
OCR GCSE IN CLASSICAL GREEK

1941

Revised Edition (First examination 2007)

Key Features

- A clear progression route to the revised OCR AS/A Level Classical Greek specifications
- Assessment of linguistic knowledge, Classical Greek Literature and Greek Civilisation
- Single Tier only

Foreword to Revised Edition

This Revised Edition has been produced to consolidate revisions to this specification. **There is no change to the structure. There are changes to the teaching content of the specification.** Sidelining will be used to indicate any significant changes.

The main changes are:

Defined Vocabulary List

- reduced to 365 words

Length of Prescribed Texts

- paper 2 (Verse Literature) reduced to approx 170 lines and no further reading in English required
- paper 3 (Prose Literature) reduced to approx 100 lines

Coursework

- written coursework reduced to max. 2000 words
- the option of oral coursework has been withdrawn

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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:

 Citizenship

 ICT

 Key Skills

SECTION A: SPECIFICATION SUMMARY

TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A*.

COMPONENTS

Component	Title		Duration	Weighting
01	Paper 1: Language	Compulsory	2 hours	50%
02	Paper 2: Verse Literature	Compulsory	1 hour 30 minutes	30%
03	Paper 3: Prose Literature	Optional	1 hour	20%
04	Paper 4: Greek Civilisation	Optional	45 minutes	
05	Coursework	Optional		
85	Coursework Carried Forward	-		

QUESTION PAPERS

Paper 1: Language

This paper tests the candidate's ability in unseen translation and comprehension of Classical Greek prose. Translation from English into Greek may be substituted for one translation exercise. Otherwise there is no choice of questions.

Paper 2: Verse Literature

This paper tests the candidate's knowledge, appreciation and understanding of **one of two** Classical Greek prescribed verse texts. Otherwise there is no choice of questions.

Paper 3: Prose Literature

This paper tests the candidate's knowledge, appreciation and understanding of **one of two** Classical Greek prescribed prose texts. Otherwise there is no choice of questions.

Paper 4: Greek Civilisation

This paper tests the candidate's knowledge of **one** of the five Greek Civilisation topics from Paper 1 (Higher Tier only) of OCR GCSE Classical Civilisation (1940).

ENTRY OPTIONS

Option Code	Title	Components
A	Language, Verse and Prose Literature	01, 02, 03
B	Language, Verse Literature and Greek Civilisation	01, 02, 04
C	Language, Verse Literature and Coursework	01, 02, 05
D	Language, Verse Literature and Coursework Carried Forward	01, 02, 85

INTERNAL ASSESSMENT

Candidates submit, in accordance with the coursework regulations, either one longer or two shorter pieces of work. For details, see Section D: Coursework.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This specification meets the requirements of the Qualifications and Curriculum Authority for GCSE specifications and the Subject Criteria for Classical Subjects. The specification offers a system of assessment for GCSE based on clear targets and a coherent set of criteria for assessing candidates' achievement across grades A*-G. The assessment of candidates includes both linguistic knowledge and an introduction to Classical Greek literature in the original language. Candidates may take an optional paper or submit Coursework on a topic in Greek civilisation.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Classical Greek

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework.

1.5 PROGRESSION

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

Components 02 and 03 potentially overlap in subject matter with areas studied in GCSE Classical Civilisation. However, in this specification, literary material is to be studied in the original language rather than in translation. The skills required for Components 02 and 03 of Classical Greek overlap with those required for the comparable components in GCSE Latin. However, the material studied and the language of the original texts are different.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title Classical Greek in the same examination series.

Component 04 uses material and questions shared with OCR GCSE Classical Civilisation. Candidates who enter for OCR GCSE Classical Greek under option B are excluded from entering for OCR GCSE Classical Civilisation.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 6550.

1.8 CODE OF PRACTICE REQUIREMENTS

This specification will comply in every respect with the revised Code of Practice requirements for courses in 2005.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by centres in Wales and by CCEA for use by centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the OCR Information Bureau (telephone 01223 553998).

2 Specification Aims

The aims of this specification are the same for all candidates.

The purpose of a GCSE course in Classical Greek is:

- to acquire an understanding of some of the elements of classical civilisation, literature and language which have had a profound influence on modern societies;
- to fire imagination and to deepen and develop experience by considering a wide range of issues, such as aesthetic, ethical, linguistic, political, religious and social questions.

A GCSE course in Classical Greek should provide a satisfying experience in itself and a sound basis for further study. Its aims are to encourage candidates to:

- to develop a competence in the Classical Greek language;
- to develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Classical Greek and the languages of today;
- to develop a reading competence focused upon a selection of Classical Greek literature;
- to read and respond to literature in Classical Greek and to understand the cultural context within which the literature was produced;
- to make an informed response, based on evidence, to material studied.

The revised specification provides a coherent, satisfying and worthwhile course of study for candidates, whether or not they wish to pursue the study of Classical Greek beyond GCSE. It will be appropriate for assessing the work of candidates who have used any course currently available.

3 Assessment Objectives

The assessment objectives satisfy the National Criteria for Classical Subjects.

Candidates should be able:

AO1 (i) to show knowledge and understanding of vocabulary, morphology, and syntax in context;

AO1 (ii) to show an understanding of the difference between inflected and uninflected language, including word order;

AO1 (iii) to show an understanding of the different ways in which ideas are expressed in English and in Classical Greek;

AO1 (iv) to show an understanding of an unprepared passage of Classical Greek.

AO2 (i) to show knowledge and understanding of some Classical Greek literature, including verse, studied in the original, with reference to content and literary quality;

AO2 (ii) to show knowledge of the customs, institutions, achievements and historical significance of the Classical Greek Civilisation in relation to the language and literature studied, including the ability to evaluate a range of evidence and to draw comparisons between the ancient world and later times.

The relationship between the assessment objectives and the components of the scheme of assessment is shown in the table below.

Assessment Objectives	Component 01	Component 02	Component 03	Component 04	Component 05
AO1 (i)	✓	✓	✓		
AO1 (ii)	✓	✓	✓		
AO1 (iii)	✓	✓	✓		
AO1 (iv)	✓				
AO2 (i)		✓	✓		✓
AO2 (ii)			✓	✓	✓

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A*. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.2 COMPONENTS

Component	Title		Duration	Weighting
01	Paper 1: Language	Compulsory	2 hours	50%
02	Paper 2: Verse Literature	Compulsory	1 hour 30 minutes	30%
03	Paper 3: Prose Literature	Optional	1 hour	20%
04	Paper 4: Greek Civilisation	Optional	45 minutes	
05	Coursework	Optional		
85	Coursework Carried Forward			

4.3 QUESTION PAPERS

Paper 1 Language

The paper is divided into four sections. Candidates **must answer** Sections A and B and either Section C or Section D. They must answer all the questions in a section.

Section A A short unseen prose passage of graded difficulty for translation into English.

Section B A prose passage on which comprehension questions of graded difficulty will be set, to be answered in English.

Either:

Section C A more difficult unseen prose passage for translation into English.

Or:

Section D A number of straightforward English sentences to be translated into Greek

There is a Defined Vocabulary List for this paper, consisting of 365 words. There is also a separate Defined Vocabulary List for Section D: translation of English into Greek sentences.

Paper 2 Verse Literature

The paper is divided into two sections: Section A and Section B. Candidates must answer **one** section. They must answer all the questions in the section.

A verse text of approximately 170 lines will be prescribed from which at least two passages will be set. Questions may involve translation and comment on language, context and literary content. There will be an optional question on scansion. No questions on grammar will be set.

Paper 3 Prose Literature

The paper is divided into two sections; Section A and Section B. Candidates must answer **one** section. They must answer all the questions in the section.

A prose text of approximately 100 lines will be prescribed from which at least two passages will be set. Questions may involve translation and comment on language, context, background and literary content. No questions on grammar will be set.

Paper 4 Greek Civilisation

One topic to be answered, chosen from five.

