

**Advanced Subsidiary GCE**

**F372 QP**

**GCE CLASSICS**

Unit G2: Classical Greek Verse and Prose  
Literature

**Specimen Paper**

Morning/Afternoon

Time: 1 hour 30 minutes

Additional Materials: Answer Booklet (8 pages)



**INSTRUCTIONS TO CANDIDATES**

- Answer **both** Section A and Section B.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **100**.

**ADVICE TO CANDIDATES**

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **6** printed pages.

Answer **both** Section A and Section B.

**Section A: Prescribed Prose Literature**

1 Read the passages and answer the questions.

- (i) μετὰ ταῦτα δὲ οἱ στρατηγοὶ βραχέως ἕκαστος ἀπελογήσατο, οὐ γὰρ προτέθη σφίσι λόγος κατὰ τὸν νόμον, καὶ τὰ πεπραγμένα διηγούντο, ὅτι αὐτοὶ μὲν ἐπὶ τοὺς πολεμίους πλέοιεν, τὴν δὲ ἀναίρεσιν τῶν ναυαγῶν προστάξαιεν τῶν τριηράρχων ἀνδράσιν ἱκανοῖς καὶ ἐστρατηγηκόσιν ἤδη, Θηραμένει καὶ Θρασυβούλῳ καὶ ἄλλοις τοιούτοις· καὶ εἶπερ γέ τινας δέοι, περὶ τῆς ἀναιρέσεως οὐδένα ἄλλον ἔχειν αὐτοὺς αἰτιάσασθαι ἢ τούτους, οἷς προσετάχθη. καὶ οὐχ, ὅτι γε κατηγοροῦσιν ἡμῶν, ἔφασαν, ψευσόμεθα φάσκοντες αὐτοὺς αἰτίους εἶναι, ἀλλὰ τὸ μέγεθος τοῦ χειμῶνος εἶναι τὸ καλῶσαν τὴν ἀναίρεσιν. τούτων δὲ μάρτυρας παρείχοντο τοὺς κυβερνήτας καὶ ἄλλους τῶν συμπλεόντων πολλούς. τοιαῦτα λέγοντες ἔπειθον τὸν δῆμον· ἐβούλοντο δὲ πολλοὶ τῶν ἰδιωτῶν ἐγγυᾶσθαι ἀνιστάμενοι· ἔδοξε δὲ ἀναβαλέσθαι εἰς ἑτέραν ἐκκλησίαν· τότε γὰρ ὄψε ἦν καὶ τὰς χεῖρας οὐκ ἂν καθεώρων.

Xenophon, *Hellenica* I.7.5

- (a) What has caused the generals to be in the situation in which they find themselves at the start of this passage? [4]
- (b) In lines 3-6 (ὅτι αὐτοὶ ... τοιούτοις), what arguments do the generals use to defend their actions? [4]
- (c) Lines 13-15 (ἔδοξε ... καθεώρων):
- (i) What did the meeting of the Assembly decide to do? [1]
- (ii) What reasons does Xenophon give for this decision? [2]

