



L-Università  
ta' Malta

MATSEC  
Examinations Board



# Specimen Papers

## SEC 17 Greek

**2026**

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## Table of Contents

Specimen Assessments: Controlled Paper Level 1-2-3 (Private Candidates) .....	3
Marking Schemes .....	7
Specimen Assessments: Controlled Paper Level 2-3 (Private Candidates).....	8
Marking Schemes.....	12

# Specimen Assessments: Controlled Paper Level 1-2-3 (Private Candidates)



L-Università  
ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE  
EXAMINATIONS BOARD  
**SECONDARY EDUCATION CERTIFICATE LEVEL**  
**SAMPLE PAPER**

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SUBJECT: **Greek**

PAPER NUMBER: I

DATE:

TIME: 2 hours

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**This paper is worth 30% of the global mark.**

## SECTION A: READING COMPREHENSION

### Passage 1

(Total:  15 marks)

Read the following passage carefully and answer **ALL** the questions that follow in **ENGLISH**.

### Old Habits Never Die

#### (Aesop's Fable 50)

Ἡ Ἀφροδίτη γαλῆν εἰς κόρην ἀλλάττει. τὴν κόρην νεανίας γαμεῖ. ἀλλ' ἡ θεὰ μέλλει τῆς κόρης **πειράσειν**. τοὺς τρόπους τῆς γαλῆς ἔτι ἔξει ἡ κόρη; ἡ Ἀφροδίτη μὺν πέμπει εἰς τὴν οἰκίαν τῆς κόρης. τὸν μὺν ἡ κόρη διώξει; μὴ διώκε, ὧ κόρη· γαλῆ οὐκέτι εἶ. ἀλλ' ἡ κόρη τὸν μὺν διώκει. ἡ θεὰ τὴν κόρην **εἰς γαλῆν** πάλιν ἀλλάττει. οὐκ ἔχει καὶ ἡ Ἀφροδίτη ἀλλάττειν τοὺς τρόπους.

(Adapted from 'From Apha to Omega')

#### Vocabulary:

**γαλῆ, -ῆς, ἡ:** weasel

**πειράω:** I make trial of

**τρόπος, -ου, ὁ:** habit, character

**μῦς, μυός, ὁ:** mouse

1. What does Aphrodite do to a weasel?

(2)

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2. How does Aphrodite test the girl? (3)

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3. Why does the girl chase the mouse? (3)

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4. What does the fable show us about habits and character? (3)

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5. Identify the following parts of speech and explain their grammatical role in the sentence, (4)

a. πειράσειν, \_\_\_\_\_

b. εἰς γαλῆν, \_\_\_\_\_

**Passage 2****(Total:  | 15 marks)**Read the following passage carefully and answer **ALL** the questions that follow in **ENGLISH**.**Alexander's Ambition**

ὁ Ἀλέξανδρος ἐν τῇ διὰ τῆς ἐρημίας ὁδῷ πρὸς τὸ τοῦ Ἄμμωνος μαντεῖον ἦλθεν. τοῖς μὲν γὰρ τῶν ἀνθρώπων ὁ τῶν θεῶν βασιλεὺς καὶ πατὴρ Ζεὺς ἐστὶν ὀνόματι, τοῖς δὲ Ἄμμων ἢ ἄλλος τις. τὸ οὖν τοῦ Διὸς ὄνομα ἐν τῇ Λιβύῃ Ἄμμων ἐστίν. ἐπεὶ δὲ ὁ Ἀλέξανδρος πρὸς τὸ μαντεῖον ἦλθεν, ὁ ἱερεὺς, τὴν γλῶσσαν κακῶς μαθὼν, ἤθελεν Ἑλληνιστὶ λέγειν αὐτῷ "ὦ παιδίον". **οὐ μέντοι "ὦ παιδίον" ὀρθῶς εἶπεν, ἀλλ' "ὦ παιδίος", ἀντὶ τοῦ νῦ τὸ σίγμα λέγων. ὁ δ' Ἀλέξανδρος ἔχαιρε διότι ὁ ἱερεὺς, ὡς ἐπίστευεν, εἶπεν αὐτῷ "ὦ παῖ Διός".** ἐπεὶ οὖν ἐν τῷ πολέμῳ τῷ ἐπὶ τοὺς Πέρσας ὁ Ἀλέξανδρος νίκην ἔσχεν, ἐκέλευσε τοὺς στρατιώτας αὐτὸν ὡς θεὸν προσαγορεύειν. καὶ πολλοὶ τῶν ἐν τῷ στρατῷ ἔτοιμοι ἦσαν τὸν Ἀλέξανδρον οὕτως προσαγορεύειν. Λακεδαιμόνιος δὲ τις εἶπε μόνον, "εἰ ὁ Ἀλέξανδρος ἐθέλει θεὸς εἶναι, ἔστω θεός."

*(Adapted from 'Greek to GCSE 1')***Vocabulary:****Ἄμμων -ωνος**, ὁ: Ammon (Egyptian god equated to Zeus)**μαντεῖον -ου**, τό: oracle**ἱερεὺς, -έως**, ὁ: priest**ὀρθῶς**: correctly**ἀντί**: instead of (+ gen)**προσαγορεύω**: I address**ἔστω**: let him be

1. Why is Zeus called Ammon in Libya? (3)

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2. Why does the priest mispronounce the Greek? (3)

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3. Translate from "οὐ μέντοι" to "ὦ παῖ Διός". (6)

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4. Do you think the Spartans believed Alexander to be a god?