Five topics are prescribed in each examination session. This paper is shared with OCR GCSE Classical Civilisation (1940).

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid. (* Alternatives)

	Language AO1	Literature AO2 (i)	Background AO2 (ii)	Total
Paper 1	50%			50%
Paper 2	5%	25%		30%
Paper 3	5%	10%	5%	20%
Paper 4			20%	
Coursework		20%*	20%*	
Overall	55-60%	40-45%		100%

4.5 ENTRY OPTIONS

All candidates take Components 01 and 02 together with one further component chosen from 03, 04, 05. It is intended that Components 03 and 04 will be timetabled within a single session.

Option Code	Title	Components
A	Language, Verse and Prose Literature	01, 02, 03
B	Language, Verse Literature and Greek Civilisation	01, 02, 04
C	Language, Verse Literature and Coursework	01, 02, 05
D	Language, Verse Literature and Coursework Carried Forward	01, 02, 85

Option D is available for candidates who originally entered Option C and are re-sitting the qualification. Candidates may only carry forward a mark once and within one year of the original entry.

4.6 INTERNAL ASSESSMENT (COURSEWORK)

Coursework

Candidates submit, in accordance with the coursework regulations, either one longer or two shorter pieces of work. For details see Section D: Coursework.

4.7 ASSESSMENT OF WRITTEN COMMUNICATION

Candidates are expected to

- present relevant information in a form that suits its purpose
- ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear

They should also use a suitable structure and style of writing.

4.8 DIFFERENTIATION

In all components differentiation will be by outcome.

4.9 AWARDING OF GRADES

The written papers will have a total weighting of 80-100% and internal assessment a weighting of 20%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.10 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidates demonstrate some accuracy in knowledge of the meaning of vocabulary and of simple grammatical constructions. They demonstrate a basic knowledge and understanding of prescribed texts in the original language by identifying simple narrative aspects. They demonstrate some knowledge and understanding of the customs, institutions, events and achievements of the classical Greek world in the context of the literature studied.

Grade C

Candidates demonstrate general accuracy in knowledge of the meaning (and use where applicable) of vocabulary and grammatical constructions. They demonstrate a general knowledge and understanding of prescribed texts in the original language. They identify narrative aspects and appreciate simple points of style.

Candidates demonstrate a sound knowledge and understanding of the customs, institutions, events and achievements of the classical Greek world in the context of the literature studied. They evaluate evidence and draw simple conclusions and, where appropriate, make comparisons between the classical world and later times.

Grade A

Candidates demonstrate a high level of accuracy in knowledge of the meaning (and use where applicable) of vocabulary and grammatical constructions; they demonstrate a detailed knowledge and understanding of prescribed texts in the original language.


They make an informed personal response to the author's ideas, opinions, and literary techniques and demonstrate a good knowledge and understanding of the customs, institutions, events and achievements of the classical Greek world in the context of the literature studied.

Candidates evaluate evidence in depth and draw informed conclusions. When appropriate, they make detailed comparisons between the classical world and later times.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

5.1 LANGUAGE

 C1.1, C2.1a, IT1.1, IT2.1; PS1.1, PS1.2, PS2.1, PS2.2

Vocabulary

A Defined Vocabulary List is printed in Appendix E2. Candidates are expected to understand straightforward compounds of verbs in the list. Where a word not in the Defined Vocabulary List appears on the paper its meaning and, where appropriate, its basic grammar (e.g. the principal parts) will be given. This list is in two parts: the main section is targeted at Sections A-C. The second section is intended only for those candidates who attempt Section D: translation of English into Greek sentences.

Accidence

Verbs

All persons, numbers (except the dual), moods and voices of the present, future, imperfect and aorist tenses of:

- regular verbs with vowel and consonantal stems and contracted verbs of the types -αω and -εω
- irregular verbs in the Defined Vocabulary List
- εἰμί (I am)
- φημί (I say)

and the specified parts of the following:

- εἶμι (I go, shall go; present tense, participle ἰών, ἰούσα, ἰόν and infinitive ἰέναι only)
- οἶδα (I know; present tense, participle εἰδώς, εἰδυῖα, εἰδός and infinitive εἰδέναι only)
- δίδωμι (I give; future and aorist indicative active and infinitives only)

Knowledge of other -μι and defective verbs is not expected. Such verbs appearing on the paper will be glossed with a full translation.

Candidates will be expected to work out the meanings of compound verbs where basic prepositions are used e.g. ἐκβάλλω I throw out.

Nouns and Pronouns

- All cases (except the dual) of the nouns of the following types:
χώρα, θάλασσα, φωνή, πολίτης, νεανίας, ἵππος, ἔργον, φύλαξ, βασιλεύς, πόλις, σῶμα, τεῖχος
- The declensions of the irregular nouns in the Defined Vocabulary List
- The declensions of the pronouns in the Defined Vocabulary List

Adjectives and Adverbs

- All cases (except the dual) of the adjectives of the following types:
σοφός, ἀληθής, εὐρύς, καλλίων
- The declensions of the irregular adjectives in the Defined Vocabulary List
- The formation and declension of the comparatives and superlatives of adjectives and adverbs in the Defined Vocabulary List

Syntax

Cases



- common case usage
- expressions of time and place
- the genitive of comparison
- the cases taken by verbs and prepositions in the Defined Vocabulary List

Constructions

- Direct Commands and Prohibitions (second person only of both)
- Direct Questions
- Indirect Statements (constructions with ὅτι, the infinitive, the participle)
- Indirect Commands
- Indirect Questions
- Purpose Clauses (with ἵνα and with ὡς + the future participle)
- Relative Clauses with ὅς
- Result Clauses
- Conditional Clauses (Future Open and Past Unfulfilled only)
- Temporal Clauses with the indicative
- Participles
 - Genitive Absolute
 - Concessive (with καίπερ)
 - The article and participle
 - Normal temporal usage

N.B. Only the constructions listed above will be tested on Paper 1. A knowledge of other constructions will, of course, be necessary for a full understanding of the set texts.

5.2 VERSE LITERATURE

  C 1.1, C 2.1a; WO1.1, WO1.2, WO1.3, WO2.1, WO2.2, WO2.3

Two texts will be set each year for the examination. Candidates should prepare **one**. Each section will consist of approximately 170 lines of Greek verse.

No additional reading in English is required.

Current and forthcoming prescriptions are to be found in the **Updates** section of the GCSE Classical Greek homepage on the OCR website www.ocr.org.uk and are also published as a 'Notice to Centres'.




5.3 PROSE LITERATURE

 WO 1.1, WO1.2, WO1.3, WO2.1, WO2.2, WO2.3; LP1.1, LP1.2, LP1.3, LP2.1, LP2.2, LP2.3

Two texts will be set each year for the examination. Candidates should prepare **one**. Each section will consist of approximately 100 lines of Greek prose.

Current and forthcoming prescriptions are to be found in the **Updates** section of the GCSE Classical Greek homepage on the OCR website www.ocr.org.uk and are also published as a 'Notice to Centres'.

5.4 GREEK CIVILISATION

   IT1.1, IT1.2, IT2.1, IT2.2, IT2.3

Five topics are set each year for the examination. Candidates must satisfy the specification requirements for answering the questions on one Greek Topic (Topics 1-5) from OCR GCSE Classical Civilisation Paper 1.

Centres should be aware that only the Higher Tier version of this paper will be available.

A list of the Topics is given in Appendix E1.

Details of current and forthcoming prescriptions are to be found in the **Updates** section of the GCSE Classical Greek homepage on the OCR website www.ocr.org.uk and are also published as a 'Notice to Centres'.

SECTION D: COURSEWORK

6 Coursework Tasks

Candidates may be assessed on an optional coursework component (05). There are two types of coursework:


- Type A (one piece, maximum 2000 words)
- Type B (two pieces, each 1000 words)

Coursework must be internally marked according to the criteria given in Section 7. This marking is subject to external moderation by OCR.

