**GENERIC MATRIX for written exam ANCIENT GREEK/Baccalaureate**



| **Task/Element of Examination** | **Competences** | **Wt in %** | **Learning objectives (as stated in the program)** | **Question(s)** | **Εvaluation/Marking** | **Weight in points** |
| --- | --- | --- | --- | --- | --- | --- |
| **Part I.**  **40 points**  **Comprehension of an UNSEEN text** | **Ι.** \*  **A**  /a) Understanding the meaning of  **a short literary or non-literary** text | 10% | Translate a text autonomously | **Ι.** **A**/a) Short literary or non- literary text | Marking scheme/Rubric | 10/40 |
| b) Understanding the meaning of  **a non-literary** text  **B**/Identify the syntactical structures of the text  **C**/Establish a text which respects:  \*normal standards of spelling, syntax and expression,  \*the register of the text  **OR** | 30% |  | **I.** **A/**b) NON- literary text | Marking scheme/Rubric | 30/40  **OR** |
| **Ι.** \*  **A**/Understanding of **a Non-literary** text  **B**/Identify the syntactical structures of the text  **C**/Establish a text which respects:  \* normal standards of spelling, syntax and expression,  \* the register of the text | 40% | Translate a text autonomously | **I.** **A.** NON-LITERARY text | Marking scheme/Rubric | 40/40 |
| **TOTAL PART I.** |  | **40%** |  |  |  | **40/40** |
| **PART II. A.**  **(closed questions)** | A/Analyse various morphosyntactic elements | 8% | Show knowledge of morphological and grammatical structures | II. A./1. a. | Marking scheme/Rubric | 8/30 |
| **30 points** | Β/Analyse various lexical forms by means of etymology | 8% | Show knowledge of  Vocabulary and Etymology | II. A./1. b. | Marking scheme/Rubric | 8/30 |
| **Comprehension of Ancient Greek texts** | C / Critical analysis of the content and the features of a text | 14% | Explore the explicit and implicit meanings of a text | ΙΙ. A./1. c. | Marking scheme/Rubric | 14/30 |
| **ΤΟΤΑL PART II. Α.** |  | **30%** |  |  |  | **30/30** |
| **PART II. B.**  **30 points**  **Written Production** | A /Establish a text in response to the question | 3% | Show an advanced knowledge of the Ancient Greek world | II. B.2. | Marking scheme/Rubric | 3/30 |
| B /Show knowledge of the set texts, genres and themes of the programme | 15% | Show in a precise and balanced way an appreciation of the reception of the classical world in its different dimensions | ΙΙ. B.2. | Marking scheme/Rubric | 15/30 |
| **Ancient Greek set texts READ in class** | C /Express a personal opinion within a coherent argument | 8% | Use the culture of the world to construct a personal reflection including political, philosophical, aesthetic (interdisciplinary) elements | ΙΙ.B.2. | Marking scheme/Rubric | 8/30 |
| D /Write a correct and controlled text | 4% | Respect normal standards of spelling, syntax and expression | II.B.2. | Marking scheme/Rubric | 4/30 |
| **PART II. B.** |  | **30%** |  |  |  | **30/30** |
| **TOTAL PART II.** |  | **60%** |  |  |  | **60/60** |
| **TOTAL** |  | **100%** |  |  |  | **100** |

\*The score depends on the I.A.a) and I.A. b) or I.A. choice, while the total score - independently selected - remains 40 points

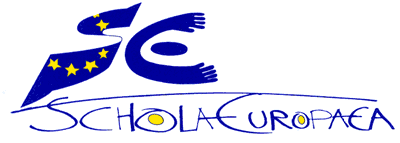
|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| EXCELLENT | VERY GOOD | GOOD | SATISFACTORY | SUFFICIENT |  | WEAK | VERY WEAK |
| 100-90 | **89-80** | **79-70** | **69-60** | **59-50** |  | **49-21** | **20-0** |

