



International Baccalaureate®  
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# **Classical Greek**

## **Higher level and standard level**

**Specimen papers 1 and 2**

**For first examinations in 2016**

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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

1 hour 30 minutes

Candidate session number

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**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]**.

Translate the text into English.

**At a banquet offered by the Athenians to the Paphlagonian envoys, some Thracians provide entertainment by performing very elaborate dancing.**

ἐπεὶ δὲ σπονδαὶ τε ἐγένοντο καὶ ἐπαιάνισαν, ἀνέστησαν πρῶτον μὲν Θραῖκες καὶ πρὸς αὐλὸν ὠρχήσαντο σὺν τοῖς ὅπλοις καὶ ἤλλοντο ὑψηλά τε καὶ κούφως καὶ ταῖς μαχαίραις ἐχρῶντο· τέλος δὲ ὁ ἕτερος τὸν ἕτερον παίει, ὡς πᾶσιν ἐδόκει πεπληγένοι τὸν ἄνδρα· ὁ δ' ἔπεσε τεχνικῶς πω. καὶ ἀνέκραγον οἱ Παφλαγόνες. καὶ ὁ μὲν σκυλεύσας τὰ ὅπλα τοῦ ἑτέρου ἐξήει ἄδων τὸν

5 Σιτάλκαν<sup>1</sup>. ἄλλοι δὲ τῶν Θρακῶν τὸν ἕτερον ἐξέφερον ὡς τεθνηκότα· ἦν δὲ οὐδὲν πεπονθώς. μετὰ τοῦτο Αἰνιᾶνες καὶ Μάγνητες<sup>2</sup> ἀνέστησαν, οἳ ὠρχοῦντο τὴν καρπαίαν<sup>3</sup> καλουμένην ἐν τοῖς ὅπλοις. ὁ δὲ τρόπος τῆς ὀρχήσεως ἦν, ὁ μὲν παραθέμενος τὰ ὅπλα σπείρει καὶ ζευγηλατεῖ, πυκνὰ δὲ στρεφόμενος ὡς φοβούμενος, ληστής δὲ προσέρχεται· ὁ δ' ἐπειδὴν προΐδηται, ἀπαντᾷ ἀρπάσας τὰ ὅπλα καὶ μάχεται πρὸ τοῦ ζεύγους.

Xenophon, *Anabasis* 6.1.5–8

<sup>1</sup> Σιτάλκας, ὁ: the Sitalcas (a war song)

<sup>2</sup> Αἰνιᾶνες καὶ Μάγνητες: Aenianians and Magnesians (two populations)

<sup>3</sup> καρπαία, ἡ: the carpaëa (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

5 pages

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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 σπονδαὶ 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).

<b>(A) Meaning</b>	
<b>How well has the student communicated the meaning of each sense unit?</b>	
<b>Marks</b>	<b>Level descriptors</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	<b>The meaning has not been communicated adequately.</b> The translation conveys some meaning; errors impair the translation significantly.
<b>2</b>	<b>The meaning has been partially communicated.</b> The translation is mostly logical; errors impair the translation.
<b>3</b>	<b>The meaning has been fully communicated.</b> The translation is logical; errors do not impair the translation.

<b>(B) Vocabulary &amp; Grammar</b>	
<b>How correctly has the student rendered vocabulary and grammar in relation to each sense unit?</b>	
<b>Marks</b>	<b>Level descriptors</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	<b>Vocabulary and grammar are not rendered adequately.</b> Limited vocabulary is rendered appropriately for the context. Limited grammar is rendered accurately.
<b>2</b>	<b>Vocabulary and grammar are rendered adequately despite inaccuracies.</b> Some vocabulary is rendered appropriately for the context. Some grammar is rendered accurately and effectively.
<b>3</b>	<b>Vocabulary and grammar are rendered correctly.</b> Most vocabulary is rendered appropriately for the context. Most grammar is rendered accurately and effectively.

Text	A	B
1. ἐπεὶ δὲ σπονδαὶ τε ἐγένοντο		
2. καὶ ἐπαιάνισαν		
3. ἀνέστησαν πρῶτον μὲν Θρᾶκες		
4. καὶ πρὸς αὐλὸν ὠρχήσαντο σὺν τοῖς ὅπλοις		
5. καὶ ἤλλοντο ὑψηλά τε καὶ κούφως		
6. καὶ ταῖς μαχαίραις ἐχρῶντο		
7. τέλος δὲ ὁ ἕτερος τὸν ἕτερον παίει		
8. ὡς πᾶσιν ἐδόκει		
9. πεπληγέναι τὸν ἄνδρα		
10. ὁ δ' ἔπεσε τεχνικῶς πως		
11. καὶ ἀνέκραγον οἱ Παφλαγόνες		
12. καὶ ὁ μὲν σκυλεύσας τὰ ὄπλα τοῦ ἑτέρου		
13. ἐξήει ἄδων τὸν Σιτάλκαν		
14. ἄλλοι δὲ τῶν Θρακῶν		
15. τὸν ἕτερον ἐξέφερον		
16. ὡς τεθνηκότα		
17. ἦν δὲ οὐδὲν πεπονθῶς		
18. μετὰ τοῦτο Αἰνιᾶνες καὶ Μάγνητες ἀνέστησαν		
19. οἱ ὠρχοῦντο τὴν καρπαίαν καλουμένην		
20. ἐν τοῖς ὅπλοις		
21. ὁ δὲ τρόπος τῆς ὀρχήσεως ἦν		
22. ὁ μὲν παραθέμενος τὰ ὄπλα		
23. σπείρει καὶ ζευγηλατεῖ		
24. πυκνὰ δὲ στρεφόμενος		
25. ὡς φοβούμενος		
26. ληστής δὲ προσέρχεται		
27. ὁ δ' ἐπειδὰν προΐδηται		
28. ἀπαντᾷ		
29. ἀρπάσας τὰ ὄπλα		
30. καὶ μάχεται πρὸ τοῦ ζεύγους		

	90	90
<b>Total</b>	<b>180</b>	



**Classical Greek**  
**Higher level**  
**Paper 2**

Specimen paper

2 hours

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**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

- ὡς οἱ μὲν κατὰ ἄστῳ πεφυζότες ἤϋτε νεβροὶ  
 ἰδρῶ ἀπεψύχοντο πῖον τ' ἀκέοντό τε δίψαν  
 κεκλιμένοι καλῆσιν ἐπάλξεσιν· αὐτὰρ Ἀχαιοὶ  
 τείχεος ἄσσον ἴσαν σάκε' ὤμοισι κλίναντες.  
 5 Ἐκτορα δ' αὐτοῦ μῆναι ὀλοιῆ μοῖρα πέδησεν  
 Ἴλιου προπάροιθε πυλάων τε Σκαιάων.  
 αὐτὰρ Πηλείωνα προσηύδα Φοῖβος Ἀπόλλων·  
 “τίπτέ με Πηλέος υἱὲ ποσὶν ταχέεσσι διώκεις  
 αὐτὸς θνητὸς ἐὼν θεὸν ἄμβροτον; οὐδέ νύ πώ με  
 10 ἔγνωσ ὡς θεὸς εἶμι, σὺ δ' ἀσπερχὲς μενεαίνεις.  
 ἦ νύ τοι οὐ τι μέλει Τρώων πόνος, οὐς ἐφόβησας,  
 οἱ δὴ τοι εἰς ἄστῳ ἄλεν, σὺ δὲ δεῦρο λιάσθης.  
 οὐ μὲν με κτενέεις, ἐπεὶ οὐ τοι μόρσιμός εἰμι.”  
 τὸν δὲ μέγ' ὀχθήσας προσέφη πόδας ὠκὺς Ἀχιλλεύς·  
 15 “ἔβλαψάς μ' ἐκάεργε θεῶν ὀλωτάτε πάντων  
 ἐνθάδε νῦν τρέψας ἀπὸ τείχεος· ἦ κ' ἔτι πολλοὶ  
 γαῖαν ὀδαξ εἶλον πρὶν Ἴλιον εἰσαφικέσθαι.

