκόλον ἐνδοῦν ἔόντα, οὐ τρέπεται ἐπὶ ψευδέα ὅδον, ἵνα μὴ ἐλεγχόμενος ἁλίσκηται, ἀλλὰ λέγει τάδε. “ὦ βασιλεῦ ἔπειτε παρέλαβον τὸ παιδίον, ἐβούλευον σκοπέων ὅκως σοὶ τε ποιήσω κατὰ νόον, καὶ ἐγὼ πρὸς σὲ γινόμενος ἀναμάρτητος μήτε θυγατρὶ τῇ σῇ μήτε αὐτῷ σοὶ εἴην αὐθέντης. ποιέω δὴ ὡς· καλέσας τὸν βουκόλον τὸν τοῦτο παραδίδωμι τὸ παιδίον, φὰς σὲ τε εἰναι τὸν κελεύοντα ἀποκτεῖναι αὐτό. καὶ λέγων τοῦτο γε οὐκ ἐψευδόμην· σὺ γὰρ ἐνετέλλεο ὅτι μὴ τάδε ἐπιτελέα ποιήσῃ.”

4. (a) Give three examples from the text of ways in which the Ionic dialect is distinct from the Attic. [3]

(b) Describe Harpagus’s relationship to Astyages and give one detail about him learned in the prescribed reading from book 1 of the Histories. [2]

(c) Translate ὦ βασιλεῦ … εἴην αὐθέντης (lines 6–8). [3]

(d) Describe why Harpagus was unwilling to kill the child himself, and what steps he took to ensure the king’s orders were nevertheless carried out. [4]

(e) Briefly assess, giving relevant examples from the prescribed reading, how this extract fits into the broader Herodotean narrative of Cyrus’s rise to the throne. [3]
Option C: Tragedy

Extract 5  Euripides, *Electra* 25–42

25 ἐπεὶ δὲ καὶ τούτ᾽ ἦν φόβου πολλοῦ πλέων,

μὴ τῷ λαθραίῳς τέκνα γενναῖῳ τέκοι,

κτανεῖν σφε βουλεύσαντος, ὑμόφρων ὤμως

μήτηρ νιν ἔξεσάθην Αἰγίσθου χερός.

ἐς μὲν γὰρ ἄνδρα σκῆψιν εἶχ᾽ ὀλωλότα,

30 παῖδων δ᾽ ἔδεισε μὴ φθονηθείη φόνῳ.

ἐκ τῶν δὲ δὴ τοιόνδ᾽ ἐμπιθανήσατο

Αἰγίσθος· ὡς μὲν γής ἀππλλάχθη φυγάς

Ἀγαμέμνονος παῖς, χρυσὸν εἶφ᾽ ὃς ἄν κτάνη,

ἡμῖν δὲ δὴ δίδωσιν Ἡλέκτραν ἐχειν

35 δάμαρτα, πατέρων μὲν Μυκηναίων ἀπό

γενόσιν – ὦ δὴ τοιτό γ᾽ ἐξελέγχομαι

λαμπροὶ γὰρ ἐς γένος γε, χρημάτων δὲ δὴ

πένητες, ἐνθὲν ἠΰγαντε̃ ἀπόλλυται –

ὡς ἀσθενεὶ δοὺς ἀσθενῆ λάβοι φόβον.

40 εἰ γὰρ νιν ἔσχην ἀξίωμ᾽ ἔχων ἀνήρ,

εὔδοντ᾽ ἄν ἐξήγειρε τὸν Ἀγαμέμνονος

φόνον δίκη τ᾽ ἄν ἠλθὲν Αἰγίσθῳ τότε.

