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Accredited**GCSE (9–1) Classical Greek****J292/01 Language****Sample Question Paper****Date – Morning/Afternoon**

Time allowed: 1 hour 30 minutes

**Do not use:**

- a dictionary



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First name**Last name****Centre
number****Candidate
number****INSTRUCTIONS**

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **both** Section A **and** Section B.
- Write your answer to each question in the space provided.
- 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 **100**.
- The marks for each question are shown in brackets [].
- This document consists of **12** pages.

Answer **both** Section A **and** Section B**Section A**

Read the passage and answer the questions.

The Wooden Horse of Troy.

οἱ Ἕλληνες δέκα ἔτη ἐμάχοντο τοῖς Τρωσίν. ἐβούλοντο γὰρ τὴν Τροίαν λαμβάνειν, ἀλλὰ οὐχ οἷοι τ' ἦσαν. τέλος δὲ μέγαν ἵππον ξύλινον ἐποίησαν, καὶ ἐν τούτῳ στρατιώτας ἔκρυψαν.

ἔπειτα δὲ οἱ ἄλλοι Ἕλληνες πρὸς νῆσόν τινα ἔπλευσαν ἢ ἐγγὺς ἦν, καὶ ἐκεῖ ἔμενον. οἱ μέντοι τῆς Τροίας πολῖται, μῶροι ὄντες, ἐνόμιζον αὐτοὺς πρὸς τὴν Ἑλλάδα φεύγειν. ἤγαγον οὖν τὸν ἵππον εἰς τὴν πόλιν, λέγοντες ὅτι δῶρον τοῖς θεοῖς ἐστίν.

ἐπεὶ δὲ νύξ ἦν, αἱ μὲν νῆες πρὸς τὴν Τροίαν αὐθις ἔπλευσαν· οἱ δὲ ἐν τῷ ἵππῳ λάθρα ἐξῆλθον καὶ ἤνοιξαν τὰς τῆς πολέως πύλας. τότε δὴ οἱ Ἕλληνες εἰσδραμόντες ἔλαβον τοὺς πολίτας καὶ διέφθειραν τὴν Τροίαν.

Names

Τρῶες, Τρώων, οἱ	Trojans
Τροία, Τροίας, ἡ	Troy

Vocabulary

ξύλινος, ξυλίνη, ξύλινον	wooden, made of wood
ἐγγύς	nearby
ἀνοίγω aor. ἤνοιξα	I open

- 1** οἱ Ἕλληνες δέκα ἔτη ἐμάχοντο τοῖς Τρωσίν (line 1).

For how many years were the Greeks fighting the Trojans?

..... **[1]**

- 2** ἐβούλοντο γὰρ τὴν Τροίαν λαμβάνειν, ἀλλὰ οὐχ οἷοι τ' ἦσαν (lines 1–2).

What did they want to achieve?

..... **[1]**

- 3** τέλος δὲ μέγαν ἵππον ξύλινον ἐποίησαν, καὶ ἐν τούτῳ στρατιώτας ἔκρυψαν (line 2).

Explain in detail what they finally did.

.....

.....

.....

..... [4]

- 4** ἔπειτα δὲ οἱ ἄλλοι Ἕλληνες πρὸς νῆσόν τινα ἔπλευσαν ἢ ἐγγὺς ἦν, καὶ ἐκεῖ ἔμενον (line 3).

Where did the other Greeks sail to?

..... [1]

- 5** οἱ μέντοι τῆς Τροίας πολῖται, μῶροι ὄντες, ἐνόμιζον αὐτοὺς πρὸς τὴν Ἑλλάδα φεύγειν (lines 3–4).

(a) How are the citizens of Troy described?

..... [1]

(b) What did the citizens of Troy think the Greeks were doing?

..... [1]

- 6** ἤγαγον οὖν τὸν ἵππον εἰς τὴν πόλιν, λέγοντες ὅτι δῶρον τοῖς θεοῖς ἐστίν (lines 4–5).

(a) What did the citizens of Troy do with the wooden horse?

..... [1]

(b) What did they say it was?

..... [1]

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- 7 ἐπεὶ δὲ νύξ ἦν, αἱ μὲν νῆες πρὸς τὴν Τροίαν αὖθις ἔπλευσαν· οἱ δὲ ἐν τῷ ἵππῳ λάθρᾳ ἐξῆλθον καὶ ἤνοιξαν τὰς τῆς πολέως πύλας. (lines 6–7).