The purpose of coursework is to give candidates the opportunity:

- to express themselves in writing of a different kind from that produced under examination conditions;
- to take advantage of the particular strengths of local resources and different learning opportunities.

6.1 NATURE OF COURSEWORK

 I T1.1, IT1.2, IT2.1, IT2.2, IT2.3

Coursework must be clearly related to:

- one of the Greek Civilisation Topics

or

- the work of one of the authors studied in Components 02 and 03. It should explore wider literary themes in the work from which the prescription is drawn or in the work of the author as a whole, including the relationship to the social, historical and cultural background. Little or no credit will be given to examples and discussion confined to the prescribed section of the text.

Candidates offering coursework on a topic area from Component 04 are encouraged to explore their chosen topic by means of other relevant artefacts and sources than those prescribed on the syllabus for written examination.

The option of oral coursework has been withdrawn.

6.2 EXAMPLES OF COURSEWORK TASKS

Centres in doubt about the suitability of titles should submit a Coursework Enquiry Form to OCR. Coursework Enquiry Forms can be downloaded from the **Publications and Materials** section of the GCSE Classical Greek homepage on the website www.ocr.org.uk.

Pupils should be encouraged to make their own choice of title, with teacher guidance. It is likely that there will be a considerable variety of titles within a centre. The subject(s) chosen should involve a study of some primary source material, whether studied first hand or through reference or source books.

It is important that all use of primary source material is fully referenced and related to the point or points which it is intended to illustrate. In empathy coursework tasks, credit for the use of primary source material can only be given if sources are clearly indicated, for example, by means of footnotes or endnotes.

Examples of Titles (Type A):

An imaginative account (from the point of view of playwright, *choregos*, or actor) of the production of a Greek play, based on primary and secondary material relating to the theatre building and evidence of financing, training, performance and judging of plays. The work could include drawings, based on ancient evidence, and an interview with an imaginary ancient newspaper about the person's role in the production, their hopes and fears, the difficulties and rewards.

How true is it to say that Spartan society promoted a life for males that was poor, nasty, brutish and short?

To what extent were Greek historians, such as Xenophon or Herodotus, more interested in telling a good story than uncovering the truth?

Examples of Titles (Type B):

Compare a Greek religious festival to a modern festival celebrated by any religion.

Explain the reasons behind Pericles' building programme.

How and why would a Greek house differ from a modern family home?

What does Antiphon's speech on *The Murder of Herodes* tell us about Greek attitudes to life and death?

Imagine you are Euxitheus. Do you think you would have received a fair trial on the charge of murder of Herodes?

7 Regulations for Internal Assessment

7.1 SUPERVISION AND AUTHENTICATION OF COURSEWORK

OCR expects teachers to supervise and guide candidates taking the coursework option. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates must reach their own judgments and conclusions.

When supervising coursework, teachers are expected to:

- Offer candidates advice about how best to approach their tasks
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the marking criteria and procedures.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre (e.g. research work, testing etc.). **The teacher must take steps to ensure that the work submitted is solely that of the candidate. All references to written, visual and website sources must be acknowledged.**

The teacher may not mark or annotate the candidate's drafts, but is permitted to give verbal guidance. Teachers are permitted to annotate the final piece(s) of work submitted for marking.

Private candidates may not enter for coursework.

7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Any copied material must be suitably acknowledged
- Quotations must be clearly marked and a reference provided wherever possible
- A bibliography must be included
- Work submitted for moderation must be marked with:

centre number
centre name
candidate number
candidate name
specification code and title
title(s)
number of words

7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Teachers should use the assessment criteria below to mark all work submitted. When the work of candidates within a centre is marked by more than one teacher, there should be clear evidence that internal moderation has taken place.

The teacher's comments should be included on the cover sheet.

OCR will supply a mark sheet for the submission of coursework marks.

Assessment Criteria	Marks
Factual Content	12
Use of Primary Source Material	8
Organisation of Material	4
Understanding and Evaluation	14
Quality of Written Communication	2
Total Marks	40

For Type B coursework, marks for each criterion are awarded on each piece, the marks overall (maximum 80) will be halved (then rounded up if necessary) to give a total out of 40.

7.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR by 15 May, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work sent for moderation must show how the marks have been awarded in relation to the assessment criteria.

SECTION E: FURTHER INFORMATION

8 Opportunities for Teaching

8.1 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Classical Greek.


The assessment of this course requires candidates to study aspects of the social, cultural and historical achievements of the civilisation of ancient Greece and to develop a competence in the Classical Greek language. This study may be promoted by the use of a variety of resources, including electronic media such as CD-ROMs and websites. Lexical tools, such as the Liddell, Scott and Jones Greek-English Dictionary, are available online via the Perseus Project website (<http://perseus.csad.ox.ac.uk>) and/or CD-ROM.

Production of coursework offers to candidates the opportunity to exploit a variety of ICT tools, including:

- spreadsheets for the tabulation and analysis of data;
- word processing programmes for the presentation of coursework;
- web browsers for searching for, bookmarking and retrieving sources of information.

8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Sections 5 and 6 by a  symbol.

This specification provides opportunities to contribute to the teaching of the Key Stage 4 Citizenship programme of study in the following areas:

Through the study of Greek literature and Greek civilisation candidates learn about the religious, moral, ethical, social and cultural values of the ancient Greeks.

This provides candidates, through comparison of Greek values with their own values and those of society today, with opportunities to

- experience, appreciate and relate to a culture far removed from their own;
- explore and discuss with others spiritual issues and religious beliefs;
- reach moral judgements and express personal views on moral and ethical issues;
- analyse the conduct of individuals and society as a whole;
- explore notions of family, community, and society, and their impact on individuals and groups;
- consider how cultural issues are portrayed through literature.

The study of cultural issues helps candidates develop the skills of enquiry and communication, by providing opportunities to

- research political, spiritual, moral, social and cultural issues from a variety of sources;
- express, justify and defend orally and in writing personal opinions about such issues;
- contribute to group and exploratory class discussions.

8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

The study of Classical Greek contributes to an understanding of these issues by:

- presenting the study of a culture or cultures alien to the candidate's own, and of their moral values and religious beliefs;
- promoting awareness of aspects of human life other than the physical and material;
- providing opportunities for the analysis of works of literature, which offer a profound insight into the morality of human behaviour.

8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

8.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

As this specification focuses on a society which forms the root of large sections of modern European culture, the European dimension is an inherent part of it. Candidates have the opportunity to discover how elements of the ethos of the ancient world are still prevalent in modern Europe.

9 Key Skills

Key Skills are central to successful employment and underpin future success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication and Information Technology are indicated through the use of a 'key symbol' in Sections 5 and 6. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓		✓	✓	✓	✓
Level 2	✓		✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

10 Arrangements for Candidates with Special Needs

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (tel 01223 552505) as early as possible during the course.

11 Support and In-service Training for Teachers

To support teachers using this specification, OCR will make the following materials and services available:

- a full programme of In-service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950);
- past question papers and mark schemes, available from the Publications department (telephone 0870 870 6622; fax 0870 870 6621);
- coursework guidance materials;
- examples of marked work;
- written advice on coursework proposals;
- a report on the examination, compiled by senior examining personnel after each examination session;
- individual feedback to each centre on the moderation of internally assessed work.

APPENDIX E1: GREEK CIVILISATION TOPICS

Topic 1: Greek Religion

Scope of the topic *This topic is concerned with the concept of Greek religion and its role and importance in the lives of the Greeks. Candidates will be expected to make comparisons with the position of religion in their own society.*

Knowledge of the following will be expected:

The gods Zeus, Hera, Demeter and Persephone, Poseidon, Hades, Hestia, Hephaistos, Apollo, Artemis, Athena, Aphrodite, Ares, Dionysos (and his companion maenads and satyrs), Asklepios, Hermes.

Their responsibilities and how they are typically represented in Greek art.

Worship The religious functions of a temple: the position of the altar, the cult statue, use by worshippers.

