Oxford Cambridge and RSA Examinations

OCR GCSE IN CLASSICAL GREEK   1941

Key Features

- A clear progression route to the revised OCR AS/A Level Classical Greek specifications.
- Assessment includes both linguistic knowledge and Greek Literature.
- Choice of Set Texts available.
- Single Tier only.
- Candidates may take an optional paper, in either Prose Literature or Greek Civilisation, or submit Coursework.

Support and In-Service Training for Teachers

- A full programme of In-service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622, fax 0870 870 6621).
- 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.

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

Citizenship

ICT

Key Skills

OCR GCSE IN CLASSICAL GREEK (1941)

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	2 hours	50%
02	Paper 2 Verse Literature	1 hour 30 minutes	30%
03	Paper 3 Prose Literature	1 hour	20%
04	Paper 4 Greek Civilisation	45 minutes	20%
05	Coursework		20%
85	*Coursework Carried Forward*		*20%*

QUESTION PAPERS

The question paper requirements are as follows:

Paper 1: Language

This paper tests the candidate's ability in unseen translation and comprehension of 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 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 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 Greek topics from Paper 1 (Higher Tier only) of OCR GCSE Classical Civilisation (1940).

ENTRY OPTIONS

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

INTERNAL ASSESSMENT

Coursework must be as follows:

Either Type A: One piece of work, of about 3000 words, arising from and clearly related to one of the prescribed Topics for Component 04 **or** arising from and clearly related to the work of one of the authors studied in Component 03 **or** from a topic area related to Greek civilisation but outside the topic areas prescribed for the written papers;

or Type B: Two pieces of work, each of about 1,500 words, arising from and clearly related to one of the prescribed Topics for Component 04 **or** from a topic area related to Greek civilisation but outside the topic areas prescribed for the written papers **or** arising from and clearly related to the work of one of the authors studied in Component 03; the latter may include the taped recitation of selected passages from a prescribed author.

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 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 starting in September 2001.

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 Greek language
- to develop a sensitive and analytical approach to language generally, including an awareness of the relationship between 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.

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.

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AO2 (i)   to show knowledge and understanding of some 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	2 hours	50%
02	Paper 2 Verse Literature	1 hour 30 minutes	30%
03	Paper 3 Prose Literature	1 hour	20%
04	Paper 4 Greek Civilisation	45 minutes	20%
05	Coursework		20%
85	*Coursework Carried Forward*		*20%*

4.3 QUESTION PAPERS

Paper 1 Language

The paper is divided into four sections: Section A, Section B, Section C and Section D. 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

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.

Each section will have the following format:

Questions 1 and 2. A verse text of approximately 180 lines will be prescribed from which two passages will be set. Questions will involve translation and comment on context, background and literary content. There will be an optional question on scansion. No questions on grammar will be set.

Question 3. Further reading in English translation will be prescribed from which one passage will be set. Questions will involve comment on literary, historical and cultural matters relevant to the prescribed text and/or author.

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.

Each section will have the following format:

Questions 1 and 2. A prose text of approximately 180 lines will be prescribed from which two passages will be set. Questions will involve translation and comment on context, background and literary content. No questions on grammar will be set.

Paper 4 Greek Civilisation Topic

Candidates answer the questions on one of the Greek topics prescribed for Paper 1 (Higher Tier) of 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%	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 02, 03 and 04 will be timetabled within a single session.

Candidates should be entered for 1941 with one of the following option codes:

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

Coursework must be as follows:

Either Type A: One piece of work, of about 3000 words, arising from and clearly related to one of the prescribed Topics for Component 04 **or** arising from and clearly related to the work of one of the authors studied in Component 03 **or** from a topic area related to Greek civilisation but outside the topic areas prescribed for the written papers;

or Type B: Two pieces of work, each of about 1500 words, arising from and clearly related to one of the prescribed Topics for Component 04 **or** from a topic area related to Greek civilisation but outside the topic areas prescribed for the written papers **or** arising from and clearly related to the work of one of the authors studied in Component 03; the latter may include the taped recitation of selected passages from a prescribed author.

Examples of appropriate tasks are given in Section 6.2.

Full details of internal assessment can be found in Section 7.

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.

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   PAPER 1: LANGUAGE

(Use of online lexical tools)

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

Vocabulary

A Defined Vocabulary List is printed as an appendix to this specification (Appendix E1 pp. 31-44). Candidates will be expected to understand straightforward compounds of verbs in the list. Candidates should know the Greek cardinal numbers from 1 to 100 and the ordinal numbers from 1st to 10th. 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.

