2001 Higher School Certificate Specimen Examination Paper

Classical Greek Continuers

Introduction
This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Classical Greek Continuers. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board’s Principles for Setting HSC Examinations in a Standards-Referenced Framework, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as ‘discuss’, ‘analyse’, and ‘explain’, have been used consistently in accordance with the glossary published in the Board’s Assessment Support Document.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Classical Greek syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Classical Greek Continuers specimen paper:

- All questions have been numbered sequentially across all sections.
- For the specimen examination only, the prescribed texts are to be found on page 2 of the specimen paper.
For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
<th>Targeted performance bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>10</td>
<td>Prescribed Text – Thucydides VII H1.1 – H1.3</td>
<td>H1.1 – H1.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td>1(b)</td>
<td>10</td>
<td>Prescribed Text – Thucydides VII H1.1 – H1.3</td>
<td>H1.1 – H1.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td>2(a)</td>
<td>2</td>
<td>Prescribed Text – Thucydides VII H1.1, H2.1 – H2.3</td>
<td>H1.1, H2.1 – H2.3</td>
<td>3 – 4</td>
</tr>
<tr>
<td>2(b)</td>
<td>3</td>
<td>Prescribed Text – Thucydides VII H1.1, H2.1 – H2.3</td>
<td>H1.1, H2.1 – H2.3</td>
<td>3 – 4</td>
</tr>
<tr>
<td>2(c)</td>
<td>2</td>
<td>Prescribed Text – Thucydides VII H1.1, H2.1 – H2.3</td>
<td>H1.1, H2.1 – H2.3</td>
<td>3 – 4</td>
</tr>
<tr>
<td>2(d)</td>
<td>3</td>
<td>Prescribed Text – Thucydides VII H3.1</td>
<td>H3.1</td>
<td>4 – 6</td>
</tr>
<tr>
<td>3(a) or 3(b)</td>
<td>10</td>
<td>Prescribed Text – Thucydides VII H3.1, H3.2</td>
<td>H3.1, H3.2</td>
<td>2 – 6</td>
</tr>
<tr>
<td>4(a)</td>
<td>10</td>
<td>Prescribed Text – Frogs H1.1 – H1.3</td>
<td>H1.1 – H1.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td>4(b)</td>
<td>10</td>
<td>Prescribed Text – Frogs H1.1 – H1.3</td>
<td>H1.1 – H1.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td>5(a)</td>
<td>3</td>
<td>Prescribed Text – Frogs H1.1, H2.1 – H2.3</td>
<td>H1.1, H2.1 – H2.3</td>
<td>3 – 6</td>
</tr>
<tr>
<td>5(b)</td>
<td>1</td>
<td>Prescribed Text – Frogs H1.1, H2.1 – H2.3</td>
<td>H1.1, H2.1 – H2.3</td>
<td>3 – 6</td>
</tr>
<tr>
<td>5(c)</td>
<td>4</td>
<td>Prescribed Text – Frogs H3.1</td>
<td>H3.1</td>
<td>3 – 6</td>
</tr>
<tr>
<td>5(d)</td>
<td>2</td>
<td>Prescribed Text – Frogs H2.2, H2.3</td>
<td>H2.2, H2.3</td>
<td>4 – 6</td>
</tr>
<tr>
<td>6(a) or 6(b)</td>
<td>10</td>
<td>Prescribed Text – Frogs H3.1, H3.2</td>
<td>H3.1, H3.2</td>
<td>2 – 6</td>
</tr>
<tr>
<td>7(a)</td>
<td>8</td>
<td>Unseen Text</td>
<td>H1.1 – H1.3</td>
<td>2 – 6</td>
</tr>
<tr>
<td>7(b)</td>
<td>12</td>
<td>Unseen Text</td>
<td>H1.1 – H1.3</td>
<td>2 – 6</td>
</tr>
</tbody>
</table>
Sample marking guidelines for Classical Greek Continuers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Classical Greek Continuers. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:
1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board’s *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).
Sample Marking Guidelines – Classical Greek Continuers

**Question 3** (10 marks)

Discuss Thucydides’ portrayal of the character and role of Demosthenes in Book VII.