The priests and priestesses (Pythia, hierophant, *mantis*, *hierews*): their duties, responsibilities and rewards.

Omens, divination, prayer and sacrifice (how it was performed), the differences between Olympian and chthonic ritual.

Votive offerings, state and individual dedications: their appearance and purposes.

State Festivals Their functions, content and organisation, with special reference to:

(a) The Panathenaia: the programme, the participants, the rewards, the differences from other state festivals.

(b) The Eleusinian Mysteries: eligibility, the programme, the rewards, the differences from other state festivals.

Oracles The nature and function of an oracle, the procedure of preparation, consultation, response and benefits.

Delphi: position and layout of the site (Sacred Way, treasuries, temple of Apollo, theatre, stadium), including topography and means of access.

Attitudes Belief and scepticism: comparisons with modern religious beliefs with which the candidate is familiar.

Topic 2: Home and Family in Athens

Scope of the topic This topic is concerned with the concept of the family in Athens and the roles and duties of its individual members. Candidates should show some understanding of the different dwellings and life styles of rich and poor and be able to make comparisons with 21st century family life.

Knowledge of the following will be expected:

The <i>oikos</i>	The concepts of house and home, self-sufficiency.
Houses	Building materials, simplicity of construction, the differences between urban and rural housing. The function, content and appearance of the rooms and areas (<i>andron</i> , <i>gynaikon</i> , slaves' quarters, kitchen, courtyard, other domestic areas). Religious items (Herm, altar to Zeus Herkeios, hearth to Hestia).
The Husband	His duties and role as <i>kyrios</i> , differences between rich and poor, urban and rural.
<i>Symposia</i>	The organisation, guests, types of food and drink, entertainment, purpose, benefits.
The Wife	Her status as <i>kyria</i> , duties within the household, equipment used (loom, spindle), differences between rich and poor, urban and rural. Property rights.
Children	The differing treatment of boys and girls, healthy and weak. Their upbringing, toys and games. The education of boys: the <i>paidotribes</i> (the importance of athletics and the variety of events), the <i>palaestra</i> , the <i>grammatistes</i> , the <i>kitharoidos</i> , school buildings, equipment, methods of teaching, the <i>paidagogos</i> . The education of boys and girls in preparation for their adult roles within the family.
Festivals involving women and children	The organisation, content and significance of the Thesmophoria, the rituals of betrothal, marriage and birth.
Slaves	Skilled and unskilled, male and female. Their origins, acquisition, duties, appearance. Their religious, legal and social status. Their treatment.
Death and burial	The organisation and conduct of a funeral. Burial, tombs, grave goods, libations, <i>stelai</i> . The consequences of a death for family members.

Topic 3: Greek Athletic and Theatrical Festivals

Scope of the topic This topic is concerned with the role and importance of these festivals in the lives of the Greeks. Candidates will be expected to make comparisons with similar occasions in societies with which they are familiar.

Knowledge of the following will be expected:

Events Preparation for and participation in the following events: javelin, discus, wrestling, boxing, *pankration*, foot race, race in armour, pentathlon, horse racing, chariot racing.

The evidence provided by Greek sculpture and painting (including Panathenaic vases).

Competitors Their training, diet, appearance, rewards, punishments, the attitudes towards them.

The Olympic Games Origins, organisation, programme of events, sporting and non-sporting religious aspects (truce, sacrifices, oaths, dedications), visitors and participants.

Olympia in the 5th and 4th Centuries BC

The location and layout of the site (including topography and access).

The appearance and purpose of the religious, sporting and non-sporting structures and areas.

Theatre buildings The size, shape, position and use in performance of: the *diazoma*, *skene*, *proskene*, *orchestra*, altar, *parodoi*, *theatron*.

The theatre of Dionysos in Athens and the theatre at Epidauros.

Machinery The uses in tragedy and comedy of: the *mechane*, the *ekkyklema*, scenery, properties, sound effects.

Production Playwrights and their role (Aeschylus, Sophocles, Euripides, Aristophanes).

The *choregos* and his role.

Actors The masks, costumes and acting styles of tragic and comic actors and chorus members.

Plays Tragedy and comedy. The structure of the plays, typical content, purpose, conventions, restrictions. The place of drama in the lives of ordinary Greeks. (Knowledge of the content of individual plays will not be expected, nor will detailed knowledge of satyr plays be expected.)

Religious festivals The City Dionysia: participants, programme, judging, rewards. The religious, political and theatrical content.

Comparison with modern drama (including TV and film)

The occasion, surroundings, techniques, conventions, purpose, rewards for both audience and actors.

Topic 4: Greek Art and Architecture

Scope of the topic *This topic is concerned with Greek pottery, sculpture and public architecture. Candidates will be expected to have knowledge of their appearance, design features and construction and to assess their function and importance in the lives of the Greeks.*

In 2007 and 2008, questions will be set on *Architecture* and *Pottery*. Future Topics within Topic 4: Greek Art and Architecture will be sent as a 'Notice to Centres' and published in the 'Updates' section of the GCSE Classical Greek homepage on the OCR website www.ocr.org.uk.

Knowledge of the following will be expected:

ARCHITECTURE

Temples **N.B. Many of the technical terms which follow are for the precise guidance of teachers. Candidates will be expected to know only those in common use.**

The basic plan of a peripteral temple.

Orders: Doric, Ionic.

Features: *akroteria*, antefixes, pediments, architrave, triglyphs, metopes, roof tiling, shafts, base, capital, colour and paint.

Building techniques Materials and their uses: limestone, marble, wood, iron, lead, terracotta, wax, stucco.

Quarrying and transportation: inherent difficulties and dangers.

Construction: *entasis*, *anathyrosis*, fluting, machinery.

Specific buildings

(a) The Parthenon:

Layout and decoration: mixed Orders, sculpture on pediments, metopes and frieze.

Purpose: as part of the Periclean building programme, significance of the sculptural themes.

(b) The Temple of Athene Nike:

Order, layout, decoration and function.

(c) The Erechtheion:

Order, layout (reasons for irregular levels and unusual groundplan), Caryatids, decoration and function.

FREE-STANDING SCULPTURE

Archaic	<i>Kouros</i> and <i>kore</i> : their development and characteristics (stance, colour and physical features).
Early Classical	Transitional works and use of bronze: Kritios Boy, Piraeus Apollo, Charioteer of Delphi, Riace Bronzes and Diskobolos.
Classical	Polykleitos and Praxiteles: stance, colour, physical features.

POTTERY

Function	Shapes and uses of common types: <i>amphora</i> , <i>krater</i> , <i>hydria</i> , <i>psykter</i> , <i>oinochoe</i> , <i>skyphos</i> , <i>kylix</i> , <i>kantharos</i> , <i>phiale</i> , <i>lekythos</i> , <i>loutrophoros</i> , <i>aryballos</i> , <i>pyxis</i> .
Black-figure	The technique: its advantages and limitations. Examples of the works of the Amasis Painter and Exekias.
Transitional	The bilingual technique, with examples from the Andokides Painter.
Red-figure	The technique: its advantages and limitations. Examples of the work of Euphronios and the Berlin Painter.

Topic 5: Sparta and the Spartan System

Scope of the topic This topic is concerned with the unique social organisation of Sparta. Candidates will also be expected to have an understanding of Spartan attitudes to non-Spartans, the state's developing isolationism and the attitudes of other Greeks towards Sparta. They should be aware of the nature and limitations of the evidence.