Accidence

Candidates should have knowledge of:

(1) Verbs

All persons, numbers (except the dual), moods and voices of

the present, future, imperfect and aorist tenses of

(a) regular verbs with vowel stems and contracted verbs of the types -αω, -εω, -οω

(b) verbs in the Defined Vocabulary List which have irregular principal parts

(c) εἰμί (I am), εἶμι (I shall go), οἶδα, φημί

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

(2) Nouns, Adjectives and Adverbs

All cases of the declensions (except the dual) exemplified by the following:

χώρα, θάλασσα, τιμή, κρίτης, νεανίας, ἵππος, ἔργον, φύλαξ, βασιλεύς, πόλις, σῶμα,

γένος

σοφός, ἀληθής, εὐρύς, σώφρων

The formation of the comparatives and superlatives of regular adjectives and adverbs and of those irregular adjectives and adverbs that appear in the Defined Vocabulary List.

The declension of ἀγαθός, μέγας, πολύς and the formation of their comparatives and superlatives.

The declensions of the pronouns in the Defined Vocabulary List.

The declensions of the irregular nouns and adjectives that appear in the Defined Vocabulary List.

Syntax

Candidates should be familiar with:

(1) 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.

(2) Constructions

Direct Command and Prohibition (second person only)

Direct Question

Indirect Statement (constructions with ὅτι, the infinitive, the participle)

Indirect Command

Indirect Question

Purpose Clauses (with ἵνα and with the future participle)

Relative Clauses with ὅς

Result Clauses

Conditional Clauses

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 PAPER 2: VERSE LITERATURE

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

Two sections will be set each year for the examination, of which candidates should answer **one**. One section will change each year. Each section will consist of approximately 180 lines of Greek verse.

The sections for 2003 are as follows:

Section A Euripides, *Iphigenia in Tauris*, lines 94-272, the remainder of *Iphigenia in Tauris* to be read in English. A translation is available in Penguin Classics *Alcestis*, *Iphigenia in Tauris* and *Hippolytus* (trans. P. Vellacott and J. N. Davie).

The examiners will use the text and line numbers from Euripides, *Scenes from Iphigenia in Aulis and Iphigenia in Tauris* ed. E.C. Kennedy (Duckworth/BCP).

Section B Homer *Odyssey* 6 lines 126-315. The examiners will use the text in the edition by G.M. Edwards (Duckworth/BCP).

The remainder of *Odyssey* 6 to be read in English. The translation in Penguin Classics by E V Rieu (revised D C H Rieu) will be printed on the question paper. This text will also be set in 2004.

5.3 PAPER 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

Section A Herodotus. Section VIII (A and B) from *Tales from Herodotus* edited by G S Farnell and M Goff (Duckworth/BCP). This text will also be set in 2004.

Section B Antiphon, *The Murder of Herodes*, lines 1-200 (sections 20-46): (Ἐγὼ δὲ τὸν μὲν πλοῦν ... πῶς εἰκότα ἐστίν).

The examiners will use the text and line numbers from *Four Greek Authors* ed. E.C. Kennedy (Duckworth/BCP).

5.4 PAPER 4: GREEK CIVILISATION TOPIC

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

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.

SECTION D: COURSEWORK

6 Coursework Tasks

Candidates may be assessed on an optional coursework component (05). This must be submitted in the form of either a single piece, of about 3,000 words, (Type A), or two pieces, each of about 1,500 words (Type B). This Coursework must be internally marked according to the criteria detailed in the mark scheme in Section 7. This marking is subject to external moderation by OCR.

The purpose of the coursework requirement is to give candidates the opportunity:

- to express themselves in writing of a different kind from writing produced under examination conditions;

- to take advantage of the particular strengths of local resources and of learning opportunities.

6.1 NATURE OF COURSEWORK

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

Candidates may offer Coursework as an alternative to Component 03 or 04.

Candidates may offer Coursework on, or related to, authors or topics prescribed for Components 03 and 04. They may also offer Coursework on topic areas related to Greek civilisation but outside the topic areas prescribed for Component 04. For example, candidates would be in a position to make use of their Centre's resources on topics now withdrawn from the specification (e.g. aspects of Ancient Technology). There would also be the opportunity to submit work that includes specific comparison of an aspect of the classical Greek world with cultures or historical periods other than contemporary society. Candidates could, for example, compare a Greek tragedy with a Shakespearean play or consider the influence of a Greek sculptor on artists of the Renaissance.

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, where this is deemed to be appropriate. For example, candidates studying free-standing sculpture in Topic 4 may like to consider some 4th Century examples (e.g. Eirene and Ploutos) rather than maintaining the focus on the earlier periods.

Candidates offering Coursework on an author prescribed for Component 03 might begin with one of the set texts and broaden their study by considering this in comparison with other works by the same author or of a writer in the same genre or in relation to its social and historical context.

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.