In your answer you will be assessed on how well you:
- demonstrate an understanding of the prescribed texts
- present a sustained, logical and well-structured answer to the question

**Outcomes assessed:** H3.1, H3.2

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Demonstrates breadth and depth in the discussion of Thucydides’ portrayal of the character and role of Demosthenes in Book VII</td>
</tr>
<tr>
<td>Argues convincingly and substantiates points of view with specific reference to the relevant sections of Book VII</td>
</tr>
<tr>
<td>Composes a well-organised and coherent response</td>
</tr>
</tbody>
</table>

| | |
|**9 – 10** | 7 – 8 |
| Demonstrates breadth and some depth in the discussion of Thucydides’ portrayal of the character and role of Demosthenes in Book VII | |
| Argues effectively and substantiates a point of view with appropriate reference to the relevant sections of Book VII | |
| Composes a structured response | |

| | |
|**7 – 8** | 5 – 6 |
| Makes some relevant observations in the discussion of Thucydides’ portrayal of the character and role of Demosthenes in Book VII | |
| Includes narrative rather than analytical elements | |
| Shows some ability to structure ideas and information with clarity | |

| | |
|**5 – 6** | 3 – 4 |
| Cites some relevant examples from Book VII relating to Thucydides’ portrayal of the character and role of Demosthenes without necessarily making the link explicit between the question asked and the text | |
| Includes some general statements relating to the question | |
| Demonstrates some ability to structure and sequence ideas and information | |

| | |
|**3 – 4** | 1 – 2 |
| Identifies some isolated relevant information relating to Thucydides’ portrayal of the character and role of Demosthenes in Book VII | |
| Demonstrates a limited ability to structure and sequence ideas and information | |
Answers could include:
- Demosthenes as a ‘man of action’ in the campaign, particularly his partially successful campaign on Epipolae
- Contrast between Nicias’ personality and that of Demosthenes
- Elements of Demosthenes’ history underscore Nicias’ failures, eg Demosthenes’ desire to retreat and Nicias’ objection to this
- Elements of dramatic effect through Demosthenes’ demise
- Consideration of the question ‘What if Demosthenes had been successful in making Nicias withdraw?’ in relation to Demosthenes’ strength of character and the character of Nicias

Question 5 (10 marks)

Answer the questions that follow the extract. Use the extract and your knowledge of the text in your answers.

Refer to the extract on page 8 of the Specimen Paper.

(a) What has caused this argument in front of Dionysus?

Sample answer:
Euripides is challenging Aeschylus for the title of the best writer of tragedy. Euripides has died and gone to the Underworld where Aeschylus is considered the master of tragedy. Pluto (god of the Underworld) has arranged a contest with Dionysus as judge.

(b) Explain the accusation contained in lines 833–834

Sample answer:
Aeschylus used a silent figure in the prologue of a play.
(c) Show how in lines 836–842 (εγώδα...ρατισυρραπτάδη) Aristophanes’ choice of particular words and phrases parodies the style of Aeschylus and of Euripides.

Outcomes assessed: H1.1, H2.1, H2.2, H2.3

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates both depth and breadth of treatment of the question through the selection of appropriate examples with a full explanation of their effect</td>
<td>4</td>
</tr>
<tr>
<td>Cites examples that relate to both Aeschylus and Euripides</td>
<td></td>
</tr>
<tr>
<td>Demonstrates breadth of treatment through the selection of appropriate examples with an explanation of their effectiveness relates extract to question</td>
<td></td>
</tr>
<tr>
<td>Cites examples that relate to both Aeschylus and Euripides but offers only a limited explanation of them in terms of the question</td>
<td>3</td>
</tr>
<tr>
<td>Explains the effect of ONE example for EACH dramatist</td>
<td>2</td>
</tr>
<tr>
<td>Explains the effect of ONE example</td>
<td>1</td>
</tr>
</tbody>
</table>

Answers could include:
- αγριοποιόν (Aeschylus’ style)
- αυθαδόστατον (Aeschylus’ style)
- lines 838–9 negative compounds (Euripides’ style)
- line 839: long compound words (Aeschylus’ style)
- line 839: two-word trimeter (Aeschylus’ style)
- line 840: agricultural goddess (Euripides’ style)
- lines 841–2: polysyllabic coined words (Euripides’ style)

(d) What point is Aeschylus making in using the term χωλόποιόν (line 846)?