**Paper specific Matrix for the Written exam ANCIENT GREEK**/**Baccalaureate (EN version)**

| **Task/Element of Examination** | **Competences** | **Wt in %** | **Learning objectives (as stated in the program)** | **Qu(s)** | **Εvaluation/Marking** | **Weight in points** |
| --- | --- | --- | --- | --- | --- | --- |
| **Part I.**  **40 points**  **Comprehension of an UNSEEN text** | **Ι.** \*  **A**/a) Understanding the meaning of  **a short literary or non-literary** text | 10% | Translate a text autonomously | **Ι**. **A**/a) Short literary or non- literary text | Marking scheme/Rubric  **10** points  **I.A**/a) =**8** points: establishing the overall sense and **2** points: quality of expression | 10/40 |
| **A**/b) Understanding the meaning of **a non-literary** text  **B**/Identify the syntactical structures of the texts  **C**/Establish a text which respects:  \*normal standards of spelling, syntax and expression,  \*the register of the texts **OR** | 30% |  | **Ι**. **A** /b) NON -literary text | **30** points  **I.A**/b)\* 14/30  **I.B**/: 12/30  **I.C**/: 4/30 | 30/40  **OR** |
| **Ι.** \* **A**/Understanding the meaning of **a Non-literary** text  **B**/Identify the syntactical structures of the text  **C**/Establish a text which respects:  \* normal standards of spelling, syntax and expression,  \* the register of the text | 40% | Translate a text autonomously | I. NON-LITERARY text | Marking scheme/Rubric  **I.A/:** 20/40  **I.B/:** 16/40  **I.C/:** 4/40 | 40/40 |
| **TOTAL PART I.** |  | **40%** |  |  |  | **40/40** |
| **Part II. A.**  **30 points**  **Comprehension of Ancient Greek texts** | A/Analysis of various morphosyntactic elements | 8% | Show knowledge of morphological and grammatical structures | II. A./1. a. | Marking scheme/Rubric | 8/30 |
| Β/Analysis of various lexical forms by means of etymology | 8% | Show knowledge of  Vocabulary and Etymology | II. A./1. b. | Marking scheme/Rubric | 8/30 |
| C / Critical analysis of the content and the features of a text | 14% | Explore the explicit and implicit meanings of a text | II. A./1. c. | Marking scheme/Rubric | 14/30 |
| **ΤΟΤΑL PART I. Α** |  | **30%** |  |  |  | **30/30** |
| **PART II. B.**  **30 points**  **Written Production**  **Ancient Greek set texts READ in class** | A/Establish a text in response to the question posed | 3% | Show an advanced knowledge of the Ancient Greek world | II. B. 2. | Marking scheme/Rubric | 3/30 |
| B /Show knowledge of the set texts, genres and themes of the programme | 15% | Show in a precise and balanced way an appreciation of the reception of the Classical world in its different dimensions | ΙΙ. B. 2. | Marking scheme/Rubric | 15/30 |
| C /Expression of personal opinion within a coherent argument | 8% | Use the culture of world to construct a personal reflection, including political, philosophical, aesthetic, etc. interdisciplinary elements | ΙΙ. B. 2. | Marking scheme/Rubric | 8/30 |
| D/Write a correct and controlled text | 4% | Respect normal standards of spelling, syntax and expression | II. B. 2. | Marking scheme/Rubric | 4/30 |
| **PART II. B.** |  | **30%** |  |  |  | **30/30** |
| **TOTAL PART II.** |  | **60%** |  |  |  | **60/100** |
| **TOTAL** |  | **100%** |  |  |  | **100** |

\*The score depends on the I.A.a) or IB choice, while the total score - independently selected - remains 40 points

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| EXCELLENT | VERY GOOD | GOOD | SATISFACTORY | SUFFICIENT |  | WEAK | VERY WEAK |
| 100-90 | **89-80** | **79-70** | **69-60** | **59-50** |  | **49-21** | **20-0** |