When it was night, the ships sailed to Troy again. Explain what the men inside the horse did.

.....

.....

..... [3]

- 8 τότε δὴ οἱ Ἕλληνες εἰσδραμόντες ἔλαβον τοὺς πολίτας καὶ διέφθειραν τὴν Τροίαν (lines 7–8).

The Greeks ran into the city. What did they do after that?

.....

..... [2]

- 9 For each of the Greek words below, give one English word which has been derived from the Greek word and give the meaning of the English word.

One has been done for you.

Greek Word:	ἵππον
English Word:	hippopotamus
Meaning of English Word:	river horse
Greek Word:	πόλιν
English Word:
Meaning of English Word: [2]
Greek Word:	δέκα
English Word:
Meaning of English Word: [2]

Answer **either** Question 10 **or** Question 11.

10 Answer the following questions based on part of the story you have already read.

ἔπειτα δὲ οἱ ἄλλοι Ἕλληνες πρὸς νῆσόν τινα ἔπλευσαν ἢ ἐγγὺς ἦν, καὶ ἐκεῖ ἔμενον. οἱ μέντοι τῆς Τροίας πολῖται, μῶροι ὄντες, ἐνόμιζον αὐτοὺς πρὸς τὴν Ἑλλάδα φεύγειν. ἤγαγον οὖν τὸν ἵππον εἰς τὴν πόλιν, λέγοντες ὅτι δῶρον τοῖς θεοῖς ἐστίν.

Name

Τροία, Τροίας, ἡ

Troy

Vocabulary

ἐγγύς

nearby

(a) πρὸς νῆσόν (line 1): identify the **case** of νῆσόν **and** explain why this case is used here.

.....

..... **[2]**

(b) Identify the **tense** and **person** of ἔμενον (line 1).

.....

..... **[2]**

(c) Identify a noun in the **nominative** case in line 2.

..... **[1]**

(d) Pick out an **adjective** in line 2.

..... **[1]**

- (e) Identify the **form** of φεύγειν (line 2).

..... [1]

- (f) Pick out a **preposition** in line 3.

..... [1]

- (g) Identify the **case** of τοῖς θεοῖς (line 3) **and** explain why this case is used here.

.....
 [2]

Do **not** answer Question 11 if you have already answered Question 10.

- 11 Translate the following English sentences into Greek.

- (a) The slave is now running away.

..... [3]

- (b) We were learning many words.

..... [3]

- (c) I heard a voice from the house.

..... [4]

Section B

Read the passage and answer **all** the questions.

During a war between the Spartans and the Athenians, Brasidas leads an expedition against Amphipolis. He shows determination on the journey, but has mixed success when he arrives.

οἱ δὲ Λακεδαιμόνιοι πολέμιοι ἦσαν τῶν Ἀθηναίων· καὶ πολὺν χρόνον ἐμάχοντο κατὰ τε γῆν καὶ κατὰ θάλασσαν. ὁ δὲ Βρασίδης, ὁ τῶν Λακεδαιμονίων ἡγεμὼν, μεγάλην στρατιὰν ἔχων ἐπορεύετο πρὸς τὴν Ἀμφίπολιν· οἱ γὰρ ἐκεῖ πολῖται σύμμαχοι ἦσαν τῶν Ἀθηναίων. οἱ δὲ Λακεδαιμόνιοι οὐκ ἐπαύσαντο πορευόμενοι, καίπερ νυκτὸς οὖσης καὶ μεγάλου χειμῶνος γενομένου, διότι ἐβούλοντο πρὸς τὴν πόλιν ὡς τάχιστα ἀφικέσθαι. τέλος δὲ ὁ Βρασίδης ποταμὸν τινα διαβάς πρὸς τὴν Ἀμφίπολιν προσῆλθεν. καὶ τοὺς μὲν ἀγροὺς διέφθειρε, τὴν δὲ πόλιν αὐτὴν οὐχ οἷός τ' ἦν λαβεῖν καίπερ πολλάκις πειρώμενος, τῶν τειχῶν ὑψηλῶν καὶ ἰσχυρῶν ὄντων.