Outcomes assessed: H1.1, H2.1, H2.2, H2.3

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The word means ‘poet of cripples’ and is directed at Euripides</td>
<td>2</td>
</tr>
<tr>
<td>The heroes of a number of Euripides’ plays are cripples</td>
<td></td>
</tr>
<tr>
<td>ONE of above</td>
<td>1</td>
</tr>
</tbody>
</table>
General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using blue or black pen
- Answer all questions in the writing booklet provided
- Extra writing booklets are available

Section I  Pages 3 – 5
Total marks (40)
- Attempt Questions 1 – 3
- Allow about 1 hour and 10 minutes for this section

Section II  Pages 6 – 9
Total marks (40)
- Attempt Questions 4 – 6
- Allow about 1 hour and 10 minutes for this section

Section III  Pages 10 – 11
Total marks (20)
- Attempt Question 7
- Allow about 40 minutes for this section
For the purpose of this specimen paper only, the following applies to Section I and Section II:

Texts


Section I – Prescribed Text – Thucydides VII

Total marks (40)
 Attempt Questions 1 – 3
 Allow about 1 hour and 10 minutes for this section

Question 1 (20 marks)

Translate BOTH passages into ENGLISH.

(a) Οἱ δὲ οὖν Συρακόσιοι καὶ οἱ ξύμμαχοι εἰκότας ἐνόμισαν καλὸν ἀγάνισμα σφίσιν εἶναι ἐπὶ τὴ γεγενημένη νίκη τῆς ναυμαχίας ἐλέειν τὸ τὸ στρατόπεδον ἄπαν τῶν Ἀθηναίων τοσοῦτον ὑπὸ, καὶ μηδὲ καθ’ ΄ἐτερα αὐτούς, µήτε διὰ θαλάσσης µήτε τῷ πεξῷ, διαφυγεῖν. ἐκλήσαν οὖν τὸν τε λιμένα εὐθὺς τὸν µέγαν, ἐχοντα τὸ στόµα ὅκτῳ σταδίων µάλιστα, τριήρεις πλαγίας καὶ πλοίους καὶ ἀκάτοις ἐπ’ ἀγκυρῷν ὄρµίζοντες, καὶ τάλα, ἢν ἔτι ναυμαχεῖν οἱ Ἀθηναίοι τολµήσωσι, παρεσκευάζοντο, καὶ ὀλίγον οὔθεν ἐς οὐδὲν ἐπενόντων. τοῖς δὲ Ἀθηναίοις τὴν τέ ἀπόκλησιν ὄρωσι καὶ τὴν ἄλλην διανόοντα αὐτῶν αἰσθοµένοις βουλευτέα ἐδόκει. (59.2–60.1)

(b) Οἱ δὲ Συρακόσιοι τῇ ὑστεραίᾳ καταλαβόντες αὐτὸν ἔλεγον ὅτι οἱ µετὰ Δηµοσθένους παραδεδώκοιεν σφᾶς αὐτούς, κελεύνοντες κάκειν τὸ αὐτὸ δρᾶν ὃ δ’ ἀπιστῶν σπένδεται ἵππεα τέµμαι σκεψοµένον, ὡς δ’ οἰχόµενος ἀπῆγγειλε πάλιν παραδεδοκότας, ἐπικηρυκεύεται Γυλλίππο καὶ Συρακοσίοις εἶναι ἔτοιµος ὑπὲρ Ἀθηναίων ξιµιβήναι, ὡς ανήλωσαν χρῆµατα Συρακόσιοι ἐς τὸν πόλεµον, ταῦτα ἀποδοῦναι, ὡστε τὴν µετ’ αὐτοῦ στρατιὰν ἀφεῖναι αὐτοὺς µέχρι τοῦ ἄν τὰ χρῆµατα ἀποδοθῆ, ἀνδρας δώσειν Ἀθηναίων ὀµήρους, ἴνα κατὰ τάλαντον, οἱ δὲ Συρακόσιοι καὶ Γυλλίππος οὐ προσεδέχοντο τοὺς λόγους, ἀλλὰ προσπεσόντες καὶ περιστάντες πανταχόθεν ἔβαλλον καὶ τούτους µέχρι ὤψε. (83.1–3)
Question 2 (10 marks)

Answer the questions that follow the extract. Use the extract and your knowledge of the text in your answers.