Coursework must be:

Either Type A: One piece of work, of about 3,000 words, arising from and clearly related to one of the prescribed Topics for Component 04 **or** arising from and clearly related to the work of one of the authors studied in Component 03 **or** from a topic area related to Greek civilisation but outside the topic areas prescribed for the written papers;

or Type B: Two pieces of work, each of about 1500 words, arising from and clearly related to one of the prescribed Topics for Component 04 **or** from a topic area related to Greek civilisation but outside the topic areas prescribed for the written papers **or** arising from and clearly related to the work of one of the authors studied in Component 03; the latter may include the taped recitation of selected passages from a prescribed author.

6.2 EXAMPLES OF COURSEWORK TASKS

Choice of titles: titles should be selected in accordance with the guidance and approaches to coursework published in the specification. Centres in doubt about the suitability of titles should consult OCR for advice.

Standardisation of subjects within a Centre is not expected. If candidates are encouraged to make the choice, under reasonable guidance, considerable variety is likely to be the norm and better work is often produced as a result. The subject or subjects chosen should involve a study of some primary source material, whether studied first hand or through works of reference. Access to primary source material is also available through the internet (for example, the Persus Project website (http://perseus.csad.ox.ac.uk/) or the website of the Centre for Study of Ancient Documents (http://www.csad.ox.ac.uk)).

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 who are undertaking work which is internally assessed (e.g. Coursework). 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 are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- Offer candidates advice about how best to approach such 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 specified 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.). As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

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.

- Work submitted for moderation must be marked with the:

  Centre number
  Centre name
  candidate number
  candidate name
  specification code and title
  assignment title.

- All work submitted for moderation must be kept in a flat card file (not a ring binder).

7.3   MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Marking: Assessment will be made by Centres with reference to the assessment objectives. Teachers are asked to follow the schemes of marking set out below for each type of work. The categories for which marks are to be given inevitably overlap to some extent, but it is hoped that teachers will find them sufficiently distinct to be able to assess each aspect. A prime characteristic of good marking is consistency and this is best secured by having all the work of a class marked by the same teacher, with a selective second reading by at least one other teacher, where possible. Where 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. If the mark categories and weightings are followed carefully, there is no need to look for an even spread of marks, since the quality of work within any one Centre may well be bunched or distributed irregularly.

It is important that each piece of work bears the candidate's name and number and the Centre name and number; each piece must state the topic clearly. The date of assessment must also be included on each piece.

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

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

The work submitted will be assessed by teachers on one of the following bases:

Assessment Objectives	Type A	Type B
Factual Content	12	6
Use of Primary Source Material	8	4
Organisation of Material	4	2
Understanding and Evaluation	14	7
Quality of Written Communication	2	1
Total Marks	40	20

Provided the overall balance of marks for the two pieces of work taken together is retained, the stated mark allocation within different pieces of Type B work may be varied.

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 a specified date, 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 which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 7.3.

Where it is not clear within a project folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

A separate cover sheet containing reference to the criteria applied and their location within the project is recommended.

7.5   MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

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.

Opportunities for using ICT during the course are indicated within the content of Sections 5 and 6, by a symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the symbol.

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);

- specimen question papers and mark schemes, available from the Publications department (telephone 0870 870 6622; fax 0870 870 6621);

- 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: DEFINED VOCABULARY LIST

This is the list of vocabulary to be used with reference to all sections of Paper 1. It will be assumed that candidates have knowledge of the meanings and inflexions of all the words in the list. Compound verbs are not listed where the meaning can be worked out from the standard meaning of the root verb and the preposition.

Accidence

- Where a verb follows a regular pattern, no principal parts are given.

- For verbs contracted with α ∈ and o, 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

The range of meanings given is not intended to be either prescriptive or exhaustive. Appropriate meanings, whether or not they are among those given here, will be accepted by the Examiners. Whenever a different meaning is required in the examination, that meaning will be glossed on the paper.

Related words

The compilers have, in some instances, grouped together families of words with a common stem, where they thought this might facilitate learning.

