

Intermediate Certificate in Classical Greek

Specification

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Introduction

Overview & Rationale

This specification outlines the requirements for a new qualification, the Intermediate Qualification in Classical Greek (ICCG), which is being launched as a joint venture between the Classical Association and Classics for All, with the backing of several UK university departments, in order to address the perceived need for an award at this level.

The certificate is designed to provide a qualification for students who have covered roughly half the linguistic content required for GCSE. It can be used as a 'stepping stone' for those who will later progress to the GCSE, or as an end goal in its own right for those who are not able or do not wish to study for the full GCSE. As such, it is hoped that the certificate will lead to an increase in numbers of learners who are able to achieve a substantive qualification in Classical Greek.

This specification has been designed with a broad spectrum of learners, and learning contexts, in mind: it is recognised that many learners will be studying in limited time, or without access to a subject specialist teacher, or both.

The contents of the examination are purely linguistic, although it is hoped, and indeed encouraged, that teachers will explore cultural and historical aspects of the Ancient Greek world as much as teaching time allows.

A small number of proper nouns important in Greek history/culture (e.g. Athens, Corinth, Greece) are included in the Defined Vocabulary List and are likely to feature in stories in the examination; this is to prompt engagement with the cultural and historical context.

The first formal opportunity for examination in this certificate will be Summer 2023, with a number of schools invited to participate in a pilot scheme in 2021-22.

Availability of Assessment

The assessment will be available in June 2023 and each June thereafter.

Prior Learning

There are no specific requirements for prior learning with this specification. It builds upon the knowledge, understanding and skills acquired at Key Stages 1 and 2 in a wide range of subjects, such as English and History. Many students may know a little Greek mythology from prior study at primary school or from their own personal reading, but this is not a prerequisite.

This specification may be followed by any student, irrespective of their gender, ethnicity, religion or cultural background.

Progression

This specification is designed so that it enables smooth progression to GCSE if students can or want to pursue this.

This specification is not age-specific and, as such, provides opportunities for students to extend their lifelong learning. Adult learners are warmly encouraged to study for and enter this qualification, liaising with the Certificate Administrator regarding the logistics of sitting the examination.

Equality & Fair Assessment

This specification has been designed to offer fair access for all candidates and to minimise any later need to make reasonable adjustments for candidates who have particular requirements. Any potential barriers to access for particular groups of candidates arise from objectives judged to be essential for demonstrating skills and understanding in the subject. Details of special arrangements and special consideration for candidates with particular requirements are available on the qualification website under 'Examination Access'.

For further information, please see the Equality Impact Assessment, available on the website.

Guided Learning Hours and Total Qualification Time

This qualification has been allocated a number of Guided Learning Hours (GLH). This is the number of guided learning hours that it is suggested centres provide to support learners to cover the material. Guided learning means activities (such as classroom-based learning, tutorials and online learning) which are directly supervised by a teacher or tutor. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher or tutor.

The suggested GLH for this qualification is up to 50 hours.

It is acknowledged that many learners will be studying Classical Greek off-timetable as part of a club or extension activity, and may need to cover the course in fewer than 50 GLH. It is suggested that the material could be covered adequately in as few as 30 GLH if necessary.

In addition to the GLH, we also suggest a *total* number of study hours that it is expected learners will be required to undertake in order to complete the qualification: this is referred to as the Total Qualification Time (TQT). Activities which can contribute to a qualification's TQT include the GLH, plus independent and unsupervised homework, unsupervised e-learning and e-assessment, and revision.

The suggested TQT for this qualification is 80 hours.

As above, it is acknowledged that many learners will have less time available than this. It is therefore suggested that the course could be covered adequately in as few as 60 hours of TQT if necessary.

Syllabus and Assessment Content

The qualification consists of one written language examination. There is no coursework or controlled assessment.

Aims

The aims below outline the educational purpose of following a course in Classical Greek, suitable for candidates within the ability range of a Level 1 (pre-GCSE) standard award.

Some of these aims are reflected in the learning outcomes and assessment criteria which follow; others are not, because they cannot readily be translated into measurable outcomes, or will not be measured in the examination.

The course is designed to encourage candidates to develop:

1. an appropriate level of competence in the Classical Greek language;
2. a sensitive and analytical approach to language in general;
3. an awareness of the influence of Classical Greek on the languages of today;
4. an appreciation for Classical Greek history and culture, as exemplified in stories about Greek myth and history.

