

[C015/SQP007]

Higher
Classical Greek
Paper I
Interpretation—Verse
Specimen Question Paper

Time: 1 hour

NATIONAL
QUALIFICATIONS

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

50 marks are allocated to this paper.

EITHER

SECTION A

Homer, *Odyssey*, IX and X

Answer all the questions. (Note: there are two options in question 3.)

Marks

1. Turn to PAGE 40 of the Prescribed Text.

Refer to lines 1–10 of Passage 18 (from ἦμος δ' to Κυκλωψ). These lines describe the scene in the Cyclops' cave.

- (a) In your own words, describe what the Cyclops is doing in lines 1–6 (from ἦμος δ' to πιονα μηλα). 5
- (b) In lines 7–8, Homer uses a simile to illustrate one of the Cyclops' activities. How effective do you think this simile is? 4
- (c) Write out and scan lines 7–8 of Passage 18 (from ρηιδιως to ἐπιθειη), marking the quantities and feet. 3

2. Turn to PAGE 43 of the Prescribed Text.

Refer to lines 118–129 of Passage 18 (from ἦδε δε μοι to τετληοτι θυμω), in which the plan to escape from the cave is formed.

- (a) In lines 118–129, Odysseus refers to his ἀριστη . . . βουλη (line 118). Briefly outline Odysseus' plan. 4
- (b) In lines 118–129, how effective is Homer in presenting a vivid and convincing account of the plan? Quote **three** examples to support your answer. 6
- (c) How much of Odysseus' plan do you think relies on good luck rather than cunning? 2

3. EITHER

- (a) In *Odyssey IX* and *X*, Homer is describing strange, supernatural events and characters. How successful do you think he is in making these events and characters come to life? Refer to the text to support your answer. 10

OR

- (b) *Odyssey IX* begins as follows:

“In answer to the King, this is how Odysseus, the man of many resources, began his tale.”

Basing your answer on the parts of *Odyssey IX* and *X* that you have read **in Greek and English**, show in what ways Odysseus proves that he is a “man of many resources”.

10

(34)

(scaled to 50)

OR

SECTION B

Sophocles, *Oedipus Tyrannus*

Answer all the questions. (Note: there are two options in question 6.)

Marks

4. Turn to PAGES 84–89 of the Prescribed Text.

- (a) In lines 91–121 of Passage 23 (from ἀρ' οἶσθα to βοτηρ), the messenger from Corinth gives information of vital importance to the development of the plot. Give details of this information, and explain why it is so important. **6**
- (b) Passage 23 as a whole is a very dramatic scene. Show clearly in what ways Sophocles creates a dramatic impact throughout this scene. Quote from the text to support your answer. **6**
- (c) How effective do you find this scene? Give reasons for your answer. **2**

5. Turn to PAGES 91 AND 92 of the Prescribed Text.

Refer to lines 31–48 of Passage 25 (from λεγω τι to τηδ' ἡμερα).

- (a) What information is the Θεραπων forced to give in these lines? What methods does Oedipus use to make him give it? **4**
- (b) In what ways does Sophocles make it clear that the Θεραπων is very reluctant to tell what he knows? Quote from the text to support your answer. **3**
- (c) Write out and scan lines 33–34 of Passage 25 (from φερ' εἶπε to θρεψαιμην ἐγω), marking the quantities and feet. **3**

6. EITHER

- (a) One ancient writer wrote: “The plot of a tragedy should be capable of arousing horror and pity in those who hear the story.” To what extent do you think this is true of the plot of *Oedipus Tyrannus*? Refer to the text to support your answer. **10**

OR

- (b) At the end of the play, the Chorus says:

“Behold, what a full tide of misfortune swept over his (Oedipus’) head.”

Basing your answer on the **Greek and English** text of the play, how successful do you think Sophocles is in showing Oedipus’ misfortune?

10
(34)

(scaled to 50)

[END OF QUESTION PAPER]

[C015/SQP007]

Higher
Classical Greek
Paper I
Interpretation—Verse
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

Higher Classical Greek

Paper I - Interpretation (Verse)

Specimen Marking Instructions

Section A

Homer

1. (a) - the Cyclops re-lit the fire
- he milked the ewes and goats
 - he put the young to their mothers
 - he then ate two of Odysseus' men
 - he let the herds out of the cave

Award 1 mark for each valid statement.

5 marks

(b) Details of the simile:

- he removed and replaced the doorstone without effort
- it was as if he were replacing the lid on a quiver

Effectiveness of the simile:

- it shows the ease with which the Cyclops performed the action: we know the size of the stone from Passage 17 lines 214-217; this simile stresses the power of the Cyclops
- it gives a vivid picture of the event
- it suggests that the stone fitted the round entrance well

Award 1 mark for each valid statement.

4 marks

(c) line 7 ῥη̄ιδί̄φς̄ ἀ̄φ̄λων̄ θῡρε̄ον̄ με̄γαν̄· αὐ̄ταρ̄ ἐ̄πεῑτᾱ
line 8 ἄψ̄ ἐ̄π̄θ̄η̄χ', ὡς̄ εἶ̄ τε̄ φᾱρε̄τρ̄η̄| π̄ωμ' ἐ̄πῑθ̄εῑη̄

Three marks available for scanning the lines. There are two hexameters to be scanned: each line to be divided into three sections, with two feet per section; half a mark to be awarded for each section scanned substantially correctly.

3 marks

2. (a) - he lashed together three rams
- he tied one man under the middle ram, using the outside two for further protection
 - since he could not be tied on to a ram (there being no one else to tie him) he had to hang on underneath one ram, so he chose the biggest for himself

Award 1 mark for each valid statement.

4 marks

- (b) - description of the rams: lines 119-120
- description of the way he tied them together with a man underneath: lines 123-125
 - description of the way Odysseus curled up under the biggest: lines 127-128
 - description of the way Odysseus clung on under the ram: lines 128-129

Reasons for selecting words/phrases:

- vivid and detailed description of that aspect of the plan
- the way that Homer/Odysseus takes the listener through each aspect of the plan
- the way that reasons for selection of rams for men and for himself are given in the account

Candidates should discuss by quoting from the lines relevant words/phrases and give an assessment of the contribution their selected words/phrases make to the account of the plan.

