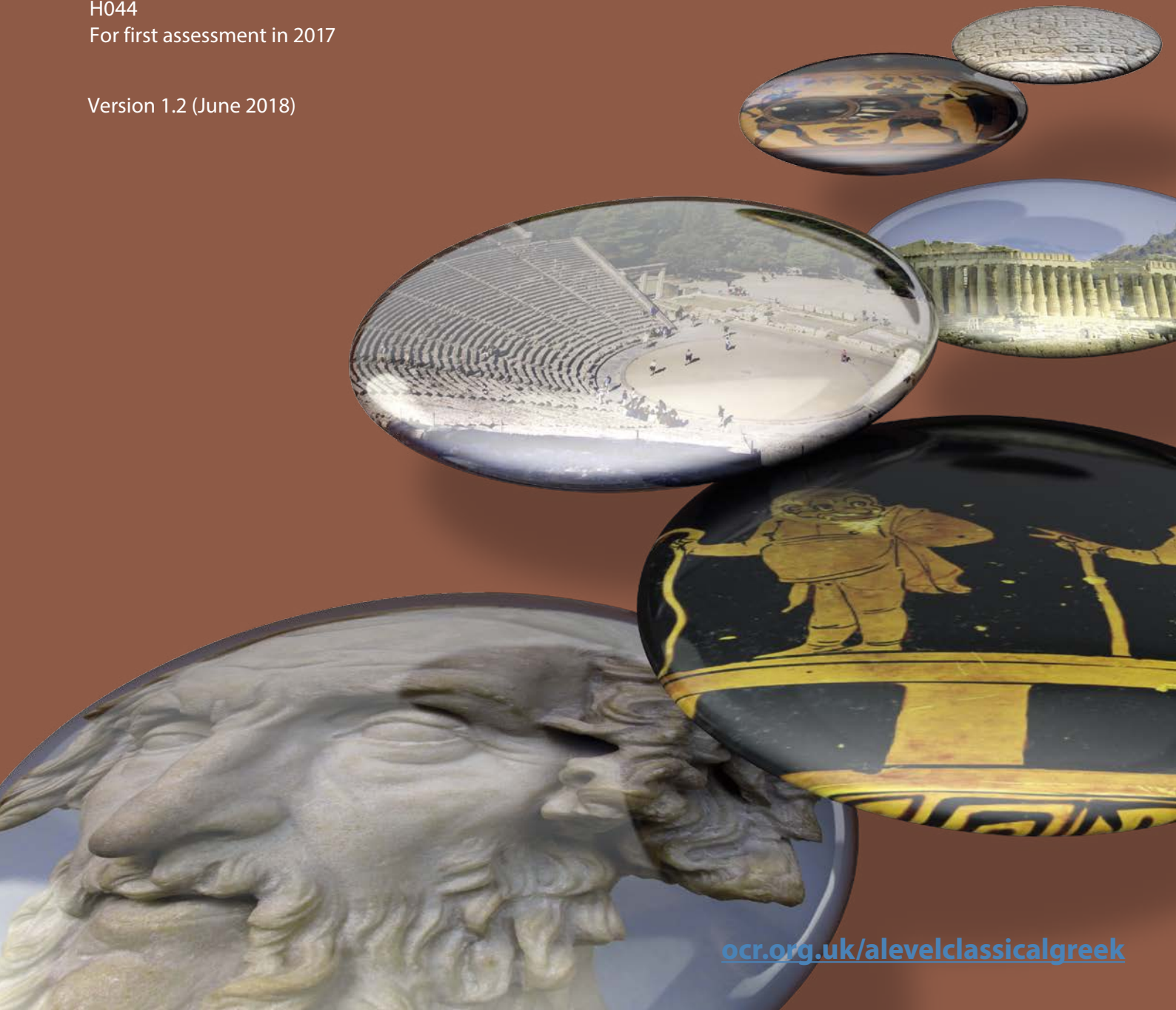


**AS LEVEL**  
*Specification*

# CLASSICAL GREEK

H044  
For first assessment in 2017

Version 1.2 (June 2018)



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Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

We will inform centres about changes to specifications. We will also publish changes on our website. The latest version of our specifications will always be those on our website ([ocr.org.uk](http://ocr.org.uk)) and these may differ from printed versions.