5.  (a) ἐπεὶ δὲ … τέκοι (lines 25–26). What did Aegisthus fear and why?  [3]

(b) Translate μήτηρ … φόνῳ (lines 28–30).  [3]

(c) Who is speaking in this extract?  Give three details about him from the text. Quotation of the Greek text is not required.  [4]

(d) Who stopped Aegisthus from killing Electra and why?  [3]

(e) Scan εὔδοντ᾽ … τότε (lines 41–42).  [2]
Option C: Tragedy

Extract 6  Euripides, *Electra* 82–101

Πυλάδη, σὲ γὰρ δὴ πρῶτον ἀνθρώπων ἐγὼ πιστὸν νομίζω καὶ φίλον ξένον τ᾽ ἐμοὶ· μόνος δ᾽ Όρέστην τὸν δ᾽ ἥθημαζες φίλων,

85 πράσονθ᾽ ἂ πράσσω δεῖν᾽ ὑπ᾽ Αἰγίσθου παθῶν, δς μου κατέκτα πατέρα – χή πανώλεθρος μήτηρ. ἀφίγμαι δ᾽ ἐκ θεοῦ μυστηρίων Ἀργεῖον οὐδας οὐδενὸς ξυνειδότος, φόνον φονεύσι πατρός ἀλλάξων ἐμοῦ.

90 νυκτὸς δὲ τήρον πρὸς τάφον μολὼν πατρός δακρυνὰ τ᾽ ἐδωκά καὶ κόμης ἀπήξάμην πυρά τ᾽ ἐπέσφαξ᾽ αἷμα μηλείου φόνου, λαθὼν τυράννους οἱ κρατοῦσιν τήσδε γῆς. καὶ τειχέων μέν ἐντός οὐ βαίνω πόδα, δυνοὶ δ᾽ ἄμιλλαν ξυνίθεις ἀφικομένη πρὸς τέρμωνας γῆς τήσδὲ, ἵν᾽ ἐκβάλω ποδὶ ἄλλην ἐπ᾽ αἰαν, εἴ μέ τις γνοίη σκοπῶν, ζητῶν τ᾽ ἀδελφήν· φασὶ γάρ νιν ἐν γάμοις ξυνεργάτιν λαβὼν τὰ γ᾽ εἴσω τειχέων σαφῶς μάθω.

6.  (a) Scan Πυλάδη … ἐμοὶ (lines 82–83).  

(b) ἐκ θεοῦ μυστηρίων (line 87). What kind of place has the speaker come from, and to what god is it sacred? 

(c) Translate νυκτὸς δὲ … τήσδε γῆς (lines 90–93).

(d) φασὶ γάρ … μάθω (lines 98–101). What information does the speaker have about Electra, and how does he propose to check its validity?

(e) Whom does Orestes hope to meet on the road, and whom does he actually meet? How is this encounter significant for the unfolding drama?
Option D: Agon

Extract 7  Sophocles, Antigone 80–99

80 ΑΝ. σὺ μὲν τάδ᾽ ἂν προὗχοι· ἐγὼ δὲ δὴ τάφον χώσουσ᾽ ἀδελφῷ φιλτάτῳ πορεύσομαι.
ΙΣ. οἴμοι ταλαίνης, ὡς ὑπερδέδοικα σου.
ΑΝ. μὴ ′μου προτάρβει· τὸν σὸν ἐξόρθου πότμον.
ΙΣ. ἀλλ᾽ νῦν προµηνύσῃς γε τοῦτο μηδενὶ
tούργον, κρυφῆ δὲ κενθε, σὺν δ᾽ αὕτως ἐγὼ.
ΑΝ. οἴμοι, καταύδα· πολλὸν ἔχθιον ἔσει σιγάσ’, ἐὰν μὴ πάσι κηρύξῃς τάδε.
ΙΣ. θερµήν ἐπὶ ψυχροίσι καρδίαν ἐξεις.
ΑΝ. ἀλλ᾽ οἶδ᾽ ἀρέσκουσ’ οίς μάλισθ’ ἀδείν με χρή.
ΙΣ. εἰ καὶ δυνήσῃς γ᾽· ἀλλ᾽ ἀμηχάνων ἐρᾶς.
ΑΝ. οὐκοῦν, ἐκτὸς ἡ μὴ σθένω, πεπαινόσαµαι.
ΙΣ. ἀρχὴν δὲ θηρᾶν οὐ πρέπει τἀµήχανα.
ΑΝ. ἀλλ᾽ εἰ δοκεῖ σοι, στεῖχε· τοῦτο δ᾽ ἴσθ᾽ ὅτι ἄνους μὲν ἔρχει, τοῖς φίλοις δ᾽ ὀρθῶς φίλη.

