



L-Università
ta' Malta

MATSEC
Examinations Board



SEC 17 Syllabus

GREEK

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Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what candidates should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn and cooperative learning and literacy. In this way candidates will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

What is the subject? Give a general definition.

The study of **Greek** provides a foundation in linguistic and cultural competence, enabling candidates to gain knowledge and understanding of the classical era through reading and responding to its language and literature.

What does a study of the subject entail?

This subject is based on eight learning outcomes. All outcomes are distributed amongst the five subject foci having a number of criteria covering level 1, 2 and 3. SEC Greek as a classical language entails the development of the ability to understand and enrich language skills and competences. It also requires candidates to identify aspects of content and culture according to the text studied. By the end of the course, candidates are required to sit for two controlled papers.

How is the subject related to candidates' lives, to Malta, and/or to the world?

This subject provides a suitable foundation for the study of classical Greek. It furthers knowledge on classical literature and culture.

The aspirational programme learning outcomes for this subject are:

At the end of the programme, I can:

1. form a sound basis of skills, language, and attitudes required for further study;
2. develop knowledge of basic vocabulary, grammar and syntax in order to read, understand Greek;
3. develop language skills to summarise a set text;
4. develop language skills to translate original texts from English to Greek and from Greek to English;
5. develop knowledge and understanding of Greek literature through the study of original texts;
6. identify and analyse evidence to draw informed conclusions from the literature studied;
7. outline culture and civilisation concepts of Ancient Greece.

List of Learning Outcomes

At the end of the programme, I can:

- LO 1. use different vocabulary according to tense and declension;
- LO 2. write sentences in the correct syntax to convey meaning;
- LO 3. understand, retrieve and select information to summarise a text;
- LO 4. understand and translate a text using appropriate semantics and syntax;
- LO 5. demonstrate knowledge and understanding of Greek poetry;
- LO 6. demonstrate knowledge and understanding of Greek prose;
- LO 7. analyse, evaluate and respond to Greek literature;
- LO 8. show basic cultural knowledge on Ancient Greece.

List of Subject Foci

- 1. Grammar;
- 2. Writing;
- 3. Literature;
- 4. Analysis;
- 5. Culture.

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in **GREEK** at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following refers to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in Greek. (Level 1 being the lowest and level 3 the highest).

Level 1

At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2

At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3

At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidates will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Learning Outcomes and Assessment Criteria