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## Support and Guidance

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Introducing a new specification brings challenges for implementation and teaching, but it also opens up new opportunities. Our aim is to help you at every stage. We are working hard with teachers and other experts to bring you a package of practical support, resources and training.

### Subject Advisors

OCR Subject Advisors provide information and support to centres including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Our Subject Advisors work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. They work with developers to help produce our specifications and the resources needed to support these qualifications during their development.

You can contact our Classics Subject Advisors for specialist advice, guidance and support:

**01223 553998**

[Classics@ocr.org.uk](mailto:Classics@ocr.org.uk)

[@OCR\\_Classics](#)

### Teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. The resources are a body of knowledge that will grow throughout the lifetime of the specification, they include:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

We also work with a number of leading publishers who publish textbooks and resources for our specifications. For more information on our publishing partners and their resources visit: [ocr.org.uk/publishing-partners](http://ocr.org.uk/publishing-partners)

### Professional development

Our improved Professional Development Programme fulfils a range of needs through course selection, preparation for teaching, delivery and assessment. Whether you want to come to events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub: [cpdhub.ocr.org.uk](http://cpdhub.ocr.org.uk)

### An introduction to new specifications

We run training events throughout the academic year that are designed to help prepare you for first teaching and support every stage of your delivery of the new qualifications.

To receive the latest information about the training we offer on GCSE and A Level, please register for email updates at: [ocr.org.uk/updates](http://ocr.org.uk/updates)

## Assessment Preparation and Analysis Service

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Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.



### Subject Advisor Support

Our Subject Advisors provide you with access to specifications, high-quality teaching resources and assessment materials.



### Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example, communication, legislation and research.

Download the guides at [ocr.org.uk/skillsguides](http://ocr.org.uk/skillsguides)



### Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to

[ocr.org.uk/activeresults](http://ocr.org.uk/activeresults)

# 1 Why choose an OCR AS Level in Classical Greek?

## 1a. Why choose an OCR qualification?

1

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new AS Level in Classical Greek course has been developed in consultation with teachers, employers and Higher Education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

### Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your learners to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - ... and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specifications.
- CPD/Training for teachers including events to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All AS Level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's AS Level in Classical Greek is QN601/8382/2.

## 1b. Why choose an OCR AS Level in Classical Greek?

OCR's AS Level in Classical Greek has been designed to help learners develop their understanding of the Classical Greek language and the related ancient literature, values and society.

We have designed this qualification with teachers and learners in mind, having consulted extensively across the United Kingdom. In light of the feedback we have received, we have made minor amendments to the structure of the AS Level and have increased optionality. This allows learners the option to have a

choice in the prose and verse set texts they study. The specification also lists the interesting and engaging set texts which will be assessed for the first six years of the specification to give teachers certainty from the outset about what texts will be studied in the future.

We want to ensure that OCR's AS Level in Classical Greek engages learners, develops a desire within them to continue learning Classical Greek and helps develop a lifelong enthusiasm for the Classical world.

1

### Aims and learning outcomes

OCR's AS Level in Classical Greek will enable learners to:

- develop an appropriate level of competence in the language studied
- acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language
- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world
- acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres
- apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language
- make an informed personal response to the material studied
- begin to develop a sensitive and analytical approach to language generally
- AS Level specifications must also encourage learners to develop research and analytical skills that will empower them to become independent learners.

## 1c. What are the key features of this specification?

The key features of OCR's AS Level in Classical Greek for you and your learners are:

- a choice of set texts to study, giving the opportunity to create an appropriate and engaging course for learners
- to be inspired, motivated and challenged by reading widely across a range of set texts
- to gain a deeper understanding of the life and culture of the ancient world through the literature studied
- the encouragement to develop and apply critical analytical skills, which will help learners in their future study
- the opportunity to develop linguistic skills which will help both in the study and application of English and other languages
- this specification is co-teachable with OCR's A Level in Classical Greek qualification.