- (ii) οἱ οὖν περὶ τὸν Θηραμένην παρεσκεύασαν ἀνθρώπους μέλανα ἱμάτια ἔχοντας καὶ ἐν χρῶ κεκαρμένους πολλοὺς ἐν ταύτῃ τῇ ἑορτῇ, ἵνα πρὸς τὴν ἐκκλησίαν ἤκοιεν, ὡς δὴ συγγενεῖς ὄντες τῶν ἀπολωλότων, καὶ Καλλίξενον ἔπεισαν ἐν τῇ βουλῇ κατηγορεῖν τῶν στρατηγῶν. παρῆλθε δέ τις εἰς τὴν ἐκκλησίαν φάσκων ἐπὶ τεύχους 5 ἀλφίτων σωθῆναι ἐπιστέλλειν δ' αὐτῷ τοὺς ἀπολλυμένους, εἰὰν σωθῆ, ἀπαγγεῖλαι τῷ δήμῳ ὅτι οἱ στρατηγοὶ οὐκ ἀνείλοντο τοὺς ἀρίστους ὑπὲρ τῆς πατρίδος γενομένους. τὸν δὲ Καλλίξενον προσεκαλέσαντο παράνομα φάσκοντες συγγεγραφέναι Εὐρυπτόλεμός τε ὁ Πεισιάνακτος καὶ ἄλλοι τινές. τοῦ δὲ δήμου 10 ἔνιοι ταῦτα ἐπῆνουν, τὸ δὲ πλῆθος ἐβόα δεινὸν εἶναι, εἰ μὴ τις εἰσέλθῃ τὸν δῆμον πράττειν ὃ ἂν βούληται. καὶ ἐπὶ τούτοις εἰπόντος Λυκίσκου καὶ τούτους τῇ αὐτῇ ψήφῳ κρίνεσθαι ἥπερ καὶ τοὺς στρατηγούς, εἰὰν μὴ ἀφῶσι τὴν κλῆσιν, ἐπεθορύβησε πάλιν ὁ ὄχλος, καὶ ἠναγκάσθησαν ἀφιέναι τὰς κλήσεις. τῶν δὲ πρυτάνεων τινῶν 15 οὐ φασκόντων προθήσειν τὴν διαψήφισιν παρὰ τὸν νόμον, αὐθις Καλλίξενος ἀναβάς κατηγορεῖ αὐτῶν τὰ αὐτά. οἱ δὲ ἐβόων καλεῖν τοὺς οὐ φάσκοντας. οἱ δὲ πρυτάνεις φοβηθέντες ὠμολόγουν πάντες προθήσειν πλὴν Σωκράτους τοῦ Σωφρονίσκου· οὗτος δ' οὐκ ἔφη 20 ἀλλ' ἢ κατὰ νόμον πάντα ποιήσειν.

Xenophon, *Hellenica* 1.7.8

- (d) ταύτῃ τῇ ἑορτῇ (lines 2-3): give the name of this festival and **two** details about it. [3]
- (e) In lines 1-5 (οἱ οὖν ... τῶν στρατηγῶν), in what ways do Theramenes' followers put emotional pressure on the Assembly? [3]
- (f) Translate lines 5-8 (παρῆλθε ... γενομένους). Please write your translation **on alternate lines**. [15]
- (g) In lines 8-20 (τὸν δὲ Καλλίξενον ... πάντα ποιήσειν) how does Xenophon convey the intensity of the Assembly's debate and the extraordinary nature of its decisions? You should refer to **both** content **and** style and support your discussion with **four** points from the Greek text. [8]
- (h) In what ways does Xenophon appear to blame the Athenians for their defeat by Sparta? Discuss with reference to the passages printed on this paper and the rest of the set text. [10]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