1. (a) Scan ὡς οἱ 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) τίπτέ με ... μόρσιμός 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 ἔβλαψάς ... εἰσαφικέσθαι (lines 15–17). [3]

**Option A: Homer****Extract 2 Homer, *Iliad* 6.144–159**

τὸν δ' αὖθ' Ἴππολόχοιο προσηύδα φαίδιμος υἱός·  
 145 “Τυδεΐδη μεγάθυμε τί ἢ γενεὴν ἐρεεῖνεις;  
 οἷη περ φύλλων γενεὴ τοίη δὲ καὶ ἀνδρῶν.  
 φύλλα τὰ μὲν τ' ἄνεμος χαμάδις χέει, ἄλλα δέ θ' ὕλη  
 τηλεθόωσα φύει, ἔαρος δ' ἐπιγίγνεται ὥρη·  
 ὡς ἀνδρῶν γενεὴ ἢ μὲν φύει ἢ δ' ἀπολήγει.  
 150 εἰ δ' ἐθέλεις καὶ ταῦτα δαήμεναι ὄφρ' εὖ εἰδῆς  
 ἡμετέρην γενεήν, πολλοὶ δέ μιν ἄνδρες ἴσασιν·  
 ἔστι πόλις Ἐφύρη μυχῶ Ἄργεος ἵπποβότοιο,  
 ἔνθα δὲ Σίσυφος ἔσκεν, ὃ κέρδιστος γένετ' ἀνδρῶν,  
 Σίσυφος Αἰολίδης· ὃ δ' ἄρα Γλαῦκον τέκεθ' υἱόν,  
 155 αὐτὰρ Γλαῦκος τίκτεν ἀμύμονα Βελλεροφόντην·  
 τῷ δὲ θεοὶ κάλλός τε καὶ ἠνορέην ἐρατεινὴν  
 ὤπασαν· αὐτὰρ οἱ Προΐτος κακὰ μῆσατο θυμῷ,  
 ὅς ῥ' ἐκ δήμου ἔλασεν, ἐπεὶ πολὺ φέρτερος ἦεν,  
 Ἄργείων· Ζεὺς γάρ οἱ ὑπὸ σκῆπτρῳ ἐδάμασσε.

2. (a) ἐπεὶ πολὺ φέρτερος ἦεν (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]

**Option B: History****Extract 3 Herodotus, 7.2.2–3.2**

ἦσαν γὰρ Δαρείω καὶ πρότερον ἢ βασιλεύσαι γεγονότες τρεῖς παῖδες ἐκ τῆς προτέρης γυναικός, Γοβρύεω θυγατρὸς, καὶ βασιλεύσαντι ἐξ Ἀτόσσης τῆς Κύρου ἕτεροι τέσσερες. τῶν μὲν δὴ προτέρων ἐπρέσβευε Ἄρτοβαζάνης, τῶν δὲ ἐπιγενομένων Ξέρξης. ἐόντες δὲ μητρὸς οὐ τῆς αὐτῆς ἐστασίαζον, ὁ μὲν Ἄρτοβαζάνης κατότι πρεσβύτατός τε εἶη παντὸς τοῦ γόνου καὶ ὅτι νομιζόμενον εἶη πρὸς πάντων ἀνθρώπων τὸν πρεσβύτατον τὴν ἀρχὴν ἔχειν, Ξέρξης δὲ ὡς Ἀτόσσης τε παῖς εἶη τῆς Κύρου θυγατρὸς καὶ ὅτι Κῦρος εἶη ὁ κτησάμενος τοῖσι Πέρσησι τὴν ἐλευθερίην. Δαρείου δὲ οὐκ ἀποδεικνυμένου κω γνώμην, ἐτύγχανε κατὰ τῶντὸ τούτοισι καὶ Δημάρητος ὁ Ἄριστωνος ἀναβεβηκῶς ἐς Σοῦσα, ἐστερημένος τε τῆς ἐν Σπάρτη βασιληΐας καὶ φυγὴν ἐπιβαλὼν ἐωυτῷ ἐκ Λακεδαίμονος. οὗτος ὠνήρ πυθόμενος τῶν Δαρείου παίδων τὴν 10 διαφορὴν, ἐλθὼν, ὡς ἠ φάτις μιν ἔχει, Ξέρξη συνεβούλευε λέγειν πρὸς τοῖσι ἔλεγε ἔπεισι, ὡς αὐτὸς μὲν γένοιτο Δαρείω ἤδη βασιλεύοντι καὶ ἔχοντι τὸ Περσέων κράτος, Ἄρτοβαζάνης δὲ ἔτι ιδιώτη ἐόντι Δαρείω.

3. (a) ἦσαν γὰρ ... τῶν δὲ ἐπιγενομένων Ξέρξης (lines 1–3). What is the difference in birth between Artobazanes and Xerxes? [2]
- (b) Κῦρος εἶη ὁ κτησάμενος τοῖσι Πέρσησι τὴν ἐλευθερίην (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 ὠνήρ ... ἐόντι Δαρείω (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]