Subject Focus:	Grammar
Learning Outcome 1:	I can use different vocabulary according to tense and declension.
Paper I and Paper II	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1a I can recognise the Greek alphabet in lowercase and uppercase.	1.2a I can use the Greek alphabet in lowercase and uppercase.	1.3a I can write a good range of nouns from all 3 declensions, including contracted nouns of the 1st and 2nd declension and all 3rd declension nouns including irregular ones.
1.1b I can, with support, recognise the definite Greek article.	1.2b I can use the definite Greek article.	1.3b I can use present, future and aorist participles (all genders and cases, singular and plural).
1.1c I can, with support, write a limited range of nouns of the 1st and 2nd declension – all forms.	1.2c I can write a good range of nouns from all 3 declensions.	1.3c I can use infinitives, in the active, middle and passive voices.
1.1d I can, with support, write a limited range of verbs in the present, future, imperfect and aorist in the active, middle and passive voices of regular verbs with vowel and consonantal stems, and contracted verbs.	1.2d I can write a good range of verbs in the present, future, imperfect and aorist in the active, middle and passive voices of regular verbs with vowel and consonantal stems, and contracted verbs.	1.3d I can use present and aorist subjunctive and optative (all persons, singular and plural), in the active, middle and passive voices.
1.1e I can, with support, write a limited range of adjectives (1st and 2nd declension) in the correct gender, number, and case.	1.2e I can write a good range of verbs in the second person imperative, present and aorist (singular and plural).	1.3e I can use the verbs εἶμι, οἶδα and δίδωμι.
1.1f I can, with support, recognize a limited range of prepositions.	1.2f I can recognize present, future and aorist participles (all genders and cases, singular and plural).	1.3f I can work out the meanings of compound verbs where basic prepositions are used as prefixes e.g. ἐκβάλλω.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1g I can, with support, recognize the cardinal numbers 1 to 10, and ordinal 1st to 5th.	1.2g I can recognize infinitives, in the active, middle and passive voices	1.3g I can compare adjectives which do not follow a regular pattern.
	1.2h I can use the verbs εἰμί and φημί.	1.3h I can use and compare adverbs.
	1.2i I can write a good range of adjectives in the correct gender, number, and case.	1.3i I can use the following pronouns: personal (ἐγώ, σύ, ἡμεῖς, ὑμεῖς). αὐτός (meaning self, the same, and him/her/it/them). reflexive (ἐμαυτόν, σεαυτόν, ἑαυτόν). τίς and τις. relative (ὅς, ἥ, ὅ). demonstratives (οὗτος, αὕτη, τοῦτο; ὅδε, ἥδε, τόδε; ἐκεῖνο, ἐκεῖνη, ἐκεῖνο).
	1.2j I can compare adjectives which follow a regular pattern.	
	1.2k I can use a limited range of prepositions.	
	1.2l I can recognize the following pronouns: personal (ἐγώ, σύ, ἡμεῖς, ὑμεῖς). αὐτός (meaning self, the same, and him/her/it/them). reflexive (ἐμαυτόν, σεαυτόν, ἑαυτόν). τίς and τις. relative (ὅς, ἥ, ὅ). demonstratives (οὗτος, αὕτη, τοῦτο; ὅδε, ἥδε, τόδε; ἐκεῖνο, ἐκεῖνη, ἐκεῖνο).	
	1.2m I can use possessive adjectives (ἐμός -ή -ον, σός, ση, σόν, ἡμέτερος -α -ον, ὑμέτερος -α -ον).	

Subject Focus:	Grammar
Learning Outcome 2:	I can write sentences in the correct syntax to convey meaning.
Paper I and Paper II	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1a I can, with support, identify pronouns in simple sentences.	2.2a I can use expressions of time and place.	2.3a I can use indirect commands.
2.1b I can, with support, identify prepositions in simple sentences. e.g. places, time	2.2b I can use the genitive of comparison.	2.3b I can use purpose clauses (with ἵνα and with ὥς + the future participle).
2.1c I can, with support, identify participles in simple sentences.	2.2c I can use direct commands and prohibitions (second person only of both).	2.3c I can use relative clauses with ὅς.
2.1d I can, with support, identify moods in simple sentences.	2.2d I can use direct questions.	2.3d I can use result clauses.
2.1e I can, with support, indicate negation in simple sentences.	2.2e I can use indirect statements (constructions with ὅτι, the infinitive, the participle).	2.3e I can use conditional clauses (future open and past unfulfilled only).
2.1f I can, with support, identify cases in simple sentences. e.g. nominative, accusative.	2.2f I can use negation in basic sentences.	2.3f I can use temporal clauses with the indicative.
2.1g I can, with support, identify clauses in simple sentences. e.g. consecutive, final, causal	2.2g I can recognize indirect commands.	2.3g I can use the genitive absolute.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1h I can, with support, identify direct statements, questions and commands.	2.2h I can recognize purpose clauses.	2.3h I can use concessive clauses with <i>καίπερ</i> .
2.1i I can, with support, identify indirect statements, questions and commands.	2.2i I can recognize relative clauses.	2.3i I can use negation in complex sentences.
	2.2j I can recognize result clauses.	
	2.2k I can recognize conditional clauses (future open and past unfulfilled only).	
	2.2l I can recognize temporal clauses with the indicative.	