**Section A Total [50]**

## Section B: Prescribed Verse Literature

2 Read the passages and answer the questions.

- (i) ὡς εἰπὼν ἐπὶ Κεβριόν ἥρωϊ βεβήκει  
 οἶμα λέοντος ἔχων, ὅς τε σταθμοὺς κεραΐζων  
 ἔβλητο πρὸς στήθος, ἐή τέ μιν ὄλεσεν ἀλκή·  
 ὡς ἐπὶ Κεβριόν, Πατρόκλεες, ἄλσο μεμαῶς.  
 "Ἐκτωρ δ' αὖθ' ἐτέρωθεν ἀφ' ἵππων ἄλτο χαμᾶζε. 5  
 τὸ περι Κεβριόναο λέονθ' ὡς δηνιθήτην,  
 ὃ τ' ὄρεος κορυφῆσι περι κταμένης ἐλάφιοι,  
 ἄμφω πεινάοντε, μέγα φρονέοντε μάχεσθον·  
 ὡς περι Κεβριόναο δύο μήστωρες αὐτῆς, 10  
 Πάτροκλός τε Μεινοιτιάδης καὶ φαίδιμος Ἐκτωρ,  
 ἵεντ' ἀλλήλων ταμέειν χροῶ νηλεῖ χαλκῶ.  
 "Ἐκτωρ μὲν κεφαλῆφιν ἐπεὶ λάβεν, οὐχὶ μεθίει.  
 Πάτροκλος δ' ἐτέρωθεν ἔχεν ποδός· οἱ δὲ δὴ ἄλλοι  
 Τρῶες καὶ Δαναοὶ σύναγον κρατερὴν ὑσμίνην.  
 ὡς δ' Εὐρός τε Νότος τ' ἐριδαίνετον ἀλλήλοιιν 15  
 οὐρεος ἐν βήσσης βαθέην πελεμιζέμεν ὕλην,  
 φηγόν τε μελίην τε τανύφλοϊόν τε κράνειαν,  
 αἱ τε πρὸς ἀλλήλας ἔβαλον τανυήκεας ὄζους  
 ἠχῆ θεσπεσίη, πάταγος δέ τε ἀγνυμενάων,  
 ὡς Τρῶες καὶ Ἀχαιοὶ ἐπ' ἀλλήλοισι θορόντες 20  
 δήουν, οὐδ' ἕτεροι μῶοντ' ὀλοοῖο φόβοιο.

Homer, *Iliad* XVI. 751-771

- (a) ὡς εἰπὼν (line 1): who has just spoken **and** what has he just done? [1+2]
- (b) Lines 2-5 (οἶμα λέοντος ἔχων ... ἄλτο χαμᾶζε): how does Homer emphasise both Patroclus' strength and his vulnerability in these lines? Make **three** points and support your answer with reference to the Greek text. [6]
- (c) Translate lines 6-11 (τὸ περι Κεβριόναο ... νηλεῖ χαλκῶ). Please write your translation **on alternate lines**. [15]
- (d) Lines 15-21 (ὡς δ' Εὐρός ... φόβοιο): with close reference to the Greek, discuss the points of comparison in this simile **and** say how appropriate you find it. [6]

(ii)

τρὶς μὲν ἔπειτ' ἐπόρουσε θαῶν ἀτάλαντος Ἄρηι,  
 σμερδαλέα ἰάχων, τρὶς δ' ἑννέα φῶτας ἔπεφνεν.  
 ἀλλ' ὅτε δὴ τὸ τέταρτον ἐπέσσυτο δαίμονι ἴσος,  
 ἔνθ' ἄρα τοι, Πάτροκλε, φάνη βιότοιο τελευτή·  
 ἦντετο γάρ τοι Φοῖβος ἐνὶ κρατερῇ ὑσμίνῃ 5  
 δεινός· ὁ μὲν τὸν ἰόντα κατὰ κλόνον οὐκ ἐνόησεν·  
 ἦέρι γὰρ πολλῇ κεκαλυμμένος ἀντεβόλησε·  
 στή δ' ὄπιθε, πλήξεν δὲ μετάφρενον εὐρέε τ' ὤμω  
 χειρὶ καταπρηνεῖ, στρεφεδίνθηεν δέ οἱ ὄσσε.  
 τοῦ δ' ἀπὸ μὲν κρατὸς κυνέην βάλε Φοῖβος Ἀπόλλων· 10  
 ἣ δὲ κυλιδομένη καναχὴν ἔχε ποσσὶν ὑφ' ἵππων  
 αὐλώπις τρυφάλεια, μιάνθησαν δὲ ἔθειραι  
 αἵματι καὶ κονίησι·

Homer, *Iliad* XVI. 784-796

- (e) Lines 1-13 (τρὶς μὲν ... κονίησι): how does Homer make these lines both dramatic and moving?  
 Make **five** points, supporting your answer with reference to the Greek text. [10]
- (f) In the lines of *Iliad* XVI you have read, how does Homer create sympathy for Patroclus? [10]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

Section B Total [50]

Paper Total [100]

**Copyright Acknowledgements:  
Sources**

**Q1 (i)** Xenophon, *Hellenica* 1.7.5

**Q2 (ii)** Xenophon, *Hellenica* 1.7.8

**Q2 (i)** Homer, *Iliad* XVI 751-771

**Q2 (ii)** Homer, *Iliad* XVI 784-796

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The maximum mark for this paper is **100**.