Names

Βρασίδης, Βρασίδου, ὁ

Brasidas

Ἀμφίπολις, Ἀμφιπόλεως, ἡ

Amphipolis (a city in northern Greece)

- 12** οἱ δὲ Λακεδαιμόνιοι πολέμιοι ἦσαν τῶν Ἀθηναίων· καὶ πολὺν χρόνον ἐμάχοντο κατὰ τε γῆν καὶ κατὰ θάλασσαν (lines 1–2).

What were the Spartans and their Athenian enemies doing for a long time?

.....

.....

..... **[3]**

- 13** ὁ δὲ Βρασίδης, ὁ τῶν Λακεδαιμονίων ἡγεμὼν, μεγάλην στρατιὰν ἔχων ἐπορεύετο πρὸς τὴν Ἀμφίπολιν· οἱ γὰρ ἐκεῖ πολῖται σύμμαχοι ἦσαν τῶν Ἀθηναίων (lines 2–3).

(a) Explain who Brasidas was and what he did.

.....

.....

.....

..... **[4]**

(b) Why were the Spartans opposed to the citizens of Amphipolis?

..... [1]

14 οἱ δὲ Λακεδαιμόνιοι οὐκ ἐπαύσαντο πορευόμενοι, καίπερ νυκτὸς οὔσης καὶ μεγάλου χειμῶνος γενομένου, διότι ἐβούλοντο πρὸς τὴν πόλιν ὥς τάχιστα ἀφικέσθαι (lines 3–5).

(a) How did the Spartans persevere, and what difficulties did they face?

.....

 [3]

(b) What were the Spartans aiming to do?

.....
 [2]

15 τέλος δὲ ὁ Βρασίδας ποταμόν τινα διαβάς πρὸς τὴν Ἀμφίπολιν προσῆλθεν (lines 5–6).

What was the last thing Brasidas had to do before he reached Amphipolis?

..... [1]

16 καὶ τοὺς μὲν ἀγροὺς διέφθειρε, τὴν δὲ πόλιν αὐτὴν οὐχ οἷός τ' ἦν λαβεῖν καίπερ πολλάκις περὶόμενος, τῶν τειχῶν ὑψηλῶν καὶ ἰσχυρῶν ὄντων (lines 6–7).

(a) What did Brasidas succeed in doing to harm the enemy?

.....
 [2]

(b) Describe in detail the problems he had.

.....

 [4]

Read the rest of the story.

When Brasidas learns that the Athenian general Thucydides is approaching with reinforcements, he negotiates successfully with the people of Amphipolis.

ἔπειτα δὲ ὁ Βρασίδης ἐπύθετο στρατηγόν τινα τῶν Ἀθηναίων, Θουκυδίδην ὀνόματι, πολλαῖς ναυσὶ προσπλέοντα ἵνα σώσειε τοὺς τὴν πόλιν φυλάσσοντας. νῦν δὲ ὁ Βρασίδης εἰς τοσοῦτον ἐφοβεῖτο ὥστε νέαν βουλὴν ἐποίησεν. ἄγγελον οὖν τοῖς πολίταις ἔπεμψεν, ὅς τᾶδε εἶπεν· “ὦ ἄνδρες, ἐὰν ἐθέλητε τὴν Ἀμφίπολιν καὶ ὑμᾶς αὐτοὺς παραδοῦναι ἡμῖν καὶ συμμάχους τῶν Λακεδαιμονίων γενέσθαι, ἐξέσται ὑμῖν ἐν τῇ πόλει ἀσφαλῶς μένειν.” ὁ οὖν Βρασίδης ταῦτα ὑποσχόμενος ἔπεισε τοὺς πολίτας, καὶ οὕτως ἔλαβε τὴν Ἀμφίπολιν.

ὁ δὲ Θουκυδίδης εἰς τὸν λιμένα ὀψέ ἔπλευσεν. ὕστερον δὲ ἔδοξε τῇ τῶν Ἀθηναίων ἐκκλησίᾳ κολάζειν αὐτὸν, ὥς αἴτιον ὄντα τῆς συμφορᾶς· εἰ γὰρ ὁ Θουκυδίδης πρὸς τὴν Ἀμφίπολιν πρότερον ἀφίκετο, ταῦτα οὐκ ἂν ἐγένετο.

Names

Βρασίδης, Βρασίδου, ὁ	Brasidas
Θουκυδίδης, Θουκυδίδου, ὁ	Thucydides
Ἀμφίπολις, Ἀμφιπόλεως, ἡ	Amphipolis

Vocabulary

παραδοῦναι	to hand over
ὀψέ	too late

17 Translate the rest of the story into good English.

[50]

.....