Award 1 mark for appropriate quotation.

Award 1 mark for valid assessment.

6 marks

- (c) attributable to luck
- the fortuitous presence of the rams
- attributable to cunning
- the use Odysseus made of the rams
 - the blindness of the Cyclops
 - the circumstances in the cave which Odysseus puts to good use

Award 1 mark for each valid reason.

2 marks

3. Marking of essays

Award 1 mark for each valid statement.

Award 1 mark for each supporting quotation.

10 marks

(a) Stories of Cicones and Lotus-eaters:

- these people are strange, especially the Lotus-eaters
- their life-styles are retold in detail and matter-of-fact way to stress that this is realistic

Story of the Cyclops:

- the episode concerns a monster, yet there are details with which the listeners could easily identify
- details of the home life of the Cyclops
- sheep, goats and cheese-making
- details of the inside of the cave
- details of the island
- conversations with the Cyclops seem realistic - who are you, from where, what do you do?
- blinding of the Cyclops and the escape uses everyday objects - so making it more credible
- the horror of this incident is made life-like by the sympathy evoked for the monster
- the calling of the other Cyclopes to help him seems natural, as does their response
- the escape employs a cunning trick and listeners would think this was a realistic and credible solution
- the prayer to Poseidon: seems natural to call on father for help

Aeolus and Circe:

- both these lie well outside the natural and the listeners have to suspend belief to imagine that they really did exist, yet Odysseus encountered them so this is made easier
- Aeolus behaves like a good host - until Odysseus returns after the men let the winds out of the bag
- the listener has to accept that Circe has strange powers and yet she reacts as a woman towards Odysseus
- Circe spins, weaves and sings and after Odysseus shows he is unaffected by her magic, reacts as a hostess would

(b) **Resourcefulness in the Cyclops' story:**

- refused to tell Cyclops where his ship was - presumably in case he destroyed it
- stopped killing the Cyclops when he ate his men - he realised that they would never have got out of the cave
- thought up the plan to blind the Cyclops first
- employed the olive wood to make a sharpened pole
- employed the fire to harden it
- employed dung to hide it - realising that the Cyclops might see it
- made the Cyclops drunk before he told him his "name" and before he blinded him
- had several schemes to escape after the blinding, and decided on the best
- employed the rams for his men's escape using the daily routine of the Cyclops
- realised that he needed to use the biggest

Resourcefulness in other stories:

- decided not to go to Circe's home without first sending out an exploration party
- persuaded Circe to change his men back to human form

Section B

Sophocles

4. (a)
- Polybus was not Oedipus' father: this will have importance for the validity of the oracle regarding his father (and so by implication about his mother too)
 - Oedipus was given to Polybus since he was childless
 - Oedipus was found on Cithaeron: this is important since it explains how the child was passed on to Polybus and why the child was riveted together
 - Oedipus was handed to the messenger who then was a shepherd, by another shepherd who came from Thebes and was in the service of Laius: this is important since the shepherd from Thebes will need to be questioned
 - the order for Oedipus' exposure may have come from his father or his mother: this is important since it has implications about Oedipus' identity

Award 1 mark for each valid statement of content.

Award 1 mark for each valid statement about the importance to the plot.

6 marks

(b) Dramatic impact created by:

what is found out

- news from Corinth is both good and bad
- news brings relief to Oedipus that father died contrary to the oracle
- later information revealed about Polybus not being Oedipus' father
- the quest for more information about his discovery on Cithaeron leading to imminent arrival of the Theban servant

how it is found out

- gradually by question and answer: the question seems innocent enough, yet has hidden and serious consequences

reaction/behaviour of each of the characters

- Oedipus: relentless in his quest for information; mood changes from relief to concern about his past

- Jocasta: initially relieved but sees the consequences of further questioning before Oedipus and tries to dissuade him
- Messenger: innocent source of information who merely answers the questions honestly yet ends up revealing details which will seriously affect Oedipus

Award 1 mark for each valid statement of the ways in which Sophocles constructs the scene to create dramatic impact.

Award 1 mark for each valid quotation in support.

Award full marks only if there are quotations from the text. 6 marks

(c) Effective

- because of the way in which information is gradually released, and its importance is not immediately seen by Oedipus
- because Jocasta does see the relevance of the details
- because of the inevitable nature of Oedipus' quest for further information which will lead to his downfall

Award 1 mark for each valid reason. 2 marks

5. (a)
- he is forced to admit that he gave the messenger a baby
 - he is made to give this information as follows:

Oedipus at first tries to persuade him

then Oedipus uses threats of force

then Oedipus orders force to be used

Award 1 mark for statement of information.

Award 1 mark for each statement about methods used. 4 marks

- (b)
- the servant stalls (line 35)
 - the servant curses the messenger (line 37)
 - the servant avoids answering the question (line 40)
 - the servant asks to be spared violence (line 44)
 - the servant reluctantly reveals the information and wishes that he had died the day that the child was handed over (line 48)

Award 1 mark for each valid statement with quotation made in support of Sophocles' techniques to show the reluctance of the servant. 3 marks

- (c) line 33 φερ' εἶπε νῦν | τὸτ' οἶσθα παιδᾶ μοι τινᾶ
 line 34 δους ὡς ἐμαυτῷ | θρεμμᾶ θρεψαίμην ἔγω

Three marks available for scanning the lines. There are two trimeters to be scanned: each line to be divided into three sections, with two feet per section; half a mark to be awarded for each section scanned substantially correctly.

3 marks

6. Marking of essays

Award 1 mark for each valid statement.

Award 1 mark for each supporting quotation.