7.  
(a) To whom do the words ἀδελφῷ φιλτάτῳ (line 81) refer? Give one detail about him.  [2]

(b) Outline the positions of Antigone and Ismene relative to two issues where the contrast is more marked.  [4]

(c) Scan οἴμοι … τάδε (lines 86–87).  [2]

(d) Referring to lines 95–99, give two Greek words which describe in negative terms Antigone’s resolution, and explain the reason of this criticism.  [3]

(e) Using four examples from the whole extract, illustrate the feelings of Ismene towards Antigone.  [4]
Option D: Agon

Extract 8   Lysias, On the Murder of Eratosthenes 47–50

ἐγώ μὲν οὖν, ὦ ἄνδρες, οὐκ ἱδίαν υπὲρ ἐμαυτοῦ νομίζω ταύτην γενέσθαι τὴν τιμωρίαν, ἀλλ᾽ υπὲρ τῆς πόλεως ἀπάσης· οἱ γὰρ τοιαύτα πράττοντες, ὥρωντες οἷς τὰ ἄθλα πρὸκειται τῶν τοιούτων ἁμαρτημάτων, ἦττον εἰς τοὺς ἄλλους ἔξαμαρτησόνται, ἦττον γὰρ τὴν αὐτὴν γνώμην ἠχοντας. εἰ δὲ μή, πολὺ κάλλιον τούς μὲν κειμένους νόμους ἔξαλειψαι, ἑτέρους δὲ θεῖαι, οὕτως τοὺς μὲν φυλάττοντας τὰς ἑαυτῶν γυναίκας ταῖς ζημίαις ζημιώσουσι, τοῖς δὲ βουλομένους εἰς αὐτὰς ἁμαρτάνειν πολλὴν ἀδειαν ποιήσουσι. πολὺ γὰρ οὕτω δικαιότερον ἢ υπὸ τῶν νόμων τοὺς πολίτας ἐνεδρεύεσθαι, οἳ κελεύουσι μὲν, ὅτι τις μοιχὸν λάβῃ, τῶν δὲ τῆς μοίχης ὁμοιασθήσῃ, οὐδὲν ἀγώνες δεινότεροι τοὺς ἀδικουμένους καθεστήσωσιν ἢ τοῖς παρὰ τοὺς νόμους τὰς ἀλλοτρίας καταισχύσουσι γυναίκας. ἐγὼ γὰρ νῦν καὶ περὶ τῶν σώματος καὶ περὶ τῶν χρημάτων καὶ περὶ τῶν ἄλλων ἀπάντων κινδυνεύω, ὅτι τοῖς τῆς πόλεως νόμοις ἔπειθόμην.

8. (a) ὦ ἄνδρες (line 1): who is being addressed in this extract? Give two details. Quotation of the Greek text is not required. [2]

(b) Why should a sentence of acquittal be beneficial not only to the defendant, but to the whole city as well? [3]

(c) Translate εἰ δὲ μὴ … ζημιώσουσι (lines 4–5). [3]

(d) πολὺ γὰρ … γυναίκας (lines 6–9). Describe the predominant feeling of the speaker in this passage and the reason(s) for this. [3]

(e) ὅτι τοῖς τῆς πόλεως νόμοις ἔπειθόμην (line 10). Describe the juridical context this sentence is referring to. [4]
Extract 9  Hippocrates, *Air, Waters and Places* 10