Knowledge of the following will be expected:

Territory	The geographical position of Sparta and her allies within the Peloponnese.
Social divisions	The origins, duties and obligations of, and the differences between, the <i>Spartiatas</i> , the <i>Perioikoi</i> and the Helots. The concept of <i>eunomia</i> .
Education	The role of Lykourgos, the purpose of the <i>agoge</i> . The treatment of boys both before and after the age of seven: games, discipline, food, clothing, organisation (platoons, <i>eirenes</i>). The role of the <i>paidonomos</i> . Religious ritual.
Women	Their education (the influence of Lykourgos), marriage, daily life, physical appearance, duties and land holding.
Military organisation	The army's organisation and fighting methods. Training, appearance, equipment, accommodation. The <i>syssitia</i> , <i>krypteia</i> , sanctions.
Government	Eligibility for the Royal Families, the <i>Apella</i> , the <i>Gerousia</i> , the Ephors. Their duties and responsibilities, and the sanctions against them. The <i>rheta</i> .
Culture	Artistic achievements: poetry, bronze works, sculpture. The poetic ideals of Tyrtaios, Alkman and Terpander as a contrast to the later militarism.

The Spartan system in action

An understanding of the basic facts on:

The heroism of Leonidas and the 300.

The corruption of Pausanias, Agis.

The achievements of Brasidas and Lysander.

APPENDIX E2: DEFINED VOCABULARY LIST

This is the list of vocabulary to be used for Paper 1. The list is in two parts: the main section is targeted at Sections A-C. The second section is intended only for those candidates who attempt Section D: translation of English into Greek sentences.

Accidence

- Where a verb follows a regular pattern, no principal parts are given.
- For verbs contracted with α and ϵ , the uncontracted form of the first person singular of the present tense is given.
- The principal parts of irregular verbs are given.
- Nouns are given with the genitive singular and the definite article to indicate declension and gender.
- For adjectives and pronouns, the masculine, feminine and neuter forms of the nominative singular are given.
- Prepositions are listed with each case they govern separately.

Meanings

Candidates should know all the different meanings given for words. Other meanings will be accepted by the Examiners. Whenever a different meaning is required in the examination, that meaning will be glossed on the paper.

Candidates are expected to understand straightforward compounds of verbs in the list.

DEFINED VOCABULARY LIST FOR PAPER 1 (LANGUAGE)

A

ἀγαθός, ἀγαθή, ἀγαθόν	good
ἀγγέλλω, ἀγγελῶ, ἡγγεῖλα, ἡγγέλθην	I announce
ἄγγελος, ἀγγέλου, ὁ	messenger
ἀγορά, ἀγορᾶς, ἡ	market place
ἀγρός, ἀγροῦ, ὁ	field, countryside
ἄγω, ἄξω, ἡγαγον, ἡχθην	I lead, bring
ἀδικέω	I do wrong, injure
ἄδικος, ἄδικος, ἄδικον	unjust, wrong
ἀεί	always
Ἀθηναῖοι, Ἀθηναίων, οἱ	Athenians
αἴρῶ, αἴρῃσω, εἶλον, ἡρέθην	I take
αἰσθάνομαι, αἰσθήσομαι, ἡσθόμην	I notice, perceive
αἰσχρός, αἰσχρά, αἰσχρόν	shameful, ugly
αἰτέω	I ask, ask for
αἵτιος, αἰτία, αἴτιον + gen	responsible for, guilty of
αἰχμάλωτος, αἰχμαλώτου, ὁ	prisoner of war
ἀκούω, ἀκούσομαι, ἡκουσα, ἡκούσθην	I hear, listen
ἀληθής, ἀληθῆς, ἀληθές	true
ἀλλά	but
ἄλλος, ἄλλη, ἄλλο	other, another
ἀνά + acc.	up
ἀναγκάζω, ἀναγκάσω, ἡνάγκασα	I force, compel
ἀναχωρέω	I retreat, withdraw
ἀνδρείος, ἀνδρεία, ἀνδρεῖον	brave
ἄνεμος, ἀνέμου, ὁ	wind
ἀνέυ + gen.	without
ἀνῆρ, ἀνδρός, ὁ	man, husband
ἄνθρωπος, ἀνθρώπου, ὁ	man, person
ἄξιος, ἀξία, ἄξιον + gen.	worthy (of)
ἀπό + gen.	from
ἀποθνήσκω, ἀποθανοῦμαι, ἀπέθανον	I die, am killed
ἀποκρίνομαι, ἀποκρινοῦμαι, ἀπεκρινάμην	I reply
ἀποκτείνω, ἀποκτενῶ, ἀπέκτεινα	I kill
ἄρα	[introduces a question]
ἄρχω + gen.	I rule
ἄρχομαι + gen.	I begin

ἀρχή, ἀρχῆς, ἡ	beginning; power, empire
ἀσθενής, ἀσθενῆς, ἀσθενές	weak
ἀσπίς, ἀσπίδος, ἡ	shield
ἀσφαλής, ἀσφαλῆς, ἀσφαλές	safe
αὖθις	again
αὐτός, αὐτή, αὐτό	himself, herself, itself (emphatic)
ὁ αὐτός, ἡ αὐτή, τὸ αὐτό	the same
αὐτόν, αὐτήν, αὐτό	
(acc/gen/dat/ only – also plural)	him, her it, them
ἀφικνέομαι, ἀφίξομαι, ἀφικόμην	I arrive

B

βαίνω, βήσομαι, ἔβην	I go
βάλλω, βαλῶ, ἔβαλον, ἐβλήθην	I throw; I fire at, hit (with missile)
βάρβαροι, βαρβάρων, οἱ	foreigners, barbarians
βασιλεύς, βασιλέως, ὁ	king
βία, βίας, ἡ	force, strength
βλάπτω	I harm
βοάω	I shout
βοή, βοῆς, ἡ	shout
βοηθέω + dat.	I help, come to help
βουλή, βουλῆς, ἡ	plan; a council
βούλομαι, βουλήσομαι, ἐβουλήθην	I wish
βραδύς, βραδεία, βραδύ	slow

Γ

γάρ	for
γε	at any rate, even
γελάω, γελάσομαι, ἐγέλασα	I laugh
γέρων, γέροντος, ὁ	old man
γῆ, γῆς, ἡ	land
γίγνομαι, γενήσομαι, ἐγενόμην	I become, happen, occur
γινώσκω, γνῶσομαι, ἔγνων, ἐγνώσθην	I know, realise, understand
γλώσσα, γλώσσης, ἡ	tongue, language

γράφω	I write, draw
γυνή, γυναικός, ἡ	woman, wife

Δ

δακρύω	I cry
δέ	but, and
δεῖ, δεήσει, ἐδέησε (with acc. + inf.)	it is necessary
δεινός, δεινή, δεινόν	terrible; strange; clever
δέκα	ten
δένδρον, δένδρου, τό	tree
δεσπότης, δεσπότης, ὁ	master
δευτέρος, δευτέρα, δεύτερον	second
δέχομαι, δέξομαι, ἐδεξάμην	I receive
δή	indeed
διά + acc.	because of, on account of
+ gen.	through
διὰ τί;	why?
διότι	because
δι' ὀλίγου	soon
διαφθείρω, διαφθερώ, διέφθαιρα, διεφθάρην	I destroy
δίκαιος, δικαία, δίκαιον	just, fair
διώκω	I chase, pursue
δοκεῖ (μοι), δόξει, ἔδοξε	(I) decide (= it seems good (to me))
δοῦλος, δούλου, ὁ	slave
δύο, δύο, δύο,	two
δυστυχής, δυστυχής, δυστυχές	unlucky
δώρον, δώρου, τό	present, gift

Ε

εἰάν	if
ἑαυτόν, ἑαυτήν, ἑαυτό (acc/gen/dat only)	himself, herself, itself, themselves
ἐγώ, ἐμοῦ	I, me
ἐμός, ἐμή, ἐμόν	my, mine
ἐθέλω, ἐθελήσω, ἠθέλησα	I wish, am willing
εἰ	if