## 1d. How do I find out more information?

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1

If you are already using OCR specifications you can contact us at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: [www.ocr.org.uk](http://www.ocr.org.uk)

If you are not yet an approved centre and would like to become one go to: [www.ocr.org.uk](http://www.ocr.org.uk)

Find out more?

Ask our Subject Advisors:

Email: [classics@ocr.org.uk](mailto:classics@ocr.org.uk)

Customer Contact Centre: 01223 553998

Join our Classics community  
<http://social.ocr.org.uk/groups/classics>

Teacher support: [www.ocr.org.uk](http://www.ocr.org.uk)



## 2 The specification overview

### 2a. OCR's AS Level in Classical Greek (H044)

Learners must take **both** component 01 and 02 to be awarded the OCR AS Level in Classical Greek.

Content Overview	Assessment Overview	
<p>Learners build their knowledge of vocabulary and linguistic structures through reading and studying prose texts in Classical Greek to become familiar with the vocabulary in the Defined Vocabulary List and prescribed syntax and accidence.</p>	<p><b>Language (01)</b> 80 marks 1 hour 30 minutes Written paper</p>	<p><b>50%</b> of total AS Level</p>
<p>Learners study in depth <b>one</b> prose set text and <b>one</b> verse set text.</p> <p>Learners should have an awareness of the immediate literary context from which the set texts have been taken.</p>	<p><b>Literature (02)</b> 80 marks 2 hours Written paper</p>	<p><b>50%</b> of total AS Level</p>

Both components include synoptic assessment.

## 2b. Content of AS Level in Classical Greek (H044)

The OCR AS Level in Classical Greek will build on the knowledge, understanding and skills specified for GCSE, although prior attainment of a GCSE (9–1) qualification in Classical Greek is not a requirement. It will introduce learners to a greater range of vocabulary, accidence and syntax than is studied at GCSE (9–1), as well as requiring the in-depth study of prose and verse Literature.

The OCR AS Level in Classical Greek will require learners to understand and apply their knowledge of the words and regular compounds of the words which are listed in the Defined Vocabulary List (DVL). This is found on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). Learners will be expected to know and understand the application of syntax and accidence listed in this specification.

The OCR AS Level in Classical Greek will extend the study of ancient literature in breadth and depth, further developing learners' ability to critically analyse and evaluate ancient literature. The OCR AS Level in Classical Greek requires learners to study **one** prose set text and **one** verse set text. Learners are required to understand and appreciate the immediate literary context for the set texts by reading an appropriate supporting selection of ancient literature in translation.

The set texts will change **every two years**. This specification lists the set texts to be studied for the first six years of assessment of the specification.

The set texts will be reviewed after three years and may be subject to change. Each set text will remain on the list for the lifetime of the qualification, unless the review process identifies a necessary change. If a text is to be removed from the list and replaced with another text, centres will be notified a year in advance.

## 2c. Content of Language (H044/01)

This component is designed to enable learners to demonstrate their linguistic competence in Classical Greek. Learners should extend their knowledge through continued linguistic study and reading a variety of Classical Greek passages.

Any words which do not appear on the Defined Vocabulary List will be glossed on the question paper.

Learners should be able to:	Learners will be required to:
<ul style="list-style-type: none"> <li>• recognise, analyse and/or deploy, as appropriate, the accent and syntax listed in Appendix 5d (and 5e for the English into Classical Greek sentences only)</li> <li>• demonstrate knowledge and understanding of the words listed in the Defined Vocabulary List (DVL). The DVL can be found on the OCR website</li> <li>• accurately translate unseen Classical Greek (which may be conformed or adapted) into English</li> <li>• demonstrate a detailed understanding of the linguistic structures of material written by ancient authors in the original language, including an understanding of individual words, phrases or sentences</li> <li>• present relevant information in a clear, concise and logical manner using appropriate terminology in English.</li> </ul>	<ul style="list-style-type: none"> <li>• translate a passage of unseen conformed or adapted Classical Greek prose into English</li> </ul> <p>and <b>either</b></p> <ul style="list-style-type: none"> <li>• translate five sentences from English into Classical Greek using the restricted accent and syntax listed in Appendix 5e</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• demonstrate their understanding of a passage of unseen adapted narrative prose through answering comprehension questions</li> </ul>

**Classical Greek accentuation:** Learners will not be expected to write accents, but should be able to distinguish words of identical spelling but with differing accentuation.