όκόταν γάρ τοῦ χειμώνος ἐόντος νοτίου καὶ θερμοῦ τοῦ σώματος μὴ συνιστήται ὁ ἐγκέφαλος μηδὲ αἱ φλέβες, τοῦ ἰρος ἐπιγενομένου βορείου καὶ αὐχμηροῦ καὶ ψυχροῦ ὁ ἐγκέφαλος, ὡσπερνικα αὐτὸν ἔδει ἃμα καὶ τῷ ἠρι διαλύσθαι καὶ καθάρισθαι ὡς τοῦ κορύζης καὶ βράχων, τηνικαῦτα πήγνυται τε καὶ συνιστάται, ὥστε ἐξαίφνης τοῦ θέρους ἐπιγενομένου καὶ τοῦ καίματος καὶ τῆς μεταβολῆς ἐπιγενομένης ταῦτα τὰ νοσεύματα ἐπιπίπτειν. καὶ ὁκόσαι μὲν τῶν πολίων κέονται τε καὶ καλῶς τοῦ ἡλίου καὶ τῶν πνευμάτων ὕδασί τε χρέονται ἀγαθοῖσιν, αὗται μὲν ἧσσον αἰσθάνονται τῶν τοιούτων μεταβολέων· ὁκόσαι δὲ ὑδασί τε ἑλείοισιν κέονται καὶ λιμνώδεις τοῖσι καὶ καλῶς τῶν πνευμάτων καὶ τοῦ ἡλίου, ἄτακται δὲ μᾶλλον. κήν μὲν τὸ θέρος αὐχμηρὸν γένηται, θάσσον παύονται αἱ νοῦσοι· ἤν δὲ ἔπομβρον, πολυχρόνιοι γίνονται· καὶ φαγεδαίνας κίνδυνος ἐγγίνεσθαι ἀπὸ πάσης προφάσιος, ἢν ἐλκὸς ἐγγένηται. καὶ λειεντερίαι καὶ ὕδρωπες τελευτῶσι τοῖσι νοσεύμασι ἐπιγίνονται· οὐ γὰρ ἀποξηραίνονται αἱ κοιλίαι ῥηϊδίως.

9. (a) ὁκόταν … ἐπιπίπτειν (lines 1–5). Give two examples of the correlation between seasons and bodily conditions outlined here. [4]

(b) Translate καὶ ὁκόσαι … μεταβολέων (lines 5–7). [3]

(c) List four circumstances that make a city more prone to diseases. [4]

(d) Describe the effect of a dry summer on diseases. [2]

(e) List the two circumstances that promote the deterioration of sores. [2]


Option F: Scientific knowledge

Extract 10  Hippocrates, Air, Waters and Places 24

ἐνεισὶ δὲ καὶ ἐν τῇ Εὐρώπῃ φῦλα διάφορα ἐτερα ἐτέροις καὶ τὰ μεγέθεα καὶ τὰς μορφὰς καὶ τὰς ἀνδρείας. τὰ δὲ διαλλάσσοντα ταύτα ἔστιν, ἢ καὶ ἐπὶ τῶν πρώτων εἰρηται. ἦτι δὲ σαφέστερον φράσω. ὁκόσοι μὲν χώρην όρεινην τε οἰκέουσι καὶ τρηχεῖαν καὶ υψηλὴν καὶ ἐνυδρον, καὶ αἱ μεταβολαι αὐτοὶς γίνονται τῶν ὑδάτων μέγα διάφοροι, ἐνταῦθα εἰκός εἶδεα μεγάλα εἶναι καὶ πρὸς τὸ ταλαίπωρον καὶ τὸ ἀνδρεῖον εὐ πεφυκότα, καὶ τὸ τε ἄγριον καὶ τὸ θηριῶδες αἱ τοιαῦται φύσεις υὐχ ἤκιστα ἤχουσιν. ὁκόσοι δὲ κοῖλα χωρία καὶ λειμακώδεα καὶ πνιγηρὰ καὶ τῶν θερμῶν πνευμάτων πλέον μέρος μετέχουσιν ἢ τῶν ψυχρῶν ὅδασι τε χρέονται θερμοῖσιν, οὗτοι δὲ μεγάλοι μὲν οὐκ ἂν εἴησαν οὐδὲ κανονίαι, ἐς εὔρος δὲ πεφυκότες καὶ σαρκώδεες καὶ μελανότριχες, καὶ αὐτοὶ μέλανες μᾶλλον ἢ λευκότεροι, φλεγματίαι δὲ ήσσον ἢ χολώδεες· τὸ δὲ ἀνδρεῖον καὶ τὸ ταλαίπωρον ἐν τῇ ψυχῇ φύσει μὲν οὐκ ἂν ὁμοίως ἐνείη, νόμος δὲ προσγενόμενος ἀπεργάζοτ᾽ ἂν.