SPECIMEN

Section A		
Question Number	Answer	Marks
1	<b>Read the passages and answer the questions.</b>	
1(a)	<b>What has caused the generals to be in the situation in which they find themselves at the start of this passage?</b> The battle of Arginusae [1] was followed by a storm [1] which prevented the rescue of crews [1]; the generals are held to blame for this [1].	[4]
1(b)	<b>In lines 3-6 (ὅτι αὐτοὶ ... τοιούτοις), what arguments do the generals use to defend their actions?</b> They themselves had sailed after the enemy [2]. They had left the rescue of the men to suitable ex-commanders [2].	[4]
1(c)	<b>Lines 13-15 (ἔδοξε ... καθεώρων):</b>	
1(c)(i)	<b>What did the meeting of the Assembly decide to do?</b> Adjourn the meeting until another day.	[1]
1(c)(ii)	<b>What reasons does Xenophon give for this decision?</b> It was late [1]. They would not have been able to see the show of hands clearly [1].	[2]
1(d)	<b>ταύτη τῇ ἑορτῇ (line 2): give the name of this festival and two details about it.</b> The Apaturia [1], plus any two details from: <ul style="list-style-type: none"> <li>• It took place in the month of Pyanepsion (October-November)</li> <li>• It was celebrated by fathers and families</li> <li>• It lasted three days</li> <li>• It included sacrifices and family gatherings</li> <li>• It was the occasion for the enrolling of children/young men/newly-married wives into the <i>φρατρίαι</i> (family groups).</li> </ul>	[4]
1(e)	<b>In lines 1-4 (οἱ οὖν ... τῶν στρατηγῶν), in what ways do Theramenes' followers put emotional pressure on the Assembly?</b> They wore black/mourning clothes [1] and had their heads shaved [1] as if they were relatives of the dead [1].	[3]



Section A		
Question Number	Answer	Marks
1(f)	<p><b>Translate lines 5-8 (παρήλθε ... γενομένους). Please write your translation on alternate lines.</b></p> <p><b>1</b> παρήλθε δέ τις εἰς τὴν ἐκκλησίαν φάσκων ἐπὶ τεύχους ἀλφίτων σωθῆναι·</p> <p><b>2</b> ἐπιστέλλειν δ' αὐτῷ τοὺς ἀπολλυμένους, ἐὰν σωθῆ, ἀπαγγεῖλαι τῷ δήμῳ</p> <p><b>3</b> ὅτι οἱ στρατηγοὶ οὐκ ἀνείλοντο τοὺς ἀρίστους ὑπὲρ τῆς πατρίδος γενομένους.</p> <p>The passage above has been divided into 3 sections, each worth 5 marks. Please write the marks awarded for each section in the body of the script, at the end of the section. Draw a vertical line through the text to indicate where each section ends. Add up the sectional marks to give a total out of 15, to be written in the right-hand margin. Ring the total.</p> <p><b>[5]</b> Perfectly accurate (as agreed at Standardisation)</p> <p><b>[4]</b> One serious error or two minor errors, otherwise the meaning is conveyed</p> <p><b>[3]</b> Most of the meaning conveyed, but several errors</p> <p><b>[2]</b> Half the meaning conveyed; the rest seriously flawed</p> <p><b>[1]</b> A minority of meaning conveyed</p> <p><b>[0]</b> No elements of meaning conveyed; no relation to Greek at all</p>	[15]
1(g)	<p><b>In lines 8-20 (τὸν δὲ Καλλίξενον ... πάντα ποιήσειν) how does Xenophon convey the intensity of the Assembly's debate and the extraordinary nature of its decisions?</b></p> <p><b>You should refer to both content and style and support your discussion with four points from the Greek text.</b></p> <ul style="list-style-type: none"> <li>• The intensity of the debate is shown in the number of points and responses rapidly made within relatively few lines, in the way the two sides threaten each other at once and the ways that parts of the crowd react</li> <li>• Each sentence starts with a new person/people becoming involved; draws attention to the rapidity of points and speakers</li> <li>• Number of words suggesting illegality (<i>παράνομα, παρὰ τὸν νόμον, κατὰ νόμον</i>)</li> <li>• Pejorative expressions for the people and their reactions (<i>ὄχλος, ἐβόα, ἐπεθορύβησε πάλιν, ἐβόων</i>)</li> <li>• <i>εἰ μή τις ἐάσει τὸν δῆμον πράττειν ὃ ἂν βούληται</i>: double indefinites suggest extent of their determination to do what they wanted</li> <li>• <i>τῇ αὐτῇ ψήφῳ ...</i> : phrase stresses the exact same vote as...</li> <li>• <i>φοβηθέντες</i> a key word.</li> </ul> <p>1 mark per example from text and 1 for its discussion up to 8 maximum. If no discussion of style, maximum of 4/8.</p>	[8]