Learning Outcomes

The learner will:

LO1: develop knowledge and understanding of:

- Classical Greek vocabulary, accent and syntax in the context of short unseen narrative passages and short English sentences to be translated into Greek.
- the differences between inflected and uninflected languages, including word order
- the different ways in which ideas are expressed in English as compared with Classical Greek

Assessment Criteria

The learner can:

AC1. Demonstrate knowledge of Classical Greek by: answering simple comprehension questions based on a passage of unseen text; translating short selections of simple unseen Classical Greek into English, demonstrating knowledge of vocabulary, accent and syntax as detailed in the specification; answering questions involving Classical Greek grammar, e.g. morphology of noun and verb forms, the use of cases or parts of speech, and rules concerning specific items of vocabulary.

AC2. Demonstrate knowledge of Classical Greek by translating English words or short sentences into Classical Greek, using vocabulary, accent and syntax as detailed in the specification (see Appendix 3).

Weighting of Assessment Criteria

AC1	90%
AC2	10%

Assessment Format

The examination will consist of one 90-minute paper, with 100 marks available.

All the Greek passages printed in the paper will form a continuous narrative or will concern a common theme. The difficulty of the Greek will increase gradually between Sections 1, 2 and 3. The overall difficulty of the passage in Section 3 will be roughly commensurate with that of the passages in Chapter 6 of *Greek to GCSE: Part 1* (Taylor).

Sections 1-3 will assume knowledge of the accidence and syntax detailed in Appendix 1 of this specification, and the Greek to English Defined Vocabulary List (c. 280 words) as detailed in Appendix 2; other vocabulary and proper nouns not in the DVL will be glossed.

Vocabulary and grammar used in the English-to-Greek sentences in Section 4 will be drawn from the words in the English to Greek Restricted Vocabulary List, and the Restricted Accidence and Syntax list, both contained in Appendix 3.

No accents will be printed on the examination paper, other than for interrogative τίς.

Section 1 (20 marks)

A passage for **comprehension**. A range of questions will be asked, including some single-word answers, some multiple-choice and at least one question about English derivatives from Greek. Some grammar questions about specific words in the passage may be included.

Section 2 (40 marks)

Two short passages for **translation** into English.

Section 3 (30 marks)

A passage for **comprehension**. A range of questions will be asked, including some single-word answers, some multiple-choice and some sentence-length answers. Some grammar questions about specific words in the passage will be included.

Section 4 (10 marks)

Questions which involve selection and manipulation of Greek forms, and translation of short English sentences into Greek.

Delivery Guidance

As above, it is suggested that this qualification is delivered in 50 Guided Learning Hours (i.e. contact time). It is suggested that candidates will need to allow a further 30 hours for study at home.

These estimates of the time required assume a candidate of average ability with no prior knowledge of the subject, typically (but not always) studying with an hour a week of contact time over two school years. Higher ability students may be able to cover the content at a quicker pace.

If schools are pushed for time, the Suggested Scheme of Learning (available on the qualification website) indicates which elements of the material should be prioritised, and which might not need to receive full treatment in order nevertheless to achieve a good outcome in the examination.

Centres are encouraged to view the content of this specification as the starting point for their courses, rather than the sum total of what they might choose to investigate with their students.

In particular, it is hoped that teachers will incorporate a study of Greek culture and history alongside language work, as much as time allows. Such integration may take the form of reading passages in Greek which relate to the Odyssey and Alexander the Great (e.g. those appearing in *Greek to GCSE: Part 1*) and discussion of the mythological and historical context. Additional stories based on mythology and Greek religion will be available on the website in coming months.

Suggested Learning Resources

Teachers should feel free to use whatever resources they like to prepare students for this qualification, but the following may be of particular relevance:

Textbooks:

- *Greek to GCSE: Part 1* (Taylor)
- *Prep School Greek* series (Bass)
- *Greek for Beginners* (Wilding)

E-Learning Resources:

- The ICCG website: <https://intermediategreekcert.com>.
 - Suggested scheme of work, additional translation passages and assessments at different difficulty levels. Teachers are encouraged to share resources here by sending them to iccgresources@gmail.com
- Eton Greek Project: <https://www.etoncollege.com/eton-greek-software-project/>
 - Vocabulary and grammar testers for GCSE, AS and beyond.
- Quizlet: <https://quizlet.com/> (search 'Greek to GCSE Chapter ...')
 - Vocabulary testers produced by teachers and students.