Subject Focus:	Writing
Learning Outcome 3:	I can understand, retrieve and select information to summarise a text;
Paper I and Paper II	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1a I can identify the main topic/theme of a simple text.	3.2a I can identify the main topics/themes of a complex text.	3.3a I can identify the sub topics/themes of a complex text.
3.1b I can, with support, identify the important points in a simple text.	3.2b I can identify the important points in a basic text.	3.3b I can identify the important points in a complex text.
3.1c I can, with support, identify the least important points in a simple text.	3.2c I can identify the least important points in a basic text.	3.3c I can identify the least important points in a complex text.
3.1d I can, with support, write basic vocabulary related to the set text.	3.2d I can write a limited range of vocabulary related to the set text.	3.3d I can write a good range of vocabulary related to the set text.

Subject Focus:	Writing
Learning Outcome 4:	I can understand and translate a text using appropriate semantics and syntax.
Paper I and Paper II	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1a I can identify the main topic/theme of a simple original text.	4.2a I can identify the main topics/themes of a complex original text.	4.3a I can identify the sub topics/themes of a complex original text.
4.1b I can rewrite simple sentences accurate to the original meaning. e.g. literal, non-literal translation	4.2b I can rewrite basic sentences accurate to the original meaning. e.g. literal, non-literal translation	4.3b I can rewrite complex sentences accurate to the original meaning. e.g. literal, non-literal translation
	4.2c I can, with support, use the correct grammatical mechanics. e.g. orthography, punctuation, syntax	4.3c I can use the correct grammatical mechanics. e.g. orthography, punctuation, syntax

Subject Focus:	Literature
Learning Outcome 5:	I can demonstrate knowledge and understanding of Greek poetry.
Paper I and Paper II	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1a I can, with support, identify the form used in a set poem.	5.2a I can describe the form and structure used in a set poem.	5.3a I can analyse the form and structure used in a set poem.
5.1b I can, with support, identify the elements of sound in a set poem.	5.2b I can describe the elements of sound in a set poem.	5.3b I can analyse the elements of sound in a set poem.
5.1c I can, with support, identify rhythm in a set poem.	5.2c I can describe rhythm in a set poem.	5.3c I can analyse rhythm in a set poem.
5.1d I can, with support, identify common literary devices in a set poem. e.g. metaphor, simile, alliteration	5.2d I can identify common literary devices in a set poem. e.g. metaphor, simile, alliteration	

Subject Focus:	Literature
Learning Outcome 6:	I can demonstrate knowledge and understanding of Greek prose.
Paper I and Paper II	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1a I can, with support, identify the form used in a set prose passage.	6.2a I can describe the form and structure used in a set prose passage.	6.3a I can analyse the form and structure used in a set prose passage.
6.1b I can, with support, identify the elements of sound in a set prose passage.	6.2b I can describe the elements of sound in a set prose passage.	6.3b I can analyse the elements of sound in a set prose passage.
6.1c I can, with support, identify rhythm in a set prose passage.	5.2c I can describe rhythm in a set prose passage.	5.3c I can analyse rhythm in a set prose passage.
6.1d I can, with support, identify common literary devices in a set prose passage. e.g. metaphor, simile, alliteration	6.2d I can identify common literary devices in a set prose passage. e.g. metaphor, simile, alliteration	

Subject Focus:	Analysis
Learning Outcome 7:	I can analyse, evaluate and respond to Greek literature.
Paper I and Paper II	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
7.1a I can, with support, identify parts of the text to defend a claim I made about the text.	7.2a I can summarise a part or parts of a text to defend a claim I made about the text.	7.3a I can paraphrase as evidence to support a discussion about a text.
7.1b I can, with support, select quotations from a set text to support my answer.	7.2b I can comment about the set text by using some supporting evidence. e.g. quotations	7.3b I can discuss the set text by using supporting evidence. e.g. paraphrases
7.1c I can, with support, identify the effect/s generated by literary devices adopted in a set text.	7.2c I can analyse the effect/s generated by literary devices adopted in a set text.	7.3c I can evaluate the effect/s generated by literary devices adopted in a set text.
7.1d I can, with support, identify different meanings of specific words.	7.2d I can analyse different meanings of specific words.	7.3d I can evaluate different meanings of specific words.

