



**General Certificate of Education
June 2012**

Classical Civilisation **2021**

Greek Tragedy

A2 Unit 3C

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the student uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the student's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	Demonstrates <ul style="list-style-type: none">• accurate and relevant knowledge covering central aspects of the question• clear understanding of central aspects of the question• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion• ability generally to use specialist vocabulary when appropriate.	8-10
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to use specialist vocabulary when appropriate.	5-7
Level 2	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-4
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy accurate and relevant knowledge or <ul style="list-style-type: none">• an occasional attempt to make a relevant comment with no accurate knowledge to support it.	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">• well chosen accurate and relevant knowledge covering most of the central aspects of the question• coherent understanding of the central aspects of the question• ability to sustain an argument which<ul style="list-style-type: none">has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">• generally adequate accurate and relevant knowledge covering many of the central aspects of the question• understanding of many of the central aspects of the question• ability to develop an argument which<ul style="list-style-type: none">has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

These essays form the **synoptic assessment**. Therefore, the descriptors below take into account the requirement in the Subject Criteria for Classics and Specification that students should, in a **comparative** analysis, **draw together** their knowledge and skills to demonstrate understanding of the **links** between central elements of study in the context of the cultural, religious, social and political **values** of the classical world.

- Level 5** Demonstrates
- well chosen accurate and relevant knowledge from different sources which thoroughly covers the central aspects of the question
 - coherent and perceptive understanding of the links between the central aspects of the question and the values of the classical world
 - ability to sustain an argument which
 - is explicitly comparative,
 - has an almost wholly analytical and/or evaluative focus,
 - responds to the precise terms of the question,
 - fluently links comment to detail,
 - has a clear and logical structure
 - reaches a reasoned conclusion
 - is clear and coherent, using appropriate, accurate language and
 - makes use of specialist vocabulary when appropriate.
- 37-40**
- Level 4** Demonstrates
- generally adequate accurate and relevant knowledge from different sources which covers many of the central aspects of the question
 - sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion
 - ability to develop an argument which
 - makes connections and comparisons,
 - has a generally analytical and/or evaluative focus,
 - is broadly appropriate to the question,
 - mainly supports comment with detail and
 - has a discernible structure
 - is generally clear and coherent, using appropriate, generally accurate language and
 - generally makes use of specialist vocabulary when appropriate.
- 27-36**

Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge from different sources• some understanding of some aspects of the question, including some awareness of classical values• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	17-26
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	8-16
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-7

Mark Scheme
Unit 3C Greek Tragedy

Section 1

Option A

- 01** *In what circumstances is Oedipus speaking to the Corinthian messenger? Make five points.*

Five of e.g.

Creon has come back from Delphi with the news that Thebes is harbouring a murderer and is being punished [1] Teiresias has told Oedipus that he is the murderer [1] The messenger has arrived with the news of Polybus' death / Corinth wants him back as king [1]; he is the recipient of Oedipus' statement of his destiny, and reveals the details of his acquisition of Oedipus from Laius' servant [1] and delivery to his adoptive parents [1]; Jocasta [1], who has been encouraging Oedipus to treat Polybus' death as a release from his fears [1] now begins to see the truth [1] and tries to prevent Oedipus from summoning Laius' old shepherd as the next step [1].

Credit statements that explain Oedipus' ignorance.

(5 marks)

- 02** *What does this speech contribute to our view of Oedipus? Support your answer by reference to the whole play.*

Builds on earlier scenes with Teiresias, Creon and Jocasta, for a view of the fears and (not unreasonable) paranoia, and the resultant short fuse inherent in Oedipus' nature as contributory factors to his behaviour, his past actions, and his insistence on finding out the truth despite its likely prejudicial nature. Key concepts are likely to be Oedipus' ambivalence about his power, his reliance on prophecy or not, his own sense of his intelligence and status, and his capacity for insistence on a line of activity, whether wise or not, and with or without advice, etc.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 03** *How important is the concept of family to Oedipus the King? Support your answer by reference to the whole play.*

Here the student is being asked to deal with a key tragic theme central to this play, as others; the major manifestations here might be:

- family cohesion
- honour, religious or political
- curses and their outcomes for the family as well as the individual
- gender division
- power structures, political or 'domestic' when the key formal roles are played by members of a family
- father / son relationships
- mother / son relationships
- father / daughter relationships

How the themes are handled is quite as important as the choice of thematic content, and a

good answer may not use all these points, but should apply some of them in discussion of the whole play. If students propose alternative concepts these must be supported.

To get above mid Level 3 (11 marks) students must show evidence of awareness of classical values.