 **EUROPEAN BACCALAUREATE**

|  |
| --- |
| **ANCIENT GREEK**  **WRITTEN EXAMINATION**  **SAMPLE HARMONISED PAPER** |

**Date: …/.../ 20…**

**Length of the examination: 3 hours (180 minutes)**

**Material allowed: Ancient Greek Dictionary**

**SPECIAL REMARKS:** Answer **ALL TWO** Parts

Part I. Translation: Write the translation (on the answer sheet)

Part II.A. Closed Questions: Answer **all** the questions (on the answer sheet)

Part II.B. Open questions: Answer **all** the questions (on the answer sheet)

(Written Production)

**PART I.**

**Comprehension of Ancient Greek texts**

**Translation:**

**Ι.A.a. *Read the following Introduction and translate the text that follows*** ***(Text A):***

**Ἡροδότου, Ἱστορίαι (1.84.4)**

*Herodotus, in Ancient Greek* **Ἡρόδοτος,** *(480-425 av. J.-C.) is considered to be the "Father of History" due to his* *great work* Ἱστορίαι,  *Stories,* *focuses primarily on the* [Greco-Persian](https://en.wikipedia.org/wiki/Greco-Persian_Wars) *wars. He describes the causes of this war as well as the morals / customs of many peoples, notably the Mediterranean, which makes him a precursor to world history.*

Οὐδεὶς γὰρ οὕτω ἀνόητός ἐστι ὅστις πόλεμον πρὸ εἰρήνης αἱρέεται· ἐν μὲν γὰρ τῇ [εἰρήνῃ] οἱ παῖδες τοὺς πατέρας θάπτουσι, ἐν δὲ τῷ [πολέμῳ] οἱ πατέρες τοὺς παῖδας.

(28 words)

**Vocabulary**

αἱρέεται (αἱρεῖται): verb

αἱροῦμαι = προτιμώ

**10 marks**

**I.A.b. *Read the following Introduction and translate the ancient text that follows (Text B):***

**Ἀνδοκίδου: Περὶ τῆς πρὸς Λακεδαιμονίους εἰρήνης 3.4-5**

*In 392 B.C., during the Corinthian war, Andocides was sent for negotiations in Sparta. Upon his return, he defended with this speach the prospect of peace with the Lacedaemonians. In this passage, the orator refers to the benefits of the peace treaty between the Athenians and the Spartans signed in 445 BC.*

Καὶ τότε ἡμῖν εἰρήνη ἐγένετο πρὸς Λακεδαιμονίους ἔτη πεντήκοντα, καὶ ἐνεμείναμεν ἀμφότεροι ταύταις ταῖς σπονδαῖς ἔτη τριακαίδεκα. ἓν δὴ τοῦτο, ὦ Ἀθηναῖοι, πρῶτον σκεψώμεθα. ἐν ταύτῃ τῇ εἰρήνῃ ὁ δῆμος ὁ [τῶν] Ἀθηναίων ἔσθ’ ὅπου κατελύθη; οὐδεὶς ἀποδείξει. ἀγαθὰ δὲ ὅσα ἐγένετο διὰ ταύτην τὴν εἰρήνην, ἐγὼ ὑμῖν φράσω. Πρῶτον μὲν τὸν Πειραιᾶ ἐτειχίσαμεν ἐν τούτῳ τῷ χρόνῳ, εἶτα τὸ μακρὸν τεῖχος τὸ βόρειον· ἀντὶ δὲ τῶν τριήρων αἳ τότε ἡμῖν ἦσαν παλαιαὶ καὶ ἄπλοι, αἷς βασιλέα καὶ τοὺς βαρβάρους καταναυμαχήσαντες ἠλευθερώσαμεν τοὺς Ἕλληνας, ἀντὶ τούτων τῶν νεῶν ἑκατὸν τριήρεις ἐναυπηγησάμεθα, καὶ πρῶτον τότε τριακοσίους ἱππέας κατεστησάμεθα καὶ τοξότας τριακοσίους Σκύθας ἐπριάμεθα. [καὶ] ταῦτα ἐκ τῆς εἰρήνης τῆς πρὸς Λακεδαιμονίους ἀγαθὰ τῇ πόλει καὶ δύναμις τῷ δήμῳ τῷ Ἀθηναίων ἐγένετο.