Subject Focus:	Culture
Learning Outcome 8:	I can show basic cultural knowledge on Ancient Greece.
Paper I and Paper II	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
8.1a I can, with support, identify the cultural and social context of a set text.	8.2a I can respond to the cultural and social context of a set text.	8.3a I can discuss the cultural and social context of a set text.
8.1b I can, with support, identify cultural aspects through literature. e.g. social practices, values	8.2b I can analyse cultural aspects through literature. e.g. social practices, values	8.3b I can evaluate cultural aspects through literature. e.g. social practices, values

Scheme of Assessment

Private Candidates

Private candidates shall be assessed by means of two controlled assessments.

Controlled Paper I: 30% of the total marks. All eight Learning Outcomes are addressed in this controlled paper. It is set at the end of the programme and is differentiated between three levels 1, 2 and 3.

Controlled Paper II: 70% of the total marks. All eight Learning Outcomes are addressed in this controlled paper. It is set at the end of the programme and is differentiated between two tiers:

- a. level 1 and 2;
- b. level 2 and 3.

Controlled Paper I (Level 1-2-3): This paper will consist of 2 sections as indicated in Appendix 1. (30 marks)

Controlled Paper II (Level 1-2): This paper will consist of 3 sections as indicated in Appendix 2. (70 marks)

Controlled Paper II (Level 2-3): This paper will consist of 3 sections as indicated in Appendix 2. (70 marks)

Appendices

Appendix 1: CONTROLLED ASSESSMENT: Paper I

Component	Level 1-2-3
LANGUAGE 30 marks	The paper comprises 2 sections: Easy comprehension. The grammar cannot go beyond the list included in Level 1 & 2. (15% of global mark) Harder comprehension. One of the questions must be a translation. The grammar is all the material included in Level 1, 2 & 3. (15% of global mark)

Appendix 2: CONTROLLED ASSESSMENT: Paper II

Component	Level 1-2	Level 2-3
LANGUAGE & LITERATURE 70 marks	- The paper comprises 3 sections: 10 sentences for translation from English to Greek, 1 Prose gobbet OR 1 Drama gobbet. Candidates have a choice between the Prose and Drama gobbet. - In the Sentences for Translation, the grammar cannot go beyond the list included in Level 1 & 2. - The marks are allocated thus: - Sentences – 30% of global mark - Prose OR Drama – 40% of global mark	- The paper comprises 3 sections: 10 sentences for translation from English to Greek, 1 Prose gobbet and 1 Drama gobbet. - The marks are allocated thus: - Sentences – 20% of global mark - Prose – 25% of global mark - Drama – 25% of global mark.

Appendix 2

Prose: Level 1-2 & 2-3

Xenophon of Ephesus: *An Ephesian Tale*

Candidates should be familiar with all of Book 1 in translation, **and** Book 1, Chapters 14-16, in Greek. The passage chosen is available here: Xenophon of Ephesus, *An Ephesian Tale* (978151429557). The text in the appendix follows the text in this volume.

[14] Ἀκούσας ὁ Κόρυμβος εὐθύς μὲν ἐκέλευσε φείσασθαι φονεύοντας, μεταθέμενος δὲ τὰ τιμιώτερα τῶν φορτίων καὶ τὸν Ἀβροκόμην καὶ τὴν Ἀνθειαν ἄλλους τε τινὰς τῶν οἰκετῶν ὀλίγους ἐνέπρησε τὴν ναῦν, καὶ οἱ λοιποὶ πάντες κατεφλέχθησαν· τὸ γὰρ πάντας ἄγειν οὔτε ἐδύνατο οὔτε ἀσφαλὲς ἔώρα.

[2] Ἦν δὲ τὸ θέαμα ἐλεεινόν, τῶν μὲν ἐν τῇ τριήρει ἀναγομένων τῶν δὲ ἐν τῇ νηὶ φλεγομένων τὰς χεῖρας ἐκτεινόντων καὶ ὀλοφυρομένων.