εἰμί, ἔσομαι, ἦν	I am
εἰρήνη, εἰρήνης, ἡ	peace
εἰς + acc.	to, into
εἷς, μία, ἓν	one
εἰσβάλλω	I throw into; I invade
ἐκ/ἐξ + gen.	out of, from
ἕκαστος, ἑκάστη, ἕκαστον	each
ἐκεῖ	there
ἐκεῖνος, ἐκείνη, ἐκεῖνο	that, those
ἐκκλησία, ἐκκλησίας, ἡ	assembly, meeting
ἐκφεύγω	I escape
ἐλεύθερος, ἐλευθέρα, ἐλεύθερον	free
Ἕλληνα, Ἕλληνας, ὁ	a Greek
ἐλπίζω, ἐλπῶ, ἤλπισα	I hope, expect
ἐν + dat	in, among
ἐνθάδε	here
ἐννέα	nine
ἐνοικος, ἐνοίκου, ὁ	inhabitant
ἕξ	six
ἕξεστι(ν) [μοι]	I am allowed, I can (= it is permitted to me/ possible for me)
ἐπεὶ	when, since
ἔπειτα	then, afterwards
ἐπί + acc.	against, on to, on, at
ἐπιστολή, ἐπιστολῆς, ἡ	letter
ἔπομαι, ἔψομαι, ἐσπόμεν + dat.	I follow
ἕπτα	seven
ἔργον, ἔργου, τό	work, task, deed, action
ἔρχομαι, εἶμι, ἦλθον	I go, come
ἐρωτάω, ἐρωτήσω, ἠρώμεν (or ἠρώτησα)	I ask
ἐσθίω, (ἔδομαι), ἔφαγον	I eat
ἐσπέρα, ἐσπέρας, ἡ	evening
ἔτι	still
ἔτος, ἔτους, τό	year
εὖ	well
εὐθύς	immediately, at once
εὕρισκω, εὕρήσω, ἠύρον, ἠύρέθη	I find
εὐρύς, εὐρεία, εὐρύ	wide
εὐτυχής, εὐτυχῆς, εὐτυχές	lucky, fortunate
ἐχθρός, ἐχθρά, ἐχθρόν	hostile

ἔχω (impf. εἶχον), ἔξω, ἔσχον
ἕως

I have
while, until

Z

Ζεύς, Διός, ὁ

Zeus

H

ἢ

or; than

ἢ... ἢ...

either... or...

ἡγεμών, ἡγεμόνος, ὁ

guide, leader

ἤδη

already, by now

ἡδύς, ἡδεῖα, ἡδύ

pleasant, sweet

ἡμεῖς, ἡμῶν

we

ἡμέτερος, ἡμετέρα, ἡμέτερον

our

ἡμέρα, ἡμέρας, ἡ

day

Θ

θάλασσα, θαλάσσης, ἡ

sea

θάνατος, θανάτου, ὁ

death

θάπτω, θάψω, ἔθαιψα

I bury

θαυμάζω

I am amazed at, admire

θεά, θεᾶς, ἡ

goddess

θεός, θεοῦ, ὁ

god

θυγάτηρ, θυγατρός, ἡ

daughter

θύρα, θύρας, ἡ

door

θύω

I sacrifice

I

ἰατρός, ἰατροῦ, ὁ	doctor
ἱερός, ἱερά, ἱερόν	sacred
ἵνα + subj. or opt.	in order that, in order to
ἵππος, ἵππου, ὁ	horse
ἵππεύς, ἵππέως, ὁ	cavalryman, <i>in plur.</i> (the) cavalry
ἰσχυρός, ἰσχυρά, ἰσχυρόν	strong

K

καθεύδω	I sleep
καθίζω, καθιῶ, ἐκάθισα	I sit
καί	and; also, even, too
καίπερ + participle	although
καίω, καύσω, ἔκαυσα, ἐκαύθην	I burn, set on fire
κακός, κακή, κακόν	bad, wicked
καλέω, καλῶ, ἐκάλεσα, ἐκλήθην	I call
καλός, καλή, καλόν	beautiful, handsome, fine
κατά + acc.	according to; by; down, along
+ gen.	down
κατὰ γῆν	by land
κελεύω	I order
κεφαλή, κεφαλῆς, ἡ	head
κίνδυνος, κινδύνου, ὁ	danger
κλέπτω, κλέψω, ἔκλεψα	I steal
κολάζω	I punish
κόπτω, κόψω, ἔκοψα	I cut (down)
κρύπτω	I hide
κτάομαι, κτήσομαι, ἐκτησάμην	I obtain, get
κωλύω + infin.	I hinder, prevent (someone from doing)

L

λάθρα	in secret, secretly
Λακεδαιμόνιοι, Λακεδαιμονίων, οἱ	the Spartans
λαμβάνω, λήψομαι, ἔλαβον, ἐλήφθην	I take, capture
λέγω, ἐρῶ, εἶπον, ἐρρήθην	I say, speak, tell
λείπω, λείψω, ἔλιπον, ἐλείφθην	I leave

λιμὴν, λιμένος, ὁ	harbour
λόγος, λόγου, ὁ	word; speech, argument; story, account
λύω	I untie, set free

M

μᾶλλον	more
μάλιστα	most; very much, especially
μανθάνω, μαθήσομαι, ἔμαθον	I learn
μάχη, μάχης, ἡ	battle
μάχομαι, μαχοῦμαι, ἔμαχεσάμην	I fight
μέγας, μεγάλη, μέγα	big, great
μέλλω, μελλήσω, ἐμέλλησα + fut. infin.	I intend, am going to
... μέν... δέ	[marks a contrast]
μέντοι	however
μένω, μενῶ, ἔμεινα	I wait, remain
μετά + acc.	after
+ gen.	with
μή	not
μήτε... μήτε...	neither... nor...
μηδείς, μηδεμία, μηδέν	no-one, nothing, no
μηδέποτε	never
μήτηρ, μητρός, ἡ	mother
μικρός, μικρά, μικρόν	little
μισέω	I hate
μόνος, μόνη, μόνον	alone, only
μόνον	only
μῶρος, μώρα, μῶρον	stupid, foolish

N

ναῦς, νεώς, ἡ (irregular)	ship
ναύτης, ναύτου, ὁ	sailor
ναυτικόν, ναυτικοῦ, τό	fleet
νεανίας, νεανίου, ὁ	young man
νεκρός, νεκροῦ, ὁ	corpse
νέος, νέα, νέον	new, young, recent

νήσος, νήσου, ἡ	island
νίκη, νίκης, ἡ	victory
νικάω	I win, conquer
νομίζω, νομιῶ, ἐνόμισα	I think, consider
νόμος, νόμου, ὁ	law, custom
νόσος, νόσου, ἡ	disease, illness
νῦν	now
νύξ, νυκτός, ἡ	night

Ξ

ξένος, ξένου, ὁ	stranger, foreigner; guest, host
ξίφος, ξίφους, τό	sword

Ο

ὁ, ἡ, τό	the
ὄδω, ἧδε, τόδε	this
ὁδός, ὁδοῦ, ἡ	road, path, way; journey
οἰκία, οἰκίας, ἡ	house
οἶός τ'εἰμί	I am able, can
ὀκτώ	eight
ὀλίγος, ὀλίγη, ὀλίγον	little
ὀλίγοι, ὀλίγαι, ὀλίγα	few
ὄνομα, ὀνόματος, τό	name
ὄπλα, ὄπλων, τά	weapons, arms, armour
ὄραω, ὄψομαι, εἶδον, ὤφθην	I see
ὀργίζομαι, ὀργιοῦμαι, ὠργίσθην + dat.	I grow angry (with)
ὄρος, ὄρους, τό	mountain
ὅς, ἡ, ὅ	who, which
ὅτι	that
οὐ, οὐκ, οὐχ	not
οὔτε... οὔτε...	neither... nor...
οὐδείς, οὐδεμία, οὐδέν	no-one, nothing, no
οὐδέποτε	never
οὖν	therefore, and so

οὗτος, αὕτη, τοῦτο
οὕτω(ς)

this
so, in this way

Π

παῖς, παιδός, ὁ and ἡ

child, son, daughter, boy, girl

παρά + acc.

contrary to

+ gen.

from

παρασκευάζω

I prepare

παρέχω

I provide, cause, produce

πᾶς, πᾶσα, πᾶν

all, every

πάσχω, πείσομαι, ἔπαθον

I suffer, experience

πατήρ, πατρός, ὁ

father

παύω

I stop

παύομαι (middle)

I stop, cease from (doing something)

πείθω

I persuade

πειράομαι, πειράσομαι, ἐπειράθην

I try

πέμπτος, πέμπτη, πέμπτον

fifth

πέμπω

I send

πέντε

five

περί + acc.

round

περί + gen.

about, concerning

πίπτω, πεσοῦμαι, ἔπεσον

I fall

πιστεύω + dat.