- Memrise: <https://www.memrise.com/>
 - Adaptive vocab tests based on success and failure at remembering particular words.
- East Midlands Association of Classics Teachers Level 1 workbook: <https://emact.files.wordpress.com/2019/12/1e-workbook-updated.pdf>
 - Introductory Greek workbook, exploring the alphabet and links between Greek and English.
- The Classics Library: <https://www.theclassicslibrary.com/>
 - Materials shared by teachers.

Links to the Wider Curriculum

The study of the language and culture of the Greek world offers opportunities for the discussion of a wide range of contemporary issues which link to other areas of the school curriculum, e.g. democracy and political systems, citizenship and slavery, identity and xenophobia, religion, gender (in)equality, ethical and moral questions, and many others.

Awarding, Reporting and Re-Sitting

Qualification Title

The award will be known as the Intermediate Certificate in Classical Greek.

Grading System

Students will be awarded a Distinction, Merit, Pass or Fail, according to the overall mark achieved across the whole paper. There is no hurdle of achievement within the paper (i.e. weaker performance in one section can be compensated by better performance elsewhere).

It is proposed that grades will be awarded as follows:

Distinction	c. 85% or more
Merit	c. 70% or more
Pass	c. 50% or more
Fail	under c. 50%

Examiners reserve the right to adjust these boundaries once they have analysed the quality of student work produced in the examination.

However, there will be no quotas for the number of grades awarded at each level, and there will be no norm-referenced 'bell curve' or UMS system used. As this qualification is not regulated by Ofqual/JCQ, there is no need for the policy of comparable outcomes to be applied from year to year (i.e. the maintenance of roughly the same proportion of students achieving each grade).

Assessment Arrangements

The examination will be available once per year, in June. The examination must be sat during a specified week, with the exact timing at the discretion of the school or college; this is akin to the Olympiad model used in several other subjects.

The examination sitting will usually occur in schools or colleges, according to the normal arrangements for public examinations as described by JCQ. Independent learners or adult learning groups should contact the Certificate Administrator to confirm the venue and invigilation arrangements for the examination.

Access Arrangements

Candidates who usually receive access arrangements at schools or colleges should receive these in the examination. These might include (but are not limited to) 25% extra time, rest breaks, or scribing.

Schools or colleges should notify the Certificate Administrator if they have candidates who are visually impaired and need an examination paper with enlarged text, since this can be provided as necessary.

Results and Certificates

Results will be communicated to centres and other learning groups by the end of August each year. Both the mark and grade will be printed on result slips.

Examination papers will not standardly be returned to schools, unless this is specifically requested for teaching and learning purposes. Student permission must be received for any scripts to be returned to centres. A small administration charge will apply for this service.

Individual certificates will be printed and dispatched by the end of September.

Marking reviews

If a candidate believes that there is an error in the marking, they can apply either for a clerical check of the script, or a marking review. The mark achieved may go down as well as up in this review.

Deadlines and fees for appeals will be detailed on the qualification website each year and circulated when results are communicated to centres.

Re-sits

There is no Autumn re-sit opportunity each year, but students are welcome to enter for the qualification again in subsequent years. There is no limit on the number of times an individual student can enter for the qualification.

Malpractice

Centres will be required to sign a simple declaration form that they have abided by the rules pertaining to the administration of the examination, including (but not limited to):

- The examination papers and/or details about their contents have not been disclosed to students or persons outside of the school/college in advance of when the school/college arranged for the qualification to be sat.
- Students have had no assistance in completing the examination, whether from a peer or a teacher, nor have had access to any notes or resources (paper or electronic) as they completed the question paper.
- The examination has been completed in a controlled environment including formal invigilation and within the allocated time.
- Examination answer scripts have not been changed or tampered with before being sent to the Certificate Administrator.

Any allegations of malpractice should be reported via the qualification website as soon as they are discovered. Any confirmed cases of malpractice may result in results and certificates being withheld.