A

ἀγαθός, ἀγαθή, ἀγαθόν	good
ἄγαν	too much
ἀγγέλλω, ἀγγελῶ, ἤγγειλα, ἠγγέλθην	I announce
ἄγγελος, ἀγγέλου, ὁ	messenger
ἀγορά, ἀγορᾶς, ἡ	market place
ἀγρός, ἀγροῦ, ὁ	field, countryside
ἄγω, ἄξω, ἤγαγον, ἤχθην	I lead, bring
ἀγών, ἀγῶνος, ὁ	contest
ἀδελφός, ἀδελφοῦ, ὁ	brother
ἀδικέω	I do wrong, injure
ἄδικος, ἄδικος, ἄδικον	unjust, wrong
ἀεί	always
Ἀθῆναι, Ἀθηνῶν, αἱ	Athens
Ἀθηναῖοι, Ἀθηναίων, οἱ	Athenians
ἄθλιος, ἀθλία, ἄθλιον	wretched, miserable
ἆθλον, ἄθλου, τό	prize, reward
ἀθυμέω	I am disheartened
αἷμα, αἵματος, τό	blood
αἱρέω, αἱρήσω, εἷλον, ᾑρέθην	I take
αἰσθάνομαι, αἰσθήσομαι, ᾐσθόμην	I notice, perceive
αἰσχρός, αἰσχρά, αἰσχρόν	shameful, ugly
αἰτέω	I ask
αἴτιος, αἰτία, αἴτιον + *gen*	responsible for, guilty of
αἰχμάλωτος, αἰχμαλώτου, ὁ	prisoner of war
ἀκούω, ἀκούσομαι, ἤκουσα, ἠκούσθην	I hear, listen
ἀληθής, ἀληθής, ἀληθές	true
ἀλλά	but
ἀλλήλους, ἀλλήλας, ἄλληλα (acc/gen/dat only)	one another, each other
ἄλλος, ἄλλη, ἄλλο	other
ἅμα	at the same time
ἅμ' ἡμέρᾳ	at daybreak
ἀμύνομαι	I defend myself, resist
ἀνά + *acc*	up
ἀναγκάζω	I force, compel
ἀνάγκη, ἀνάγκης, ἡ	necessity
ἀναχωρέω	I retreat, withdraw
ἀνδρεῖος, ἀνδρεία, ἀνδρεῖον	brave
ἄνεμος, ἀνέμου, ὁ	wind
ἄνευ + *gen*	without
ἀνήρ, ἀνδρός, ὁ	man, husband
ἄνθρωπος, ἀνθρώπου, ὁ	man, person
ἄξιος, ἀξία, ἄξιον + *gen*	worthy (of)

ἀπό + *gen*	from
ἀποθνῄσκω, ἀποθανοῦμαι, ἀπέθανον	I die, am killed
ἀποκρίνομαι, ἀποκρινοῦμαι, ἀπεκρινάμην	I reply
ἀποκτείνω, ἀποκτενῶ, ἀπέκτεινα	I kill
ἀπορέω	I am in doubt, I am puzzled
ἅπτομαι + *gen*	I touch
ἆρα	[*introduces a question*]
ἀρετή, ἀρετῆς, ἡ	excellence, prowess
ἅρμα, ἅρματος, τό	chariot
ἁρπάζω	I seize, snatch
ἀρχαῖος, ἀρχαία, ἀρχαῖον	old, ancient
ἄρχω + *gen*	I rule
ἄρχων, ἄρχοντος, ὁ	ruler, official, commander
ἄρχομαι + *gen*	I begin
ἀρχή, ἀρχῆς, ἡ	beginning; power, empire
ἀσθενής, ἀσθενής, ἀσθενές	weak
ἀσπίς, ἀσπίδος, ἡ	shield
ἀσφαλής, ἀσφαλής, ἀσφαλές	safe
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*)
βάρβαρος, βάρβαρος, βάρβαρον	foreign, strange
βαρύς, βαρεῖα, βαρύ	heavy
βασιλεύς, βασιλέως, ὁ	king
βία, βίας, ἡ	force, strength
βίβλος, βίβλου, ἡ	book
βίος, βίου, ὁ	life, livelihood
βλάπτω	I harm
βοάω	I shout
βοή, βοῆς, ἡ	shout
βουλή, βουλῆς, ἡ	plan; a council
βουλεύομαι	I consider, deliberate, decide
βραδύς, βραδεῖα, βραδύ	slow

Γ

γάρ	for
γε	at any rate, even
γελάω, γελάσομαι, ἐγέλασα	I laugh
γένος, γένους, τό	race, descent

γέρων, γέροντος, ὁ   old man

γῆ, γῆς, ἡ   land

γίγνομαι, γενήσομαι, ἐγενόμην   I become, happen, occur

γιγνώσκω, γνώσομαι, ἔγνων, ἐγνώσθην   I know, realise, understand

       γνώμη, γνώμης, ἡ   mind, purpose, opinion

γλῶσσα, γλώσσης, ἡ   tongue, language

γράφω   I write, draw

γυνή, γυναικός, ἡ   woman, wife

Δ

δακρύω   I cry

       δάκρυον, δακρύου, τό   tear (*as in* crying)

δέ   but, and

δεῖ, δεήσει, ἐδέησε   (*with acc + inf*)   it is necessary

δεινός, δεινή, δεινόν   terrible; strange; clever

δένδρον, δένδρου, τό   tree

δεξιός, δεξιά, δεξιόν   right, on the right-hand side; clever, skilful

δεσμός, δεσμοῦ, ὁ   chain, binding, fetter

       δεσμωτήριον, δεσμωτηρίου, τό   prison

δεσπότης, δεσπότου, ὁ   master

δεῦρο   (to) here, hither

δέχομαι   I receive

δή   indeed

δῆλος, δήλη, δῆλον   clear, obvious

       δηλόω   I show

διά   + *acc*   because of, on account of

       διὰ τί;   why?

