



A-LEVEL

Classical Civilisation

CIV3C Greek Tragedy

Mark scheme

2020

June 2015

V1 Final Mark Scheme

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

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 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 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	<p>Demonstrates</p> <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 structure reaches a reasoned conclusion is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate. 	19-20
Level 4	<p>Demonstrates</p> <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 and has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	14-18
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 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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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

Unit 3C Greek Tragedy

Section 1

Option A

01 Outline the circumstances in which Antigone says this. Make five points.

Five of eg

Antigone has been caught [1] in the act of burying Polyneices [1], and is brought before Creon[1], who has decreed that he should not be buried [1], on penalty of death by stoning[1], unlike Eteocles, who fell as a hero defending his city[1]. Creon dismisses the sentry [1], and then asks Antigone if she was aware of the decree [1]; Antigone says that she was[1], and that her action was entirely deliberate, for the reasons laid out here[1].

Allow: Creon accuses Ismene of helping Antigone [1], who rejects them both [1]; Creon has them led off to await Antigone's death [1].

[5 marks]

02 How consistent is Antigone's behaviour in this passage with her behaviour in the rest of the play? Support your answer by reference to the whole play.

Points which might appear:

- committed to her family
- and to religious values even at extreme personal cost
- and to formal female role
- aggressively against the regime Creon represents
- i.e. nomos / dike conflict
- against his secularisation of power
- her lament when being led to the cave

This is supported by:

Her treatment of Ismene, Haemon and Creon, which reveals her as committed to maintaining her independence from those who are not with her – they must be against her. This speech lays down some strong ideological markers.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

03 In the play as a whole, how effectively does Sophocles use the conflict between Antigone and Creon to explore a range of significant issues?

Answers will vary, but this should provide opportunity for students to build on the points above to explore the conflict between Antigone and Creon to involve, eg

- private versus public duty
- religion versus politics
- i.e. nomos / dike conflict
- gender conflict
- generational conflict
- use and abuse of power
- state verses oikos.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Option B**04 Outline the circumstances in which Medea says this. Make five points.**

Medea has made her speech to the Chorus on the status of women [1] and her sense of betrayal [1] by the husband [1] who will marry another woman [1]. Creon [1] has then confirmed [1] that Jason will marry his daughter, and Medea will be exiled [1] with her children [1]. She persuades him to give her an extra day [1] to make appropriate arrangements [1]. Creon leaves [1], and Medea reveals her real intentions for the use of that spare day [1].

[5 marks]

05 How consistent is Medea's behaviour in this passage, and in the scene from which it comes, with her behaviour in the rest of the play? Support your answer by reference to the whole play.

It should be noted that much of the evidence comes from both Medea's own words and from Creon's reaction to her in the scene from which the passage is taken.

Points which might be used include:

- Creon's fear that Medea may harm his daughter
- Creon's diagnosis of Medea as a clever woman and an evil one
- Medea's claim that her reputation for cleverness does not justify a view that she is dangerous
- Medea's argument that her husband is the man who wronged her, rather than Creon, and Creon has nothing to fear
- Creon's explicit refusal to accept this at face value
- Medea's successful plea to be allowed one more day to arrange her exile, using the children as a bargaining chip
- rhetoric of betrayal (a great set-piece speech)
- anger

- self-pity
- her strategic capacity, as revealed in the speech from which the passage comes.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

06 ‘Euripides’ portrayal of Medea arouses both pity and terror in the audience.’

How successfully do you think this summarises our reaction to Medea? Support your answer by reference to the whole play.

This might build on some of the points in 05 above to think about:

- Medea’s position as an alien
- the exploitation of this by Jason and others
- her perception of her role as a mother
- and as a consort
- and as a woman
- and as a deity
- and as witch
- her reaction to betrayal
- her deviousness
- her manipulation of others
- the soliloquy in which she steels herself to carry out the murder (1019-80)
- her sense of honour, status, and revenge
- the fact that she gets away with it.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Section 2

Option C

07 How important is the Chorus to a full understanding of Greek tragedy? Support your answer by discussion of the roles played by the Chorus in all four plays that you have studied.

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

- the Chorus as a collective character
- as a provider of reactive commentary
- support for the hero, heroine or both
- a marker of the conceptual yardstick off which the tragedy bounces
- an indicator of more complex emotions than the often rather banal dialogue provides
- indication of the passage of time
- opera
- poetry
- variety
- spectacle.

Apply Levels of Response at beginning of Mark Scheme.

[40 marks]

Option D

08 How successfully do you consider that Sophocles and Euripides would have engaged the audience’s attention in the ways they started the four plays you have studied? Support your answer by reference to all four plays.

Cue for an open discussion which might include:

- **Hippolytus**
Aphrodite sets the scene by telling us about her intended devastating revenge on Hippolytus, including all the major characters in a destructive sweep
- **Medea**
a rather similarly orchestrated opening by the Nurse, who sets the narrative scene leading up to the current situation, leaving the plot to develop out of it
- **Oedipus the King**
Oedipus and the Priest (with Chorus), in the context of the suppliant ritual (attention grabbing spectacle) set the scene of major disaster from which the play follows inexorably, using imagery and themes which will recur, including plague and blindness / sight
- **Antigone**
Antigone and Ismene engage in a dialogue which lays out the family loyalties and duties which underpin the actions of both and establishes some important character traits, especially for Antigone.

All four plays should provide plenty of material to support exploration of these and other possibilities, which should be given due credit.

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
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%