10 marks

(a) Horror

- seen in the inexorable and relentless pursuit of knowledge
- seen in the death of Jocasta as described by messenger
- seen in the depiction of the blinded Oedipus at the end of play
- horror at the crimes of Oedipus, yet also pity that he did what he thought would prevent them, while in reality bringing them about

Pity

- evoked by downfall of Oedipus from success to destruction as a result of his own questioning
- evoked by the way the information is revealed only gradually and by the way the details of the information affect the moods of the characters: the audience hopes that the oracle will not come true, but knows that it must
- evoked for the way Jocasta has to suffer as the victim of the oracle
- evoked by the appearance of the children

There are other emotions evoked by the characters: anger at the way Oedipus treats Teiresias; at the way he treats those who bring news concerning him; at the way he thinks he is so clever but is not able to see what the truth concerning him really is

(b) Misfortune has as its root cause the oracle and the will of the gods:

- at the start of the play Oedipus seems to have everything: power; the queen; children; position of authority
- one by one these are removed
- Creon highlights the internal pollution thereby starting the whole process
- Teiresias hints that Oedipus is the problem yet in his arrogance he cannot see that it is true: he thinks that Creon is attempting to take power
- Jocasta unwittingly confirms details about the murder of Laius
- Oedipus then relates the oracle about his father and mother and how he left Corinth to prevent this coming true
- further evidence about the murder of Laius is sought
- the information from Corinth and the details about Polybus seem to contradict the oracle - perhaps all will be well
- this in turn leads to the information about the real origin of Oedipus and the questioning of the Servant
- Jocasta is the first to realise the truth and commits suicide
- Oedipus' downfall continues with his own blinding; he is exiled; he loses the children and is completely alone

Candidates should show appreciation of the way that the structure of the plot has been organised by Sophocles to highlight Oedipus' downfall through misfortune and how this is depicted on stage. They should include critical comments on the effectiveness of the way the utter destruction of Oedipus and his final desolation are seen.

Conversion Table 34 to 50

Points	Marks
34	50
33	49
32	47
31	46
30	44
29	43
28	41
27	40
26	38
25	37
24	35
23	34
22	32
21	31
20	29
19	28
18	26
17	25
16	24
15	22
14	21
13	19
12	18
11	16
10	15
9	13
8	12
7	10
6	9
5	7
4	6
3	4
2	3
1	1
0	0

[END OF MARKING INSTRUCTIONS]

[C015/SQP007]

Higher
Classical Greek
Paper II
Interpretation—Prose
Specimen Question Paper

Time: 1 hour

NATIONAL
QUALIFICATIONS

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

50 marks are allocated to this paper.

EITHER

SECTION A

Thucydides, *Book II*

Answer all the questions. (Note: there are two options in question 3.)

Marks

1. Turn to PAGES 4 AND 5 of the Prescribed Text.

In lines 19–56 of Passage 2, Thucydides describes the Theban attack on Plataea.

(a) Refer to lines 19–41 of Passage 2 (from *οἱ δ' ὡς ἐγνώσαν* to *ἐς το ἐξω*).

Thucydides describes what happened to the Thebans who had entered Plataea. In your own words, briefly explain these events.

5

(b) In lines 47–56 of Passage 2 (from *οἱ δ' ἄλλοι Θηβαιοι* to *ἐχομενων*), Thucydides writes about *οἱ ἄλλοι Θηβαιοι* (line 47). What had they been planning to do, and what had prevented them from doing this?

4

(c) For which group of Thebans do you feel greater sympathy: *οἱ ἐν τῇ Πλαταιᾷ* or *οἱ ἄλλοι Θηβαιοι*? Give reasons for your answer.

3

2. Turn to PAGES 9 AND 10 of the Prescribed Text.

Refer to lines 1–15 of Passage 4 (from *φιλοκαλουμεν* to *ἐκ των κινδυνων*).

(a) In lines 2–4 (from *πλουτω* to *αισχιον*), Pericles refers to wealth and poverty. What attitudes, according to Pericles, do the Athenians have towards:

(i) wealth;

(ii) poverty?

2

(b) In lines 4–15 (from *ἐνι* to *ἐκ των κινδυνων*), Pericles speaks about the Athenians' interest in politics and debate. Show clearly in what ways Pericles emphasises, by his choice of words, the importance of political activity in Athens. Quote **three** examples to illustrate your answer.

6

(c) From your reading of lines 1–15, do you think this is a convincing picture of Athenian political life? Give reasons for your answer.

4

3. EITHER

(a) In the introduction to his history, Thucydides said that he wanted to write something that would last for ever. From what you have read of *Book II in Greek and English*, what relevance do you think Thucydides' work has for us today?

10

OR

(b) Thucydides describes very abnormal situations in Plataea and in Athens during the Peloponnesian War. How realistically do you think Thucydides has described these events? Support your answer by referring to the parts of *Book II* you have read **in Greek and English**.

10

(34)

(scaled to 50)

OR

SECTION B

Plato, *Republic I and II*

Answer all the questions. (Note: there are two options in question 6.)

Marks

4. Turn to PAGES 17 AND 18 of the Prescribed Text.

Refer to lines 1–37 of Passage 8 (from ἀκούε δη to σκεπτεον δη). In these lines, Thrasymachus and Socrates discuss the definition of justice.

(a) In lines 1–11, Thrasymachus defines justice as the interest of the stronger. In lines 12–13, Socrates asks for a clearer definition. Explain how Thrasymachus attempts to give this in lines 14–37 (from εἴτ' οὐκ οἶσθ' to σκεπτεον δη). 5

(b) How convinced are you by Thrasymachus' attempt to define justice? Give reasons for your answer. 4

5. Turn to PAGE 24 of the Prescribed Text.

Refer to lines 1–31 of Passage 10 (from σκοπεισθαι to την ἀδικιαν). In these lines, Thrasymachus compares the just and the unjust man.