       διότι   why; because

διά   + *gen*   through

       δι’ ὀλίγου   soon

διαφθείρω, διαφθερῶ, διέφθειρα, διεφθάρην   I destroy

διδάσκω, διδάξω, ἐδίδαξα, ἐδιδάχθην   I teach

δίκαιος, δικαία, δίκαιον   just, fair

διώκω   I chase, pursue

δοκέω, δόξω, ἔδοξα   I seem

       δοκεῖ (μοι)   (I) decide (= it seems good (to me))

δοῦλος, δούλου, ὁ   slave

δύναμαι, δυνήσομαι, ἐδυνήθην   I am able

       δυνατός, δυνατή, δυνατόν   able, powerful

δυστυχής, δυστυχής, δυστυχές   unlucky

δῶρον, δώρου, τό   present, gift

E

ἐάν	if
ἐαυτόν, ἐαυτήν, ἐαυτό (*acc/gen/dat* only)	himself, herself, itself, themselves
ἐάω, ἐάσω, εἴασα, εἰάθην	I allow
ἐγγύς + *gen*	near; nearby
ἐγώ, ἐμοῦ	I, me
(ὁ) ἐμός, (ἡ) ἐμή, (τό) ἐμόν	my, mine
ἐμαυτόν, ἐμαυτήν (*acc/gen/dat* only)	myself
ἐθέλω, ἐθελήσω, ἠθέλησα	I wish, am willing
ἔθνος, ἔθνους, τό	race, tribe, nation
εἰ	if
εἰμί, ἔσομαι, ἦν	I am
εἰρήνη, εἰρήνης, ἡ	peace
εἰς + *acc*	to, into
εἰσβάλλω	I throw into; I invade
εἴτε....εἴτε....	whether....or....
ἐκ/ἐξ + *gen*	out of, from
ἕκαστος, ἑκάστη, ἕκαστον	each
ἐκεῖ	there
ἐκεῖνος, ἐκείνη, ἐκεῖνο	that, those
ἐκκλησία, ἐκκλησίας, ἡ	assembly, meeting
ἑκών, ἑκοῦσα, ἑκόν	willing
ἐλαύνω, ἐλῶ (-άω), ἤλασα, ἠλάθην	I drive
ἐλεύθερος, ἐλευθέρα, ἐλεύθερον	free
Ἑλλάς, Ἑλλάδος, ἡ	Greece
Ἕλλην, Ἕλληνος, ὁ	a Greek
ἐλπίζω	I hope, expect
ἐν + *dat*	in, among
ἐν τούτῳ	meanwhile
ἐνθάδε	here
ἔνοικος, ἐνοίκου, ὁ	inhabitant
ἔξεστι(ν) + *dat*	it is possible; it is allowed
ἐπαινέω, ἐπαινέσω, ἐπήνεσα, ἐπηνέθην	I praise, approve of
ἐπεί	when, since
ἔπειτα	then, afterwards
ἐπί + *acc*	against, on to, on
ἐπί + *gen or dat*	on
ἐπίσταμαι, ἐπιστήσομαι, ἠπιστήθην	I know; understand; know how to (+ *infin*)
ἐπιστολή, ἐπιστολῆς, ἡ	letter
ἕπομαι, ἕψομαι, ἑσπόμην + *dat*	I follow
ἔργον, ἔργου, τό	work, task, deed, action
ἔρχομαι, εἶμι, ἦλθον	I go, come
ἔρως, ἔρωτος, ὁ	love, desire
ἐρωτάω, ἐρωτήσω, ἠρόμην (*or* ἠρώτησα)	I ask
ἐσθίω, ἔδομαι, ἔφαγον	I eat
ἑσπέρα, ἑσπέρας, ἡ	evening
ἔτι	still

ἕτοιμος, ἑτοίμη, ἕτοιμον	ready
ἔτος, ἔτους, τό	year
εὖ	well
εὐθύς	immediately, at once
εὑρίσκω, εὑρήσω, ηὗρον, ηὑρέθην	I find
εὐρύς, εὐρεῖα, εὐρύ	wide
εὐτυχής, εὐτυχής, εὐτυχές	lucky
ἐχθρός, ἐχθρά, ἐχθρόν	hostile
ἔχω (*impf.* εἶχον), ἕξω, ἔσχον	I have
ἕως	while, until