**Option B: History****Extract 4 Herodotus, 7.12.1–13.3**

νυκτὶ δὲ βουλήν διδοὺς πάγχυ εὕρισκέ οἱ οὐ πρῆγμα εἶναι στρατεύεσθαι ἐπὶ τὴν Ἑλλάδα. δεδομένων δὲ οἱ αὐτίς τούτων κατύπνωσε, καὶ δὴ κου ἐν τῇ νυκτὶ εἶδε ὄψιν τοιήνδε, ὡς λέγεται ὑπὸ Περσέων· ἐδόκεε ὁ Ξέρξης ἄνδρα οἱ ἐπιστάντα μέγαν τε καὶ εὐεϊδέα εἰπεῖν “μετὰ δὴ βουλευεαι, ὦ Πέρσα, στράτευμα μὴ ἄγειν ἐπὶ τὴν Ἑλλάδα, προείπας ἀλίζειν Πέρσας στρατόν; 5 οὔτε ὦν μεταβουλευόμενος ποιέεις εὖ οὔτε ὁ συγγνωσόμενός τοι πάρα· ἀλλ’ ὡσπερ τῆς ἡμέρης ἐβουλεύσαο ποιέειν, ταύτην ἴθι τῶν ὁδῶν.” τὸν μὲν ταῦτα εἰπόντα ἐδόκεε ὁ Ξέρξης ἀποπτάσθαι, ἡμέρης δὲ ἐπιλαμπάσης ὀνείρου μὲν τούτου λόγον οὐδένα ἐποιέετο, ὁ δὲ Περσέων συναλίσας τοὺς καὶ πρότερον συνέλεξε, ἔλεξε σφι τάδε. “ἄνδρες Πέρσαι, συγγνώμη μοι ἔχετε ὅτι ἀγχίστροφα βουλεύομαι· φρενῶν τε γὰρ ἐς τὰ ἐμεωυτοῦ πρῶτα οὐκῶ ἀνήκω, καὶ 10 οἱ παρηγοροέμενοι ἐκεῖνα ποιέειν οὐδένα χρόνον μευ ἀπέχονται. ἀκούσαντι μέντοι μοι τῆς Ἄρταβάνου γνώμης παραυτίκα μὲν ἢ νεότης ἐπέζεσε, ὥστε ἀεικέστερα ἀπορρίψαι ἔπεα ἐς ἄνδρα πρεσβύτερον ἢ χρεόν· νῦν μέντοι συγγνοὺς χρήσομαι τῇ ἐκείνου γνώμῃ. ὡς ὦν μεταδεδογμένον μοι μὴ στρατεύεσθαι ἐπὶ τὴν Ἑλλάδα, ἦσυχοι ἔστε.”

4. (a) ὡς ὦν ... ἦσυχοι 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

ὦ Ζεῦ, τί δὴ κίβδηλον ἀνθρώποις κακὸν  
 γυναῖκας ἐς φῶς ἡλίου κατώκισας;  
 εἰ γὰρ βρότειον ἤθελες σπείραι γένος,  
 οὐκ ἐκ γυναικῶν χρῆν παρασχέσθαι τόδε,  
 620 ἀλλ' ἀντιθέοντας σοῖσιν ἐν ναοῖς βροτοῦς  
 ἢ χαλκὸν ἢ σίδηρον ἢ χρυσοῦ βάρος  
 παίδων πρίασθαι σπέρμα του τιμήματος,  
 τῆς ἀξίας ἕκαστον, ἐν δὲ δώμασιν  
 ναίειν ἐλευθέροισι θηλειῶν ἄτερ.  
 625 νῦν δ' ἐς δόμους μὲν πρῶτον ἄξεσθαι κακὸν  
 μέλλοντες ὄλβον δωμάτων ἐκτίνομεν.  
 τούτῳ δὲ δῆλον ὡς γυνὴ κακὸν μέγα·  
 προσθεῖς γὰρ ὁ σπείρας τε καὶ θρέψας πατῆρ  
 φερνάς ἀπόκισ', ὡς ἀπαλλαχθῆ κακοῦ.  
 630 ὁ δ' αὖ λαβῶν ἀτηρὸν ἐς δόμους φυτὸν  
 γέγηθε κόσμον προστιθεῖς ἀγάλματι  
 καλὸν κακίστῳ καὶ πέπλοισιν ἐκπονεῖ  
 δύστηνος, ὄλβον δωμάτων ὑπεξελών.  
 ἔχει δ' ἀνάγκην· ὥστε κηδεύσας καλῶς  
 635 γαμβροῖσι χαίρων σῶζεται πικρὸν λέχος,  
 ἢ χρηστὰ λέκτρα πενθεροῦς δ' ἀνωφελεῖς  
 λαβῶν πιέζει τὰγαθῷ τὸ δυστυχές.

5. (a) Scan ὦ Ζεῦ ... κατώκισας (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 τούτῳ 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

χῶ μὲν παλαιὰ σκῆπτρα Ταντάλου λιπῶν  
 ὄλωλεν, Αἰγισθος δὲ βασιλεύει χθονός,  
 ἄλοχον ἐκείνου Τυνδαρίδα κόρην ἔχων.  
 οὓς δ' ἐν δόμοισιν ἔλιφ' ὅτ' ἐς Τροίαν ἔπλει,  
 15 ἄρσενά τ' Ὀρέστην θῆλύ τ' Ἠλέκτρας θάλος,  
 τὸν μὲν πατὴρ γεραῖος ἐκκλέπτει τροφεὺς  
 μέλλοντ' Ὀρέστην χερὸς ὑπ' Αἰγίσθου θανεῖν  
 Στροφίῳ τ' ἔδωκε Φωκέων ἐς γῆν τρέφειν·  
 ἢ δ' ἐν δόμοις ἔμεινε Ἠλέκτρα πατρός,  
 20 ταύτην ἐπειδὴ θαλερὸς εἶχ' ἥβης χρόνος,  
 μνηστῆρες ἦτον Ἑλλάδος πρῶτοι χθονός.  
 δεῖσας δὲ μὴ τῷ παῖδι ἄριστέων τέκοι  
 Ἀγαμέμνωνος ποινάτορ', εἶχεν ἐν δόμοις  
 Αἰγισθος οὐδ' ἤρμοζε νυμφίῳ τινί.  
 25 ἐπεὶ δὲ καὶ τοῦτ' ἦν φόβου πολλοῦ πλέων,  
 μὴ τῷ λαθραίως τέκνα γενναίῳ τέκοι,  
 κτανεῖν σφε βουλευσάντος, ὠμόφρων ὄμως  
 μήτηρ νιν ἐξέσωσεν Αἰγίσθου χερὸς.  
 ἐς μὲν γὰρ ἄνδρα σκῆψιν εἶχ' ὄλωλότα,  
 30 παίδων δ' ἔδεισε μὴ φθονηθεῖν 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.  
κρείττων γὰρ εἶναι φημι τούτου τὴν τέχνην.  
ΔΙΟ. Αἰσχύλε τί σιγᾶς; αἰσθάνει γὰρ τοῦ λόγου.  
ΕΥ. ἀποσεμνυεῖται πρῶτον, ἅπερ ἐκάστοτε  
ἐν ταῖς τραγωδίαισιν ἕτερατεύετο.
- 835 ΔΙΟ. ὦ δαιμόνι ἄνδρῶν μὴ μεγάλα λίαν λέγε.  
ΕΥ. ἐγῶδα τοῦτον καὶ διέσκεμμαί πάλαι,  
ἄνθρωπον ἀγριοποιὸν αὐθαδόστομον,  
ἔχοντ' ἀχάλινον ἀκρατὲς ἀπύλωτον στόμα,  
ἀπεριλάλητον κομποφακελορρήμονα.
- 840 ΑΙΣ. ἄληθες ὦ παῖ τῆς ἀρουραίας θεοῦ;  
σὺ δὴ με ταῦτ' ὦ στωμυλιοσυλλεκτάδη  
καὶ πτωχοποιὲ καὶ ῥακιοσυρραπτάδη;  
ἀλλ' οὐ τι χαίρων αὐτ' ἐρεῖς.  
ΔΙΟ. παῦ Ἀἰσχύλε,  
καὶ μὴ πρὸς ὀργὴν σπλάγχνα θερμῆνης κότῳ.
- 845 ΑΙΣ. οὐ δῆτα πρὶν γ' ἂν τοῦτον ἀποφίνω σαφῶς  
τὸν χωλοποιὸν οἶος ὢν θρασύνεται.  
ΔΙΟ. ἄρν' ἄρνα μέλανα παῖδες ἐξενέγκατε·  
τυφῶς γὰρ ἐκβαίνειν παρασκευάζεται.
- ΑΙΣ. ὦ Κρητικὰς μὲν συλλέγων μονωδίας,  
850 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 Κρητικὰς ... μονωδίας (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, ὧς Λακεδαιμόνιοι, πιστεύσαντες ὑμῖν ἐποιησάμεθα, οὐ τοιάνδε δίκην οἰόμενοι ὑφέξειν, νομιμωτέραν δὲ τινα ἔσεσθαι, καὶ ἐν δικασταῖς οὐκ ἂν ἄλλοις δεξάμενοι, ὥσπερ καὶ ἐσμέν, γενέσθαι, ἡγούμενοι τὸ ἴσον μάλιστ’ ἂν φέρεσθαι. νῦν δὲ φοβούμεθα μὴ ἀμφοτέρων ἅμα ἡμαρτήκαμεν· τὸν τε γὰρ ἀγῶνα περὶ τῶν δεινοτάτων εἶναι εἰκότως ὑποπτεύομεν  
 5 καὶ ὑμᾶς μὴ οὐ κοινοὶ ἀποβῆτε, τεκμαιρόμενοι προκατηγορίας τε ἡμῶν οὐ προγεγεννημένης ἢ χρὴ ἀντειπεῖν (ἀλλ’ αὐτοὶ λόγον ἠτησάμεθα) τό τε ἐπερώτημα βραχὺ ὄν, ὧς τὰ μὲν ἀληθῆ ἀποκρίνασθαι ἐναντία γίγνεται, τὰ δὲ ψευδῆ ἔλεγχον ἔχει. πανταχόθεν δὲ ἄποροι καθεστῶτες ἀναγκαζόμεθα καὶ ἀσφαλέστερον δοκεῖ εἶναι εἰπόντας τι κινδυνεύειν· καὶ γὰρ ὁ μὴ ῥηθεὶς λόγος τοῖς ὧδ’ ἔχουσιν αἰτίαν ἂν παράσχοι ὡς, εἰ ἐλέχθη, σωτήριος ἂν ᾖν.”

