



Oxford Cambridge and RSA

# A Level Classical Greek

## H444/02 Prose Composition or Comprehension

Sample Question Paper Version 1.1

### Date – Morning/Afternoon

Time allowed: 1 hour 15 minutes



**You must have:**

- the OCR 4-page A Level Classical Greek Answer Booklet (*sent with general stationery*)

**Do not use:**

- a dictionary

**Other materials required:**

- None



#### INSTRUCTIONS

- Use black ink.
- Complete the boxes on the front of the Answer Booklet.
- Answer **either** Section A **or** Section B.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

#### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- This document consists of **4** pages.

Answer **either** Section A or Section B

**Section A: Comprehension and Grammar**

Read the passage below carefully and answer the questions.

*The speaker is prosecuting Pankleon for wrongs done to him. He believes that Pankleon is a Plataian citizen and a free man, but discovers that he is not all that he seems to be.*

When he said he was a Plataian, and a member of the deme Dekeleia, I went along to the barber's on Hermai Street where the Dekeleians gather, and made enquiries. Since no one there knew him, I decided to try the Plataians.

πρῶτον μὲν οὖν Εὐθύκριτον, ὃν πρεσβύτατόν τε Πλαταιῶν ἐγίγνωσκον καὶ μάλιστα ῥόμην εἰδέναι, ἥρόμην εἴ τινα γινώσκοι Ἰππαρμοδώρου υἱὸν Παγκλέωνα Πλαταιᾶ· ἔπειτα δέ, ἐπειδὴ ἐκεῖνος ἀπεκρίνατό μοι ὅτι τὸν Ἰππαρμόδωρον μὲν γινώσκοι, υἱὸν δὲ ἐκεῖνον οὐδένα, οὔτε Παγκλέωνα οὔτε ἄλλον οὐδένα, εἰδείη ὄντα, ἠρώτων δὴ καὶ τῶν ἄλλων ὅσους ἤδη 5 Πλαταιᾶς ὄντας. πάντες οὖν ἀγνοοῦντες τὸ ὄνομα αὐτοῦ, ἀκριβέστατα<sup>1</sup> ἂν ἔφασάν με πυθέσθαι ἐλθόντα εἰς τὸν τυρὸν<sup>2</sup> τῇ ἔνῃ καὶ νέᾳ<sup>3</sup>. ταύτῃ γὰρ τῇ ἡμέρᾳ τοῦ μηνὸς ἐκάστου ἐκεῖσε συλλέγεσθαι τοὺς Πλαταιᾶς. ἐλθὼν οὖν εἰς τὸν τυρὸν<sup>2</sup> ταύτῃ τῇ ἡμέρᾳ ἐπυνηθόμην αὐτῶν, εἴ τινα γινώσκοιεν Παγκλέωνα πολίτην σφέτερον. καὶ οἱ μὲν 10 ἄλλοι οὐκ ἔφασαν γινώσκειν, εἰς δέ τις εἶπεν ὅτι τῶν μὲν πολιτῶν οὐδενὶ εἰδείη τοῦτο ὃν τὸ ὄνομα, δοῦλον μέντοι ἔφη ἑαυτοῦ ἀποδραμόντα εἶναι Παγκλέωνα, τὴν τε ἡλικίαν<sup>4</sup> λέγων τὴν τούτου καὶ τὴν τέχνην ἣ οὗτος χρῆται.

ταῦτ' οὖν ὡς ἀληθῆ ἔστι, τὸν τε Εὐθύκριτον, ὃν πρῶτον ἠρόμην, καὶ τῶν 15 ἄλλων Πλαταιῶν ὅσοις προσῆλθον, καὶ ὃς ἔφη δεσπότης τούτου εἶναι, μάρτυρας<sup>5</sup> παρέξομαι.

Lysias, *Against Pankleon* 5ff.