Section A		
Question Number	Answer	Marks
1(h)	<p><b>In what ways does Xenophon appear to blame the Athenians for their defeat by Sparta?</b></p> <p><b>Discuss with reference to the passages printed on this paper and the rest of the set text.</b></p> <p>Answers must be marked using the level descriptors below. The following points are indicative and offer question specific guidance.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• They executed or exiled most of their experienced commanders</li> <li>• They were fickle by turning against those who had led them into prosecuting the generals when it was too late to get them back</li> <li>• They acted illegally in the Assembly</li> <li>• They relied on Alcibiades who had not always been loyal</li> <li>• They turned against Alcibiades again when he made a mistake at Notium</li> <li>• They moored in a totally inappropriate place at Aegospotami and left the ships untended in the face of Lysander</li> <li>• They arrogantly ignored the good advice of Alcibiades at that point.</li> </ul> <p><b>Level descriptors</b></p> <p><b>[9-10]</b> Comprehensive answer covering most or all of the points in the mark scheme; Highly perceptive response with detailed reference to the rest of the prescription; Argument incisive, very well structured and developed; technical terms accurately and effectively used; Sustained control of appropriate form and register; legible, fluent and technically very accurate writing.</p> <p><b>[6-8]</b> Answer covering some of the points of the mark scheme; Perceptive response with some reference to the rest of the prescription; Argument well structured and developed; technical terms accurately and effectively used; Good control of appropriate form and register; Legible and technically accurate writing, conveying meaning well.</p> <p><b>[4-5]</b> A few valid points but some significant omissions; Limited reference to the rest of the prescription; Argument coherent if cumbersome or under-developed; some technical terms accurately used; Basically sound control of appropriate form and register; Legible and generally accurate writing, conveying meaning clearly.</p>	

Section A		
Question Number	Answer	Marks
1(h) cont'd	<p><b>[2-3]</b> Limited response; Little or no meaningful reference to the rest of the prescription; Argument coherent even if very cumbersome or under-developed; Simple technical terms used appropriately; Basic control of appropriate form and register; Legible and generally accurate writing, clarity not obscured.</p> <p><b>[0-1]</b> Work in this Band may meet some of the criteria for the Band above, but on balance falls below the standard defined for the higher Band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.</p>	[10]
<b>Section A Total</b>		<b>[50]</b>