8. (a) Outline the context of this speech. [3]
- (b) Translate τὸν τε γὰρ ἀγῶνα ... ἀντειπεῖν (lines 4–6). [3]
- (c) τό τε ἐπερώτημα βραχὺ ὄν (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 ἤδη πεπαίσθω μετρίως ἡμῖν τὰ περὶ λόγων· καὶ σύ τε ἐλθὼν φράζε Λυσία ὅτι νῶ καταβάντε ἐς τὸ Νυμφῶν νᾶμά τε καὶ μουσεῖον ἠκούσαμεν λόγων, οἱ ἐπέστελλον λέγειν Λυσία τε καὶ εἴ τις ἄλλος συντίθησι λόγους, καὶ Ὅμηρῳ καὶ εἴ τις ἄλλος αὖ ποιήσιν ψιλῆν ἢ ἐν ᾧδῇ συντέθηκε, τρίτον δὲ Σόλωνι καὶ ὅστις ἐν πολιτικοῖς λόγοις νόμους ὀνομάζων συγγράμματα ἔγραψεν· εἰ μὲν εἰδὼς ἦ τὸ ἀληθὲς ἔχει συνέθηκε ταῦτα, καὶ ἔχων βοηθεῖν, εἰς ἔλεγχον ἰὼν περὶ ὧν ἔγραψε, καὶ λέγων αὐτὸς δυνατὸς τὰ γεγραμμένα φαῦλα ἀποδείξει, οὐ τι τῶνδε ἐπωνυμίαν ἔχοντα δεῖ λέγεσθαι τὸν τοιοῦτον, ἀλλ' ἐφ' οἷς ἐσπούδακεν ἐκείνων.
- 5 ΦΑΙ. τίνας οὖν τὰς ἐπωνυμίας αὐτῶ νέμεις;
- ΣΩ. τὸ μὲν σοφόν, ὦ Φαῖδρε, καλεῖν ἔμοιγε μέγα εἶναι δοκεῖ καὶ θεῶ μόνῳ πρέπειν· τὸ δὲ ἢ φιλόσοφον ἢ τοιοῦτόν τι μᾶλλον τε ἂν αὐτῶ καὶ ἀρμόττοι καὶ ἐμμελεστέρωσ ἔχοι.
- 10 ΦΑΙ. καὶ οὐδέν 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 αὐτὸς ... 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**

ταῦτα μὲν ἔστιν ἄριστα κατὰ τὸ εἶκος. δεῖται δὲ ἀφέψεσθαι καὶ ἀποσήπεσθαι· εἰ δὲ μή, ὀδμήν ἴσχει πονηρὴν καὶ βράγχος καὶ βῆχες καὶ βαρυφωνίη τοῖς πίνουσι προσίσταται. τὰ δὲ ἀπὸ χιόνος καὶ κρυστάλλων πονηρὰ πάντα. ὁκόταν γὰρ ἅπαξ παγῆ, οὐκ ἔτι ἐς τὴν ἀρχαίην φύσιν καθίσταται, ἀλλὰ τὸ μὲν αὐτοῦ λαμπρὸν καὶ κοῦφον καὶ γλυκὺ ἐκκρίνεται  
 5 καὶ ἀφανίζεται, τὸ δὲ θολωδέστατον καὶ σταθμωδέστατον λείπεται. γνοίης δ' ἂν ὧδε· εἰ γὰρ βούλει, ὅταν ἢ χειμῶν, ἐς ἀγγεῖον μέτρῳ ἐγγέας ὕδωρ θεῖναι ἐς τὴν αἰθρίην, ἵνα πήξεται μάλιστα, ἔπειτα τῇ ὑστεραίῃ ἐσενεγκῶν ἐς ἀλέην, ὅκου χαλάσει μάλιστα ὁ παγετός, ὁκόταν δὲ λυθῆ, ἀναμετρεῖν τὸ ὕδωρ, εὐρήσεις ἔλασσον συχνῶ. τοῦτο τεκμήριον, ὅτι ὑπὸ τῆς πῆξις ἀφανίζεται καὶ ἀναξηραίνεται τὸ κουφότατον καὶ λεπτότατον, οὐ τὸ βαρύτετατον καὶ  
 10 παχύτατον· οὐ γὰρ ἂν δύναίτο. ταύτη οὖν νομίζω πονηρότατα ταῦτα τὰ ὕδατα εἶναι τὰ ἀπὸ χιόνος καὶ κρυστάλλου καὶ τὰ τοῦ τοισιν ἐπόμενα πρὸς ἅπαντα χρήματα.

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 ... συχνῶ)? [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.