9999 9 9 999991

5

(120 words)

**Vocabulary:**

ἐνεμείναμεν: verb ἐμμένω = τηρώ, keep

σπονδαῖς: σπονδή = treaty of piece

ἔσθ’ ὅπου = μήπως, maybe, perhaps

ἄπλοι = που δεν μπορούσαν να πλέουν= they could not navigate

ἐπριάμεθα: verb ὠνέομαι- ὠνοῦμαι = buy

**30 marks**

**PART II. OF THE EXAMINATION IS ON THE NEXT PAGE**

**PART II.**

**(PART II.A. and PART II.B.)**

**(60 marks)**

**Part II. A. (30 marks)**

* **Question 1**

**1.a.**

i.Check the following grammatical recognition of each of the following words (column A) and note: True or False (column C).

|  |  |  |
| --- | --- | --- |
| Column A (words of the text Β’) |  | **Column C** |
| **Βασιλέα** | Genitive, plural, third declension |  |
| **Βαρβάρους** | Accusative, plural, second declension |  |
| **ἐγένετο** | Aorist b, verb γίγνομαι |  |
| **ἡμῖν** | Dative, plural, personal pronoun, first person |  |
| **τῷ δήμῳ** | Dative, singular, first declension |  |
| **τὴν εἰρήνην** | Accusative, singular, third declension |  |

ii.Then, fill in the blanks using the opposite number, singular or plural.

* ἐγὼ ὑμῖν φράσω:

……… ……… φράσ……..

* Πρῶτον μὲν τὸν Πειραιᾶ ἐτειχίσαμεν ἐν τούτῳ τῷ χρόνῳ:

Πρῶτον μὲν τὸν Πειραιᾶ ἐτ……………… ἐν τούτ……. τ……. χρόν……:

iii.Match the words/phrases in column A (Τext **B**) with the ones in column B. There is one extra item in column

|  |  |
| --- | --- |
| Column Α΄ | Column Β΄ |
| **εἰρήνη** | predicate noun |
| **δι**ὰ **τὴν εἰρήνην** | object of the verb |
| **Τριήρεις** | attributive adjective |
| **Παλαιαί** | subject of the verb |
| **Κατελύθη** | prepositional definition |
| **τὸ μακρόν** (τεῖχος) | Verb |
|  | adverbial definition of the cause |

**8 marks**

* **1.b.**

i. Identify the following English words in text **A and** **B** and then write the ancient Greek words, having the same root, in column II

|  |  |
| --- | --- |
| Column Ι. | Column ΙΙ. |
| Barbarian |  |
| Hippopotamus |  |
| Patriarchy |  |
| Chronometer |  |
| Phrase |  |
| Microtext |  |
| Cosmopolitan |  |
| Democracy |  |

ii. Find two (2) derivative/compound words for each of the following (Text B’). Use Modern Greek or the language of instruction.

|  |  |
| --- | --- |
| Σκεψώμεθα |  |
| Παλαιαί |  |
| Δύναμις |  |

**8 marks**

* **1.c.**

For each of the following sentences circle **Yes** (if the statement is true) and **No** (if the statement) is false. Your answers should be based on the contextual, pretextual and communicative situation of the text.