Z

ζητέω	I seek
ζῷον, ζῴου, τό	creature, animal

H

ἤ	or; than
ἤ....ἤ....	either....or....
ἡγεμών, ἡγεμόνος, ὁ	guide, leader
ἤδη	already, by now
ἡδύς, ἡδεῖα, ἡδύ	pleasant, sweet
ἥδομαι, ἡσθήσομαι, ἥσθην + *dat*	I am pleased with
ἥκιστα	least, not at all
ἥκω	I have come
ἥλιος, ἡλίου, ὁ	sun
ἡμεῖς, ἡμῶν	we
(ὁ) ἡμέτερος, (ἡ) ἡμετέρα, (τό) ἡμέτερον	our
ἡμέρα, ἡμέρας, ἡ	day

Θ

θάλασσα, θαλάσσης, ἡ	sea
θάνατος, θανάτου, ὁ	death
θάπτω, θάψω, ἔθαψα, ἐτάφην	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
ἱερόν, ἱεροῦ, τό   temple
     ἱερός, ἱερά, ἱερόν   sacred
ἱκανός, ἱκανή, ἱκανόν   sufficient, enough; able to (+ *infin)*
ἵνα   (+ *subj or opt.*)   in order that, in order to
ἵππος, ἵππου, ὁ   horse
     ἱππεύς, ἱππέως, ὁ   cavalryman, *in plur.* (the) cavalry
ἴσος, ἴση, ἴσον   equal
     ἴσως   perhaps
ἰσχυρός, ἰσχυρά, ἰσχυρόν   strong
ἰχθῦς, ἰχθύος, ὁ   fish

K

καθαιρέω   I destroy, pull down
καθεύδω   I sleep
καθίζω, καθιῶ, ἐκάθισα   I sit
καί   and; also, even ,too
     καίπερ   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
     κατὰ γῆν   by land
     καθ' ἡμέραν   by day
κατά   + *gen*   down
κελεύω   I order
κεφαλή, κεφαλῆς, ἡ   head
κίνδυνος, κινδύνου, ὁ   danger
κλέπτω, κλέψω, ἔκλεψα, ἐκλάπην   I steal
κοινός, κοινή, κοινόν   common, shared
κολάζω   I punish
κόπτω, κόψω, ἔκοψα, ἐκόπην   I cut (down)
κόρη, κόρης, ἡ   girl, maiden
κρατέω   + *gen*   I conquer, am master of
κριτής, κριτοῦ, ὁ   judge
κρύπτω   I hide
κτάομαι, κτήσομαι, ἐκτησάμην, ἐκτήθην   I obtain, get
     κτῆμα, κτήματος, τό   possession
κύκλος, κύκλου, ὁ   circle
κωλύω (+ *infin.*)   I hinder, prevent (someone from doing)
κώμη, κώμης, ἡ   village

Λ

λάθρᾳ	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
λοιπός, λοιπή, λοιπόν	rest, remaining
λέων, λέοντος, ὁ	lion
λίθος, λίθου, ὁ	stone
λιμήν, λιμένος, ὁ	harbour
λόγος, λόγου, ὁ	word; speech, argument
λύω	I untie, set free
λύομαι (*in middle mood*)	I ransom

M

μακρός, μακρά, μακρόν	long
μᾶλλον	more
μάλιστα	most; very much, especially
μανθάνω, μαθήσομαι, ἔμαθον	I learn
μάτην	in vain, unsuccessfully
μάχη, μάχης, ἡ	battle
μάχομαι, μαχοῦμαι, ἐμαχεσάμην	I fight
μέγας, μεγάλη, μέγα	big, great
μέλλω, μελλήσω, ἐμέλλησα	I intend, am going to
....μέν....δέ	[marks a contrast]
μέντοι	however
μένω, μενῶ, ἔμεινα	I wait, remain
μετά + *acc*	after
μετά + *gen*	with
μέχρι + *gen*	until, as far as
μή	not
μήτε....μήτε....	neither....nor....
μήδε	and....not, but....not, not even
μηδείς, μηδεμία, μηδέν	no-one, nothing, no
μηδαμῶς	in no way, not at all
μηδέποτε	never
μηκέτι	no longer
μήτηρ, μητρός, ἡ	mother
μικρός, μικρά, μικρόν	little
μισέω	I hate
μισθός, μισθοῦ, ὁ	wages, pay
μόλις	hardly, with difficulty
μόνος, μόνη, μόνον	alone, only
μόνον	only
οὐ μόνον....ἀλλὰ καί....	not only....but also....