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# Markscheme

## Specimen paper

## Classical Greek

## Higher level

## Paper 2

## 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 υἱὲ 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 θεός εἰμι, σὺ δ' ἀσπερχές μενεαίνεις); final position or emphasis/use of diction that serves the contrast (eg οὗτοι μὸρσιμός 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 (κάλλος τε καὶ ἡνορέην ἐρατεινὴν ὤπασαν) [1]; Zeus gave kingly power to Proetus (Ζεὺς γὰρ οἱ ὑπὸ σκήπτρῳ ἐδάμασσε) [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: ἦ μὲν φύει ἦ 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 ... ἀπορρίψαι).
- (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 ... κατώκισας; presenting a false dilemma/condition with response: εἰ γὰρ ... ἄτερ; using logical connectors: εἰ γὰρ, νῦν δε, 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: θῆλύ ... 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: ἀγριοποιόν, αὐθαδόστομον, etc; privative alpha epithets: ἀχάλινον ἀκρατὲς ἀπύλωτον, etc; abusive language: στωμυλιοσυλλεκτάδη, πτωχοποιεῖ, 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].
- (b) The process of freezing [1] diminishes the quantity [1] of the water.
- (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 βῆγες etc; omission of verb: τὰ δὲ ἀπὸ χιόνος καὶ κρυστάλλων πονηρὰ πάντα; use of second person: γνοίης δ' ἄν ὤδε 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?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The response includes weak evidence from the prescribed passages only.
2	The response includes specific evidence from the prescribed passages only.
3	The response includes evidence from both the prescribed passages <b>and</b> supplementary reading.
4	The response includes specific evidence from both the prescribed passages <b>and</b> supplementary reading.

**Criterion B: Understanding and argument**

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

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	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.
3–4	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.
5–6	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.
7–8	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.

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**Classical Greek**  
**Standard level**  
**Paper 1**

Specimen paper

1 hour 15 minutes

Candidate session number

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**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]**.

Translate the text into English.

**Xenophon sets out to dissuade his troops from sacking Byzantium, a city allied with the Spartans.**

- “ὅτι μὲν ὀργίσεσθε, ὦ ἄνδρες στρατιῶται, καὶ νομίζετε δεινὰ πάσχειν ἐξαπατώμενοι οὐ θαυμάζω. ἦν δὲ τῷ θυμῷ χαρίζομεθα καὶ Λακεδαιμονίους τε τοὺς παρόντας τῆς ἐξαπάτης τιμωρησώμεθα καὶ τὴν πόλιν τὴν οὐδὲν αἰτίαν διαρπάσωμεν, ἐνθυμείσθε ἃ ἔσται ἐντεῦθεν. πολέμιοι μὲν ἐσόμεθα ἀποδεδειγμένοι Λακεδαιμονίοις καὶ τοῖς συμμάχοις. οἷος δὲ πόλεμος ἂν γένοιτο εἰκάζειν δὴ
- 5 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.

# Markscheme

## Specimen paper

## Classical Greek

## Standard level

## Paper 1

5 pages

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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 (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 SL passage, the marking of different translations of the sense unit οὐ θαυμάζω ὅτι μὲν ὀργίσεσθε, 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).

<b>(A) Meaning</b>	
<b>How well has the student communicated the meaning of each sense unit?</b>	
<b>Marks</b>	<b>Level descriptors</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	<b>The meaning has not been communicated adequately.</b> The translation conveys some meaning; errors impair the translation significantly.
<b>2</b>	<b>The meaning has been partially communicated.</b> The translation is mostly logical; errors impair the translation.
<b>3</b>	<b>The meaning has been fully communicated.</b> The translation is logical; errors do not impair the translation.

<b>(B) Vocabulary &amp; Grammar</b>	
<b>How correctly has the student rendered vocabulary and grammar in relation to each sense unit?</b>	
<b>Marks</b>	<b>Level descriptors</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	<b>Vocabulary and grammar are not rendered adequately.</b> Limited vocabulary is rendered appropriately for the context. Limited grammar is rendered accurately.
<b>2</b>	<b>Vocabulary and grammar are rendered adequately despite inaccuracies.</b> Some vocabulary is rendered appropriately for the context. Some grammar is rendered accurately and effectively.
<b>3</b>	<b>Vocabulary and grammar are rendered correctly.</b> Most vocabulary is rendered appropriately for the context. Most grammar is rendered accurately and effectively.

Text	A	B
1. οὐ θαυμάζω ὅτι μὲν ὀργίζεσθε, ὦ ἄνδρες στρατιῶται		
2. καὶ νομίζετε δεινὰ πάσχειν		
3. ἐξαπατῶμενοι		
4. ἦν δὲ τῷ θυμῷ χαριζόμεθα		
5. καὶ Λακεδαιμονίους τε τοὺς παρόντας		
6. τῆς ἐξαπάτης τιμωρησώμεθα		
7. καὶ τὴν πόλιν διαρπάσωμεν		
8. τὴν οὐδὲν αἰτίαν		
9. ἐνθυμείσθε ἃ ἔσται ἐντεῦθεν		
10. πολέμιοι μὲν ἐσόμεθα ἀποδεδειγμένοι		
11. Λακεδαιμονίοις καὶ τοῖς συμμάχοις		
12. οἷος δὲ πόλεμος ἂν γένοιτο		
13. εἰκάζειν δὴ πάρεστιν		
14. ἐορακότας καὶ ἀναμνησθέντας		
15. τὰ νῦν δὴ γεγενημένα		
	45	45
<b>Total</b>	<b>90</b>	





**Classical Greek**  
**Standard level**  
**Paper 2**

Specimen paper

1 hour 30 minutes

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**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 marks]**.
- The maximum mark for this examination paper is **[45 marks]**.

Answer **all** questions on **three** extracts taken from **two** options studied.

**Option A: Homer**

**Extract 1 Homer, *Iliad* 16.364–382**

365 ὡς δ' ὅτ' ἀπ' Οὐλύμπου νέφος ἔρχεται οὐρανὸν εἴσω  
 αἰθέρος ἐκ δίης, ὅτε τε Ζεὺς λαίλαπα τείνη,  
 ὡς τῶν ἐκ νηῶν γένετο ἰαχὴ τε φόβος τε,  
 οὐδὲ κατὰ μοῖραν πέραον πάλιν. Ἐκτορα δ' ἵπποι  
 ἔκφερον ὠκύποδες σὺν τεύχεσι, λείπε δὲ λαὸν  
 Τρωϊκόν, οὓς ἀέκοντας ὀρυκτὴ τάφρος ἔρυκε.  
 370 πολλοὶ δ' ἐν τάφρῳ ἐρυσάρματες ὠκέες ἵπποι  
 ἄξαντ' ἐν πρώτῳ ῥυμῶ λίπον ἄρματ' ἀνάκτων,  
 Πάτροκλος δ' ἔπετο σφεδανὸν Δαναοῖσι κελεύων  
 Τρωσὶ κακὰ φρονέων· οἳ δὲ ἰαχῇ τε φόβῳ τε  
 πάσας πλήσαν ὁδοὺς, ἐπεὶ ἄρ τμάγεν· ὕψι δ' ἀέλλη  
 375 σκίδναθ' ὑπὸ νεφέων, τανύοντο δὲ μώνυχες ἵπποι  
 ἄψορρον προτὶ ἄστν νεῶν ἀπο καὶ κλισιάων.  
 Πάτροκλος δ' ἦ πλεῖστον ὀρινόμενον ἶδε λαόν,  
 τῇ ῥ' ἔχ' ὀμοκλήσας· ὑπὸ δ' ἄξοσι φῶτες ἐπιπτον  
 πρηνέες ἐξ ὀχέων, δίφροι δ' ἀνακυμβαλίαζον.  
 380 ἀντικρὺ δ' ἄρα τάφρον ὑπέρθορον ὠκέες ἵπποι  
 ἄμβροτοι, οὓς Πηληϊῆ θεοὶ δόσαν ἀγλαὰ δῶρα,  
 πρόσσω ἰέμενοι, ἐπὶ δ' Ἐκτορι κέκλετο θυμός·