Section B		
Question Number	Answer	Marks
2	<b>Read the passages and answer the questions.</b>	
2(a)	<b>ὡς εἰπὼν (line 1): who has just spoken and what has he just done?</b> Patroclus [1]; he has killed the charioteer Cebriones [1] and gloated over his body [1].	[1+2]
2(b)	<b>Lines 2-5 (οἶμα λέοντος ἔχων ... ἄλτο χαμᾶζε): how does Homer emphasise both Patroclus' strength and his vulnerability in these lines?</b> <b>Make three points and support your answer with reference to the Greek text.</b> <ul style="list-style-type: none"> <li>οἶμα λέοντος ἔχων: he is described as having the spring of a lion attacking a sheepfold – suggests wildness</li> <li>ἔβλητο πρὸς στήθος: the lion has been wounded in the chest, foreshadowing P's wounds</li> <li>ἐή τέ μιν ὄλεσεν ἀλκή: its courage/strength has destroyed it – though this is a stock feature of animal similes it may suggest P's impending doom</li> <li>Πατρόκλεες: the apostrophe to Patroclus is emotive ἄλσο μεμαώς - suggests P.'s eagerness to fight (over-eagerness?)</li> <li>Ἐκτωρ ... ἄλτο χαμᾶζε: Hector leaps down from his chariot to face him – we feel Patroclus' death is closer.</li> </ul> <p>Any three points. 1 mark for each Greek expression quoted and 1 for appropriate comment.</p>	[6]
2(c)	<b>Translate lines 6-11 (τὼ περὶ Κεβριόναο ... νηλεῖ χαλκῶ). Please write your translation on alternate lines.</b> 1 τὼ περὶ Κεβριόναο λέονθ' ὡς δηνιθήτην, 2 ὃ τ' ὄρεος κορυφῆσι περὶ κταμένης ἐλάφιοιο ... μάχεσθον. 3 ὡς περὶ Κεβριόναο δῶα μήστωρες αὐτῆς ... νηλεῖ χαλκῶ. The passage above has been divided into 3 sections, each worth 5 marks. Please write the marks awarded for each section in the body of the script, at the end of the section. Draw a vertical line through the text to indicate where each section ends. Add up the sectional marks to give a total out of 15, to be written in the right-hand margin. Ring the total.	
	[5] Perfectly accurate (as agreed at Standardisation)	
	[4] One serious error or two minor errors, otherwise the meaning is conveyed	
	[3] Most of the meaning conveyed, but several errors	
	[2] Half the meaning conveyed; the rest seriously flawed	
	[1] A minority of meaning conveyed	
	[0] No elements of meaning conveyed; no relation to Greek at all	[15]

Section B		
Question Number	Answer	Marks
2(d)	<p><b>Lines 15-21 (ὡς δ' Εὐρός ... φόβοιο): with close reference to the Greek, discuss the points of comparison in this simile and say how appropriate you find it.</b></p> <ul style="list-style-type: none"> <li>• The east and south winds are compared to Greeks and Trojans clashing with each other (<i>ἐριδαίνετον ἀλλήλουιν</i>)</li> <li>• The winds, like the armies, compete as equals</li> <li>• The noise (<i>ἡχῆ θεσπεσίη, πάταγος δέ τε ἀγνυμενάων</i>) suggests the noise of battle</li> <li>• The branches they hurl at each other (<i>ἔβαλον τανυήκεας ὄζους</i>) suggest missiles hurled by the two armies (<i>τανυήκης</i> always used of swords elsewhere)</li> <li>• The simile effectively describes the violence of battle (but, as often in Homer, the description is extended beyond the initial point of comparison).</li> </ul> <p>Look for two valid points about points of comparison, supported by reference to the Greek (2 marks each) and a general comment on the appropriateness of the simile (2 marks).</p>	[6]
2(e)	<p><b>Lines 1-13 (τρὶς μὲν ... κονίησι): how does Homer make these lines both dramatic and moving? Make five points, supporting your answer with reference to the Greek text.</b></p> <ul style="list-style-type: none"> <li>• Dactylic line 1 suggests rapid movement</li> <li>• Repetition of <i>τρὶς</i> emphasises P's onslaught</li> <li>• enjambement of <i>σμερδαλέα ἰάχων</i> emphasises the vivid phrase</li> <li>• <i>τρὶς δ' ἐννέα φῶτας ἔπεφνεν</i>: killing of 27 men in three attacks is unparalleled</li> <li>• <i>Πάτροκλε</i>: sudden address to Patroclus and reference to the end of his life are moving</li> <li>• Enjambement of <i>δεινός</i> - stresses that Apollo was terrible to behold</li> <li>• <i>οὐκ ἐνόησεν</i>: Patroclus did not see him coming</li> <li>• Vivid word <i>στρεφεδίνηθεν</i></li> <li>• Dactylic rhythm of line 11 suggests helmet bouncing away</li> <li>• Alliteration of <i>κ, ν, π, ξ</i> effectively suggest clatter of helmet rolling on the ground</li> <li>• Evocative word <i>μῖανθησαν</i></li> <li>• <i>αἶματι</i> and <i>κονίησι</i> emphasised by enjambement.</li> </ul> <p>Any five. One mark for a valid point, one for a supporting reference to the text.</p>	[10]