(a) What statement about the δικαίος ἀνὴρ does Thrasymachus make in line 2? What points to illustrate this statement does he make in lines 2–14? 5

(b) In lines 16–31 of Passage 10 (from παντων δε to την ἀδικιαν), Plato presents Thrasymachus developing his argument by the use of examples. Quote and explain **three** examples which are intended to make his case more persuasive. 6

(c) How effective, in your opinion, has Thrasymachus been in arguing his case in lines 1–31? Give reasons for your answer. 4

6. EITHER

(a) Socrates once described himself as a kind of stinging insect whose job it was to make people sit up and think things through for themselves. From what you have read of Plato's *Republic in Greek and English*, would you agree that this is an accurate description of Socrates' methods of argument? Refer to the text to support your answer. 10

OR

(b) In Passage 14 of the Prescribed Text, Socrates states that injustice never pays better than justice. How convinced are you by Socrates' argument in *Republic I and II*? Support your answer by referring to the parts of *Republic* you have read **in Greek and English**. 10

(34)

(scaled to 50)

[END OF QUESTION PAPER]

[C015/SQP007]

Higher
Classical Greek
Paper II
Interpretation—Prose
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

Higher Classical Greek

Paper II - Interpretation (Prose)

Specimen Marking Instructions

Section A

Thucydides

1. (a) - the Thebans tried to fight off attacks
- the Plataeans made a great uproar
 - tiles and stones were thrown at the Thebans
 - the Thebans lost their way in the darkness
 - the Thebans could not escape out the gate they had entered
 - some threw themselves over the wall and were killed
 - some entered a building thinking it was the exit and were trapped

Award 1 mark for each valid statement.

5 marks

- (b) - the other Thebans had been planning to help the advance party
- they had planned to arrive during the night
 - they were not able to do as planned since it took longer to reach Plataea than they had thought
 - there had been heavy rainfall that night
 - the river Asopus was in flood and difficult to cross

Award 1 mark for each valid statement.

4 marks

- (c) For those inside the city:
- they were not expecting attack from the citizens
 - they were expecting assistance from the other Thebans
 - they did not know what had happened to the others
 - they were massacred inside the city

For the main force of Thebans:

- they knew what had happened to the advance party but were unable to render any real assistance
- their plans had not worked yet they could do nothing to overcome their difficulties
- they were struggling against the weather conditions and would have found it hard-going

Award 1 mark for each valid statement.

3 marks

2. (a) (i) Wealth is something to be put to use rather than a reason for boasting.

(ii) Poverty is nothing to be ashamed of unless one is not trying to escape from it.

Award 1 mark for each statement.

2 marks

(b) Choice of language:

- balance of words and phrases

οἰκειων ἄμα και πολιτικων - interest not only in his own affairs but in the affairs of state; those occupied in their own affairs are also well informed on state matters

ἀπραγμονα - ἀχρειον - it is unacceptable not to be interested in politics

λογος - ἔργον - debate should precede action

μεν ... δε

ἀμαθια ... λογισμος

θρασος ... ὀκνον - those who are truly brave are those who have assessed the dangers and then face them

- repetition of key words: πολιτικα, πραγμ- words
- use of 1st person verbs to show that this is something which **we** Athenians believe
- use of double negatives

προς ἔργα τετραμμενοις τα πολιτικα μη ἐνδεως γνωμαι

- use of explanatory γαρ
- emphasis on the uniqueness of the Athenians: μονοι; διαφοροντως; τοις ἄλλοις

Award 1 mark for quotation of phrase/word used to stress importance of politics/debate.

Award 1 mark for a valid comment on the choice of phrase/word.

6 marks

(c) Aspects of political life in Athens which candidates may use as evidence:

- elections
- any citizen could gain office and attend assembly
- highly politicised democratic state
- real power may not have been exercised by the mass
- only males present in Athens could participate
- Pericles is exaggerating the nature of participation to persuade the Athenians to continue to support his policies
- rhetorical aspects of the speech

Award 1 mark for each valid statement.

4 marks

3. Marking of essays

Award 1 mark for each valid statement.

Award 1 mark for each supporting quotation.

10 marks

(a) Factors from Thucydides which candidates may offer to show the relevance of his writings today:

- war is still present today
 - it still affects civilian populations
 - these civilians often suffer extreme hardship
 - casualties of war are still the civilians who are affected badly and who lose family members
- one state tries to impose its will on another by force
- disease and epidemics during war still occur
- politicians still lead their states into war
- politicians still believe in the justice of their side
- politicians still try to persuade citizens
- war still makes people behave in ways which do not conform to basic laws of morality
- throughout history armed aggression has taken place and still takes place today

(b) Factors which could be described as abnormal:

Plataea

- thrust into war situation to which they had little time to react
- the Plataeans acted as quickly and as best they could
- Thucydides' account of the event is realistic: details of the incursion; of the Plataeans' behaviour during the raid; of the events after the arrival of the main Theban force

Athens

- must be realistic as he is describing events which would be very well known to his readers
- funeral of the dead
- speech of Pericles must have had an air of authenticity in spirit if not in words
- description of the plague: Thucydides experienced it and retells it in a realistic and vivid way
- desperation and changes in behaviour of the citizens depicted in a realistic way
- possible exaggeration of certain parts but there is the overall impression of realism

Section B

Plato

4. (a) Definition:

- power in any state is in the hands of the ruling class
- the ruling class makes laws in its own interest: an attempt to define interest more exactly
- these laws are defined as right for the rulers: an attempt to define right more exactly
- wrong-doers are punished for acting against these laws
- right in any state is the same, namely what is in the interest of the stronger party -which is the rulers
- so right is what is in the interest of the stronger party: synthesis of right and interests, defined in terms of the stronger party

Award 1 mark for statement of how Thrasymachus justifies his definition.

5 marks

(b) Convinced:

- Thrasymachus is correct in linking laws with justice
- he is correct in suggesting that it is the same for every kind of political system
- he is correct in suggesting that there is an element of self-interest in the laws made by rulers

Not convinced:

- Thrasymachus has ignored the differences between law-making procedures in different systems
- he is wrong to ignore the fact that laws are made for the benefit of the ruled and not only for the benefit of the rulers
- he is wrong to link justice with advantage, as justice has a degree of absoluteness which advantage does not have.

Award 1 mark for each statement.

4 marks

5. (a)
- the just man always comes off worse than the unjust
 - in business deals the unjust always does better
 - in tax matters, the unjust always pays less tax, and takes advantage of the tax break
 - in holding office, the just man takes the job seriously to the detriment of his private affairs
 - the just man will not take advantage of the system to embezzle, or to indulge in nepotism, and will therefore be detested by his friends and family
 - in holding office the unjust man will not be constrained by his principles, since he will exploit the situation to his own gain

Award 1 mark for each statement.