Further Support for Teachers

- For further support and for any queries about the examination, this specification or the qualification in general, please contact the ICCG team via the website.
- For enquiries about funding the teaching of Classical Greek in your school, please contact Classics For All via: <https://classicsforall.org.uk/my-school-wants-classics/apply-support>
- Summer courses for teachers are available each year at the following:
 - JACT Greek Summer School, held at Bryanston School, Dorset: <https://www.greeksummerschool.org/teacher-courses/>
 - Classics for All Summer School, held at Harrow School: <https://classicsforall.org.uk/what-we-do/case-studies/free-teacher-training-courses-greek-and-latin>
 - Classics for All will also offer online teacher courses directed specifically at this qualification. More details to follow in late 2021. Contact Classics For All directly if you are interested in this.
 - Belfast Classics Summer School: <https://helenmcveigh.co.uk/summerschool2021/>

Appendix 1: Accidence and Syntax List for Sections 1-3

Comprehension and translation questions in Sections 1-3 will assume knowledge of the following accidence and syntax, equating to the contents of *Greek to GCSE: Part 1* (John Taylor).

Accidence

Verbs

Regular verbs in -ω in the present, future, imperfect and aorist active tenses (all persons, singular and plural)

Irregular aorists where included in the Defined Vocabulary List

Second person present active imperatives (singular and plural)

The irregular verb εἶμι (I am) in the present and imperfect tenses

Present active infinitive

Present, future, first (weak) aorist, and second (strong) aorist active participles (all genders, singular and plural)

Nouns and Pronouns

The forms of the definite article

All cases, singular and plural, of nouns of the following types:

τιμη, χωρα, θαλασσα, ναυτης, νεανιας, λογος, δωρον, φυλαξ, γερων, γιγας, σωμα

The declensions of the pronouns and numerals in the DVL (ἐγω, ἡμεις, συ, ὑμεις, αὐτος, τις/τις, εἰς, δυο, τρεις, τεσσαρες)

Adjectives and Adverbs

All genders and cases, singular and plural, of adjectives of the following types:

σοφος, μικρος

Adverbs formed from adjectives

Syntax

Standard uses of the cases (including possessive dative)

The cases taken by verbs and prepositions included in the DVL

Standard patterns of word order (particles that come second word, sandwich construction, uses of αὐτος)

Expressions of time

Direct statements

Direct commands

Direct questions

Use of participles (temporal, with the article, with ὡς/καυτερ)

Appendix 2: Greek to English Defined Vocabulary List for Sections 1-3

Verbs are usually given with present and aorist.

Nouns are given with nominative, genitive, and article to show gender.

Adjectives are given with masculine, feminine, and neuter.

** = comes second word in sentence, clause or phrase.*

ἀγαθος -η -ον	good
ἀγγελλω ἠγγειλα	I announce, I report
ἄγγελος -ου ὁ	messenger
ἀγορα -ας ἡ	agora, market-place, public square
ἄγρος -ου ὁ	field
ἄγω ἠγαγον	I lead
ἄγων -ωνος ὁ	contest
ἄει	always
Ἀθηναί -ων αἱ	Athens
Ἀθηναῖοι -ων οἱ	the Athenians
Ἀθηναῖος -α -ον	Athenian
ἄθλον -ου τό	prize
ἀκουω ἠκουσα	I hear, I listen to (+ <i>acc of thing, gen of person</i>)
ἄλλα	but
ἄλλος -η -ο	other, another
ἀνδρειος -α -ον	brave
ἄνεμος -ου ὁ	wind
ἄνθρωπος -ου ὁ	man, human being
ἀπο	from (+ <i>gen</i>)
ἀποβαλλω ἀπεβαλον	I throw away

ἀποθνήσκω ἀπεθανον	I die
ἀποκτείνω ἀπεκτείνα	I kill
ἄρα;	(introduces an open question, e.g. Is it ... ?)
ἀρχων -οντος ὁ	ruler, magistrate
αὐθις	again
αὐτός -η -ο	self; (after definite article) the same; (not nom) him, her, it
βαίνω	I go
βάλλω ἐβαλον	I throw
βιβλος -ου ἡ	book
βίος -ου ὁ	life
βλάπτω ἐβλαψα	I harm, I damage
βοη -ης ἡ	shout
βουλή -ης ἡ	plan; council
γάρ*	for
γερων -οντος ὁ	old man
γῆ γῆς ἡ	earth
γίγας -αντος ὁ	giant
γινώσκω	I get to know, I realise, I understand
γράφω ἐγραψα	I write
δέ*	but; and
δεινός -η -ον	strange, terrible
δειπνόν -ου τό	dinner, meal