[3] Καὶ οἱ μὲν ἔλεγον ‘ποῖ ποτε ἀχθήσεσθε, δεσπόται; τίς ὑμᾶς ὑποδέξεται γῇ, καὶ τίνα πόλιν οἰκήσετε;’ οἱ δὲ ὧ μακάριοι, μέλλοντες ἀποθνήσκειν εὐτυχῶς πρὸ τοῦ πειραθῆναι δεσμῶν, πρὸ τοῦ δουλείαν ληστρικὴν ἰδεῖν.’

Ταῦτα λέγοντες οἱ μὲν ἀνήγοντο, οἱ δὲ κατεφλέγοντο.

[4] Ἐν τούτῳ δὲ ὁ τροφεὺς τοῦ Ἀβροκόμου πρεσβύτης ἤδη, σεμνὸς ἰδεῖν καὶ διὰ τὸ γῆρας ἐλεεινός, οὐκ ἐνεγκὼν ἀναγόμενον τὸν Ἀβροκόμην, ῥίψας ἑαυτὸν εἰς τὴν θάλασσαν ἐνήχετο ὡς καταληψόμενος τὴν τριήρη ‘τί με καταλείπεις, τέκνον’ λέγων, ‘τὸν γέροντα, [5] τὸν παιδαγωγόν; ποῖ δὲ ἀπερχόμενος, Ἀβροκόμη; αὐτὸς ἀπόκτεινόν με τὸν δυστυχῇ καὶ θάψον· τί γὰρ ἐστὶ μοι ζῆν ἄνευ σοῦ;’ Ταῦτα ἔλεγε καὶ τέλος ἀπελπίσας ἔτι Ἀβροκόμην ὄψεσθαι, παραδοὺς ἑαυτὸν τοῖς κύμασιν ἀπέθανε. [6] Τοῦτο δὲ Ἀβροκόμη πάντων ἦν ἐλεεινότατον· καὶ γὰρ τὰς χεῖρας ἐξέτεινε τῷ πρεσβύτῃ καὶ τοὺς πειρατὰς ἀναλαμβάνειν παρεκάλει· οἱ δὲ οὐδένα λόγον ποιησάμενοι, διανύσαντες ἡμέραις τρισὶ τὸν πλοῦν κατήχθησαν εἰς πόλιν τῆς Φοινίκης Τύρον, ἔνθα ἦν τοῖς πειραταῖς τὰ οἰκεῖα. [7] Ἦγον δὲ αὐτοὺς εἰς αὐτὴν μὲν τὴν πόλιν οὐχί, εἰς πλησίον δὲ τι χωρίον ἀνδρὸς ἄρχοντος ληστηρίου, Ἀψύρτου τοῦνομα, οὗ καὶ ὁ Κόρυμβος ἦν ὑπηρέτης ἐπὶ μισθῷ καὶ μέρει τῶν λαμβανομένων. Ἐν δὲ τῷ τοῦ πλοῦ διαστήματι ἐκ πολλῆς τῆς καθ’ ἡμέραν ὄψεως ἔρῃ ὁ Κόρυμβος τοῦ Ἀβροκόμου σφοδρὸν ἔρωτα, καὶ αὐτὸν ἢ πρὸς τὸ μειράκιον συνήθεια ἐπὶ πλέον ἐξέκαε.

[15] Καὶ ἐν μὲν τῷ πλῶ οὔτε πεῖσαι δυνατόν ἐδόκει εἶναι· ἔώρα γὰρ ὡς διάκειται μὲν ὑπὲρ ἀθυμίας πονήρως, ἔώρα δὲ καὶ τῆς Ἀνθείας ἐρῶντα· ἀλλὰ καὶ τὸ βιάζεσθαι χαλεπὸν εἶναι αὐτῷ κατεφαίνετο· ἐδεδοίκει γὰρ μή τι ἑαυτὸν ἐργάσθαι δεινόν· [2] ἐπεὶ δὲ κατήχθησαν εἰς Τύρον, οὐκέτι καρτερῶν τὰ μὲν πρῶτα ἐθεράπευε τὸν Ἀβροκόμην καὶ θαρρεῖν παρεκάλει καὶ πᾶσαν ἐπιμέλειαν προσέφερεν· [3] ὁ δὲ ἐλεοῦντα τὸν Κόρυμβον ἐνόμιζεν αὐτοῦ ποιεῖσθαι τὴν ἐπιμέλειαν· τὸ δεύτερον δὲ ἀνακοινοῦται ὁ Κόρυμβος τὸν ἔρωτα τῶν συλληστῶν τινι, Εὐξείνῳ τοῦνομα, καὶ δεῖται βοηθὸν γενέσθαι καὶ συμβουλευῆσαι τίνι τρόπῳ δυνήσεται πεῖσαι τὸ μειράκιον.