Section B		
Question Number	Answer	Marks
2(f)	<p><b>In the lines of Iliad XVI you have read, how does Homer create sympathy for Patroclus?</b></p> <p>Answers must be marked using the level descriptors below. The following points are indicative and offer question specific guidance.</p> <p>Answers might include:</p> <p>Patroclus' noble qualities ...</p> <ul style="list-style-type: none"> <li>• His concern for the Greeks (weeping at the start of the book) and eagerness to help them ('let me take out the Myrmidons to fight')</li> <li>• His might in battle (long list of his killings).</li> </ul> <p>... but also his foolhardiness (which will lead to his death)</p> <ul style="list-style-type: none"> <li>• Ignores Achilles' advice not to push his luck too far</li> <li>• Sarcastically gloats over the body of Cebriones.</li> </ul> <p>Patroclus' impending death is either directly foretold or indirectly foreshadowed.</p> <ul style="list-style-type: none"> <li>• Zeus only half grants Achilles' prayer for P's safety</li> <li>• Death of Sarpedon foreshadows death of P</li> <li>• Apostrophes to P, increasing as his death nears, create pathos.</li> </ul> <p>Circumstances of P's death show that he is now powerless, increasing sympathy</p> <ul style="list-style-type: none"> <li>• Apollo catches P. unaware (hidden in mist)</li> <li>• Zeus strips him of his armour</li> <li>• Detailed description of the fatal blows (struck by Euphorbus' spear, stabbed by Hector).</li> </ul> <p><b>Level descriptors</b></p> <p><b>[9-10]</b> Comprehensive answer covering most or all of the points in the mark scheme; Highly perceptive response with detailed reference to the rest of the prescription; Argument incisive, very well structured and developed; technical terms accurately and effectively used; Sustained control of appropriate form and register; legible, fluent and technically very accurate writing.</p> <p><b>[6-8]</b> Answer covering some of the points of the mark scheme; Perceptive response with some reference to the rest of the prescription; Argument well structured and developed; technical terms accurately and effectively used; Good control of appropriate form and register; Legible and technically accurate writing, conveying meaning well.</p>	

<b>Section B</b>		
<b>Question Number</b>	<b>Answer</b>	<b>Marks</b>
<b>2(f) cont'd</b>	<p><b>[4-5]</b> A few valid points but some significant omissions;            Limited reference to the rest of the prescription;            Argument coherent if cumbersome or under-developed; some technical terms accurately used;            Basically sound control of appropriate form and register;            Legible and generally accurate writing, conveying meaning clearly.</p> <p><b>[2-3]</b> Limited response;            Little or no meaningful reference to the rest of the prescription;            Argument coherent even if very cumbersome or under-developed; Simple technical terms used appropriately;            Basic control of appropriate form and register;            Legible and generally accurate writing, clarity not obscured.</p> <p><b>[0-1]</b> Work in this Band may meet some of the criteria for the Band above, but on balance falls below the standard defined for the higher Band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.</p>	<b>[10]</b>
<b>Section B Total</b>		<b>[50]</b>
<b>Paper Total</b>		<b>[100]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2ab</b>	<b>Total</b>
<b>1</b>	32	18	<b>50</b>
<b>2</b>	18	32	<b>50</b>
<b>Totals</b>	<b>50</b>	<b>50</b>	

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