- The text belongs to attica prose and it is philosophical Yes No

- The “τριήρεις» were ships that helped a lot in the victory of the

Athenians at the end of the Peloponnesian war Yes No

-Τhe brackets [ ] are marked in the text for aesthetic reasons Yes No

-The quote is characterized by simplicity of style Yes No

- The text is a source of information on the political life of ancient Athens Yes No

-The work of Andokidis precedes Herodotus Yes No

**14 marks**

**Part II. B.** **(30 marks)**

**Written Production**

**Question 2:**

Thucydides reckons that “*A war is like an illness that drives people to extremes*”. Comment on this statement.

You should base your answer on the set books /texts and the works you have studied,

as well as on your personal reflection and feelings on the following image.

Use your knowledge with precise reasoning and chose judicious examples.

Write approximately 300 words.

Εικόνα που περιέχει φυτό, υπαίθριος, φράχτης

Περιγραφή που δημιουργήθηκε αυτόματα

*Paul Nash,* ***We're Making a New World****, 1918. Imperial War Museum, London. This painting was created by the artist while serving in Ypres, Belgium, during the First World War.*

**END OF THE EXAMINATION**

**Ancient** **Greek Marking Scheme/Rubric, European Baccalaureate written examination**

**Part Ι : Comprehension of (an) UNSEEN text (s)– Total 40 points**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | | | | | | | | |
| **a) Short Literary/Non-literary** text | **10 points** | | | | | | | | | | | | | | | | | | | |
| Understanding the overall meaning | **10** | **9** | | | | **8** | | | **7-6** | | **5** | | | | | **4-3** | | **2-0** | | |
| Excellent understanding of the quote | Very good understanding of the quote | | | | Good understanding of the quote | | | Satisfactory understanding of the quote | | Sufficient understanding of the quote | | | | | The quote is partially understood | | The quote is insufficiently understood, even with mistakes | | |
| **b) NON Literary** text | **30 points** | | | | | | | | | | | | | | | | | | | |
| Understanding the meaning of the text | **14-13** | | **12-11** | | | | **10-9** | | | **8** | | **7** | | | **6-4** | | | | | **3-0** |
| Excellent understanding of the text | | Very good understanding of the text | | | | Good understanding of the text | | | Satisfactory understanding of the text | | Sufficient understanding of the text | | | The text is partially understood | | | | | The quote is insufficiently understood, even with mistakes |
| Identification of the syntactical structures of the text  **OR** | **12-11** | | **10-9** | | | | **8** | | | **7** | | **6** | | | **5-4** | | | | | **3-0** |
| Syntactical structures excellently rendered | | Syntactical structures very well rendered | | | | Syntactical structures well rendered | | | Syntactical structures satisfactorily rendered | | Syntactical structures irregularly rendered | | | Syntactical structures partially rendered | | | | | Syntactical structures insufficiently rendered, even with mistakes |
| **NON Literary text** | **40 points** | | | | | | | | | | | | | | | | | | | |
| Understanding the meaning of the text | **20-19** | | | **18-17** | | **16-15** | | | **14-12** | | **11-9** | | | **8-5** | | | | | **4-0** | |
| Excellent understanding of the text | | | Very good understanding of the text | | Good understanding of the text | | | Satisfactory understanding of the text | | Sufficient understanding of the text | | | The text is partially understood | | | | | The quote is in-sufficiently understood, even with mistakes | |
| Identification of the syntactical structures of the text | **16-15** | | | **14-13** | | **12-10** | | | **9** | | **8** | | | **7-4** | | | | | **3-0** | |
| Syntactical structures excellently rendered | | | Syntactical structures very well rendered | | Syntactical structures well rendered | | | Syntactical structures satisfactorily rendered | | Syntactical structures irregularly rendered | | | Syntactical structures partially rendered | | | | | Syntactical structures insufficiently rendered, even with mistakes | |
|  | **4** | | | | **3** | | | **2** | | | | | **1** | | | | **0** | | | |
| Excellent lexical and syntactical richness. Very clear and very correct expression conveying the text register very well | | | | Very good lexical and syntactical richness. Clear and correct expression conveying the text register very well | | | Satisfactory lexical and syntactical richness. Satisfactory expression conveying partially the text register very well | | | | | Limited lexical and syntactical resources. Expression lacking fluidity and fairly not conveying the text register | | | | Poor lexical and syntactical resources. Expression very insufficient, with many mistakes | | | |