[4] Ὁ δὲ Εὐξείνιος ἄσμενος ἀκούει τὰ περὶ τοῦ Κορύμβου· καὶ γὰρ αὐτὸς ἐπ’ Ἀνθείᾳ διέκειτο πονήρως καὶ ἦρα τῆς κόρης σφοδρὸν ἔρωτα· λέγει δὲ πρὸς τὸν Κόρυμβον καὶ τὰ αὐτοῦ καὶ συνεβούλευσε μὴ ἐπὶ πλέον ἐπανιᾶσθαι,

ἀλλ' ἔργου ἔχεσθαι· [5] 'καὶ γάρ' ἔφη 'σφόδρα ἀγεννὲς κινδυνεύοντας καὶ παραβαλλομένους μὴ ἀπολαύειν μετὰ ἀδείας ὧν ἐκτησάμεθα πόνων· δυνησόμεθα δὲ αὐτοὺς' ἔλεγεν 'ἐξαιρέτους παρὰ Ἀψύρτου λαβεῖν δωρεάν.'

[6] Ταῦτα εἰπὼν ῥαδίως ἔπεισεν αὐτὸν ἐρῶντα. Καὶ δὴ συντίθενται κατὰ ταῦτα τοὺς ὑπὲρ ἀλλήλων ποιήσασθαι λόγους καὶ πείθειν οὗτος μὲν Ἀβροκόμην, Κόρυμβος δὲ Ἄνθειαν.

[16] Ἐν τούτῳ τῷ χρόνῳ ἔκειντο ἄθουμοι, πολλὰ προσδοκῶντες, ἀλλήλοις διαλεγόμενοι, συνεχὲς ὁμνύοντες τηρήσειν τὰ συγκείμενα. [2] Ἔρχονται δὴ πρὸς αὐτοὺς ὁ Κόρυμβος καὶ ὁ Εὐξείνος καὶ φράσαντες ἰδίᾳ τι θέλειν εἰπεῖν, ἀπάγουσι καθ' αὐτοὺς ὁ μὲν τὴν Ἄνθειαν, ὁ δὲ τὸν Ἀβροκόμην. Τοῖς δὲ αἵ τε ψυχαὶ ἐκραδαίνοντο καὶ οὐδὲν ὑγιὲς ὑπενόουν.

[3] Λέγει οὖν ὁ Εὐξείνος πρὸς τὸν Ἀβροκόμην ὑπὲρ Κορύμβου 'μειράκιον, εἰκὸς μὲν σε ἐπὶ τῇ συμφορᾷ φέρειν χαλεπῶς, οἰκέτην μὲν ἐξ ἐλευθέρου γενόμενον, πέννητα δὲ ἀντ' εὐδαιμόνος· δεῖ δέ σε τῇ τύχῃ πάντα λογίσασθαι καὶ στέργειν τὸν κατέχοντα δαίμονα καὶ τοὺς γενομένους δεσπότας ἀγαπᾶν.

[4] Ἵσθι γὰρ ὡς ἔνεστί σοι καὶ εὐδαιμοσύνην καὶ ἐλευθερίαν ἀπολαβεῖν, εἰ θελήσεις πείθεσθαι τῷ δεσπότη Κορύμβῳ· ἐρᾷ γὰρ σοῦ σφοδρὸν ἔρωτα καὶ πάντων ἑτοιμός ἐστι δεσπότην ποιεῖν τῶν ἑαυτοῦ. Πείσῃ δὲ χαλεπὸν μὲν οὐδέν, εὐνούστερον δὲ σεαυτῷ τὸν δεσπότην ἐργάσῃ.

