

## **Classical Greek**

General Certificate of Secondary Education **B405**

Sources for Classical Greek

### **Mark Scheme for June 2010**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

Question	Answer	Max Mark
1	<p>(a) <b>Why might the speaker prefer standing in a battle line to having a baby? Make <u>three</u> points.</b></p> <p>Candidates should include pain and danger of death in childbirth. They might also mention no anaesthetics, no effective medicines to protect health of mother and child, preference for male children, possibility of obtaining glory in war.</p> <p>(b) <b>Why might the speaker's husband have been surprised or shocked by this statement? Make <u>two</u> points.</b></p> <p>Candidates might include a husband's view that the role of the wife was to produce children; women ought not to complain about their lot; women did not mix with men outside the home; transgression of roles shocking.</p> <p>(c) <b>What might a Greek husband have said in answer to Source A?</b></p> <p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• dowry protected the woman</li> <li>• purpose of marriage is for children not individual likes and dislikes</li> <li>• individual characters of husband and wife not relevant to marriage contract</li> <li>• pleasing a husband is part of the marriage contract</li> <li>• sexual licence is shaming to a woman</li> <li>• husband's duty is to protect wife</li> <li>• paternity of children must be protected</li> <li>• wives are safe and provided for</li> <li>• it is customary to leave parents for the husband's home.</li> </ul> <p>Use marking grid for 6 mark question</p>	<p>[3]</p> <p>[2]</p> <p>[6]</p>
2	<p><b>What kind of things might a wife have done while living a sheltered life at home? Make <u>four</u> points.</b></p> <p>Candidates might include spinning, weaving, cooking, childcare, organising slaves, household accounts, weighing cloth.</p>	[4]
3	<p><b>What evidence is there that a husband and wife might have had an affectionate relationship? You should refer to Source C to support your answer.</b></p> <p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• husband desire not to harass wife</li> <li>• husband gently protective</li> <li>• child seen as bond of affection</li> <li>• husband trusts wife</li> <li>• wife given some freedom</li> <li>• wife seen as innocent party</li> <li>• man feels hurt at wife's infidelity.</li> </ul>	[3]

Question	Answer	Max Mark
4	<p>(a) <b>What do the gods do to people who are greedy? Make <u>two</u> points.</b></p> <p>Candidates might include loss of wealth, home and life. Allow direct quotation from source.</p> <p>(b) <b>What kinds of people might be protected because Zeus is feared? Make <u>four</u> points.</b></p> <p>Candidates might include guests, beggars, orphans, violated women, aged fathers, anyone who is vulnerable. General answer about religious observance up to [2] marks.</p>	[2]  [4]
5	<p>(a) <b>What sort of religious ceremonies could an ancient Greek have performed? Make <u>five</u> points.</b></p> <p>Candidates might include making a sacrifice, killing a ram, sacrificing publicly, carrying out proper rituals like cleansing, carrying out the ritual in the right frame of mind, burning the animals' thigh bones on the altar, offering wine or incense in the evening and again in the morning</p> <p>(b) <b>Why might an ancient Greek have performed these ceremonies? Make <u>three</u> points.</b></p> <p>Candidates might include because he was frightened, because it was the right thing to do, because it made him feel better, because it could stop bad things happening, because it could make good things happen, because he could afford to buy more land and not be so poor that he would have to sell land, to please the gods, because of tradition.</p>	[5]  [3]
6	<p><b>How might an ancient Greek explain to a foreign visitor why the gods are so important to those who live in the city? Your answer must use Sources D, E and F</b></p> <p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• protection in hard times</li> <li>• weak protected</li> <li>• prosperity</li> <li>• enemies might be punished</li> <li>• part of community</li> <li>• participation in ritual</li> <li>• different gods and goddesses for different aspects of life</li> <li>• colourful ceremonies</li> <li>• sacrifices – might be opportunity to eat meat</li> <li>• participation of women and children</li> <li>• ritual to give shape to the working day.</li> </ul> <p>Candidates may use material extra to the sources provided that all three have been used.</p> <p>Use marking grid for 6 mark question.</p>	[6]