I trust, believe

πιστός, πιστή, πιστόν

faithful

πλέω, πλεύσομαι, ἔπλευσα

I sail

πλήν + gen.

except

πλούσιος, πλουσία, πλούσιον

rich

ποιέω

I do, make

ποιός, ποία, ποῖον;

what sort of?

πόλεμος, πολέμου, ὁ

war

πολέμοι, πολεμίων, οἱ

the enemy

πόλις, πόλεως, ἡ

city, state

πολίτης, πολίτου, ὁ

citizen

πολύς, πολλή, πολύ

much

πολλοί, πολλαί, πολλά

many

πολλάκις

often

πορεύομαι, πορεύσομαι, ἐπορεύθην

I travel, march

πόσος, πόση, πόσον;

how big? how much?

πόσοι, πόσαι, πόσα;	how many?
ποταμός, ποταμού, ὁ	river
πότε;	when?
πού;	where?
ποῖ;	to where?
πόθεν;	from where?
πούς, ποδός, ὁ	foot
πράσσω	I do, fare; manage
πρό + gen.	before; in front of
πρός + acc.	to, towards, against
προσβάλλω + dat.	I attack
πρότερον	before, formerly
πρώτος, πρώτη, πρώτον	first
πρώτον	at first, first
πύλη, πύλης, ἡ	gate
πυνθάνομαι, πεύσομαι, ἐπυθόμην	I learn, ascertain; ask
πῦρ, πυρός, τό	fire
πῶς;	how?

P

ῥάδιος, ῥαδία, ῥάδιον	easy
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Σ

σιγή, σιγῆς, ἡ	silence
σίτος, σίτου, ὁ	food, corn
σοφός, σοφή, σοφόν	wise
στρατιά, στρατιᾶς, ἡ	army; expedition
στρατηγός, στρατηγού, ὁ	general, commander
στρατιώτης, στρατιώτου, ὁ	soldier
σύ	you (singular)
σός, σή, σόν	your
συλλέγω, συλλέξω, συνέλεξα	I collect, assemble
σύμμαχοι, συμμαχῶν, οἱ	allies
συμφορά, συμφορᾶς, ἡ	misfortune, disaster
σώζω, σώσω, ἔσωσα, ἐσώθην	I save

σῶμα, σώματος, τό

body

T

ταχύς, ταχεῖα, ταχύ

fast, quick

τείχος, τείχους, τό

wall

τέλος

at last

τέσσαρες, τέσσαρες, τέσσαρα

four

τέταρτος, τετάρτη, τέταρον

fourth

τιμάω

I honour, respect

τις, τι

(a) certain; someone, something

τίς; τί;

who? what? which?

τοιούτος, τοιαύτη, τοιούτο

such

τοσοῦτος, τοσαύτη, τοσοῦτο

so great

τοσοῦτοι, τοσαῦται, τοσαῦτα

so many

τότε

then

τρεις, τρεῖς, τρία

three

τρέχω, δραμοῦμαι, ἔδραμον

I run

τρίτος, τρίτη, τρίτον

third

τύχη, τύχης, ἡ

chance, luck, fortune (good or bad)

Υ

ὔδωρ, ὕδατος, τό

water

υῖός, υἱοῦ, ὁ

son

ὔλη, ὕλης, ἡ

wood, forest

ὕμεῖς, ὑμῶν

you (plural)

ὕμέτερος, ὑμετέρα, ὑμέτερον

your

ὑπέρ + gen.

on behalf of

ὑπισχνέομαι, ὑποσχήσομαι, ὑπεσχόμην

I promise

ὕπνος, ὕπνου, ὁ

sleep

ὑπό + gen.

by (with agent of passive verbs)

ὕστερον

later

ὑψηλός, ὑψηλή, ὑψηλόν

high

Φ

φαίνομαι, φανούμαι, ἐφάνην	I seem, appear
φέρω, οἴσω, ἤνεγκα, ἠνέχθην	I carry, bear, endure
φεύγω, φεύξομαι, ἔφυγον	I run away
φημί, φήσω, ἔφην (imperfect)	I say
φιλέω	I love, like
φίλος, φίλου, ὁ	(male) friend
φοβέομαι, φοβήσομαι, ἐφοβήθην	I am afraid, fear
φόβος, φόβου, ὁ	fear
φονεύω	I murder, kill
φυλάσσω	I guard
φύλαξ, φύλακος, ὁ	guard
φωνή, φωνῆς, ἡ	voice

X

χαλεπός, χαλεπή, χαλεπόν	difficult
χειμών, χειμῶνος, ὁ	storm; winter
χείρ, χειρός, ἡ	hand
χράομαι, χρήσομαι, ἐχρησάμην + dat.	I use
χρή (with acc. + infin.)	it is necessary
χρήματα, χρημάτων, τά	money, goods, property
χρόνος, χρόνου, ὁ	time
χρυσός, χρυσοῦ, ὁ	gold
χώρα, χώρας, ἡ	country, land

Ω

ὦ	o... (addressing someone)
ὥς	when, as, because
ὥς τάχιστα (or other superlative)	as quickly (etc) as possible
ὥστε	that, so that, with the result that

**DEFINED VOCABULARY LIST FOR PAPER 1 (LANGUAGE) SECTION D
(Translation of English into Greek sentences)**

A

ἀγαθός, ἀγαθή, ἀγαθόν	good
ἀγγέλλω, ἀγγελῶ, ἠγγειλα, ἠγγέλθην	I announce
ἄγγελος, ἀγγέλου, ὁ	messenger
ἀγορά, ἀγορᾶς, ἡ	market place
ἀγρός, ἀγροῦ, ὁ	field, countryside
ἄγω, ἄξω, ἠγαγον, ἠχθην	I lead, bring
Ἀθηναῖοι, Ἀθηναίων, οἱ	Athenians
αἰτέω	I ask
ἀκούω, ἀκούσομαι, ἤκουσα, ἠκούσθην	I hear, listen
ἀληθής, ἀληθῆς, ἀληθές	true
ἄν	[used in some conditional sentences]
ἀναγκάζω, ἀναγκάσω, ἠνάγκασα	I force, compel
ἀναχωρέω	I retreat, withdraw
ἀνδρείος, ἀνδρεία, ἀνδρεῖον	brave
ἀνὴρ, ἀνδρός, ὁ	man, husband
ἄξιος, ἀξία, ἄξιον + gen.	worthy (of)
ἀπό + gen.	from
ἀποθνήσκω, ἀποθανοῦμαι, ἀπέθανον	I die, am killed
ἀποκρίνομαι, ἀποκρινοῦμαι, ἀπεκρινάμην	I reply
ἀποκτείνω, ἀποκτενῶ, ἀπέκτεινα	I kill
ἄρα	[introduces a question]
αὐτός, αὐτή, αὐτό	himself, herself, itself (emphatic)
αὐτόν, αὐτήν, αὐτό (acc/gen/dat/ only – also plural)	him, her it, them
ἀφικνέομαι, ἀφίξομαι, ἀφικόμην	I arrive

B

βαίνω, βήσομαι, ἔβην	I go
βασιλεύς, βασιλέως, ὁ	king
βλάπτω	I harm

Γ

γέρων, γέροντος, ὁ	old man
γίγνομαι, γενήσομαι, ἐγενόμην	I become, happen, occur
γράφω	I write
γυνή, γυναικός, ἡ	woman, wife