5 marks

- (b)
- tyranny is the clearest example of the superiority of injustice over justice
 - tyrant takes advantage on a grand scale
 - he plunders wholesale
 - nothing is beyond his grasp
 - the tyrant attacks the whole populace, not just an individual
 - the populace do not call him dreadful names, but call him happy and fortunate, since they are enslaved to him

Words which Thrasymachus uses to make his case more powerfully:

- words which highlight the unpleasant and unjust nature of the tyrant: quotations from lines 18-21
- words which are regularly used to criticise the individual wrong-doer: quotations from lines 21-25
- words which show that the populace regards tyrants in a more positive light: quotations from lines 18, 28

Argument technique which is supposed to be persuasive:

- the use of the extreme to prove the case: quotations from lines 17-19

Award 1 mark for each statement which shows how Thrasymachus advances his argument in a persuasive manner.

Award 1 mark for each supporting quotation.

6 marks

(c) Effective in argument

- uses an example with which everyone listening can identify
- uses an example which is clear-cut
- uses an example of an extreme unjust man
- the just man does seem not to come off worse for the reasons of his personal integrity
- the unjust seem to get away with it

Award 1 mark for each statement which shows assessment by the candidate of effectiveness of Thrasymachus' argument. Candidates may say that it is not effective by highlighting areas where Thrasymachus' argument is logically weak - namely the use of an extreme example to prove a general point, and the way in which tyrants eventually do get removed from power.

4 marks

6. Marking of essays

Award 1 mark for each valid statement.

Award 1 mark for each supporting quotation.

10 marks

(a) **Searching for the definition**

Passage 7

- asking questions
- refutation of the answers
- pretended ignorance as a means of advancing the argument
- use of parallels as examples
- highlighting differences and similarities

Passage 8

- quest for definition continues
- picking up on one aspect of the given definition and asking for clarification
- turning the argument of Thrasymachus back against him
- developing the argument so that it ends up as the opposite of what it started as

Passage 9

- continued use of questions
- attempts to show up where the argument is deficient

Passages 11-14

- apparent acceptance of what Thrasymachus has said as the starting point for continued argument
- taking different aspects of the problem and examining these one by one

Passage 15

- takes a view which does not accord with the common opinion

The technique of picking up on one aspect of the definition/argument and developing that to show where there is a false assumption/error in argument

The technique of attacking a phrase/word which the other speaker has used without thinking out the implications of the qualification

The technique of playing the ignorant in order to provoke the speaker into developing his line of definition, inevitably with illogical or indefensible results

(b) Material for answer could include:

- definition of Thrasymachus and its refutation by Socrates
- the role of law-making in the question of justice
- the role of interest of the stronger
- the way Socrates gently dismantles what Thrasymachus takes for granted
- the role of Thrasymachus' argument about the tyrant
- the way that Socrates brings Thrasymachus to the point of showing that injustice never pays

Candidates should show awareness and understanding of what each side in the argument proposes and how Socrates shows its inadequacies.

Candidates should show critical analysis of the flaws in Thrasymachus' argument and how Socrates highlights these.

Conversion Table 34 to 50

Points	Marks
34	50
33	49
32	47
31	46
30	44
29	43
28	41
27	40
26	38
25	37
24	35
23	34
22	32
21	31
20	29
19	28
18	26
17	25
16	24
15	22
14	21
13	19
12	18
11	16
10	15
9	13
8	12
7	10
6	9
5	7
4	6
3	4
2	3
1	1
0	0

[END OF MARKING INSTRUCTIONS]

[C015/SQP007]

Higher
Classical Greek
Paper III
Translation
Specimen Question Paper

Time: 1 hour

NATIONAL
QUALIFICATIONS

Answer **either** Question 1 **or** Question 2.

50 marks are allocated to this paper.

Candidates should ensure that they have been provided with the word-list for this paper.

EITHER

1. Read the following passage carefully, including the English sections.
Then translate all the Greek sections into English.

The islanders of Thasos rebelled against the Athenians, and asked the Spartans to help them, although Athens and Sparta were allies at the time. The Spartans agreed to help, but a Helot (slave) rebellion made it impossible for them to keep their promise.

- 5 συνεβη δε Θασιους Ἀθηναίων ἀποστηναί. και ναυσι μεν ἐπι Θασον πλευσαντες οἱ Ἀθηναιοι ναυμαχία ἐκρατησαν και ἐς την γην ἀπεβησαν· Θασιοι δε νικηθεντες μαχη και πολιορκουμενοι Λακεδαιμονιους ἐπεκαλουντο και ἐπαμυνειν ἐκελευον ἐσβαλοντας ἐς την Ἀττικην. οἱ δε ὑπεσχοντο μεν κρυφα των Ἀθηναίων και ἐμελλον, διεκωλυθησαν δε ὑπο του γενομενου σεισμου, ἐν ᾧ και οἱ Εἰλωτες αὐτοις ἀπεστησαν.

The rebel Helots set up camp on Mount Ithome. Meanwhile the Athenians defeated and punished the Thasians. The Spartans then asked the Athenians to help them against the Helots. The Athenians agreed.

- 10 προς μεν οὖν τους ἐν Ἴθωμη πολεμος καθεισθηκει Λακεδαιμονιοις, Θασιοι δε τριτω ἔτει πολιορκουμενοι ὠμολογησαν Ἀθηναίοις τειχος τε καθελοντες και ναυς παραδοντες, χρηματα τε αὐτικα ἀποδουναί ταξαμενοι και το λοιπον φερειν. Λακεδαιμονιοι δε, ὡς αὐτοις προς τους ἐν Ἴθωμη ἐμηκυνετο ὁ πολεμος, ἄλλους τε ἐπεκαλεσαντο συμμαχους και Ἀθηναίους· οἱ δ' ἦλθον Κιμωνος στρατηγουντος πληθει οὐκ ὀλιγω. μαλιστα δ' αὐτους ἐπεκαλεσαντο ὅτι τειχομαχειν ἔδοκουν δυνατοι εἶναι.

The Spartans became worried that the Athenians might help the Helots, and decided not to accept their assistance.