δεκα	ten
δενδρον -ου τό	tree
δεσμωτηριον -ου τό	prison
δευτερος -α -ον	second
δημος -ου ό	people, community
δια	(+ <i>acc</i>) on account of; (+ <i>gen</i>) through
δια τί;	why?
διδασκαλος -ου ό	teacher
διδασκω έδιδαξα	I teach
διοτι	because
διωκω έδιωξα	I chase, I pursue
δουλος -ου ό	slave
δυο	two
δωρον -ου τό	gift
έγω (έ)μου	I, me
έθελω ήθελησα	I wish, I am willing
ειδον	I saw (<i>irregular aorist</i>)
ειμι	I am
ειρηνη -ης ή	peace
εις	into (+ <i>acc</i>)
εις μια έν (έν-)	one
εισπιπτω εισεπεσον	I fall into
έκ (έξ <i>before vowel</i>)	out of (+ <i>gen</i>)
έκαστος -η -ον	each
έκβαινω	I go out

ἐκεῖ	there
ἐκκλησία -ας ἡ	assembly
ἐκτρέχω ἐξεδραμον	I run out
ἐλευθερός -α -ον	free
Ἑλλάς -αδος ἡ	Greece
Ἕλληνα -ηνος ὁ	a Greek, Greek man
ἐμβαλλω ἐνεβαλον	I throw in, I thrust in
ἐμός -η -ον	my
ἐν	in (+ <i>dat</i>)
ἐνθαδε	here
ἐννεα	nine
ἕξ	six
ἐξαγω ἐξηγαγον	I lead out
ἐπει	when, since
ἐπειτα	then, next
ἐπιστολή -ης ἡ	letter
ἐπτα	seven
ἔργον -ου τό	work, deed
ἐσθίω ἐφαγον	I eat
ἐσπερα -ας ἡ	evening
ἐτι	still
ἐτοιμος -η -ον	ready
εὐθύς	immediately
εὕρισκω ἠύρον	I find
ἐχθρός -α -ον	hostile
ἐχθρός -ου ὁ	(personal) enemy

ἔχω ἔσχον	I have
Ζεὺς Δίος ἦ	Zeus
ἦλθον	I came, I went (<i>irregular aorist</i>)
ἡμεῖς -ων	we, us
ἡμέρα -ας ἦ	day
ἡμετερός -α -ον	our
θαλασσα -ης ἦ	sea
θανάτος -ου ὁ	death
θαπτοῦ ἔθαψα	I bury
θαυμάζω ἔθαυμασα	I am amazed (at), I admire
θεά -ας ἦ	goddess
θεός -ου ὁ	god
Θηβαί -ων αἱ	Thebes
θύρα -ας ἦ	door
ἱερόν -ου τό	temple
ἵππος -ου ὁ	horse
καί	and; also
καίπερ	although, despite (+ <i>participle</i>)
κακός -η -ον	bad, wicked
καλλίστος -η -ον	very fine, very beautiful
καλός -η -ον	fine, beautiful

κελευω ἐκελευσα	I order
κινδυνος -ου ὁ	danger
κλεπτω ἐκλεψα	I steal
κορη -ης ἡ	girl
Κορινθος -ου ἡ	Corinth
κριτης -ου ὁ	judge
κωλυω ἐκωλυσα	I hinder, I prevent
κωμη -ης ἡ	village
Λακεδαιμονιοι -ων οἱ	the Spartans
λαμβάνω ἐλάβον	I take
λέγω (ἐλεξα ορ) εἶπον	I speak, I say
λείπω ἐλίπον	I leave
λίθος -ου ὁ	stone
λιμην -ενος ὁ	harbour
λόγος -ου ὁ	word, reason, story
λύω ἐλύσα	I release, I untie
μανθάνω ἐμάθον	I learn
μάχη -ης ἡ	battle
μεγιστος -η -ον	very great, very big
μεν* ... δε*	on the one hand ... on the other
μεντοι*	however
μένω ἐμείνα	I stay, I remain; I wait for
μετα	(+ <i>acc</i>) after; (+ <i>gen</i>) with
μικρος -α -ον	small

μονον	only (<i>adv</i>)
μονος -η -ον	only, alone
μυθος -ου ό	story (myth, fable)
μωρος -α -ον	stupid, foolish
ναυμαχια -ας ή	sea-battle
ναυτης -ου ό	sailor
ναυτικον -ου τό	fleet
νεανιας -ου ό	young man
νεκρος -ου ό	corpse, dead body
νεος -α -ον	new; young
νησος -ου ή	island
νικη -ης ή	victory
νομος -ου ό	law; custom
νοσος -ου ή	disease
νυν	now
νυξ νυκτος ή	night
ξενος -ου ό	stranger, foreigner
ό ή το	the
όδος -ου ή	road, journey
οικια -ας ή	house
οίνος -ου ό	wine
οίος τ' ειμι	I am able
όκτω	eight