Learners will be expected to write breathing mark.

A knowledge of the dual form will not be required.

Lunate sigma and iota adscript will not be used.

## 2c. Content of Literature (H044/02)

Learners must study **one** prose set text and **one** verse set text from the set text list.

Each set text will be examined for a maximum of **two** years.

2

Learners should be able to:	Learners will be required to:
<ul style="list-style-type: none"> <li>• demonstrate detailed knowledge and understanding of the set texts studied</li> <li>• understand and appreciate the immediate literary context from which the set texts have been taken through reading an appropriate selection of ancient literature in English translation</li> <li>• understand and appreciate, as appropriate, the social, cultural and historical contexts for the set texts, their authors and audiences</li> <li>• identify, analyse and evaluate literary techniques, characterisation, strength of argument and literary meaning in the set texts</li> <li>• use appropriate technical terms in English to describe the literary techniques and features of the set texts</li> <li>• demonstrate appropriate historical and/or cultural knowledge when necessary for the understanding or evaluation of a given phrase, sentence or passage</li> <li>• appropriately select relevant information from the material studied to support their argument and analyse and summarise their findings</li> <li>• present relevant information in a clear, concise and coherent manner using appropriate terminology in English.</li> </ul>	<ul style="list-style-type: none"> <li>• understand and respond to passages from the set text</li> <li>• demonstrate knowledge and understanding of the wider context of the set text</li> <li>• translate passages of the set texts into English</li> <li>• critically analyse the literary style, characterisation, argument and literary meaning of passages from the set text</li> <li>• write an extended response drawing upon a study of the set text.</li> <li>• as part of extended response, draw upon relevant additional material read in translation; as a minimum, this should include the material immediately before and after the passages read in Greek.</li> </ul>

Lunate sigma and iota adscript will not be used.

Learners must study **one** Prose set text and **one** Verse set text.

The set text for examination in **2017** and **2018** for this component will be:

**Prose Literature**

Thucydides, *Histories*, Book 4, 11–14, 21–23 and 26–28

**or**

Plato, *Apology*, 18a7 to 24b2

**Verse Literature**

Homer, *Odyssey 10*, lines 144–399

**or**

Sophocles, *Antigone*, lines 1–99, 497–525, 531–581 and 891–928

The set text for examination in **2019** and **2020** for this component will be:

**Prose Literature**

Herodotus, Book 7, 5–10

**or**

Plato, *Phaedo*, 62c9 to 67e6

**Verse Literature**

Homer, *Iliad 18*, lines 1–38, 50–238

**or**

Euripides, *Medea*, lines 271–356, 663–758 and 869–905

The set text for examination in **2021** and **2022** for this component will be:

**Prose Literature**

Thucydides, *Histories*, Book 6.19 to 6.32

**or**

Plato, *Symposium*, 189c2 to 194e2

**Verse Literature**

Homer, *Odyssey 1*, lines 213–444

**or**

Sophocles, *Ajax*, lines 1–133, 284–347 and 748–783

Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose. Where a passage is printed on a question paper it will be taken from the Bloomsbury text listed in Appendix 5c with such modifications as seem appropriate to the examiners.

## 2d. Prior knowledge, learning and progression

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The specification builds on the knowledge, understanding and skills specified for GCSE Classical Greek (9–1), however, prior attainment of a GCSE qualification in Classical Greek is not required.

2 Learners who are beginning an AS Level course are likely to have followed a Key Stage 4 programme of study. This course will enable learners to progress to A Level courses or directly into employment.

AS Level in Classical Greek provides progression to A Level Classical Greek. A Level examinations build on the content studied for the two AS Level components, meaning that this qualification is co-teachable with OCR's A Level Classical Greek specification.

At the same time, this AS Level in Classical Greek also offers a worthwhile course of study for learners who do not wish to progress further in the subject. The key skills required and developed by the specification provide opportunities for progression directly into employment.