- 15 και διαφορα ἐκ ταυτης της στρατειας πρωτον Λακεδαιμονιοις και Ἀθηναίοις φανερα ἐγενετο. οἱ γαρ Λακεδαιμονιοι, ἐπειδη το χωριον βια οὐχ ἤλiskeτο, ὀρωντες των Ἀθηναίων το τολμηρον και την νεωτεροποιαν, ἔδεισαν μη τι νεωτερισωσι οἱ Ἀθηναιοι, ὑπο των ἐν Ἴθωμη πεισθεντες. Ἀθηναίους οὖν μονους των συμμαχων ἀπεπεμφαν, την μεν ὑποψιαν οὐ δηλουντες, εἰποντες δε ὅτι οὐδεν προσδεονται αὐτων ἔτι.

As a result the two states came into open conflict.

Thucydides (adapted)

καθεισθηκει Λακεδαιμονιοις (line 7) — “kept the Spartans busy”
τειχομαχειν . . . δυνατος εἶναι (lines 12–13) — to be skilled in siegecraft

OR

2. Read the following passage carefully, including the English sections.
Then translate all the Greek sections into English.

Euthyphro is explaining to Socrates why he is prosecuting his own father for murder. Socrates has expressed surprise that Euthyphro should do such an unusual thing. Euthyphro says that justice is the important factor.

γελοιον ἐστι, ὦ Σωκρατες, ὅτι οἶει τι διαφερειν, εἴτε ἄλλοτριος εἴτε οἰκειος ὁ τεθνεως, ἀλλ' οὐκ οἶει τουτο μονον δειν φυλαττειν, εἴτε ἐν δικῃ ἐκτεινεν ὁ κτεινας εἴτε μη· και εἰ μὲν ἐν δικῃ, οἶει ἔαν, εἰ δὲ μη, ἐπεξίεναι, ἔανπερ ὁ κτεινας συνεστιος σοι και ὁμοτραπέζος ἦ.

Euthyphro explains what happened. His father punished a hired workman for murdering a slave, and the workman died while Euthyphro's father was waiting for advice about what to do with him.

- 5 ὁ δὲ ἀποθανων πελατης τις ἦν ἔμος, και ὡς ἐγεωργομεν ἐν τῇ Ναξῷ, ἐθητευεν ἐκει παρ' ἡμῖν. παροιησας οὖν και ὀργισθεις των οἰκετων τινη των ἡμετερων ἀποσφαττει αὐτον· ὁ οὖν πατηρ συνδησας τους ποδας και τας χειρας αὐτου, καταβαλων εἰς ταφρον τινα, πεμπει δευρο ἀνδρα πευσομενον του ἐξηγητου, ὁ τι
10 ἀνδροφονου, και οὐδεν ὄν πραγμα εἰ και ἀποθανοι· ὁπερ οὖν και ἐπαθεν. ὑπο γαρ λιμου και ῥιγους ἀποθνησκει πριν τον ἀγγελον παρα του ἐξηγητου ἀφικεσθαι.

Euthyphro's family is now annoyed with him for wanting to prosecute his father for murder.

- ἀγανακτει οὖν ὁ τε πατηρ και οἱ ἄλλοι οἰκειοι, ὅτι ἐγὼ ὑπερ του ἀνδροφονου τῷ πατρι φονου ἐπεξερχομαι, οὐτε ἀποκτειναντι, ὡς φασιν ἐκεινοι· ἀνδροφονου γε
15 ὄντος του ἀποθανοντος, οὐ δειν φροντιζειν ὑπερ του τοιουτου. ἀνοσιον γαρ εἶναι το υἷον πατρι φονου ἐπεξίεναι.

Plato (adapted)

οὐδεν ὄν πραγμα (line 10) — “it did not matter”

[END OF QUESTION PAPER]

[C015/SQP007]

Higher
Classical Greek
Word-list to accompany
Paper III
Specimen Question Paper

NATIONAL
QUALIFICATIONS

Question 1 (Thucydides)

Ἀθηναῖοι, -ων (*m.pl.*) Athenians
ἄλλοι, -αι, -α other
ἀπεβησαν (*from* ἀποβαίνω I disembark)
ἀπεστησαν (*from* ἀφίστημι I revolt)
ἀποδουναι (*from* ἀποδίδωμι I give back)
ἀποπεμπω I send away
ἀποστηναι (*from* ἀφίστημι I revolt)
Ἀττική, -ης (*f.*) Attica
αὐτίκα immediately
αὐτός, -ή, -ο he, she, it
βία by force
γάρ for
γιγνομαι I take place
γῆ, γῆς (*f.*) land
δέ and, but
δηλοω I reveal
διαφορά, -ας (*f.*) disagreement
διακωλυω I prevent
δοκεω I seem
δειδω I am afraid
Εἰλωτες, -ων (*m.pl.*) Helots
εἶμι I am
εἶποντες (*from* λέγω I say)
ἐκ (+*genitive*) from
ἐν (+*dative*) on
ἐν ᾧ while
ἐπαμυνω I assist, help
ἐπειδή since

ἐπι (+accusative) to
 ἐπικαλεομαι I call upon
 ἐς (+accusative) to, on to, into
 ἐσβαλλω I attack
 ἐτι any longer
 ἔτος, -ους (n.) year
 ἤλισκετο (from ἀλίσκομαι I am captured)
 ἦλθον (from ἔρχομαι I come)
 Θασιοι, -ων (m.pl.) Thasians
 Θασος, -ου (f.) Thasos
 Ἴθωμη, -ης (f.) Ithome
 και and, even, also
 καθελοντες (from καθαιρω I destroy)
 κελευω I urge
 Κιμων, -ωνος (m.) Cimon
 κρατεω I win, defeat
 κρυφα (+genitive) without the knowledge of
 Λακεδαιμονιοι, -ων (m.pl.) Spartans
 λοιπον, -ου (n.) the rest
 μαχη, -ης (f.) battle
 μαλιστα especially
 μελλω I intend
 μεν on the one hand (or miss this word out)
 μεν . . . δε . . . on the one hand . . . but on the other . . .
 μη in case, lest
 μηκυνω I lengthen
 μονοι, -αι, -α only, alone
 ναυς, νεως (f.) ship
 ναυμαχια, -ας (f.) sea-battle