**Ancient Greek Marking Scheme/Rubric, European Baccalaureate written examination**

**Part II.A.: Comprehension of ancient Greek Texts – Total 30 points**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ASSESSMENT CRITERIA** | | | | | | | |
| **1. Grammar** | **12 points** | | | | | | |
|  | **8** | **7** | **6** | **5** | **4** | **3-2** | **1-0** |
| Morphological and syntactical elements are excellently recognised, analysed and applied | Morphological and syntactical elements are very well recognised, analysed and applied | Morphological and syntactical elements are well recognised, analysed and applied | Morphological and syntactical elements are satisfactorily recognised, analysed and applied | Morphological and syntactical elements are sufficiently recognised, analysed and applied | Morphological and syntactical elements are partially recognised, analysed and applied | Morphological and syntactical elements are insufficiently recognised, analysed and applied, even with mistakes |
| **2. Etymology** | **8** | **7** | **6** | **5** | **4** | **3-2** | **1-0** |
|  | Lexical elements are excellently analysed | Lexical elements are very well analysed | Lexical elements are well analysed | Lexical elements are satisfactorily analysed | Lexical elements are sufficiently analysed | Lexical elements are partially analysed | Lexical elements are insufficiently analysed |
| **3. Analysis of one part of the text** | **14-13** | **12-11** | **10-9** | **8** | **7** | **6-4** | **3-0** |
|  | Excellent awareness of literary and stylistic implications to analyse the text | Very fine awareness of literary and stylistic implications to analyse the text | Good awareness of literary and stylistic implications to analyse the text | Satisfactory awareness of literary and stylistic implications to analyse the text | Sufficient awareness of literary and stylistic implications to analyse the text | Partial awareness of literary and stylistic implications to analyse the text | Very little awareness of literary and stylistic implications to analyse the text t |

**Ancient Greek Marking Scheme/Rubric, European Baccalaureate written examination**

**Part III: Written response – Total 30 points**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | | |
| **1. Follow instructions to write a text** | **3 points** | | | | | | | | | | | | | |
|  | **3** | | | **2** | | | | **1** | | | | **0** | | |
| Instructions perfectly followed | | | Instructions well followed | | | | Instructions partially followed | | | | Instructions not followed | | |
| **2. Making use of knowledge of the programme (content, themes, works)** | **15** | | | | | | | | | | | | | |
|  | **15-14** | **13-12** | | | **11-9** | | **8** | | **7** | | **6-4** | | | **3-0** |
| Excellent knowledge of the programme | Very good knowledge of the programme | | | Good knowledge of the programme | | Satisfactory knowledge of the programme | | Sufficient knowledge of the programme | | Partial knowledge of the programme | | | Very poor knowledge of the programme |
| **3. Express a personal point of view with relevant arguments** | **8** | | | | | | | | | | | | | |
|  | **8** | | **5** | | | **4** | | | | **3-2** | | | **1-0** | |
| The personal point of view is excellently expressed with very relevant arguments | | The personal point of view is very well expressed with relevant arguments | | | The personal point of view is satisfactorily expressed with appropriate arguments | | | | The personal point of view is partially expressed with poor arguments | | | No point of view, no arguments | |
| **4. Suitable use of language** | **4 points** | | | | | | | | | | | | | |
|  | **4** | | | **3** | | | | **2** | | | | **1-0** | | |
| Excellent use of language | | | Satisfactorily suitable use of language | | | | Sufficiently proper use of language | | | | Insufficiently proper use of language | | |