Find out more at [www.ocr.org.uk](http://www.ocr.org.uk)

## 3 Assessment of AS Level in Classical Greek

### 3a. Forms of assessment

OCR's AS Level in Classical Greek consists of **two** externally assessed components.

#### Language (Component 01)

Language is an externally assessed, written examination testing AO1. It is worth 80 marks, which is 50% of the total marks for the AS Level.

There are **two** sections to this component.

In **Section A**, learners will translate an unseen passage of Classical Greek prose into English. This section is worth 55 marks.

In **Section B**, learners will **either** answer comprehension questions on a passage of unseen Classical Greek prose **or** translate five English sentences into Classical Greek. This section is worth 25 marks.

#### Literature (Component 02)

Literature is an externally assessed, written examination testing AO2 and AO3. It is worth 80 marks, which is 50% of the total marks for the AS Level.

There are **two** sections to this component. Learners answer one question from both sections.

In **Section A**, learners will answer questions to show their knowledge and understanding of the Classical Greek prose set text they have studied. Section A is worth 40 marks.

In **Section B**, learners will answer questions to show their knowledge and understanding of the Classical Greek verse set text they have studied. Section B is worth 40 marks.

In both sections, learners will have to translate a passage of the set text into English, answer comprehension questions, and answer two questions which focus on the analysis of literary techniques, characterisation, argument and literary meaning. Learners will also be required to write an extended response, which draws upon material from the set text.

### 3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR AS Level in Classical Greek. These are detailed in the table below.

Learners are expected to:

	Assessment Objective
<b>AO1</b>	Demonstrate knowledge and understanding of the language.
<b>AO2</b>	Demonstrate knowledge and understanding of literature.
<b>AO3</b>	Critically analyse, evaluate and respond to literature.

### AO weightings in AS Level in Classical Greek

The relationship between the assessment objectives and the components are shown in the following table:

Component	% of OCR AS Level in Classical Greek (H044)		
	AO1	AO2	AO3
Language	50%	0%	0%
Literature	0%	25%	25%
<b>Total</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>

### 3c. Assessment availability

There will be one examination series available each year in May / June to **all** learners.

This specification will be certificated from the June 2017 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

### 3d. Retaking the qualification

Learners can retake the qualification as many times as they wish. They retake all components of the qualification.



### 3e. Assessment of extended response

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The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

### 3f. Synoptic assessment

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Synoptic assessment targets the learners' understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the AS Level course.

Synoptic assessment encourages the understanding of Classical Greek as a discipline and requires learners to demonstrate understanding of the links between language and literature in their classical contexts.

### 3g. Calculating qualification results

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A learner's overall qualification grade for AS Level in Classical Greek will be calculated by adding together their marks from the two components taken to give their total weighted mark. This mark will then be

compared to the qualification level grade boundaries for the relevant exam series to determine the learner's overall qualification grade.

## 4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at: <http://www.ocr.org.uk/administration>

### 4a. Pre-assessment

#### Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series.

Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

#### Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking AS Level in Classical Greek must be entered for H044.

Entry code	Title	Component code	Component title	Assessment type
H044	Classical Greek	01	Language	External Assessment
		02	Literature	External Assessment

### 4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the *JCQ* publication *A guide to the special consideration process*.

## 4c. External assessment arrangements

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Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

### Head of Centre Annual Declaration

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The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

### Private candidates

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Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>

## 4d. Results and certificates

### Grade Scale

AS Level qualifications are graded on the scale: A, B, C, D, E, where A is the highest. Learners who fail to reach the minimum standard for E will be Unclassified (U).

Only subjects in which grades A to E are attained will be recorded on certificates.

### Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 3 Advanced Subsidiary GCE in Classical Greek'.

## 4e. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If centres are not happy with the outcome of a learner's results you may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.

- **Access to scripts** – Centres can request access to marked scripts.

## 4f. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR

as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

## 5 Appendices

### 5a. Overlap with other qualifications

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There is no overlap with any other qualifications.

### 5b. Accessibility

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Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments*.

The AS Level qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

## 5c. Text List

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Except where a particular edition is prescribed, centres are free to use any complete edition of the prescribed text as they choose.