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...day June 20XX – Morning/Afternoon

GCSE (9–1) Classical Greek

J292/01 Language

SAMPLE MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 100



This document consists of 12 pages

MARK SCHEME:

SECTION A

Question		Answer	Marks	Guidance
1		Ten (years) (1).	1	
2		To capture/take Troy (1).	1	
3		They made (1) a big wooden horse (1) and hid (1) soldiers in it/this (1).	4	
4		An/a island (1).	1	
5	(a)	Foolish/stupid	1	
5	(b)	Fleeing/running away to Greece (1).	1	
6	(a)	They took/led it into the city (1).	1	
6	(b)	A gift for the gods (1).	1	Must have plural.
7		They secretly (1) got/went out (1) and opened the gates (of the city) (1).	3	
8		They captured/took the citizens (1) and destroyed Troy (1).	2	Accept 'the city'.
9		Decimal (1) dividing by ten (1); politics (1) art of government (1).	4	Accept any valid alternatives. Incorrect derivation cannot score a mark for a correct meaning of the English word; correct derivation can score a mark even if the meaning expressed is incorrect.
10	(a)	Accusative (1) after πρὸς / πρὸς takes accusative / motion towards (1).	2	
10	(b)	Imperfect (1) third/third-person (1).	2	Correct number (plural) not required for mark.
10	(c)	πολιται (1)	1	

Question		Answer	Marks	Guidance	
10	(d)	μῶροι (1)	1		
10	(e)	Infinitive (1)	1		
10	(f)	εἰς (1)	1		
10	(g)	Dative (1) to/for (the gods) (1).	2		
11	(a)	ὁ δουλος (1) νυν (1) φευγει (1).	3		Word order flexible throughout.
11	(b)	ἐμανθανομεν (1) πολλους (1) λογους (1).	3		Article + noun combinations must have both bits correct.
11	(c)	φωνην (1) ἀπο (1) της οικιας (1) ἤκουσα (1).	4	Accept genitive φωνης	Accept any translation using correct Greek even if vocabulary outside of Restricted Vocabulary List.

SECTION B

Question		Answer	Marks	Guidance
12		Fighting (1) by land (1) and by sea (1).	3	
13	(a)	Leader/general/commander (1) of the Spartans (1) having/taking/with a big army (1) he marched to(wards) Amphipolis (1).	4	Accept 'guide'. Accept 'Spartan leader' or equivalent.
13	(b)	They/the citizens were allies of the Athenians/Athenian allies (1).	1	
14	(a)	They did not stop marching/carried on marching (1) (although) it was night (1) and a storm had arisen/blown up (1).	3	Accept 'happened'.
14	(b)	Reach/arrive at the city (1) as quickly as possible (1).	2	Accept '(at) Amphipolis'.
15		Cross a river (1).	1	
16	(a)	He destroyed (1) the fields (1).	2	
16	(b)	He was unable to capture the city (1) (although) he often tried (1) (as) the walls were high (1) and strong (1).	4	

Mark scheme for unseen translation

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.

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Greek and is usually decided at standardisation after a judgment has been formed about the performance of candidates.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

ὁ οὖν Βρασίδας ταῦτα ὑποσχόμενος ἔπεισε τοὺς πολίτας, καὶ οὕτως ἔλαβε τὴν Ἀμφίπολιν.

Brasidas therefore by promising these things persuaded the citizens, and in this way he captured Amphipolis.

- (i) 'Brasidas by promising these things persuaded the citizens, and in this way he captured Amphipolis' - omission of οὖν ('therefore') is an inconsequential error, so 5 marks out of 5
- (ii) 'Brasidas therefore by promising these things was persuading the citizens, and in this way he was capturing Amphipolis' - imperfect for aorist twice over makes two inconsequential errors, so 4 marks out of 5
- (iii) 'Brasidas therefore by preventing these things persuaded the citizens, and in this way he captured Amphipolis' - 'preventing' for 'promising' is a vocabulary error giving wrong sense, so 4 marks out of 5
- (iv) 'Brasidas therefore provided these things to persuade the citizens, and this man captured Amphipolis' - 'provided' is a vocabulary error giving wrong sense, 'to persuade' tries to make an indicative verb into a purpose clause, and the adverb 'in this way' is mistaken for a pronoun - making several more serious errors, yet with the overall sense still clear, so 3 marks out of 5
- (v) 'Brasidas did not provide such things to send to the citizens, so in this way he captured Amphipolis' - numerous vocabulary errors (confusion of similar words) giving wrong sense, but part is correct, so 2 marks out of 5