[5] Ἐννόησον δὲ ἐν οἷς ὑπάρχεις· βοηθὸς μὲν οὐδεὶς, γῆ δὲ αὕτη ξένη καὶ δεσπότη λησται καὶ οὐδεμία τιμωρίας ἀποφυγὴ ὑπερηφανήσαντι Κόρυμβον. Τί δέ σοι γυναικὸς δεῖ νῦν καὶ πραγμάτων; τί δὲ ἐρωμένης τηλικῶδε ὄντι; πάντα ἀπόρριψον, πρὸς μόνον δεῖ σε τὸν δεσπότην βλέπειν, τούτῳ κελεύσαντι ὑπακούειν.'

[6] Ἀκούσας ὁ Ἀβροκόμης εὐθύς μὲν ἀχανὲς ἦν καὶ οὔτε τι ἀποκρίνεσθαι εὕρισκεν, ἐδάκρυε δὲ καὶ ἀνέστενε πρὸς αὐτὸν ἀφορῶν, εἰς οἷα ἄρα ἐλήλυθε· καὶ δὴ λέγει πρὸς τὸν Εὐξένον 'ἐπίτρεψον, δέσποτα, βουλευσασθαι βραχὺ, καὶ πρὸς πάντα ἀποκρινοῦμαί σοι τὰ ῥηθέντα.'

[7] Καὶ ὁ μὲν Εὐξείνος ἀνεχώρει· ὁ δὲ Κόρυμβος τῇ Ἀνθείᾳ διείλεκτο τὸν ἔρωτα τὸν Εὐξείνου καὶ τὴν παροῦσαν ἀνάγκην καὶ ὅτι δεῖ πάντως αὐτὴν πείθεσθαι τοῖς δεσπόταις· ὑπέσχετο δὲ πολλὰ καὶ γάμον νόμιμον καὶ χρήματα πεισθείσῃ καὶ περιουσίαν. Ἡ δὲ αὐτῷ τὰ ὅμοια ἀπεκρίνατο, αἰτησαμένη βραχὺν βουλευσασθαι χρόνον.

Καὶ ὁ μὲν Εὐξείνος καὶ ὁ Κόρυμβος μετ' ἀλλήλων ἦσαν περιμένοντες ὅ τι ἀκούσονται, ἥλιπον δ' αὐτοὺς ῥαδίως πείσειν

Drama: Level 1-2 & 2-3

Euripides: *Medea*

Candidates should be familiar with all the tragedy in translation, **and** lines 214-266 in Greek. The passage chosen is available here: Euripides, *Medea* – 099138606X – <https://geofffreysteadman.com/euripides-medea/>. The text in the appendix follows the text in this volume.

