

# A-LEVEL CLASSICAL CIVILISATION

CIV3C Greek Tragedy  
Mark scheme

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2020  
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Version/Stage: Final V1.0

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

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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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

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

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

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

## 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**

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

## Unit 3C Greek Tragedy

### Section 1

#### Option A

#### 01 Outline the circumstances in which Oedipus makes this speech. Make five points.

**Five** of eg: The Chorus/leader/priest have asked Oedipus [1] to save Thebes from the plague [1] Oedipus sent Creon to Delphi [1] Creon [1] returns from Delphi [1] with the news that the murderer of Laius [1] is in Thebes [1] and his punishment will stop the plague [1] Oedipus undertakes to fulfil Apollo's instructions [1] and has ordered the perpetrator [1] or anyone who knows him [1] to reveal themselves and suffer nothing worse than banishment [1].

(5 marks)

#### 02 To what extent does the passage illustrate both the strengths and the weaknesses of Oedipus?

Points which might appear:

- the murderer is reported via Creon as a group of thieves
- Oedipus still fears the possibility of a single perpetrator
- he fears, though he hopes not, that the murderer may be a member or ally of Oedipus' *oikos*
- Oedipus claims responsibility if he is
- and curses himself as well as the perpetrator
- he still avows a responsibility to country and Apollo
- and expresses anger with the Theban citizens for not acting sooner to find Laius' murderer
- while calling on their loyalty at the end of the speech.

Discussion may note that this speech commits Oedipus to a personal outcome, guilty of the murder or not, which is very similar to what actually happens; his desire to discover the truth, or at least to cling to the hope that it was a group of thieves, and the gradual revelation of the reality, are foreshadowed here, and he has in some sense already shot himself in the foot by the end of the speech from which this comes.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)



**03 'In *Oedipus the King*, Oedipus suffers because of a fate he cannot avoid rather than because of any errors he has committed.' How far do you think this is true?**

Answers will vary, but this should provide opportunity for:

- *either* discussion of Oedipus as an illustration of the notionally Aristotelian concept of the tragic hero as neither especially good nor bad, but essentially like any of us, faced with choices in a difficult situation arising both from past actions and from an element of predestination
- *or* possibly an exploration of him as a dominant figure who is the key to a set of dramatic and cathartic situations
- *or both*
- Is Oedipus reaping the reward of his own mistakes
- *or* predestined to a fate he can't escape?
- Is his own personality the key to his downfall?
- Is the way he treats other people indicative of the problem?
- Could he have avoided his fate?

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

**04 Identify 'Cypris' (line 2) and 'the dearest man to me' (line 5).**

Aphrodite [1]; Hippolytus [1].

(2 marks)

**05 In what circumstances is Artemis making this speech? Make three points.**

**Three** of eg: She is speaking to Theseus [1]; Theseus has banished Hippolytus [1] using one of three curses to do it [1] in the belief that he raped Phaedra [1]; the messenger has just arrived [1] to report the imminent death of Hippolytus [1]; Theseus' initial reaction is one of satisfaction [1] that he has been punished [1] until Artemis tells him how wrong he has been [1].

(3 marks)

**06 How far is Artemis' attitude as revealed in this speech characteristic of the way she is portrayed in *Hippolytus*?**

Points which may be made:

- Artemis goes on to absolve Theseus of wickedness because he was ignorant
- she expresses awareness of Theseus' calamity
- she claims to be grieving
- she says that the gods do not rejoice when pious men die and they exact punishment / total destruction on the bad
- she absolves herself of any responsibility for Theseus' calamity
- she rubs in the pain and distress he must be feeling
- she blames her fellow gods for this sequence of events
- Artemis does not help Hippolytus directly
- she leaves with the intention of attacking Aphrodite by killing Adonis.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**07 Revenge is the key theme of *Hippolytus*. How far do you think this is true? Refer to the whole play in your answer.**

Some points which may emerge:

- Aphrodite states her intention to exact revenge on Hippolytus
- and indirectly Artemis
- she uses Phaedra as a tool
- the Chorus present her as an exacter of vengeance
- Phaedra curses the Nurse with divine vengeance
- she revenges herself on Hippolytus via her suicide note
- Theseus' reaction to the note is to believe it and exact retribution on Hippolytus
- we might read Artemis' treatment of Theseus as revenge for this
- BUT Hippolytus pardons Theseus in the last dialogue.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section 2

### Option C

**08** ‘Tension between generations is a core theme of most Greek tragedies.’ How far do you think this is true of *Oedipus the King*, *Antigone*, *Hippolytus* and *Medea*?

Open ended discussion, but some points to consider might be:

- Father-son relationships standard fare, if varied: Hippolytus and Theseus; Oedipus and Laius (and Polybus); Creon and Haemon; Jason and his children.
- Father-daughter relationships less common, but Antigone and Oedipus implied, Creon and his daughter in *Medea*.
- Mother and (step)child(ren): Medea, Phaedra and Hippolytus, Eurydice and Haemon, Jocasta.
- Humans and gods.

And tension between:

- Antigone and Creon
- Ismene and Creon
- Jocasta and Oedipus
- Oedipus and Creon and Tiresias
- Creon and Medea.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Option D**

- 09 How satisfying, dramatically and emotionally, do you think Athenian audiences would have found the endings of *Oedipus the King*, *Antigone*, *Hippolytus* and *Medea*? Refer to all four plays in your answer.**

Cue for an open discussion which might include:

- our expectations of the end of the story
- from the point of view of the underlying legendary material
- and the playwright's treatment of it
- preparation for the end in the structure of the play
- dramatic irony as a feature of the outcome
- where the climax sits in relation to the end
- what we mean by tragic endings
- catharsis
- divine retribution
- moral of the story, if any
- twists in the tail
- how satisfactory a tragic outcome is
- do we expect that the 'guilty' will be punished?

All four plays should provide plenty of material to support exploration of these and other possibilities, which should be given due credit, as should a supported personal response to the emotive aspect of the question.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Assessment Objectives Grid**  
**Unit 3C      Greek Tragedy**

**Section 1**

**Either**  
**Option A**

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

**Or**  
**Option B**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>04</b>	2		<b>2</b>
<b>05</b>	3		<b>3</b>
<b>06</b>	4	6	<b>10</b>
<b>07</b>	8	12	<b>20</b>
<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>

**Section 2**

**Either**  
**Option C**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>08</b>	16	24	<b>40</b>
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**Or**  
**Option D**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>09</b>	16	24	<b>40</b>
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>40</b>

**OVERALL**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>TOTAL</b>	<b>33</b>	<b>42</b>	<b>75</b>
<b>%</b>	<b>44%</b>	<b>56%</b>	<b>100%</b>