Δ

δεῖ, δεήσει, ἐδέησε (with acc. + inf.)	it is necessary
δεινός, δεινή, δεινόν	terrible
δεσπότης, δεσπότου, ὁ	master
δέχομαι, δέξομαι, ἐδεξάμην	I receive
διά + acc.	because of, on account of
+ gen.	through
διὰ τί;	why?
διότι	because
δίκαιος, δικαία, δίκαιον	just
διώκω	I chase, pursue
δοκεῖ (μοι), δόξει, ἔδοξε	(I) decide (= it seems good (to me))
δούλος, δούλου, ὁ	slave
δῶρον, δώρου, τό	present, gift

Ε

ἐάν	if
ἐγώ, ἐμοῦ	I, me
ἐθέλω, ἐθελήσω, ἠθέλησα	I wish, am willing
εἰ	if
εἰμί, ἔσομαι, ἦν	I am
εἰς + acc.	to, into
ἐκ/ἐξ + gen.	out of, from
ἐκεῖνος, ἐκεῖνη, ἐκεῖνο	that, those
Ἕλληνα, Ἕλληνας, ὁ	a Greek
ἐλπίζω, ἐλπῶ, ἤλπισα	I hope
ἐν + dat	in, among

ἔξεστι(ν) + dat	it is possible
ἐπεὶ	when, since
ἐπιστολή, ἐπιστολῆς, ἡ	letter
ἔρχομαι, εἶμι, ἦλθον	I go, come
ἔρωτάω, ἐρωτήσω, ἠρόμην (οἱ ἠρώτησα)	I ask
ἔτος, ἔτους, τό	year
εὕρισκω, εὕρήσω, ἤυρον, ἠύρεθην	I find
ἔχω (impf. εἶχον), ἔξω, ἔσχον	I have
ἕως	while, until

H

ἡγεμών, ἡγεμόνος, ὁ	guide, leader
ἡμεῖς, ἡμῶν	we
ἡμέρα, ἡμέρας, ἡ	day

Θ

θάλασσα, θαλάσσης, ἡ	sea
θεός, θεοῦ, ὁ	god
θύω	I sacrifice

I

ἱερόν, ἱεροῦ, τό	temple
ἵνα + subj. or opt.	in order that, in order to
ἵππεύς, ἵππέως, ὁ	cavalryman, <i>in plur.</i> (the) cavalry
ἵππος, ἵππου, ὁ	horse
ἰσχυρός, ἰσχυρά, ἰσχυρόν	strong

K

καί	and
καίπερ + participle	although
κακός, κακή, κακόν	bad, wicked
καλός, καλή, καλόν	beautiful, handsome, fine
κελεύω	I order
κλέπτω, κλέψω, ἔκλεψα	I steal
κρύπτω	I hide
κτάομαι, κτήσομαι, ἐκτησάμην	I obtain, get

Λ

Λακεδαιμόνιοι, Λακεδαιμονίων, οἱ	the Spartans
λαμβάνω, λήψομαι, ἔλαβον, ἐλήφθην	I take, capture
λέγω, ἔρω, εἶπον, ἐρρήθην	I say, speak, tell
λείπω, λείψω, ἔλιπον, ἐλείφθην	I leave
λιμὴν, λιμένος, ὁ	harbour
λόγος, λόγου, ὁ	word
λύω	I untie, set free

M

μανθάνω, μαθήσομαι, ἔμαθον	I learn
μάχη, μάχης, ἡ	battle
μάχομαι, μαχοῦμαι, ἐμαχεσάμην	I fight
μέγας, μεγάλη, μέγα	big, great
μένω, μενῶ, ἔμεινα	I wait, remain
μετά + acc.	after
+ gen.	with
μή	not
μηδείς, μηδεμία, μηδέν	no-one, nothing
μήτηρ, μητρός, ἡ	mother
μικρός, μικρά, μικρόν	little

N

ναύτης, ναύτου, ὁ	sailor
νεανίας, νεανίου, ὁ	young man
νήσος, νήσου, ἡ	island
νίκη, νίκης, ἡ	victory
νικάω	I win, conquer
νομίζω, νομιῶ, ἐνόμισα	I think, consider
νύξ, νυκτός, ἡ	night

O

ὁ, ἡ, τό	the
οἶδα, εἴσομαι, ἤδη (imperfect)	I know
οἰκία, οἰκίας, ἡ	house
ὄνομα, ὀνόματος, τό	name
ὄπλα, ὄπλων, τά	arms, armour
ὁράω, ὄψομαι, εἶδον, ὤφθην	I see
ὅς, ἣ, ὅ	who, which
ὅτι	that
οὐ, οὐκ, οὐχ	not
οὐδείς, οὐδεμία, οὐδέν	no-one, nothing
οὗτος, αὕτη, τοῦτο	this, these
οὕτω(ς)	so

Π

παῖς, παιδός, ὁ and ἡ	child, son, daughter, boy, girl
παρασκευάζω	I prepare
παρέχω	I provide, cause, produce
πάς, πᾶσα, πᾶν	all, every
πάσχω, πείσομαι, ἔπαθον	I suffer
πατήρ, πατρός, ὁ	father
πείθω	I persuade
πέμπω	I send
πέμπτος, πέμπτη, πέμπτον	fifth
πέντε	five

περί + gen.	about, concerning
πιστεύω + dat.	I trust, believe
πιστός, πιστή, πιστόν	faithful
πλούσιος, πλουσία, πλούσιον	rich
ποιέω	I make, do
πολέμιοι, πολεμίων, οί	the enemy
πόλις, πόλεως, ή	city
πολίτης, πολίτου, ό	citizen
πολύς, πολλή, πολύ	much
πολλοί, πολλαί, πολλά	many
πόσος, πόση, πόσον;	how big? how much?
πόσοι, πόσαι, πόσα;	how many?
ποταμός, ποταμού, ό	river
πότε;	when?
πού;	where?
ποι;	to where?
πόθεν;	from where?
πρός + acc.	to, towards, against
προσβάλλω + dat.	I attack
πώς;	how?

Σ

σίτος, σίτου, ό	food
σοφός, σοφή, σοφόν	wise
στρατηγός, στρατηγοῦ, ό	general
στρατιώτης, στρατιώτου, ό	soldier
στρατόπεδον, στρατοπέδου, τό	army camp
σύ	you (singular)
σώζω, σώσω, ἔσωσα, ἐσώθην	I save

T

ταχύς, ταχεία, ταχύ	fast, quick
τείχος, τείχους, τό	wall
τέσσαρες, τέσσαρες, τέσσαρα	four

τιμάω	I honour
τίς; τί;	who? what? which?
τοιούτος, τοιαύτη, τοιούτο	such
τοσοῦτος, τοσαύτη, τοσοῦτο	so great
τοσοῦτοι, τοσαῦται, τοσαῦτα	so many
τρεις, τρείς, τρία	three
τρίτος, τρίτη, τρίτον	third

Υ

ὕμεις, ὑμῶν	you (plural)
ὑπό + gen.	by (with agent of passive verbs)
ὑψηλός, ὑψηλή, ὑψηλόν	high

Φ

φέρω, οἶσω, ἤνεγκα, ἤνεχθην	I carry
φεύγω, φεύξομαι, ἔφυγον	I run away, flee
φίλος, φίλου, ὁ	friend
φυλάσσω	I guard
φύλαξ, φύλακος, ὁ	guard
φωνή, φωνῆς, ἡ	voice

Χ

χαλεπός, χαλεπή, χαλεπόν	difficult
χειμών, χειμῶνος, ὁ	storm; winter
χρήματα, χρημάτων, τά	money
χρόνος, χρόνου, ὁ	time
χρυσός, χρυσοῦ, ὁ	gold
χώρα, χώρας, ἡ	country, land

Ω

ὥστε

that, so that, with the result that

Alternatives are acceptable e.g. γη for χωρα, φημι for λεγω