μῦθος, μύθου, ὁ   story
μῶρος, μώρα, μῶρον   stupid, foolish

N

ναῦς, νεώς, ἡ   *(irregular)*   ship
    ναύτης, ναύτου, ὁ   sailor
    ναυτικόν, ναυτικοῦ, τό   fleet
    ναυμαχία, ναυμαχίας, ἡ   sea-battle
    ναυμαχέω   I fight a sea-battle
νεανίας, νεανίου, ὁ   young man
νεκρός, νεκροῦ, ὁ   corpse
νέος, νέα, νέον   new, young, recent
νῆσος, 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

O

ὁ, ἡ, τό   the
    ὅδε, ἥδε, τόδε   this
ὁδός, ὁδοῦ, ἡ   road, path, way; journey
οἶδα, εἴσομαι, ᾔδη *(imperfect)*   I know (how to)
οἰκία, οἰκίας, ἡ   house
    οἰκέω   I live (in), inhabit
οἶνος, οἴνου, ὁ   wine
ὀλίγος, ὀλίγη, ὀλίγον   little
    ὀλίγοι, ὀλίγαι, ὀλίγα   few
ὁμολογέω   + *dat*   I agree (with)
ὄνομα, ὀνόματος, τό   name
ὀξύς, ὀξεῖα, ὀξύ   sharp, bitter
ὅπλα, ὅπλων, τά   arms, armour; gear, tackle
ὁράω, ὄψομαι, εἶδον, ὤφθην   I see
ὀργίζομαι, ὀργιοῦμαι, ὠργίσθην   + *dat*   I grow angry (with)
ὄρνις, ὄρνιθος, ὁ *and* ἡ   bird

ὄρος, ὄρους, τό	mountain
ὅς, ἥ, ὅ	who, which
ὅσος, ὅση, ὅσον	how big, (in plur.) how many; as big as...., as many as....
ὅτι	that
οὗ	where
οἷ	to where (whither)
ὅθεν	from where (whence)
οὐ, οὐκ, οὐχ	not
οὔτε....οὔτε....	neither....nor....
οὐδέ	and...not, but...not, not even
οὐδείς, οὐδεμία, οὐδέν	no-one, nothing, no
οὐδέν	nothing, not at all
οὐδαμῶς	in no way
οὐδέποτε	never
οὐκέτι	no longer
οὖν	therefore, and so
οὐρανός, οὐρανοῦ, ὁ	sky, heaven
οὗτος, αὕτη, τοῦτο	this
οὕτω(ς)	so, in this way
ὀφθαλμός, ὀφθαλμοῦ, ὁ	eye

Π

παῖς, παιδός, ὁ *and* ἡ	child, son, daughter, boy, girl
παιδεύω	I train, educate
πάλαι	long ago
πάλιν	again, back
παρά + *acc*	into the presence of; alongside; contrary to
παρασκευάζω	I prepare
παρέχω	I provide, cause, produce
πᾶς, πᾶσα, πᾶν	all, every
πανταχοῦ	everywhere
πάσχω, πείσομαι, ἔπαθον	I suffer, experience
πατήρ, πατρός, ὁ	father
πατρίς, πατρίδος, ἡ	homeland, fatherland
παύω	I stop
παύομαι (*middle*)	I stop, cease from (doing something)
πεδίον, πεδίου, τό	plain
πεζοί, πεζῶν, οἱ	infantry
πείθω	I persuade
πείθομαι, πείσομαι, ἐπιθόμην (+ *dat*)	I obey
πειράομαι, πειράσομαι, ἐπειράθην	I try
πέμπω	I send
πένης, πένητος, ὁ (*also adjective*)	poor person
περί + *acc*	round
περί + *gen*	about, concerning

Greek	English
Πέρσης, Πέρσου, ὁ	a Persian
Περσική, Περσικῆς, ἡ	Persia
πίνω, πίομαι, ἔπιον, ἐπόθην	I drink
πίπτω, πεσοῦμαι, ἔπεσον	I fall
πιστεύω + dat	I trust, believe
πιστός, πιστή, πιστόν	faithful
πλέω, πλεύσομαι, ἔπλευσα	I sail
πλοῖον, πλοίου, τό	boat
πλῆθος, πλήθους, τό	number, crowd
πλήν + gen	except
πλούσιος, πλουσία, πλούσιον	rich
ποιέω	I do, make
ποῖος, ποία, ποῖον;	what sort of?
πόλεμος, πολέμου, ὁ	war
τὰ τοῦ πολέμου	military matters, tactics, warfare
πολέμιοι, πολεμίων, οἱ	the enemy
πολιορκέω	I besiege
πόλις, πόλεως, ἡ	city, state
πολίτης, πολίτου, ὁ	citizen
πολύς, πολλή, πολύ	much
πολλοί, πολλαί, πολλά	many
πολλάκις	often
πορεύομαι	I travel, march
πόσος, πόση, πόσον;	how big, how much?
πόσοι, πόσαι, πόσα;	how many?
ποταμός, ποταμοῦ, ὁ	river
πότε;	when?
ποτέ	at some time, once
πότερον....ἤ....	whether....or....
ποῦ;	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
προχωρέω	I advance
πρῶτον	at first
πύλη, πύλης, ἡ	gate
πυνθάνομαι, πεύσομαι, ἐπυθόμην	I learn, ascertain; ask
πῦρ, πυρός, τό	fire
πῶς;	how?