- (vi) 'Brasidas did not reply these things to many people, and Amphipolis took nothing' - isolated knowledge of vocabulary but no continuous sense, so 1 mark out of 5

The sort of errors that we would generally expect to be considered 'more serious' would be:

- case (normal use wrongly rendered, or e.g. confusion of different types of time expression)
- tense (except where slippage between different past tenses is justified or required in English, e.g. Greek imperfect as simple past, Greek aorist as pluperfect)
- construction (not recognised/not correctly rendered)
- sentence structure (writing a sentence with no main clause, or several unconnected)

The categorisation of 'inconsequential' and 'more serious' errors might vary within a paper, depending on the length of the sentence for translation (e.g. the omission of a word in a five word sentence might be judged more serious than a similar omission in a twelve word sentence) and might vary between papers. The final decisions on what constitute 'inconsequential' and 'more serious 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.

5	Perfectly accurate with no errors or omissions, or one inconsequential error
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.

0 = No response or no response worthy of credit.

Question		Answer	Marks	Guidance
		The passage above has been divided into 10 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid.		The following examples are intended to exemplify what might constitute an inconsequential and more serious error.
17	(i)	<p>ἔπειτα δὲ ὁ Βρασίδας ἐπύθετο στρατηγόν τινα τῶν Ἀθηναίων, Θουκυδίδην ὀνόματι,</p> <p>Then Brasidas learned/found out/ascertained that a (certain) general of the Athenians/Athenian general, Thucydides by name/called Thucydides ...</p>	5	<p>Inconsequential</p> <ul style="list-style-type: none"> • mis-spelling of proper names • 'of/from Athens' • 'when' for 'then' <p>More serious</p> <ul style="list-style-type: none"> • 'obeyed' (confusion with similar word) for 'found out' • 'which general' or similar • failure to recognise the indirect statement / omission of 'that'
	(ii)	<p>πολλαῖς ναυσὶ προσπλέοντα ἵνα σώσειε τοὺς τὴν πόλιν φυλάσσοντας.</p> <p>... was sailing (towards him)/approaching with many ships (in order) to save those/the men guarding the city.</p>	5	<p>Inconsequential</p> <ul style="list-style-type: none"> • 'sailing to' (without saying to whom or what) • 'the guards of the city'/'the guards in the city' or similar • 'with more/most/very many ships' <p>More serious</p> <ul style="list-style-type: none"> • '[many] ships were sailing' (misunderstanding what the participle is doing) • 'with big ships' or 'with all the ships' • failure to recognise the purpose clause ('[in order] to') • 'so that he saved' or similar (purpose clause taken as result clause) • failure to recognise article + participle ('those/the men guarding')

Question	Answer	Marks	Guidance
(iii)	<p>νῦν δὲ ὁ <u>Βρασίδας</u> εἰς τοσοῦτον ἐφοβεῖτο ὥστε νέαν βουλὴν ἐποίησεν.</p> <p>Brasidas was now so (much) afraid/so frightened that he made a new plan.</p>	5	<p>Inconsequential</p> <ul style="list-style-type: none"> • omission of ‘now’ • ‘was so afraid so that’ or similar tautology <p>More serious</p> <ul style="list-style-type: none"> • failure to recognise the result clause • ‘he made a ship’ (confusion with similar word) for ‘he made a plan’
(iv)	<p>ἄγγελον οὖν τοῖς πολίταις ἔπεμψεν, ὅς τᾶδε εἶπεν· “ὦ ἄνδρες, ἔὰν ἐθέλητε</p> <p>He therefore sent a messenger to the citizens, who said this/these things: “Men/gentlemen, if you wish/are willing ...</p>	5	<p>Inconsequential</p> <ul style="list-style-type: none"> • omission of ‘therefore’ • omission of ‘this’/‘these things’ <p>More serious</p> <ul style="list-style-type: none"> • failure to recognise the relative clause (‘who ...’) • failure to recognise the conditional clause (‘if ...’)
(v)	<p>τὴν <u>Ἀμφίπολιν</u> καὶ ὑμᾶς αὐτοὺς <u>παραδοῦναι</u> ἡμῖν καὶ συμμάχους τῶν Λακεδαιμονίων γένεσθαι,</p> <p>... to hand over Amphipolis and (you) yourselves to us and (to) become allies of the Spartans/Spartan allies ...</p>	5	<p>Inconsequential</p> <ul style="list-style-type: none"> • ‘the Amphipolis’ (translating redundant article) • ‘Amphipolin’ (keeping/transliterating accusative) • ‘be allies of’ or ‘be allied to’ <p>More serious</p> <ul style="list-style-type: none"> • ‘hand over ... ourselves to you’ or similar (pronouns muddled)