Μήδεια:	Κορίνθιαι γυναῖκες, ἐξῆλθον δόμων,	
	μή μοί τι μέμφησθ'· οἶδα γὰρ πολλοὺς βροτῶν	215
	σεμνοὺς γεγῶτας, τοὺς μὲν ὁμμάτων ἄπο,	
	τοὺς δ' ἐν θυραίοις· οἱ δ' ἀφ' ἡσυχου ποδός	
	δύσκειαν ἐκτήσαντο καὶ ῥαθυμίαν.	
	δίκη γὰρ οὐκ ἔνεστ' ἐν ὀφθαλμοῖς βροτῶν,	
	ὅστις πρὶν ἀνδρὸς σπλάγχνον ἐκμαθεῖν σαφῶς	220
	στυγεῖ δεδορκῶς, οὐδὲν ἡδίκημένος. . . .	
	χρὴ δὲ ξένον μὲν κάρτα προσχωρεῖν πόλει . .	
	οὐδ' ἀστὸν ἦνεσ' ὅστις αὐθάδης γεγώς	
	πικρὸς πολίταις ἐστὶν ἀμαθίας ὕπο.	
	ἐμοὶ δ' ἄελπτον πρᾶγμα προσπεσὸν τόδε	225
	ψυχὴν διέφθαρκ'· οἴχομαι δὲ καὶ βίου	
	χάριν μεθεῖσα κατθανεῖν χρήζω, φίλαι.	
	ἐν ᾧ γὰρ ἦν μοι πάντα γινώσκειν καλῶς,	
	κάκιστος ἀνδρῶν ἐκβέβηχ' οὐμὸς πόσις.	
	πάντων δ' ὅσ' ἔστ' ἔμψυχα καὶ γνώμην ἔχει	230
	γυναῖκές ἐσμεν ἀθλιώτατον φυτόν·	
	ἄς πρῶτα μὲν δεῖ χρημάτων ὑπερβολῇ	
	πόσιν πρίασθαι, δεσπότην τε σώματος	
	λαβεῖν· κακοῦ γὰρ τοῦτ' ἔτ' ἄλγιον κακόν.	
	κάν τῳ δ' ἀγὼν μέγιστος, ἢ κακὸν λαβεῖν	235
	ἢ χρηστόν. οὐ γὰρ εὐκλεεῖς ἀπαλλαγαὶ	
	γυναιξίν, οὐδ' οἷόν τ' ἀνήνασθαι πόσιν.	
	ἐς καινὰ δ' ἦθη καὶ νόμους ἀφιγμένην	
	δεῖ μάντιν εἶναι, μὴ μαθοῦσαν οἴκοθεν,	
	ὅτῳ μάλιστα χρήσεται ξυνευέτη.	240
	κἂν μὲν τάδ' ἡμῖν ἐκπονουμέναισιν εὔ	
	πόσις ξυνοικῇ μὴ βίᾳ φέρων ζυγόν,	
	ζηλωτὸς αἰών· εἰ δὲ μή, θανεῖν χρεών.	
	ἀνὴρ δ', ὅταν τοῖς ἔνδον ἄχθηται ξυνών,	

ἔξω μολῶν ἔπαυσε καρδίαν ἄσης·	245
[ἢ πρὸς φίλον τιν' ἢ πρὸς ἡλικά τραπεῖς·]	
ἡμῖν δ' ἀνάγκη πρὸς μίαν ψυχὴν βλέπειν.	
λέγουσι δ' ἡμᾶς ὡς ἀκίνδυνον βίον	
ζῶμεν κατ' οἴκους, οἳ δὲ μάρνανται δορί·	
κακῶς φρονοῦντες· ὡς τρεῖς ἂν παρ' ἀσπίδα	250
στῆναι θέλοιμ' ἂν μᾶλλον ἢ τεκεῖν ἄπαξ.	
ἀλλ' οὐ γὰρ αὐτὸς πρὸς σέ κ' ἄμ' ἦκει λόγος·	
σοὶ μὲν πόλις θ' ἦδ' ἐστὶ καὶ πατὴρ δόμοι	
βίου τ' ὄνησις καὶ φίλων συνουσία,	
ἐγὼ δ' ἔρημος ἄπολις οὔσ' ὑβρίζομαι	255
πρὸς ἀνδρός, ἐκ γῆς βαρβάρου λελησμένη,	
οὐ μητέρ', οὐκ ἀδελφόν, οὐχὶ συγγενῇ	
μεθορμίσασθαι τῆσδ' ἔχουσα συμφορᾶς.	
τοσοῦτον οὔν σου τυγχάνειν βουλήσομαι,	
ἦν μοι πόρος τις μηχανή τ' ἐξευρεθῇ	260
πόσιν δίκην τῶνδ' ἀντιτείσασθαι κακῶν,	
[τὸν δόντα τ' αὐτῷ θυγατέρ' ἢ τ' ἐγῆματο]	
σιγᾶν. γυνὴ γὰρ τᾶλλα μὲν φόβου πλέα	
κακὴ τ' ἐς ἀλκὴν καὶ σίδηρον εἰσορᾶν·	
ὅταν δ' ἐς εὐνήν ἡδίκημένη κυρῇ,	265
οὐκ ἔστιν ἄλλη φρὴν μαιφονωτέρα.	