P

ῥᾴδιος, ῥᾳδία, ῥᾴδιον	easy

Σ

σιγή, σιγῆς, ἡ	silence
σῖτος, σίτου, ὁ	food, corn
σκοπέω, σκέψομαι, ἐσκεψάμην	I look, consider
σκότος, σκότου, ὁ	darkness
σοφός, σοφή, σοφόν	wise
Σπάρτη, Σπάρτης, ἡ	Sparta
στόμα, στόματος, τό	mouth, entrance
στρατιά, στρατιᾶς, ἡ	army; expedition
στρατεύω	I march, go on an expedition
στρατηγός, στρατηγοῦ, ὁ	general, commander
στρατιώτης, στρατιώτου, ὁ	soldier
στρατόπεδον, στρατοπέδου, τό	army camp
σύ	you (singular)
σεαυτόν, σεαυτήν (acc/gen/dat only)	yourself
(ὁ) σός, (ἡ) σή, (τό) σόν	your
συλλέγω	I collect, assemble
σύμμαχοι, συμμάχων, οἱ	allies
συμφορά, συμφορᾶς, ἡ	misfortune, disaster
σφᾶς, σφῶν, σφίσιν (acc/gen/dat only)	them [in indirect speech, refers back to the original subject of the sentence]
σφόδρα	very, very much
σχεδόν	nearly
σῴζω	I save
σῶμα, σώματος, τό	body

T

τάσσω	I draw up, arrange
ταχύς, ταχεῖα, ταχύ	fast, quick
τεῖχος, τείχους, τό	wall
τείχισμα, τειχίσματος, τό	fort, fortification
τέλος, τέλους, τό	end
τέλος	at last
τέμνω, τεμῶ, ἔτεμον, ἐτμήθην	I cut
τέχνη, τέχνης, ἡ	skill, craft, art
τιμάω	I honour, respect
τιμή, τιμῆς, ἡ	honour, respect
τις, τι	(a) certain; someone, something
τίς, τί;	who?, what? which?
τοιοῦτος, τοιαύτη, τοιοῦτο	such

τόξον, τόξου, τό	bow
τοξεύω	I shoot (with an arrow)
τόπος, τόπου, ὁ	place
τοσοῦτος, τοσαύτη, τοσοῦτο	so great
τοσοῦτοι, τοσαῦται, τοσαῦτα	so many
τότε	then
τραῦμα, τραύματος, τό	wound
τρέπω, τρέψω, ἔτρεψα, ἐτράπην	I turn; rout, put to flight
τρέχω, δραμοῦμαι, ἔδραμον	I run
τύπτω	I hit, strike

Υ

ὕδωρ, ὕδατος, τό	water
υἱός, υἱοῦ, ὁ	son
ὕλη, ὕλης, ἡ	wood, forest
ὑμεῖς, ὑμῶν	you *(plural)*
(ὁ) ὑμέτερος, (ἡ) ὑμετέρα, (τὸ) ὑμέτερον	your
ὑπέρ + *gen*	on behalf of
ὑπισχνέομαι, ὑποσχήσομαι, ὑπεσχόμην	I promise
ὕπνος, ὕπνου, ὁ	sleep
ὑπό + *acc/gen/dat*	under
ὑπό + *gen*	by *(with agent of passive verbs)*
ὕστερον	later
ὑψηλός, ὑψηλή, ὑψηλόν	high

Φ

φαίνομαι, φανοῦμαι, 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
φυλάσσω	I guard
φύλαξ, φύλακος, ὁ	guard
φωνή, φωνῆς, ἡ	voice

Χ

χαλεπός, χαλεπή, χαλεπόν	difficult
χαλκός, χαλκοῦ ὁ	bronze
χειμών, χειμῶνος, ὁ	storm; winter

χείρ, χειρός, ἡ	hand
χράομαι, χρήσομαι, ἐχρησάμην + *dat*	I use
χρή + *acc*	it is necessary
χρήματα, χρημάτων, τά	money, goods, property
χρόνος, χρόνου, ὁ	time
χρυσός, χρυσοῦ, ὁ	gold
χώρα, χώρας, ἡ	country, land
χωρίον, χωρίου, τό	place

ψ

ψεύδω	I cheat, deceive
ψυχή, ψυχῆς, ἡ	life, soul

Ω

ὦ	o..... *(addressing someone)*
ὥρα, ὥρας, ἡ	season; right time
ὡς	when, since, as , that
ὡς τάχιστα *(or other superlative)*	as quickly *(etc)* as possible
ὥστε	that, so that, with the result that
ὠφελέω	I help