



**General Certificate of Education
June 2013**

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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <p>either</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • some relevant opinions with inadequate accurate knowledge to support them. 	3-4
Level 1	<p>Demonstrates</p> <p>either</p> <ul style="list-style-type: none"> • some patchy accurate and relevant knowledge <p>or</p> <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 does Tiresias make this speech to Creon?*

Antigone has been caught burying Polyneices (1), and has been condemned by Creon (1). She is led away to her fate (1), despite intervention by Haemon (1). Tiresias arrives to remonstrate (1). His sacrifice has failed (1) because the altars are polluted (1).

(3 marks)

02 *How does Creon react? Make two points.*

Creon becomes angry (1) and defensive (1), accuses Tiresias of manipulative prophecy (1) for his own gain (1) and refuses to go back on his edict (1). He later changes his mind (1).

(2 marks)

03 *To what extent is the whole scene between Creon and Tiresias crucial to the development of Antigone?*

Students might include some of the following points:

- Antigone has shown that she is opposed to and destructive of Creon's whole conceptual framework.
- Haemon's gradual shift, in the face of Creon's intransigence, to a commitment to Antigone's cause as well as to her personally;
- the threat of his own suicide reinforces Creon's own maintenance of his position;
- Tiresias' explosive intervention here is what changes Creon's mind, but too late to prevent the consequences of his actions.

Additional suggestions should be credited if they are well supported from the play.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 *To what extent are stubbornness and pride the main causes of the tragedy in Antigone? Support your answer by reference to the whole play.*

Students might reflect on:

- Creon's decree, and his original inflexibility
- Antigone's opposition and
- her exclusion of Ismene (and her advice)
- Creon's contemptuous treatment of Antigone on discovery (before he condemns her)
- his automatic inclusion of Ismene in his accusations
- his treatment of Haemon
- Haemon's reactions
- Creon's and Tiresias' treatment of each other
- refusal to take advice from the Chorus
- the evident lack of dialogue with Eurydice

Separately most of these lead to immediate trouble; collectively they motivate a serial crash. Alternative causes should be credited, but are less likely to be cited.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

05 What are the circumstances in which the Chorus makes this appeal to Theseus? Make five points.

Five of e.g: Phaedra has committed suicide on discovering that the Nurse had told Hippolytus (1) told the Nurse confidentially about her feelings for Hippolytus (1), and Phaedra felt humiliated by Hippolytus' attitude and knowledge of her feelings (1), wanted revenge on Hippolytus (1) and wished to protect her honour (1), and left a note for Theseus accusing Hippolytus of rape (1). Theseus believes her (1) and reacts strongly (1). Credit for recognition of the consequences of Aphrodite's curse (1).

(5 marks)

06 How far do you think it is grief that affects the way Theseus treats Hippolytus in the passage and in the confrontation that follows?

Students might reflect on some of the following:

- the scene sets up an ironic parallel of Theseus' view about the kind of welcome he should be getting;
- he has returned, as he says, from a pious mission;
- he should expect to be greeted as a benefactor,
- with a welcoming ceremony via the open door of his own house,
- and the Chorus and his wife greeting him formally.

Instead, as we discover,

- he is an aghast recipient of the news of his wife's suicide, and the sight of her body;
- what follows is mourning,
- and the discovery of the letter, followed by the curse on and banishment of Hippolytus.
- Instead of a celebration of the success of the mission, the advent of Theseus coincides with the destruction of his household and family.
- His treatment of Hippolytus reflects a view of him as a wanton wrecker of all the values his expectations imply.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

07 *'The characters in Hippolytus never get what they expect.'* How far do you agree? Support your answer by reference to the whole play.

This should lead to a discussion of the extent to which the individual characters' expectations are overturned in the course of the play. Hippolytus, the Nurse, Phaedra and Theseus all express views or intentions which bring about something different from what they want or should want, eg:

- Aphrodite's plans for revenge
- Hippolytus' declared chastity
- Hippolytus' oath of confidentiality
- Phaedra's confession to the Nurse
- what she overhears of the Nurse's subsequent conversation with Hippolytus
- the Nurse's best intentions for Phaedra
- Theseus' arrival home and its revelations
- his curse on Hippolytus
- the revelation of the truth

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

08 *In the plays you have studied, how effectively do you think Sophocles and Euripides use myth to explore issues that were important to the Athenian audience? Refer to all four plays.*

A way of inducing discussion, using the set texts, of issues of content and dramaturgy in the particular context of 5th century tragedy.

- What are the advantages or disadvantages of using the mythical frame of reference to discuss issues of contemporary relevance, especially as most of the stories used are set away from Athens? e.g.
 - Antigone* and *Medea* as exploration of female status, including foreigners and slaves
 - Antigone* as an exploration of state v. *oikos*,
 - Medea* on ethnic status v. citizenship etc.
 - Hippolytus* and *Antigone* on father/son relationships
 - Oedipus* (and the other plays) on power vs. responsibility
 - the role and importance of religious belief and theatrical conventions
- How does likely audience knowledge of the outcome of the plot contribute to the dramatic effect, e.g. *Oedipus*, and perhaps *Hippolytus*?
- Why not construct fictional characters and plot, as we would, to explore the issues involved?

Good synoptic answers should explore these with reference to all four plays.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

09 To what extent do you think that the main characters in Greek tragedy deserve what happens to them? Refer to all four plays.

This is a way of eliciting discussion of the fate or divine v. personal responsibility theme.

- To what extent are any of the figures who suffer disaster in the four plays being punished for their transgressions?
- To what extent does the working out of a curse play a major part in the plot?
- To what extent is the disaster self-inflicted or motivated by a feeling of a need to expiate guilt?
- Where do the outcomes which do not naturally fit that pattern belong in the cycle, if indeed there is one?
- Why does the hero not necessarily die at the end of the play?
- Should a villain get away with it?
- Is Medea a villain?
- Is the fate of e.g. Hippolytus or Oedipus remotely fair?
- Did e.g. Creon or Antigone have it coming to them?
- To what extent are the endings of all four plays a satisfactory closure?

A good synoptic answer should be able pursue some of these general and specific themes across all four plays.

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	3		3
02	2		2
03	4	6	10
04	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
05	5		5
06	4	6	10
07	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
08	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
09	16	24	40
TOTAL	16	24	40

OVERALL

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