ὀλιγοι -αι -α	few
ὀλιγος -η -ον	a little, a small amount of
ὄνομα -ατος το	name
ὄπλα -ων τα	arms, weapons (<i>pl</i>)
οὐ (οὐκ, οὐχ)	not
οὐδεις οὐδεμια οὐδεν (οὐδεν-)	no-one, nothing, no (<i>i.e.</i> not any)
οὖν*	therefore
παις παιδος ὁ/ή	boy, girl, child
παλαι	long ago, in the past
παρακευαζω παρεσκευασα	I prepare
παρειμι <i>imperfect</i> παρην	I am here, I am present
παρεχω παρεσχον	I produce, I provide
πας πασα παν (παντ-)	all, every
πασχω ἐπαθον	I suffer, I experience
παυω ἐπαυσα	I stop
πειθω ἐπεισα	I persuade
πεμπτος -η -ον	fifth
πεμπω ἐπεμψα	I send
πεντε	five
περι	about, concerning (+ <i>gen</i>)
Περσαι -ων οί	the Persians
πινω ἐπιον	I drink
πιπτω ἐπεσον	I fall
πιστευω ἐπιστευσα	I trust, I believe (+ <i>dat</i>)
πλοιον -ου τό	boat

ποθεν;	where from?
ποιητης -ου ὁ	poet
πολεμιοι -ων οἱ	enemy (in war)
πολεμος -ου ὁ	war
πολιτης -ου ὁ	citizen
πολλακις	often
πολλοι -αι -α	many
ποταμος -ου ὁ	river
ποτε;	when?
που;	where?
πους ποδος ὁ	foot
προς	towards (+ <i>acc</i>)
προσαγω προσηγαγον	I lead to(wards)
προσβαινω	I go towards
προσπεμπω προσεπεμψα	I send to(wards)
προστρεχω προσεδραμον	I run towards
προτερον	previously, before
πρωτον	first (<i>adv</i>), at first
πρωτος -η -ον	first
πυλη -ης ἡ	gate
πυρ πυρος το	fire
πως;	how?
σος ση σον	your (of you <i>sg</i>)
σοφια -ας ἡ	wisdom
σοφος -η -ον	wise, clever

στρατηγος -ου ό	general
στρατιωτης -ου ό	soldier
στρατοπεδον -ου τό	camp
στρατος -ου ό	army
συ σου	you (sg)
συλλεγω συνελεξα	I collect, I gather
συμμαχος -ου ό	ally
σωμα -ατος το	body
τασσω έταξα	I draw up, I arrange
τε* ... και	both ... and
τελος	finally
τεσσαρες τεσσαρα	four
τεταρτος -η -ον	fourth
τιμη -ης ή	honour
τίς; τί; (τίν-)	who? which? what?
τις τι (τιν-)	a certain, someone, something
τοπος -ου ό	place
τρεις τρια	three
τρεχω έδραμον	I run
τριτος -η -ον	third
ύδωρ -ατος το	water
ύμεις -ων	you (pl)
ύμετερος -α -ον	your (of you pl)
ύπνος -ου ό	sleep

φέρω ἤνεγκα	I carry, I bring
φευγῶ ἐφυγον	I run away
φίλος -ου ὁ	friend
φοβός -ου ὁ	fear
φυλαξ -ακος ὁ	guard
φυλασσω ἐφυλαξα	I guard
φωνή -ης ἡ	voice
χαλεπός -η -ον	difficult; dangerous
χρηματα -ων τα	money
χρησιμὸς -η -ον	useful
χρονός -ου ὁ	time
χώρα -ας ἡ	country
ὦ	<i>O (used + voc to address someone; usually better omitted in English)</i>
ὥρα -ας ἡ	hour
ὥς	<i>as; (+ present or aorist participle) as, since, because, on the grounds that; (+ future participle) in order to</i>

(Total 250)

Appendix 3: Restricted Vocabulary List and Restricted Accidence & Syntax List for Section 4

Vocabulary (91 words)