νεωτερίζω I cause revolution
νεωτεροποια, -ας (f.) revolutionary intentions
νικαω I defeat
ὁ, ἡ, το the
ὁ δε he
ὀλιγος, -η, -ον small
ὀμολογεω I make an agreement (with)
ὀραω I see
ὀτι because, that
ὀυ, ὀυκ, ὀυχ not
ὀυδεν not at all
ὀυν therefore
ὀυτος, ὀυτη, τουτο this
παραδιδωμι I hand over
πεισθεντες (from πειθω I persuade)
πλευσαντες (from πλεω I sail)
πληθος, -ους (n.) number
πολεμος, -ου (m.) war
πολιορκεω I besiege
προς (+accusative) against
προσδεομαι I need, require
πρωτον firstly
σεισμος, -ου (m.) earthquake
στρατεια, -ας (f.) expedition
στρατηγεω I lead an expedition
συμμαχος, -ου (m.) ally
συνεβη it happened
ταττω I order
τε and (or miss this word out)

τειχος, -ους (n.) wall
τις, τις, τι some
τολμηρον, -ου (n.) boldness
τριτος, -η, -ον third
υπεσχοντο (from υπισχεομαι I promise)
υπο (+genitive) by
υποψια, -ας (f.) suspicion
χρηματα, -ων (n.pl.) money
χωριον, -ου (n.) place
φανερος, -α, -ον clear
φερω I bring
ως since

[List for Question 2 (Plato) begins on page six

Question 2 (Plato)

ἀγανακτεω	I am annoyed
ἄγγελος, -ου (m.)	messenger
ἀλλα	but
ἄλλοι, -αι, -α	other
ἄλλοτριος, -ου (m.)	stranger, foreigner
ἀνδροφονος, -ου (m.)	murderer
ἄνθρωπος, ἄνδρος (m.)	man
ἀνοσιος, -ον	unholy
ἀποθνήσκω	I die
ἀποκτείνω	I kill
ἀποσφάττω	I kill
αὐτός, -ή, -ο	he, she, it
ἀφικνεομαι	I arrive
γάρ	for
γέ	at least
γελοῖος, -α, -ον	ridiculous
γεωργεω	I am a farmer
δέ	and, but
δεδεμενος (from δεω	I tie up)
δει	it is necessary
δευρο	here
διαφέρει	it makes a difference
δικη, -ης (f.)	justice
ἐν δικῇ	justly
ἐάν (from ἔαω	I release)
ἐάνπερ	even if
ἐγώ	I
εἰ	if

εἶμι I am
εἰς (+accusative) into
εἴτε either, or
εἴτε . . . εἴτε . . . whether . . . or . . .
ἐκεῖ there
ἐκεῖνος, -η, -ο he, she, it
ἐμός, -η, -ον my
ἐν (+dative) in
ἐν (+dative) (line 9) during
ἐξηγητής, -ου (m.) adviser
ἐπεξερχομαι (+dative) I prosecute
ἡμελεῖ (from ἀμελεῶ (+genitive) I neglect)
ἡμεῖς we
ἡμετέρος, -α, -ον our
θητευω I am a hired workman
καὶ and, but, even
καταβαλλω I throw
κτείνω I kill
λιμός, -ου (m.) hunger
μὲν . . . δὲ . . . on the one hand . . . on the other hand . . .
μὴ not
μόνον only
Ναξός, -ου (f.) Naxos
ὁ, ἡ, τό the
οἶομαι I think
οἰκείος, -ου (m.) relative
οἰκετής, -ου (m.) slave
ὄμοτραπέζος, -ου (m.) fellow-diner
ὅπερ (line 10) “this very thing”
ὀργίζομαι (+dative) I am angry with

ὅ τι what
ὅτι that, because
οὐ, οὐκ not
οὖν therefore, so
οὔτε and not
οὗτος, ταυτη, τουτο this
παρα (+dative) at the house of
παρα (+genitive) from
παροινεω I am drunk
πασχω I suffer
πατηρ, πατρος (m.) father
πελατης, -ου (m.) neighbour
πεμπω I send
πυσομενον (from πυθανομαι (+genitive) I learn from)
ποιεω I do
πους, ποδος (m.) foot
πριν before
ριγος, -ους (n.) cold
συ you
συνδεω I tie up
συνεστιος, -ου (m.) guest
Σωκρατης, -ους (m.) Socrates
ταφρος, -ου (f.) ditch
τε και and
τεθνεως dead man
τις, τις, τι a, a certain
τι (line I) at all
τοιουτος, τοιαυτη, τοιουτο such
υιος, υιου (m.) son
υπερ (+ genitive) on behalf of

ὑπο (+genitive) from
φημι I say
φονος, -ου (m.) murder
φροντιζω I care about
φυλαττω I take into consideration
χειρ, χειρος (f.) hand
χρη it is necessary
χρονος, -ου (m.) time
ὦ ο (or miss this word out)
ὡς when, as, because
ὀλιγωρει (from ὀλιγωρεω (+genitive) I ignore)

[END OF WORD-LIST]

[C015/SQP007]

Higher
Classical Greek
Paper III
Translation
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

Higher Classical Greek

Paper III - Translation

Specimen Marking Instructions

Translation will be marked by the awarding of 3, 2 or 0 marks for each block or sub-block of a passage. Communication of the "essential idea" in each block or sub-block will gain 2 marks. Where appropriate, a "highly satisfactory" translation (beyond the "essential idea") will gain 3 marks.