**Names**

ὁ Εὐθύκριτος	Euthykritos
Πλαταιῆς (acc. sg. - ᾶ)	Plataian, citizen of Plataia
ὁ Ἰππαρμόδωρος	Hipparmodoros
ὁ Παγκλέων τοῦ Παγκλέωνος	Pankleon

**Words**

<sup>1</sup> ἀκριβής	accurate, clear
<sup>2</sup> ὁ τυρός	cheese-market
<sup>3</sup> τῇ ἔνῃ καὶ νέᾳ	on the last day (of the month)
<sup>4</sup> ἡ ἡλικία	age
<sup>5</sup> ὁ μάρτυς μάρτυρος	witness

- 1 *πρῶτον μὲν ... εἰδείη ὄντα* (lines 1–5)
- (a) Why did the speaker approach Euthykritos particularly? [5]
- (b) What did he ask him? [3]
- (c) What information did he get? [5]
- 2 *ἡρώτων δὴ ... Πλαταιᾶς* (lines 5–9)
- (a) How do the other Plataians react when the speaker mentions Pankleon's name? [2]
- (b) Why do they suggest he should go to the cheese-market on a particular day? [3]
- 3 *ἔλθῶν οὖν ... χρῆται* (lines 9–14)
- The speaker gets different information from different Plataians:
- (a) What do most of them say? [1]
- (b) What does *εἰς πς* tell him? [4]
- (c) What details is he told that tend to confirm what this man says? [2]
- 4 *ταῦτ' οὖν ... παρέξομαι* (lines 15–17)
- Translate these lines into English. [10]
- 5 From what verbs do the following parts come?
- (a) *ῥόμην* (line 2) [1]
- (b) *ἀποδραμόντα* (line 12) [1]
- (c) *παρέξομαι* (line 17) [1]
- 6 Explain the cases of the following words:
- (a) *ὄν* (line 1) [1]
- (b) *ῆ* (line 13) [1]
- (c) *ὄσοις* (line 16) [1]
- 7 Explain, using a translation if you think it is helpful, the grammar of the following words:
- (a) *γιγνώσκοι* (line 2) [3]
- (b) *ὄντας* (line 6) [3]
- (c) *ἐλθόντα* (line 7) [3]

### Section B: Prose Composition

Do **not** answer this question if you have already answered Section A.

- 8 Translate this passage into Classical Greek. You are reminded that marks will be awarded for the style of your translation. **[50]**

After this, Themistokles was sacrificing to the gods in the harbour. Three prisoners were brought to him, very handsome young men. They had been captured by the Greeks and were said to be sons of the king's sister. Euphrantides the prophet<sup>1</sup> happened to be there, and when he saw them, he went to Themistokles and told him that they should be sacrificed to Dionysos: for if they did this, the Greeks would obtain both safety and victory. Themistokles was angry at the prophet's words, and said he would not do this. But the soldiers with one voice shouted out the name of the god, dragged the young men to the altar, and compelled them to be sacrificed as the prophet commanded.

#### Names

Themistokles	<i>ὁ Θεμιστοκλῆς τοῦ Θεμιστοκλέους</i>
Euphrantides	<i>ὁ Εὐφραντίδης τοῦ Εὐφραντίδου</i>
Dionysos	<i>ὁ Διόνυσος - ου</i>

#### Words

<sup>1</sup> prophet	<i>ὁ προφήτης - ου</i>
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## Summary of updates

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Date	Version	Details
September 2021	1.1	Updated copyright acknowledgements.

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**...day June 20XX – Morning/Afternoon**

**A Level Classical Greek**

**H444/02 Prose Composition or Comprehension**

**SAMPLE MARK SCHEME**

**Duration: 1 hour 15 minutes**

**MAXIMUM MARK 50**

**DRAFT**

**This document consists of 12 pages**

**Section A: Comprehension and grammar**

Question		Answer	Marks	Guidance
1	(a)	He knew (1) he was the eldest of the Plataians (1); he thought (1) he was most likely (1) to know Pankleon (1).	5	
1	(b)	if he knew a certain Pankleon (1), son of Hipparmodorus (1), a Plataian. (1)	3	
1	(c)	Euthykritos knew (1) Hipparmodoros (1); but knew (1) he had (1) no son (1).	5	
2	(a)	They don't recognise (1) his name (1).	2	
2	(b)	The Plataians gather there (1) on that day (1) every month (1).	3	
3	(a)	They don't know him (1).	1	
3	(b)	He knew no Plataian citizen (1) of that name (1); but he used to have a slave Pankleon (1) who had run away (1).	4	
3	(c)	He is the same age (1); he practises the same trade (1).	2	

### Guidance on applying the marking grids for translation into English

The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved.

One approach for each section is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the Greek – the crucial consideration being the extent to which every Greek word is satisfactorily rendered in some way in the English.