10. (a) Translate ἔνεισι ... εἰρηται (lines 1–2).  [3]

(b) Identify four kinds of geographical features that affect the physical constitution of men.  [4]

(c) Give the Greek words for four character-related traits brought about in men by the geographical features of the land they inhabit.  [4]

(d) Explain the meaning of the terms φλεγματίαι and χολώδεες (line 9).  [2]

(e) Explain the meaning of the terms φύσει and νόμος (line 10) in this context.  [2]
Option A: Homer

Extract 1  Homer, *Iliad* 16.364–382

1. (a) Award [1] for identification of the simile (cloud/storm); and [1] each up to [3] for any of the following: storm comes from mountains; Patroclus and the Greek counterattack is the storm; Trojans are the people fleeing for shelter; warriors usually depicted as animals but not here.

   Any other answer on its merits.

   (b) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

   (c) Mark only for length of syllables. Award [1] per line if all correct, no mark otherwise.

   (d) Award [1] each up to [3] for any of the following: Patroclus as warrior/hero; Patroclus thought to be Achilles; Patroclus bringing hope to beleaguered Greeks; Patroclus as inevitable foe of Hector; Patroclus using Achilles’s weapons, horses, etc.

   Any other answer on its merits.

   (e) Award [1] each up to [3] for the following: they enable Patroclus to clear a ditch to fight Trojans; are immortal horses; help convince onlookers that this is Achilles.

   Any other answer on its merits.

   Total: [15]
Option A: Homer

Extract 2  Homer, Iliad 16.46–63

2.  (a) Award [1] for any detail such as the following: he is answering to Patroclus, who was blaming him for not fighting and asking to have his arms.

(b) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

(c) Award [1] for each of two motivations expressed in lines 50–55 (eg fear of prophecy, anger at disrespect), and [1] each for brief comments.

(d) Her name is Briseis [1], from Lyrnessus [1]; in Asia Minor (or similar) [1].

(e) He said this to the ambassadors [1]. Award [1] for any relevant detail such as in Book 9; led by Odysseus; offering him the gifts promised by Agamemnon, etc.

Total: [15]
Option B: History

Extract 3  Herodotus, 1.77.9-78.2

3.  (a) Croesus sent heralds to his allies [1]; they were to send troops [1] to Sardis [1] after an interval of four months [1].

(b) Award up to [3] for a description of the omen (eg snakes swarm; into outskirts of town; horses leave fields; horses eat the snakes). Award [1] for interpretation: that the snakes represent indigenous people of Sardis and the horses an invading army.

(c) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

(d) Croesus was captured by Cyrus [1] at Sardis [1].

(e) The Telmessi were Lycians (from the city of Telmessus) [1]; they are skilled at interpreting omens [1].

Total: [15]
Option B: History

Extract 4  Herodotus, 1.117.1-4

4.  (a) Award [1] up to [3] for any appropriate Ionic dialect comment (eg so-called contract verbs not contracted; σσ for ττ; article forms; κ for π in ὅκως, etc.).

(b) Harpagus was a member of a Median royal family thus in service to King Astyages [1]; award [1] each up to [1] for any of the following: was a general; was ordered to kill Astyages’ child; betrays Astyages; supports Cyrus.

Any other answer on its merits.

(c) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

(d) Harpagus did not want to incur blood-guilt for murder [1]; Harpagus took the child to a shepherd/herdsman [1], made the king’s wishes known [1], and gave instructions to expose the child in a remote location [1].

(e) Award [1] up to [3] for any appropriate comment. Possible answers include: Cyrus’s fate to become king; conflict/rivalry between son and father; divine plan foreshadowed through omens and signs; fate moving contrary to human expectations.

Total: [15]
Option C: Tragedy

Extract 5  
Euripides, *Electra* 25-42

5.  
(a) He feared that Electra would bear a child [1] to a noble father [1] because that child might seek vengeance [1].

(b) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

(c) The peasant is speaking in this extract [1]; award [1] each up to [3] for the following: he was given Electra to marry; he is noble-born; but has no power.

(d) Clytemnestra [1]; because she was afraid she would be despised [1] for killing her children (without cause) [1].

(e) Mark only for length of syllables. Award [1] per line if all correct, no mark otherwise.

Total: [15]
Option C: Tragedy

Extract 6  Euripides, Electra 82-101

6.  (a) Mark only for length of syllables. Award [1] per line if all correct, no mark otherwise.

    (b) He has come from a temple precinct/temple [1]; it is sacred to Apollo [1].