Apply Levels of Response at beginning of Mark Scheme. (20 marks)

Option B

04 Briefly outline the circumstances which have led Medea to make this speech to Jason. Make five points.

Five of e.g.

Jason has married Creon's daughter / Jason has betrayed Medea [1] to establish his own status [1], thereby depriving Medea of a formal status [1] in a foreign country [1] as his wife and the mother of his children [1] Creon has exiled Medea [1] for fear of her reaction [1]; Medea has extracted leave to stay for a further day [1] to make necessary arrangements [1], which will allow her to take revenge [1]; Jason tries to reason with Medea / offers help [1]. Medea is plotting to kill the children [1]. She is also plotting to kill Creon's daughter [1]

(5 marks)

05 How do the whole of this speech, and Jason's response to it, contribute to your view of both characters? Support your answer by reference to the whole play.

A matter of the student's judgement, but the discussion might include

Jason:

- trying to secure the status of both?
- conscious of their reputation preceding them to their detriment
- conciliatory
- scared of Medea?
- presents himself as trying to be helpful, responsible and supportive
- and aware of his debt to Medea, while equally aware of her dangerous nature
- pragmatic
- arrogant
- patronising

Medea:

- rhetoric of betrayal (a great set-piece speaker)
- key role in Jason's success
- risk in playing that role (dragon, Pelias etc.)
- anger
- self-pity
- manipulative

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

06 ***'No other scene contributes as much as this one to the development of the play.'***
How far do you agree? Give your reasons.

This scene provides a key confrontation between the two principal driver-characters of the drama. Answers may propose alternative turning-points, including the earlier encounter with Creon and, more specifically:

- The later encounter with Jason in which Medea proposes the children as gift-bearers to the new bride, which principally contributes to the characters' development.
- The delivery of the news of the death of Creon and Glauce, which may be argued is stronger on plot-points.

The scene which contains the passage has a role reversal in the later speech by Jason to Medea when she has achieved her ends in the last scene.

It also provides the emotional and explicative back-story.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

07 ***How important is the use of dramatic irony in Oedipus the King, Antigone, Hippolytus and Medea? Support your answer by reference to all four plays.***

A discussion, using the set texts, of dramatic irony and audience plot-knowledge of familiar legend as devices for including the audience in the working out of the plot:

- *Oedipus the King* will provide a lot of the fuel – we know much more than he does, and almost everything he says is double edged.
- In the *Hippolytus* our pity is perhaps moved by what we know will happen to him, if not so much by the minutiae of what he says. Our knowledge of his fate will affect the view we take of Theseus' treatment of him, and also probably our reception of Phaedra. Role of Aphrodite's prologue, misleading in some details etc.
- *Antigone* is perhaps the least ironic of all the plays, though there is a reversal of fortune which will contribute to our appreciation of the twists of the plot; the view we take of Creon will be fuelled by our knowledge of the outcome of his adherence to principles which are not wrong by one set of standards, and which he views as universal and impersonal rules of good government, but will lead to disaster of a particularly personal and domestic kind in the loss of his wife and son.
- The plot and outcomes of *Medea* are enhanced dramatically by our knowledge of her intentions and duplicity, and the extent to which she manages to manipulate other characters, despite their distrust.

Good answers are likely to comment on the playwright's particular use of dramatic devices to work out the plot and its stages in the particular version of the story they tell, in conjunction with the characters they create. A good synoptic answer should discuss many of the themes exemplified above and their implications in the light of their use in all four plays.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

08 To what extent do Sophocles and Euripides consistently portray women as the main causes of the tragedies? Support your answer by reference to *Oedipus the King*, *Antigone*, *Hippolytus* and *Medea*.

Cue for a discussion which may include:

- Jocasta's formal position v. her real relationship with Oedipus
- Antigone's take on her family and religious responsibilities as against her legal position (as defined by Creon)
- Ismene's tendency to take the line of least resistance
- Phaedra's honour / compulsion split
- The Nurse's rather different approach
- Medea's sense of her relationship with her children v. her future needs
- The Nurse here as a commentator

An argument for consistency may present the primary females (with the possible exception of Jocasta) as subverters of male structures, but an argument for diversity is possible and could be as convincing. Quality of argument and the use of all four plays will equally be the determining factors.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 3C Greek Tragedy

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	5		5
02	4	6	10
03	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
04	5		5
05	4	6	10
06	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
07	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
08	16	24	40
TOTAL	16	24	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	33	42	75
%	44%	56%	100%

UMS conversion calculator www.aqa.org.uk/umsconversion