1. (a) ὡς δ' ὅτ' ... τείνη (lines 364–365). Describe what is evoked by this simile and how it relates to this extract. [4]
- (b) Translate Ἐκτορα 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 ὠκέες ἵπποι ἄμβροτοι (lines 380–381) are significant for this extract. [3]

## Option A: Homer

Extract 2 Homer, *Iliad* 16.46–63

ὡς φάτο λισσόμενος μέγα νήπιος· ἦ γὰρ ἔμελλεν  
οἷ αὐτῷ θάνατόν τε κακὸν καὶ κῆρα λιτέσθαι.  
τὸν δὲ μέγ' ὀχθήσας προσέφη πόδας ὠκὺς Ἀχιλλεύς·  
“ὦ μοι διογενὲς Πατρόκλεες οἶον ἔειπες·  
50 οὔτε θεοπροπίης ἐμπάζομαι ἦν τινα οἶδα,  
οὔτε τί μοι παρ Ζηνὸς ἐπέφραδε πότνια μήτηρ·  
ἀλλὰ τόδ' αἰνὸν ἄχος κραδίην καὶ θυμὸν ἰκάνει,  
ὄππότε δὴ τὸν ὁμοῖον ἀνὴρ ἐθέλησιν ἀμέρσαι  
καὶ γέρας ἄψ ἀφελέσθαι, ὅ τε κράτει προβεβήκη·  
55 αἰνὸν ἄχος τό μοι ἐστίν, ἐπεὶ πάθον ἄλγεα θυμῷ.  
κούρην ἦν ἄρα μοι γέρας ἔξελον νῆες Ἀχαιῶν,  
δουρὶ δ' ἐμῷ κτεάτισσα πόλιν εὐτείχεα πέρσας,  
τὴν ἄψ ἐκ χειρῶν ἔλετο κρείων Ἀγαμέμνων  
Ἄτρεΐδης ὡς εἶ τιν' ἀτίμητον μετανάστην.  
60 ἀλλὰ τὰ μὲν προτετύχθαι ἐάσομεν· οὐδ' ἄρα πως ἦν  
ἀσπερχὲς κεχολῶσθαι ἐνὶ φρεσίν· ἦτοι ἔφην γε  
οὐ πρὶν μηνιθμὸν καταπαυσέμεν, ἀλλ' ὅπότε ἂν δὴ  
νῆας 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) ἦτοι ἔφην γε ... πτόλεμός τε (lines 61–63). To whom did Achilles say this and in which situation? [2]

**Option B: History****Extract 3 Herodotus, 1.77.9–78.2**

καὶ ὁ μὲν ταῦτα φρονέων, ὡς ἀπίκετο ἐς τὰς Σάρδις, ἔπεμπε κήρυκας κατὰ τὰς συμμαχίας προερέοντας ἐς πέμπτον μῆνα συλλέγεσθαι ἐς Σάρδις· τὸν δὲ παρεόντα καὶ μαχεσάμενον στρατὸν Πέρσησι, ὃς ἦν αὐτοῦ ξεινικός, πάντα ἀπείς διεσκέδασε οὐδαμὰ ἐλπίσας μὴ κοτε ἄρα ἀγωνισάμενος οὕτω παραπλησίως Κροῖσος ἐλάσῃ ἐπὶ Σάρδις. ταῦτα ἐπιλεγόμενον Κροῖσος τὸ  
 5 προάσκειον πᾶν ὀφίων ἐνεπλήσθη· φανέντων δὲ αὐτῶν οἱ ἵπποι μετιέντες τὰς νομὰς νέμεσθαι φοιτέοντες κατήσθιον. ἰδόντι δὲ τοῦτο Κροῖσος, ὥσπερ καὶ ἦν ἔδοξε τέρας εἶναι· αὐτίκα δὲ ἔπεμπε θεοπρόπους ἐς τῶν ἐξηγητῶν Τελμησσέων. ἀπικομένοισι δὲ τοῖσι θεοπρόποισι καὶ μαθοῦσι πρὸς Τελμησσέων τὸ θέλει σημαίνειν τὸ τέρας, οὐκ ἐξεγένετο Κροῖσος ἀπαγγεῖλαι· πρὶν γὰρ ἢ ὀπίσω σφέας ἀναπλῶσαι ἐς τὰς Σάρδις ἦλθε ὁ Κροῖσος.

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. [4]
- (b) Describe the omen related in this extract, and give the interpretation related by Herodotus (in the section following this extract). [4]
- (c) Translate ἀπικομένοισι δὲ ... ἀπαγγεῖλαι (lines 7–8). [3]
- (d) πρὶν γὰρ ... ὁ Κροῖσος (lines 8–9). By whom was Croesus captured and where? [2]
- (e) Who are the Telmessi and what are they skilled at? [2]