Where a passage is printed on the question paper it will be taken from the Bloomsbury text with such modifications as seem appropriate to the examiners.

The set texts for examination in **2017** and **2018** can be found in this edition from Bloomsbury:  
OCR Anthology for AS and A-level Classical Greek  
ISBN: 978 147 426 6024

The set texts for examination in **2019** and **2020** can be found in this edition from Bloomsbury:

OCR Anthology for Classical Greek AS and A Level: 2019–21  
ISBN: 978 135 001 2608

The intention is that Bloomsbury will also produce an anthology for the set texts in the **2021** and **2022** set text cycle.

## 5d. Classical Greek Accidence and Syntax

Accidence and syntax required for AS Level Classical Greek, Component 01 – *Language*, Section A and the comprehension questions in Section B.

Accidence
The definite and indefinite article
Nouns of all standard and common irregular types
Adjectives of all standard and common irregular types
Adverbs
Comparison of adjectives and adverbs contained in the Defined Vocabulary List
Pronouns and pronominal adjectives and related forms
Verbs of all standard types, common irregular, impersonal and defective verbs from both conjugations in all moods, voices and tenses (a knowledge of 3rd person imperatives is not required)
Compound verbs of regular formation using all the common prefixes, including associated consonant and vowel changes, and where the prefix retains its normal meaning
Cardinal numbers 1 – 1000 and ordinal numbers 1 <sup>st</sup> – 10 <sup>th</sup>
Uses of prepositions

## Syntax

Standard patterns of case usage	
Negation, including compound negatives	
Direct statement, question (including deliberative) and command	
Prohibitions, exhortations and wishes	
Uses of the infinitive (as subject, as complement, prolate and with the definite article)	
Uses of the participle (including genitive absolute)	
Comparison (including the genitive of comparison)	
Verbal nouns and adjectives	
Uses of ἄν	
Subordinate clauses	Indirect statement (including extended reported speech), question, command and prohibition
	Description (relative clauses and participial constructions)
	Purpose
	Result
	Conditional
	Causal
	Temporal
	Indefinite
	Subordinate clauses within indirect speech
	Fearing, prevention and precaution
	Concessive
	Comparative

**Classical Greek accentuation:** Learners will not be expected to write accents, but should be able to distinguish words of identical spelling but with differing accentuation.

A knowledge of the dual form will not be required.



## 5e. Classical Greek Accidence and Syntax for translating English sentences into Classical Greek

Accidence and syntax required for AS Level Classical Greek, Component 01 – *Language*, Section B (English into Classical Greek sentences only).

Accidence
The definite and indefinite article
Nouns of all standard and common irregular types
Adjectives of all standard and common irregular types
Adverbs
Comparison of adjectives and adverbs contained in the Defined Vocabulary List
Pronouns and pronominal adjectives and related forms
Verbs of all standard types, common irregular, impersonal and defective verbs in all moods, voices and tenses, excluding all -μι verbs except for εἰμί and εἶμι. A knowledge of 3rd person imperatives is not required.
Cardinal numbers 1 – 10 and ordinal numbers 1 <sup>st</sup> – 10 <sup>th</sup>
Uses of prepositions

## Syntax

Standard patterns of case usage	
Negation, including compound negatives	
Direct statement, question (including deliberative), command and prohibition	
Uses of the infinitive (as subject, as complement, prolative)	
Uses of the participle (including genitive absolute)	
Comparison	
Subordinate clauses	Indirect statement, question, command and prohibition
	Description (relative clauses and participial constructions)
	Purpose
	Result
	Conditional (past remote and future open)
	Causal
	Temporal (excluding indefinite clauses and uses of $\pi\alpha\iota\upsilon$ )
	Fearing
	Concessive
	Comparative

**Classical Greek accentuation:** Learners will not be expected to write accents, but should be able to distinguish words of identical spelling but with differing accentuation.

Learners will be expected to write breathing marks.

A knowledge of the dual form will **not** be required.

## Summary of updates

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Date	Version	Section	Title of section	Change
May 2018	1.1	Front cover	Disclaimer	Addition of disclaimer
June 2018	1.2	5c.	Text List	Updated support materials







# YOUR CHECKLIST

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