Question	Answer	Marks	Guidance
(vi)	<p>ἐξεῖσται ὑμῖν ἐν τῇ πόλει ἀσφαλῶς μένειν.”</p> <p>... it will be possible for you/you will be able to stay/remain safe(ly) in the city.”</p>	5	<p>Inconsequential</p> <ul style="list-style-type: none"> • ‘it is possible’ <p>More serious</p> <ul style="list-style-type: none"> • ‘for us’ (confusion of pronouns)
(vii)	<p>ὁ οὖν Βρασίδης ταῦτα ὑποσχόμενος ἔπεισε τοὺς πολίτας, καὶ οὕτως ἔλαβε τὴν Ἀμφίπολιν.</p> <p>Brasidas therefore having promised/by promising thus/these things persuaded the citizens, and thus/so/in this way he took/captured Amphipolis.</p>	5	<p>Inconsequential</p> <ul style="list-style-type: none"> • omission of ‘therefore’ • ‘was persuading’ (aorist translated as imperfect) <p>More serious</p> <ul style="list-style-type: none"> • failure to render participle acceptably (‘promised this and’ is of course fine)
(viii)	<p>ὁ δὲ Θουκυδίδης εἰς τὸν λιμένα ὀψὲ ἔπλευσεν. ὕστερον δὲ ἔδοξε τῇ τῶν Ἀθηναίων ἐκκλησίᾳ</p> <p>(But) Thucydides sailed into the harbour too late. Later the assembly of the Athenians/Athenian assembly decided ...</p>	5	<p>Accept ‘it seemed good to the assembly ...’ or similar.</p> <p>Inconsequential</p> <ul style="list-style-type: none"> • ‘of/in Athens’ • ‘it seemed to the assembly’ (BUT ‘it seemed good to the assembly’ is correct) <p>More serious</p> <ul style="list-style-type: none"> • ‘it seemed that the assembly’ (wrongly taken as indirect statement)

Question		Answer	Marks	Guidance
	(ix)	<p>κολάζειν αὐτὸν, ὥς αἴτιον ὄντα τῆς συμφορᾶς·</p> <p>... to punish him, as (he was)/for being responsible/to blame for the disaster;</p>	5	<p>Inconsequential</p> <ul style="list-style-type: none"> • 'to punish himself' • 'as he is responsible' <p>More serious</p> <ul style="list-style-type: none"> • failure to recognise causal use of the participle with ὥς
	(x)	<p>εἰ γὰρ ὁ Θοθκυδίδης πρὸς τὴν Ἀμφίπολιν πρότερον ἀφίκετο, ταῦτα οὐκ ἂν ἐγένετο.</p> <p>for if Thucydides had arrived at/reached Amphipolis earlier/sooner, this/these things/it would not have happened.</p>	5	<p>Inconsequential</p> <ul style="list-style-type: none"> • 'had arrived to Amphipolis' • 'had arrived early' • 'would never have happened' <p>More serious</p> <ul style="list-style-type: none"> • failure to recognise past closed/unfulfilled conditional clause ('if X had ..., Y would [not] have ...')

Appendix 1: Assessment Objective Grid

Question	AO1	AO2	AO3
1	1	–	–
2	1	–	–
3	4	–	–
4	1	–	–
5 a, b	2	–	–
6 a, b	2	–	–
7	3	–	–
8	2	–	–
9	4	–	–
10 a–g <u>OR</u> 11 a–c	10	–	–
12	3	–	–
13 a, b	5	–	–
14 a, b	5	–	–
15	1	–	–
16 a, b	6	–	–
17	50	–	–
Total	100	–	–

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