Question 1: Thucydides

Block/Sub-Block	Essential Idea	Mark
1A: συνεβη δε ... ἀποστηναι*	Thasians revolting*	2
1B: και ναυσι μεν ... ἀπεβησαν	Athenians winning sea-battle	3
1C: Θασιοι ... ἐπεκαλουντο	Thasians summoning Spartans	3
1D: και ἐπαμυνειν ... Ἰατρικην.	Spartans to invade Attica	3
2A: οἱ δε ὑπεσχοντο ... και ἐμελλον	Spartans making promise	3
2B: διεκωλυθησαν ... σεισμου	being prevented	3
2C: ἐν ᾧ ... ἀπεστησαν.*	revolt of Helots*	2
3A: προς μεν ... Λακεδαιμονιοις	Spartans at war	3
3B: Θασιοι ... ὠμολογησαν Ἰαθηναιοις	Thasians making agreement	3
3C: τειχος ... παραδοντες	to destroy wall	3
3D: χρηματα ... το λοιπον φερειν.	to hand money	3
4A: Λακεδαιμονιοι ... ὁ πολεμος	the war being lengthy	3
4B: ἄλλους τε ... Ἰαθηναιοις	Spartans calling on allies	3
4C: οἱ δ' ἦλθον ... πληθει οὐκ ὀλιγω.	arrival of allies	3
5: μαλιστα ... δυνατοι εἶναι.	reason for Athenians being called	3
6A: και διαφορα ... φανερα ἐγενετο.	first dispute caused	3
6B: οἱ γαρ Λακεδαιμονιοι ... ἠλίσκετο	Spartans being unsuccessful	3
6C: ὀρωντες ... νεωτεροποιαν	seeing revolutionary tendencies	3
6D: ἐδεισαν ... οἱ Ἰαθηναιοι	fearing Athenian incitement	3
6E: ὑπο των ἐν Ἰθωμη πεισθεντες.*	helots persuading them*	2
7A: Ἰαθηναιοις ... ἀπεπεμψαν	sending away Athenians	3
7B: την μεν ὑποψιαν οὐ δηλουντες*	not revealing suspicion*	2
7C: εἶποντες ... ἐτι.	not needing them	3

Total: 65 marks
Scaled to 50 marks

* = only 2 marks available for this sub-block

Conversion Table 65 to 50

Points	Marks
65	50
64	49
63	48
62	48
61	47
60	46
59	45
58	45
57	44
56	43
55	42
54	42
53	41
52	40
51	39
50	38
49	38
48	37
47	36
46	35
45	35
44	34
43	33
42	32
41	32
40	31
39	30
38	29
37	28
36	28
35	27
34	26
33	25

Points	Marks
32	25
31	24
30	23
29	22
28	22
27	21
26	20
25	19
24	18
23	18
22	17
21	16
20	15
19	15
18	14
17	13
16	12
15	12
14	11
13	10
12	9
11	8
10	8
9	7
8	6
7	5
6	5
5	4
4	3
3	2
2	2
1	1
0	0

Question 2: Plato

	Block/Sub-Block	Essential Idea	Mark
1A:	γελοιον ἐστι ... ὅτι οἶει	Socrates thinking	3
1B:	τι διαφερειν ... ὁ τεθνεως	victim's identity being significant	3
1C:	ἀλλ' οὐκ οἶει ... φυλαττειν	Socrates ignoring this consideration	3
1D:	εἶτε ... ὁ κτεινας εἶτε μη	justice of killing	3
1E:	και εἰ ... οἶει ἕαν	release of just killer	3
1F:	εἰ δε μη, ἐπεξιεναι*	prosecution of unjust killer*	2
1G:	ἕανπερ ... ὁμοτραπεζος ἦ.	killer being a guest	3
2A:	ὁ δε ἀποθανων ... ἦν ἕμος	dead man being a neighbour	3
2B:	και ὡς ... ἐν τη Ναξῶ	farming on Naxos	3
2C:	ἐθητευεν ἐκει παρ' ἡμιν.*	being their hired worker*	2
3A:	παροινησας ... των ἡμετερων	being angry with a slave	3
3B:	ἀποσφαττει αὐτον*	killing him (the slave)*	2
3C:	ὁ οὖν πατηρ ... χειρας αὐτου	binding him (the murderer)	3
3D:	καταβαλων εἰς ταφρον τινα*	throwing him into ditch*	2
3E:	πεμπει δευρο ἀνδρα*	sending of a man*	2
3F:	πευσομενον ... χρειη ποιειν.	to inquire about procedure	3
4A:	ἐν ... του δεδεμενου ὠλιγωρει	ignoring of "prisoner"	3
4B:	τε και ἡμελει ὡς ἀνδροφονου*	neglecting murderer*	2
4C:	και ... ἀποθανοι*	his death not mattering*	2
4D:	ὁπερ οὖν και ἐπαθεν.*	him suffering this*	2
5A:	ὑπο γαρ ... ἀποθνησκει	him dying	3
5B:	πριν ... ἀφικεσθαι.	before arrival of messenger	3
6A:	ἀγανακτει ... ἄλλοι οἰκειοι	annoyance of family	3
6B:	ὅτι ἐγῶ ... φονου ἐπεξερχομαι	because of prosecution of father	3
6C:	οὔτε ... ἐκεινοι*	not prosecuting killer*	2
6D:	ἀνδροφονου ... ἀποθανοντος	death of a murderer	3
6E:	οὐ δειν ... του τοιουτου.	not taking this into consideration	3
7:	ἀνοσιον ... ἐπεξιεναι.	it being unholy for son to prosecute	3

Total: 75 marks
Scaled to 50 marks

* = only 2 marks available for this sub-block

Conversion Table 75 to 50

Points	Marks
75	50
74	49
73	49
72	48
71	47
70	47
69	46
68	45
67	45
66	44
65	43
64	43
63	42
62	41
61	41
60	40
59	39
58	39
57	38
56	37
55	37
54	36
53	35
52	35
51	34
50	33
49	33
48	32
47	31
46	31
45	30
44	29
43	29
42	28
41	27
40	27
39	26
38	25

Points	Marks
37	25
36	24
35	23
34	23
33	22
32	21
31	21
30	20
29	19
28	19
27	18
26	17
25	17
24	16
23	15
22	15
21	14
20	13
19	13
18	12
17	11
16	11
15	10
14	9
13	9
12	8
11	7
10	7
9	6
8	5
7	5
6	4
5	3
4	3
3	2
2	1
1	1
0	0

[END OF MARKING INSTRUCTIONS]