ἀγαθος -η -ον	good
ἀγγελλω ἠγγειλα	I announce, I report
ἀγγελος -ου ὁ	messenger
ἀγορα -ας ἡ	agora, market-place, public square
ἀγρος -ου ὁ	field
ἄγω ἠγαγον	I lead
ἀει	always
ἄθλον -ου τό	prize
ἀκουω ἠκουσα	I hear, I listen to (+ <i>acc of thing, gen of person</i>)
ἀνδρειος -α -ον	brave
ἄνθρωπος -ου ὁ	man, human being
ἀπο	from (+ <i>gen</i>)
ἄρα;	(<i>introduces an open question, e.g. Is it ... ?</i>)
βαίνω	I go
βάλλω ἔβαλον	I throw
βιβλος -ου ἡ	book
βοη -ης ἡ	shout
γίγνωσκω	I get to know, I realise, I understand
γράφω ἔγραψα	I write
δεινος -η -ον	strange, terrible
διότι	because
διώκω ἔδιωξα	I chase, I pursue
δουλος -ου ὁ	slave
δωρον -ου τό	gift

ἐθέλω ἠθέλησα	I wish, I am willing
εἰμι	I am
εἰς	into (+ <i>acc</i>)
ἐκ (ἐξ <i>before vowel</i>)	out of (+ <i>gen</i>)
ἐν	in (+ <i>dat</i>)
ἐπιστολή -ης ἡ	letter
ἔργον -ου τό	work, deed
ἐσθίω ἐφαγον	I eat
εὐθύς	immediately
εὕρισκω ἠύρον	I find
ἔχω ἔσχον	I have
ἡμέρα -ας ἡ	day
θαλάσση -ης ἡ	sea
θαυμάζω ἐθαύμασα	I am amazed (at), I admire
θεά -ας ἡ	goddess
θεός -ου ό	god
θύρα -ας ἡ	door
ἱερόν -ου τό	temple
ἵππος -ου ό	horse
καί	and; also
κακός -η -ον	bad, wicked
καλός -η -ον	fine, beautiful
κέλευω ἐκέλευσα	I order
κίνδυνος -ου ό	danger
λαμβάνω ἔλαβον	I take
λέγω (ἐλεξα <i>or</i>) εἶπον	I speak, I say
λείπω ἔλιπον	I leave

λιθος -ου ό	stone
λογος -ου ό	word, reason, story
μανθανω έμαθον	I learn
μαχη -ης ή	battle
μενω έμεινα	I stay, I remain; I wait for
μωρος -α -ον	stupid, foolish
νεανιας -ου ό	young man
νεος -α -ον	new; young
νησος -ου ή	island
νομος -ου ό	law; custom
νυν	now
ξενος -ου ό	stranger, foreigner
ό ή το	the
όδος -ου ή	road, journey
οικια -ας ή	house
οίνος -ου ό	wine
όλιγοι -αι -α	few
όπλα -ων τα	arms, weapons (<i>pl</i>)
ου (ουκ, ουχ)	not
πειθω έπεισα	I persuade
πεμπω έπεμψα	I send
πινω έπιον	I drink
πιπω έπεσον	I fall
πολιτης -ου ό	citizen
πολλακις	often
πολλοι -αι -α	many
ποταμος -ου ό	river

προς	towards (+ <i>acc</i>)
πυλη -ης ή	gate
σοφος -η -ον	wise, clever
στρατηγος -ου ό	general
στρατιωτης -ου ό	soldier
τρεχω έδραμον	I run
φερω ήνεγκα	I carry, I bring
φευγω έφυγον	I run away
φιλος -ου ό	friend
φυλασσω έφυλαξα	I guard
φωνη -ης ή	voice
χαλεπος -η -ον	difficult; dangerous
χωρα -ας ή	country

(91 words)

Restricted Accidence

Regular verbs in -ω in the present, future, imperfect and aorist active tenses (all persons, singular and plural)

Aorists of verbs in the Restricted Vocabulary List (where included in the DVL)

The irregular verb είμι (I am) in the present and imperfect tenses

Present active infinitive

The forms of the definite article

All cases, singular and plural, of nouns of the following types:

τιμη, χωρα, θαλασσα, ναυτης, νεανιας, λογος, δωρον

All genders and cases, singular and plural, of adjectives of the following types:

σοφος, μικρος

Restricted Syntax

Standard uses of the cases

The cases taken by prepositions in the RVL

Direct statements and direct questions