The determination of what a “slight” error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term “major” error has been used here to determine an error which is more serious than a “slight” error.

The classification below should be seen only as a general guide, the intention of which is to maintain standards year-on-year. Lead markers should consider each instance on its own merits in the context of the passage and the section.

It is likely that some of the errors below may be regarded as “major” if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a “slight” error.

The sort of errors that we would generally expect to be considered as “slight” errors would be:

- a single mistake in the translation of a verb, for example incorrect person or tense
- vocabulary errors that do not substantially alter the meaning
- omission of particles that does not substantially alter the meaning (although in certain cases the omission of a particle may not count as an error at all, most especially with  $\mu\epsilon\nu\dots\delta\epsilon$ )

The sort of errors that we would generally expect to be considered as “major” errors would be:

- more than one slight error in any one verb
- vocabulary errors that substantially alter the meaning
- omission of a word or words, including alteration of active to passive if the agent is not expressed
- missed constructions
- alteration in word order that affects the sense

The final decisions on what constitutes a ‘slight’ and ‘major’ errors will be made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these decisions will be captured in the final mark scheme for examiners and centres.



Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation or meaning to the Greek

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
4	The passage has been divided into 2 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid found above.		The below are intended as examples of “slight” and more serious “major” errors, others may be identified at standardisation.
	<p>ταῦτ' οὖν ὡς ἀληθῆ ἔστι, τόν τε Εὐθύκριτον, ὃν πρῶτον ἠρόμην,</p> <p>‘So, [to show] that these things are true [I shall bring forward as witnesses: <i>from next section</i>] Euthykritos, whom I asked first,</p>	5	<p>accept ‘that this is true’ for ‘that these things are true’</p> <p>mistakes in this section will be major, since it is short and the Greek is straightforward</p>
	<p>καὶ τῶν ἄλλων Πλαταιῶν ὅσοις προσῆλθον, καὶ ὃς ἔφη δεσπότης τούτου εἶναι, μάρτυρας παρέξομαι.</p> <p>and the other Plataians that I approached, and the man who says he is this man’s master’.</p>	5	<p>accept any reasonable translation of καὶ τῶν ἄλλων Πλαταιέων ὅσοις προσῆλθον</p> <p>major error: mistranslation of the indirect statement (eg failure to recognise the nominative and infinitive construction)</p>

Question		Answer	Marks	Guidance
5	(a)	οἱ[ο]μαί	1	
5	(b)	[ἀπο-]τρέχω	1	
5	(c)	παρέχω	1	
6	(a)	Accusative, object of relative clause.	1	
6	(b)	Dative because of <i>χρήται</i> .	1	
6	(c)	Dative because of <i>προσῆλθον</i> .	1	
7	(a)	Optative (1) in historic (1) indirect question (1).	3	
7	(b)	[Present] participle (1) in indirect statement (1) with 'know' verb (1)'. (1)	3	
7	(c)	Aorist participle (1) agreeing with object of indirect statement (1) with future perfect or conditional force ('they said me, having gone ...': i.e. they said that, <i>if I went...</i> ). (1)	3	

**Section B: Prose Composition****Guidance on applying the marking grids for translating into Classical Greek**

The passage has been divided into 9 sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid for translation into Classical Greek.

The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved.

There are many acceptable ways of turning a piece of English into correct Greek. One approach for each sentence is given. Acceptable alternatives will be illustrated at Standardisation, but examiners will need to assess on its own merits any approach that satisfactorily conveys the meaning of the English.

The determination of what a “slight” error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term “major” error has been used here to determine an error which is more serious than a “slight” error.

The classification below should be seen only as a general guide, the intention of which is to maintain standards year-on-year. Lead markers should consider each instance on its own merits in the context of the passage and the section.

It is likely that some of the errors below may be regarded as “major” if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a “slight” error.

Accents are not expected, but breathings are.

The sort of errors that we would generally expect to be considered as “slight” errors would be:

- a single mistake in a word
- the omission of an uninflected word
- omission or incorrect use of a breathing
- omission of a connecting particle would constitute a slight error, apart from in the first sentence.

The sort of errors that we would generally expect to be considered as “major” errors would be:

- more than one mistake in a word
- the omission of an inflected word

The final decisions on what constitutes a ‘slight’ and ‘major’ errors will be made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these decisions will be captured in the final mark scheme for examiners and centres.

Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation or meaning to the English

0 = No response or no response worthy of credit.

#### **Additional marks for style**

Additional marks (to a maximum of 5) should be awarded for individual instances of stylish Greek writing.

Style marks may be awarded for such features as:

- Attempts at connection and subordination
- particularly imaginative, creative or felicitous choice of vocabulary
- thoughtful use of word-order
- employment of apt particles beyond the obvious
- subordination of main verbs into participles (usually a maximum of one mark for this per passage)
- appropriate use of genitive absolute

Exemplification of frequently used examples of 'stylish' use of Greek will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these will be captured in the final mark scheme for examiners and centres.

Question		Answer	Marks	Guidance
8	(i)	<i>After this, Themistokles was sacrificing to the gods in the harbour.</i> καὶ μετὰ ταῦτα θύοντι ἐν τῷ λιμένι τοῖς θεοῖς τῷ Θεμιστοκλεῖ	5	slight error: incorrect case after μετὰ  style mark for using participle as per suggested version in MS; accept use of main verb 'was sacrificing'
	(ii)	<i>Three prisoners were brought to him, very handsome young men.</i> ἤχθησαν τρεῖς αἰχμάλωτοι, νεανία κάλλιστοι ὄντες.	5	slight error: incorrect adjective eg use of simple or comparative instead of superlative  style mark for using participle ὄντες as per suggested version; accept relative clause ('who were...') or omission of main verb as in English.
	(iii)	<i>They had been captured by the Greeks and were said to be sons of the king's sister.</i> ὑπὸ δέ τῶν Ἑλλήνων λήφθεντες, ἦσαν ὡς λέγουσιν, υἱεῖς τῆς βασιλέως ἀδελφῆς.	5	slight error: incorrect case after ὑπὸ  style mark for including δέ or similar linking word
	(iv)	<i>Euphrantides the prophet happened to be there, and when he saw them,</i> καὶ τύχῃ πάρων Εὐφραντίδης ὁ προφήτης, καὶ τούτους ἰδὼν,	5	style marks for use of participles as per suggested version; accept multiple main verbs; accept 'happened' instead of 'by chance' with slight error if candidate forgets that τυγχάνω takes participle.
	(v)	<i>he went to Themistokles and told him that they should be sacrificed to Dionysos:</i> Θεμιστοκλεῖ προσελθὼν εἶπεν ὅτι αὐτοὺς δεῖ θῦσαι Διονύσῳ.	5	style mark for use of participle; accept main verb 'he went... and told him'

Question	Answer	Marks	Guidance
(vi)	<p><i>for if they did this, the Greeks would obtain both safety and victory.</i>  <i>τοῦτο γὰρ πράξαντες οἱ Ἕλληνες καὶ σωθήσονται καὶ νικήσουσιν.</i></p>	5	style mark for use of participle; candidates should be given credit for correct construction of a conditional clause in indirect statement if they do not use participle.
(vii)	<p><i>Themistokles was angry at the prophet's words, and said he would not do this.</i>  <i>ὀργισθέντος δὲ τοῖς τοῦ προφήτου λόγοις Θεμιστοκλέους καὶ τοῦτο ποιήσειν οὐκ εἰπόντος,</i></p>	5	style mark for use of genitive absolute as suggested; credit for correct translation without use of gen abs.
(viii)	<p><i>But the soldiers with one voice shouted out the name of the god,</i>  <i>οἱ στρατιῶται, τὸ ὄνομα τὸ τοῦ θεοῦ βοῶντες ἅπαντες,</i></p>	5	style mark for putting 'all' instead of translating 'with one voice' literally; credit for translating 'with one voice' literally but correctly
(ix)	<p><i>dragged the young men to the altar, and compelled them to be sacrificed as the prophet commanded.</i>  <i>εἴλκυσαν τοὺς νεανίας πρὸς τὸν βωμὸν καὶ ἠγάγκασαν θύειν ὡς ἐκέλευσεν ὁ προφήτης.</i></p>	5	accept literal translation of 'to be sacrificed'

**APPENDIX 1: ASSESSMENT OBJECTIVE GRID**

Question	Distribution of marks for each Assessment Objective		
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
1 – 7 or 8	50	–	–
<b>Total</b>	<b>50</b>	<b>–</b>	<b>–</b>

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