**Option B: History****Extract 4 Herodotus, 1.117.1–4**

Ἀστυάγης δὲ τοῦ μὲν βουκόλου τὴν ἀληθείην ἐκφήναντος λόγον ἤδη καὶ ἐλάσσω ἐποιέετο, Ἄρπαγῳ δὲ καὶ μεγάλως μεμφόμενος καλέειν αὐτὸν τοὺς δορυφόρους ἐκέλευε. ὡς δὲ οἱ παρῆν ὁ Ἄρπαγος, εἵρετό μιν ὁ Ἀστυάγης “ Ἄρπαγε, τέφ δὴ μόρφῳ τὸν παῖδα κατεχρήσαο τὸν τοι παρέδωκα ἐκ θυγατρὸς γεγονότα τῆς ἐμῆς; ” ὁ δὲ Ἄρπαγος ὡς εἶδε τὸν βουκόλον ἔνδον  
 5 ἔόντα, οὐ τρέπεται ἐπὶ ψευδέα ὁδόν, ἵνα μὴ ἐλεγχόμενος ἀλίσκεται, ἀλλὰ λέγει τάδε. “ ὦ βασιλεῦ, ἐπεῖτε παρέλαβον τὸ παιδίον, ἐβούλευον σκοπέων ὅκως σοί τε ποιήσω κατὰ νόον, καὶ ἐγὼ πρὸς σὲ γινόμενος ἀναμάρτητος μῆτε θυγατρὶ τῇ σῇ μῆτε αὐτῷ σοὶ εἶην ἀυθέντης. ποιέω δὴ ὧδε· καλέσας τὸν βουκόλον τόνδε παραδίδωμι τὸ παιδίον, φὰς σέ τε εἶναι τὸν κελεύοντα ἀποκτεῖναι αὐτό. καὶ λέγων τοῦτό γε οὐκ ἐψευδόμην· σὺ γὰρ ἐνετέλλεο  
 10 οὔτω. παραδίδωμι μέντοι τῷδε κατὰ τάδε ἐντειλάμενος, θεῖναι μιν ἐς ἔρημον ὄρος καὶ παραμένοντα φυλάσσειν ἄχρι οὗ τελευτήσῃ, ἀπειλήσας παντοῖα τῷδε ἦν 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 ... εἶην ἀυθέντης (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 τοῦτ' ἦν φόβου πολλοῦ πλέων,  
 μή τω λαθραίως τέκνα γενναίω τέκοι,  
 κτανεῖν σφε βουλευσάντος, ὠμόφρων ὄμως  
 μήτηρ νιν ἐξέσφωσεν Αἰγίσθου χερός.  
 ἐς μὲν γὰρ ἄνδρα σκῆψιν εἶχ' ὀλωλότα,  
 30 παίδων δ' ἔδρασε μὴ φθονηθείη φόνω.  
 ἐκ τῶνδε δὴ τοιόνδ' ἐμηχανήσατο  
 Αἴγισθος· ὅς μὲν γῆς ἀπηλλάχθη φυγὰς  
 Ἄγαμέμνονος παῖς, χρυσὸν εἶφ' ὅς ἂν κτάνη,  
 ἡμῖν δὲ δὴ δίδωσιν Ἥλέκτραν ἔχειν  
 35 δάμαρτα, πατέρων μὲν Μυκηναίων ἄπο  
 γεγῶσιν – οὐ δὴ τοῦτό γ' ἐξελέγχομαι·  
 λαμπροὶ γὰρ ἐς γένος γε, χρημάτων δὲ δὴ  
 πένητες, ἔνθεν ἠυγένει' ἀπόλλυται –  
 ὡς ἀσθενεῖ δοὺς ἀσθενῆ λάβοι φόβον.  
 40 εἰ γὰρ νιν ἔσχεν ἀξίωμ' ἔχων ἀνήρ,  
 εὐδοντ' ἂν ἐξήγειρε τὸν Ἄγαμέμνονος  
 φόνον δίκη τ' ἂν ἦλθεν Αἰγίσθω τότε.

5. (a) ἐπεὶ δὲ ... τέκοι (lines 25–26). What did Aegisthus fear and why? [3]
- (b) Translate μήτηρ ... φόνω (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 εὐδοντ' ... 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' ἐμοί·  
 85 μόνος δ' Ὀρέστην τόνδ' ἐθαύμαζες φίλων,  
 πρᾶσσονθ' ἅ πρᾶσσω δεῖν' ὑπ' Αἰγίσθου παθῶν,  
 ὅς μου κατέκτα πατέρα – χή πανώλεθρος  
 μήτηρ. ἀφίγμαι δ' ἐκ θεοῦ μυστηρίων  
 Ἀργεῖον οὐδας οὐδενὸς ξυνειδότος,  
 φόνον φονεῦσι πατρὸς ἀλλάξων ἐμοῦ.  
 90 νυκτὸς δὲ τῆσδε πρὸς τάφον μολῶν πατρὸς  
 δάκρυσά τ' ἔδωκα καὶ κόμης ἀπηρξάμην  
 πυρᾶ τ' ἐπέσφαξ' αἷμα μηλείου φόνου,  
 λαθῶν τυράννους οἱ κρατοῦσι τῆσδε γῆς.  
 καὶ τειχέων μὲν ἐντὸς οὐ βαίνω πόδα,  
 95 δυοῖν δ' ἄμιλλαν ξυντιθεὶς ἀφικόμην  
 πρὸς τέρμονας γῆς τῆσδ', ἴν' ἐκβάλω ποδι  
 ἄλλην ἐπ' αἶαν, εἴ μὲ τις γνοιή σκοπῶν,  
 ζητῶν τ' ἀδελφήν· φασὶ γάρ νιν ἐν γάμοις  
 ζευχθεῖσαν οἰκεῖν οὐδὲ παρθένον μένειν·  
 100 ὡς συγγένωμαι καὶ φόνου ξυνεργάτιν  
 λαβῶν τά γ' εἴσω τειχέων σαφῶς μάθω.

6. (a) Scan Πυλάδη ... ἐμοί (lines 82–83). [2]
- (b) ἐκ θεοῦ μυστηρίων (line 87). What kind of place has the speaker come from, and to what god is it sacred? [2]
- (c) Translate νυκτὸς δὲ ... τῆσδε γῆς (lines 90–93). [3]
- (d) φασὶ γάρ ... μάθω (lines 98–101). What information does the speaker have about Electra, and how does he propose to check its validity? [4]
- (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? [4]

## Option D: Agon

Extract 7 Sophocles, *Antigone* 80–99

- 80 AN. σὺ μὲν τάδ' ἄν προὔχοι· ἐγὼ δὲ δὴ τάφον  
 χώσους' ἀδελφῶ φίλτάτῳ πορεύσομαι.  
 ΙΣ. οἴμοι ταλαίνης, ὡς ὑπερδέδοικά σου.  
 AN. μὴ 'μοῦ προτάρβει· τὸν σὸν ἐξόρθου πότμον.  
 ΙΣ. ἀλλ' οὖν προμηνύσης γε τοῦτο μηδενὶ  
 85 τοῦργον, κρυφῆ δὲ κεῦθε, σὺν δ' αὐτῶς ἐγώ.  
 AN. οἴμοι, καταύδα· πολλὸν ἐχθίων ἔσει  
 σιγῶσ', ἐὰν μὴ πᾶσι κηρύξης τάδε.  
 ΙΣ. θερμὴν ἐπὶ ψυχοῖσι καρδίαν ἔχεις.  
 AN. ἀλλ' οἶδ' ἀρέσκουσ' οἷς μάλισθ' ἀδεῖν με χρή.  
 90 ΙΣ. εἰ καὶ δυνήσει γ'· ἀλλ' ἀμηχάνων ἐρᾶς.  
 AN. οὐκοῦν, ὅταν δὴ μὴ σθένω, πεπαύσομαι.  
 ΙΣ. ἀρχὴν δὲ θηρᾶν οὐ πρέπει τὰμήχανα.  
 AN. εἰ ταῦτα λέξεις, ἐχθαρεῖ μὲν ἐξ ἐμοῦ,  
 ἐχθρὰ δὲ τῷ θανόντι προσκείσει δίκη.  
 95 ἀλλ' ἔα με καὶ τὴν ἐξ ἐμοῦ δυσβουλίαν  
 παθεῖν τὸ δεινὸν τοῦτο· πείσομαι γὰρ οὐ  
 τοσοῦτον οὐδὲν ὥστε μὴ οὐ καλῶς θανεῖν.  
 ΙΣ. ἀλλ' εἰ δοκεῖ σοι, στεῖχε· τοῦτο δ' ἴσθ' ὅτι  
 ἄνους μὲν ἔρχει, τοῖς φίλοις δ' ὀρθῶς φίλη.