οἱ δὲ τῶν Ἀθηναίων στρατηγοὶ ὁρῶντες στρατιῶν τε ἄλλην προσγεγεμενήν αὐτοῖς καὶ τὰ ἑωτῶν ἁμα οὐκ ἐπὶ τὸ βέλτιον χωροῦντα, ἄλλα καθ’ ἡμέραν τοὺς πάσι χαλεπώτερον ἴσχυντα, μᾶλλον δὲ τῇ ἀσθενείᾳ τῶν ἀνδρῶν πιεζόμενα, μετεμέλειν τὸ πρῶτον οὐκ ἀναστάντες καὶ ὡς αὐτοῖς οὐδὲ ὁ Νικιάς ἦ τοῖς ὁμοίως ἐνηντιοῦτο, ἄλλ᾽ ἢ μὴ φανερῶς γε ἀξιῶν ψηφίζεσθαι, προείπον ὡς ἐδύναντο ἀδηλότατα ἐκπλοῦν ἐκ τοῦ στρατοπέδου πάσι, καὶ παρασκευάσασθαι ὅταν τις σημήνης, καὶ μελλόντων αὐτῶν, ἐπείδη ἑτοίμα ἦν, ὀπολείν ἢ σελήνη ἐκλείπει· ἐτύγχανε γὰρ πασσέληνος οὐδ᾽. Καὶ οἱ Ἀθηναῖοι οἱ τε πλείους 10 ἐπισχεῖν ἐκέλευον τοὺς στρατηγοὺς ἐνθύμιον ποιούμενοι, καὶ ὁ Νικιάς (ἳν γὰρ τι καὶ ἄρχαν θειασμῷ τε καὶ τῷ τοιούτῳ προσκειμένος) οὐδ᾽ ἄν διαβουλεύσασθαι ἐτι ἐφὶ πρίν, ὡς οἱ μάντες ἐξηγοῦντο, τρίς ἐννέα ἡμέρας μεῖναι, ὡς ἄν πρότερον κινηθεῖν, καὶ τοῖς μὲν Ἀθηναίοις μελλήσασι διὰ τοῦτο ἦ 15 μονή ἐγεγένητο.

(50.3–4)

(a) προείπον ... ἐκπλοῦν (line 7)
Describe the circumstances that led to this course of action. 2

(b) Why was there a subsequent change of plan? 3

(c) ἢ μονὴ ἐγεγένητο (lines 15–16)
How did the Syracusans take advantage of this? 2

(d) What impression of Nikias’ leadership does this passage give? 3

Marks
In Question 3 you will be assessed on how well you:

- demonstrate an understanding of the prescribed texts
- present a sustained, logical and well-structured answer to the question

**Question 3 (10 marks)**

Choose ONE of the following questions. Write an essay of two or three pages in length.

(a) Analyse Thucydides’ portrayal of the character and role of Demosthenes in Book VII.

**OR**

(b) ‘It is Thucydides’ desire to make the reader a spectator’ (Plutarch). Discuss this comment on Thucydides’ narrative style in relation to Book VII.
Question 4 (20 marks)

Translate BOTH passages into ENGLISH.

(a) ΔΙ. καλῶς λέγεις.
καὶ γὰρ τιν’ ἐκφέρουσι τούτον νεκρόν.
οὕτως, σὲ λέγω μέντοι, σὲ τὸν τεθνηκότα.
ἀνθρωπε, βούλει σκευάρι’ εἰς Ἀιδοῦ φέρειν;
NEΚΡΟΣ
πόσ’ ἄττα;
ΔΙ. ταυτί.
NE. δύο δραχμάς μισθὸν τελείς;
ΔΙ. μᾶ Δί’, ἀλλ’ ἔλαττον.
NE. ὑπάγεθ’ ύμεῖς τῆς ὀδοῦ.
ΔΙ. ἀνάμειν, ὦ δαμόν’, ἐὰν ξυμβῇ τί σοι.
NE. εἰ μὴ καταθήκεις δύο δραχμάς, μὴ διαλέγου.
ΔΙ. λάβ’ ἐννέ’ ὀβολοὺς.
NE. ἀναβιοίνυν νῦν πάλιν.
ΔΙ. ως σεμνὸς ὁ κατάρατος.
ΞΑ. οὐκ οἴμωξται;
ἐγὼ βαδιοῦμαι.
ΔΙ. χρήστος ἐκ καὶ γεννάδας.
χωρῶμεν ἐπὶ τὸ πλοῖον.
ΧΑΡΩΝ
ὁπ’, παραβαλοῦ.
ΞΑ. τουτί τί ἐστί;