    (c) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

    (d) Orestes has heard that Electra is living in Argos [1], is married [1] and is no longer a virgin [1]; he will find a local and question him about what has happened [1].

    (e) Orestes hopes to meet a farm/local labourer on the road [1], but meets Electra [1]; award up to [2] for discussion of recognition scene and/or laying the plan for revenge.

    Total: [15]
Option D: Agon

Extract 7  Sophocles, Antigone 80-99

7. (a) Polynices [1]: son of Oedipus, brother of Eteocles etc [1].

(b) Award [1] each up to [4] for the following: the hint at keeping Polynices’s burial secret (Ismene) [1] or making it public (Antigone) [1]; or not attempting an impossible task (Ismene) [1] or carrying it out at any cost (Antigone) [1].

Any other answer on its merits.

(c) Mark only for length of syllables. Award [1] per line if all correct, no mark otherwise.

(d) δυσβουλία (ill-counsel) [1], ἄνους (without understanding/foolish), referred to Antigone [1]. Her resolution goes against the laws of men [1]. Translation of the words is not required, provided that a satisfactory explanation is given.

(e) Award [1] each up to [4] for the following (quotation of the Greek text is not required):
   • she fears for her (ὑπερδέδοικα σου)
   • is sympathetic/supportive (σὺν δ’ αὐτῶς ἐγὼ)
   • critical (θερμὴν ἐπὶ ψυχροῖσι καρδίαν ἔχεις etc.)
   • respects her decisions (ἀλλ’ εἰ δοκεῖ σοι, στεῖχε).

Total: [15]
Option D: Agon

Extract 8    Lysias, On the Murder of Eratosthenes 47-50

8.   (a) Award [1] for “the judges”; and [1] each for details such as: of the Delphinion; the law-court; where the cases of justifiable homicide are discussed [1].

       Any other answer on its merits.

(b) Because those who act against the law [1] would be less inclined to do so [1] seeing that the act in question is considered to be a justifiable homicide (or similar) [1].

(c) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

(d) The following three points should be highlighted in the answer: he feels an injustice has been done to him [1], because the lawsuits [1] do not abide by the laws [1].

(e) Award [1] for any detail such as:
• the Athenian laws
• allowed the killing
• of a man
• caught in adultery
• with someone’s wife.

Total: [15]
Option F: Scientific knowledge

Extract 9  Hippocrates, *Air, Waters and Places* 10

9.  (a) Award [2] each for any of the following correlations:
    • Winter with southerly winds: brain and veins hardened/strengthened.
    • Spring with northerly winds and dry: brain congealed and hardened.
    • Normal spring: brain relaxed and purged by coryza (cold in the head) and hoarseness.
    • Hot summer: diseases such as coryza or hoarseness.

(b) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

(c) Bad location with respect to sun [1] and winds [1], use of standing [1] and marshy [1] waters.

(d) Diseases cease [1] more rapidly [1].

(e) A wet summer [1] and a wound (of any sort) [1].

Total: [15]
Option F: Scientific knowledge

Extract 10 Hippocrates, *Air, Waters and Places* 24

10. (a) Award [3] if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award [2] if the meaning has been partially communicated, and vocabulary and grammar are rendered adequately despite inaccuracies. Award [1] if the meaning has not been communicated adequately, and vocabulary and grammar are not rendered adequately. Award [0] if the work does not reach a standard described by the descriptors above.

(b) Award [1] each for any relevant example such as: altitude of terrain; presence and quality of water; contrast between seasons; characteristics of winds. Award one mark only for any couple of contrasting elements (eg ‘high terrain’ and ‘low-lying terrain’).

(c) Award [1] each up to [4] for the following: τὸ ταλαίπωρον; τὸ ἀνδρεῖον; τὸ ἄγριον; τὸ θηριῶδες. Deduct one mark overall if article is not given and one mark overall for gross misspelling.

(d) φλεγματίαι: phlegmatic, abundant in phlegm [1]; χολώδεες: bilious, abundant in bile [1]. Deduct one mark if it is not clear from the answer that the two terms refer to humours/fluids in the body.

(e) φύσις: nature and/or environment [1]; νόμος: social institutions and/or customs [1]. Accept similar answers.

Total: [15]