7. (a) To whom do the words ἀδελφῶ φίλτάτῳ (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**

ἐγὼ μὲν οὖν, ὦ ἄνδρες, οὐκ ἰδίαν ὑπὲρ ἑμαυτοῦ νομίζω ταύτην γενέσθαι τὴν τιμωρίαν, ἀλλ' ὑπὲρ τῆς πόλεως ἀπάσης· οἱ γὰρ τοιαῦτα πράττοντες, ὀρώντες οἷα τὰ ἄθλα πρόκειται τῶν τοιούτων ἀμαρτημάτων, ἦττον εἰς τοὺς ἄλλους ἐξαμαρτήσονται, ἐὰν καὶ ὑμᾶς ὀρώσι τὴν αὐτὴν γνώμη ἔχοντας. εἰ δὲ μή, πολὺ κάλλιον τοὺς μὲν κειμένους νόμους ἐξαλειψαί, ἐτέρους δὲ θεῖναι, οἷτινες

5 τοὺς μὲν φυλάττοντας τὰς ἑαυτῶν γυναῖκας ταῖς ζημίαις ζημιώσουσι, τοῖς δὲ βουλομένοις εἰς αὐτὰς ἀμαρτάνειν πολλὴν ἄδειαν ποιήσουσι. πολὺ γὰρ οὕτω δικαιότερον ἢ ὑπὸ τῶν νόμων τοὺς πολίτας ἐνεδρεύεσθαι, οἱ κελεύουσι μὲν, ἐὰν τις μοιχὸν λάβῃ, ὅ τι ἂν οὖν βούληται χρῆσθαι, οἱ δ' ἀγῶνες δεινότεροι τοῖς ἀδικουμένοις καθεστήκασιν ἢ τοῖς παρὰ τοὺς νόμους τὰς ἀλλοτρίας καταισχύνουσι γυναῖκας. ἐγὼ γὰρ νῦν καὶ περὶ τοῦ σώματος καὶ περὶ τῶν χρημάτων καὶ περὶ τῶν

10 ἄλλων ἀπάντων κινδυνεύω, ὅτι τοῖς τῆς πόλεως νόμοις ἐπειθόμην.

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 μή ... ζημιώσουσι (lines 4–5). [3]
- (d) πολὺ γὰρ ... γυναῖκας (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 ἐπειθόμην (line 10). Describe the juridical context this sentence is referring to. [4]

**Option F: Scientific knowledge****Extract 9 Hippocrates, *Air, Waters and Places* 10**

5      ὁκόταν γὰρ τοῦ χειμῶνος ἐόντος νοτίου καὶ θερμοῦ τοῦ σώματος μὴ συνιστῆται ὁ ἐγκέφαλος  
 μηδὲ αἱ φλέβες, τοῦ ἥρος ἐπιγενομένου βορείου καὶ αὐχμηροῦ καὶ ψυχροῦ ὁ ἐγκέφαλος, ὀπηνίκα  
 αὐτὸν ἔδει ἅμα καὶ τῷ ἥρι διαλύεσθαι καὶ καθαίρεσθαι ὑπὸ τε κορύζης καὶ βράγχων, τηνικαῦτα  
 10    μεταβολῆς ἐπιγενομένης ταῦτα τὰ νοσεύματα ἐπιπίπτειν. καὶ ὁκόσαι μὲν τῶν πολίων κέονταί τε  
 καλῶς τοῦ ἡλίου καὶ τῶν πνευμάτων ὕδασι τε χρέονται ἀγαθοῖσιν, αὗται μὲν ἦσσαν αἰσθάνονται  
 τῶν τοιούτων μεταβολέων· ὁκόσαι δὲ ὕδασι τε ἐλείοσι χρέονται καὶ λιμνώδεσι κέονταί τε μὴ  
 καλῶς τῶν πνευμάτων καὶ τοῦ ἡλίου, αὗται δὲ μᾶλλον. κῆν μὲν τὸ θέρος αὐχμηρὸν γένηται,  
 10    θᾶσσαν παύονται αἱ νοῦσοι· ἦν δὲ ἔπομβρον, πολυχρόνιοι γίνονται· καὶ φαγεδαίνας κίνδυνος  
 ἐγγίνεσθαι ἀπὸ πάσης προφάσιος, ἦν ἔλκος ἐγγένηται. καὶ λειεντερία καὶ ὕδρωπες τελευτῶσι  
 τοῖσι νοσεύμασιν 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**

ἔνεισι δὲ καὶ ἐν τῇ Εὐρώπῃ φύλα διάφορα ἕτερα ἑτέροισι καὶ τὰ μεγέθεα καὶ τὰς μορφὰς καὶ τὰς ἀνδρείας. τὰ δὲ διαλλάσσοντα ταῦτά ἐστιν, ἃ καὶ ἐπὶ τῶν πρότερον εἴρηται. ἔτι δὲ σαφέστερον φράσω. ὀκόσοι μὲν χώραν ὀρεινὴν τε οἰκέουσι καὶ τρηχεῖαν καὶ ὑψηλὴν καὶ ἔνυδρον, καὶ αἱ μεταβολαὶ αὐτοῖσι γίνονται τῶν ὠρέων μέγα διάφοροι, ἐνταῦθα εἰκὸς εἶδεα μεγάλα εἶναι καὶ  
 5 πρὸς τὸ ταλαίπωρον καὶ τὸ ἀνδρεῖον εὖ πεφυκότα, καὶ τό τε ἄγριον καὶ τὸ θηριῶδες αἱ τοιαῦται φύσεις οὐχ ἥκιστα ἔχουσιν. ὀκόσοι δὲ κοῖλα χωρία καὶ λειμακώδεα καὶ πνιγηρὰ καὶ τῶν θερμῶν πνευμάτων πλέον μέρος μετέχουσιν ἢ τῶν ψυχρῶν ὕδασι τε χρέονται θερμοῖσιν, οὗτοι δὲ μεγάλοι μὲν οὐκ ἂν εἴησαν οὐδὲ κανονίαί, ἐς εὖρος δὲ πεφυκότες καὶ σαρκώδεις καὶ μελανότριχες, καὶ αὐτοὶ μέλανες μᾶλλον ἢ λευκότεροι, φλεγματῖαι δὲ ἦσσαν ἢ χολώδεις· τὸ δὲ ἀνδρεῖον καὶ τὸ  
 10 ταλαίπωρον ἐν τῇ ψυχῇ φύσει μὲν οὐκ ἂν ὁμοίως ἐνεῖη, νόμος δὲ προσγενόμενος ἀπεργάζοιτ' ἄν.

10. (a) Translate ἔνεισι ... εἴρηται (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 φλεγματῖαι and χολώδεις (line 9). [2]
- (e) Explain the meaning of the terms φύσει and νόμος (line 10) in this context. [2]
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# Markscheme

## Specimen paper

## Classical Greek

## Standard level

## Paper 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;  $\sigma\sigma$  for  $\tau\tau$ ; article forms;  $\kappa$  for  $\pi$  in  $\delta\kappa\omega\varsigma$ , 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 (ὑπερδέδοικά σου)
  - is sympathetic/supportive (σὺν δ' αὐτῶς ἐγώ)
  - critical (θερμὴν ἐπὶ ψυχροῖσι καρδίαν ἔχεις *etc.*)
  - respects her decisions (ἀλλ' εἰ δοκεῖ σοι, στείχε).

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; τό ἄγριον; τὸ θηριῶδες. Deduct one mark overall if article is not given and one mark overall for gross misspelling.
- (d) φλεγματῖαι: phlegmatic, abundant in phlegm **[1]**; χολώδεις: 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]**

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