(169–181)
(b) ΔΙ. ἀθόνατος εἶναι φήμι, Διόνυσος Διός, 
τούτον δὲ δούλον.
ΑΙ. ταῦτα ἀκούεις;
ΞΑ. φήμ’ ἐγώ.
καὶ πολὺ γε μᾶλλον ἦστι μαστιγωτέος·
εἴπερ θεός γάρ ἦστιν, οὐκ αἰσθήσεσαι.
ΔΙ. τι δή, ἐπειδή καὶ σὺ φής εἶναι θεός,
οὐ καὶ σὺ τύπτει τὰς ἵσσας πληγὰς ἐμοί;
ΞΑ. δίκαιος ὁ λόγος χωπότερον γ’ ἀν νόν ἰδῆς
κλαύσαντα πρότερον ἢ προτιμήσαντά τι
tυπόμενον, εἶναι τούτον ἡγοῦ μὴ θεόν.
ΑΙ. οὐκ ἔσθ’ ὅπως οὐκ εἴ σὺ γεννᾶδας ἀνήρ·
χωρείς γάρ εἰς τὸ δίκαιον. ἀποδύσθη δὴ.
ΞΑ. πώς οὖν βασανιεῖς νῦ δικαίως;
ΑΙ. ρᾳδίως·
πληγήν παρὰ πληγήν ἐκάτερον.
ΞΑ. καλῶς λέγεις.

End of Question 4
Question 5 (10 marks)

Answer the questions that follow the extract. Use the extract and your knowledge of the text in your answers.

(a) What has caused the argument in front of Dionysus?  

(b) Explain the accusation contained in lines 833–834.  

(c) Show how in lines 836–842 (ἐγώδα ... ῥακιοσυρραπτάδη) Aristophanes’ choice of particular words and phrases parodies the style of Aeschylus and of Euripides.  

(d) What point is Aeschylus making in using the term χωλοποιον (line 846)?  

3 marks

1 mark

4 marks

2 marks
In Question 6 you will be assessed on how well you:
- demonstrate an understanding of the prescribed texts
- present a sustained, logical, well-structured answer to the question

**Question 6 (10 marks)**

Choose ONE of the following questions. Write an essay of two or three pages in length.

(a) What elements of humour does Aristophanes employ in this passage?

OR

(b) In what sense can Dionysus be called the ‘hero’ of Aristophanes’ *Frogs*?
Section III – Unseen Texts

Total marks (20)
Attempt Question 7
Allow about 40 minutes for this section

Question 7 (20 marks)

Translate BOTH passages into ENGLISH.

(a) Socrates tries to teach Strepsiades about names and gender.  

**SOCR:** But in any case you have to learn which of the names are male and which are female.

**STR:** But I already know which are female. Tell me then.

**SOCR:** Lysilla, Philinna, Clitagora, Demetria.

**STR:** µυριά.

Φιλόξενος, Μελησίας, 'Αμυνίας.

ούκ ἄρρενα. οὐκ ἄρρεν' ὑμῖν ἔστιν;

πῶς ἂν καλέσεις ἐντυχον 'Αμυνίας;

ὁρᾶς; γυναῖκα τὴν 'Αμυνίαν καλεῖς.

στρ. οὐκούν δικαίως, ἡτίς σοι στρατεύεται;

ατὰρ τί ταῦθ' ἀ πάντες ἱσμεν μαθάναι;

οὐδὲν μᾶ Δί ...

(Aristophanes, Clouds, 681–94)

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Question 7 continues on page 11
(b) Thucydides gives the reason why the Syracusans and Locrians seized Messene.

The following summer, around the time when the corn was ripening, ten Syracusan and an equal number of Locrian ships sailed to Messene in Sicily and occupied it, since the Messenians had invited them. Then Messene revolted from its alliance with Athens.

(Thucydides IV, 1)

προσβολή (point of) attack
φυγας, ἀδος an exile
στασιάζειν to be divided by factions

End of paper