(3)

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# Marking Schemes

# Specimen Assessments: Controlled Paper Level 2-3 (Private Candidates)



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE

EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**SAMPLE PAPER**

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SUBJECT: **Greek**  
PAPER NUMBER: II  
DATE:  
TIME: 2 hours

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**This paper is worth 70% of the global mark.**

Answer **ALL** sections

**SECTION A: ENGLISH TO GREEK TRANSLATION**

(Total:  | 20 marks)

Translate the following sentences from **ENGLISH** to **GREEK**.

1. We hear the voice of a god. (2)

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2. You (sg.) were ordering the young man to wait. (2)

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3. The horse did not run into the sea. (2)

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4. We are eating and drinking. (2)

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5. The friends were guarding this door. (2)

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6. Does the field have a gate? (2)

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7. The journey was easy. (2)

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8. I sent many gifts to my brother. (2)

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9. The stranger does not understand the words. (2)

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10. You (pl.) were throwing the slaves out of the river. (2)

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**SECTION B: PROSE**

(Total:  | 25 marks)

Read the following passage carefully and then answer the questions set on it:

**Excerpt from Xenophon of Ephesus: *An Ephesian Tale*.**

Καὶ ἐν μὲν τῷ πλῶ οὔτε πείσαι δυνατόν ἐδόκει εἶναι· ἑώρα γὰρ ὡς διάκειται μὲν ὑπ' ἀθυμίας πονήρως, ἑώρα δὲ καὶ τῆς Ἀνθείας ἐρώντα· ἀλλὰ καὶ τὸ βιάζεσθαι χαλεπὸν εἶναι αὐτῷ κατεφαίνετο· ἐδεδοίκει γὰρ μὴ τι ἑαυτὸν ἐργάσεται δεινόν· [2] ἐπεὶ δὲ κατήχθησαν εἰς Τύρον, οὐκέτι καρτερῶν τὰ μὲν πρῶτα ἐθεράπευε τὸν Ἀβροκόμην καὶ θαρρεῖν παρεκάλει καὶ πᾶσαν ἐπιμέλειαν προσέφερον· [3] ὁ δὲ ἐλεοῦντα τὸν Κόρυμβον ἐνόμιζεν αὐτοῦ ποιεῖσθαι τὴν ἐπιμέλειαν· **τὸ δεύτερον δὲ ἀνακοινοῦται ὁ Κόρυμβος τὸν ἔρωτα τῶν συλληστῶν τινι, Εὐξείνω τοῦνομα, καὶ δεῖται βοηθὸν γενέσθαι καὶ συμβουλευσαί τινι τρόπῳ δυνήσεται πείσαι τὸ μειράκιον.**

(source)

1. Give a short summary of the actions leading up to this excerpt. (7)

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2. Why is Corymbos losing his patience? (3)

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3. Why does Corymbos speak to Euxeinos? (3)

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4. What does Euxeinos hope to benefit from this situation? (3)

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5. Translate from "τὸ δεύτερον" to "τὸ μειράκιον". (7)

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6. What do Corymbos and Euxeinos decide to do after their conversation? (2)

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### SECTION C: DRAMA

(Total:  | 25 marks

Read the following passage carefully and then answer the questions set on it:

#### Excerpt from Euripides: *Medea*.

Μήδεια: ἄς πρῶτα μὲν δεῖ χρημάτων ὑπερβολῆ  
 πόσιν πρίασθαι, δεσπότην τε σώματος  
 λαβεῖν· κακοῦ γὰρ τοῦτ' ἔτ' ἄλγιον κακόν.  
 κὰν τῷδ' ἀγῶν μέγιστος, ἢ κακὸν λαβεῖν 235  
 ἢ χρηστόν. οὐ γὰρ εὐκλεεῖς ἀπαλλαγῆ  
 γυναιξίν, οὐδ' οἷόν τ' ἀνήνασθαι πόσιν.  
 ἐς καινὰ δ' ἦθη καὶ νόμους ἀφιγμένην  
 δεῖ μάντιν εἶναι, μὴ μαθοῦσαν οἴκοθεν,  
 ὅτῳ μάλιστα χρήσεται ξυνευνέτη. 240  
 κὰν μὲν τάδ' ἡμῖν ἐκπονουμεναισιν εὖ  
 πόσις ξυνοικῆ μὴ βίᾳ φέρων ζυγόν,  
 ζηλωτὸς αἰών· εἰ δὲ μή, θανεῖν χρεῶν.

1. List the ways Medea has been a helpmate for Jason during their time together. (6)

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2. What are the major complaints Medea raises about the treatment of women? (7)

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3. How does the setting and time period affect Medea's choices and decisions? (7)

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4. Which character, do you think, is the tragic figure in the tragedy *Medea*? Give reasons for your answers. (5)

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5. Why is χρημάτων ὑπερβολή considered an anachronism? (5)

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# Marking Schemes