Question	Answer	Max Mark
7	<p><b>Show how useful the sources are as evidence for aspects of life in ancient Greece.</b></p> <p><b>You should:</b></p> <ul style="list-style-type: none"> <li>• <b>choose and identify two sources</b></li> <li>• <b>explain why you have chosen the two sources</b></li> <li>• <b>say what facts the sources give</b></li> <li>• <b>say how reliable the sources are as evidence.</b></li> </ul> <p>Candidates might include the following facts:</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• dowry prerequisite of marriage</li> <li>• divorce affects a woman's reputation</li> <li>• husband's character may be unknown to wife before marriage</li> <li>• husband granted more sexual licence.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• cloth production was women's work</li> <li>• cloth production gave opportunity for social interaction</li> <li>• spinning was done with a drop spindle</li> <li>• weaving was done on an upright loom</li> <li>• scales used to measure output.</li> </ul> <p><b>Source C</b></p> <ul style="list-style-type: none"> <li>• marrying is a man's decision</li> <li>• wife not initially trusted</li> <li>• birth of child marks a change in relationship</li> <li>• women not usually seen in public</li> <li>• slaves did the shopping.</li> </ul> <p><b>Source D</b></p> <ul style="list-style-type: none"> <li>• Greeks believed that the gods knew about human actions</li> <li>• Greeks believed that gods punished human wrongdoing</li> <li>• Greeks believed that lying is wrong</li> <li>• Greeks believed that the god could be bribed with sacrifices etc.</li> </ul> <p><b>Source E</b></p> <ul style="list-style-type: none"> <li>• live animals used for sacrifice and led to the ceremony</li> <li>• sacrifice took place at an altar</li> <li>• those involved in ritual were men</li> <li>• worshippers were garlanded.</li> </ul> <p><b>Source F</b></p> <ul style="list-style-type: none"> <li>• girls had a important part to play in some religious ceremonies</li> <li>• appropriate age for particular rites</li> <li>• girls only seem to have been used in the worship of goddesses</li> <li>• Greeks worshipped a variety of goddesses</li> <li>• public ceremonies were important.</li> </ul> <p>Use marking grid for 12 mark question</p>	[12]

## Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>• Choice and use of evidence;</li> <li>• Understanding of sources and evidence;</li> <li>• Engagement with the question;</li> <li>• Accuracy of writing;</li> <li>• Control of appropriate form and style;</li> <li>• Organisation and use of technical vocabulary.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>• A good range of well-chosen evidence covered in detail, facts are derived from the sources;</li> <li>• Strong awareness of bias and limitations of sources;</li> <li>• Answer well-directed at the question;</li> <li>• Legible, fluent and technically very accurate writing;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Very well structured and organised argument; technical terms accurately and effectively used.</li> </ul>
3	6-9	<ul style="list-style-type: none"> <li>• An adequate range of relevant evidence, some facts are derived from the sources;</li> <li>• Basic awareness of bias and limitations of sources</li> <li>• Answers slightly less focused on the question;</li> <li>• Legible and generally accurate writing, conveying meaning clearly;</li> <li>• Limited control of appropriate form and register;</li> <li>• Argument is organised, some technical terms accurately used.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• Few examples of relevant evidence, few facts are derived from the sources;</li> <li>• Limited awareness of bias and limitations of sources</li> <li>• Limited engagement with the question;</li> <li>• Legible but there are some errors, clarity not obscured;</li> <li>• Very limited control of form and register;</li> <li>• Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.</li> </ul>
1	0-2	<ul style="list-style-type: none"> <li>• Little or no attempt made to link facts with evidence, which may be irrelevant;</li> <li>• Little or no attempt to address the incompleteness of sources/bias;</li> <li>• Little or no engagement with the question;</li> <li>• Writing not consistently legible, may at times be difficult to read and/or contain many errors of spelling, punctuation and grammar;</li> <li>• Little control of form or register;</li> <li>• Argument difficult to discern, technical terms inaccurately used or omitted.</li> </ul>

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

### Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>• Choice and use of evidence;</li> <li>• Understanding of sources and evidence;</li> <li>• Engagement with the question.</li> </ul>
4	5-6	<ul style="list-style-type: none"> <li>• A good range of well-chosen evidence covered in detail, facts are derived from the sources;</li> <li>• Strong awareness of bias and limitations of sources;</li> <li>• Answer well-directed at the question.</li> </ul>
3	3-4	<ul style="list-style-type: none"> <li>• An adequate range of relevant evidence, some facts are derived from the sources;</li> <li>• Basic awareness of bias and limitations of sources;</li> <li>• Answers slightly less focused on the question.</li> </ul>
2	1-2	<ul style="list-style-type: none"> <li>• Few examples of relevant evidence, few facts are derived from the sources;</li> <li>• Limited awareness of bias and limitations of sources;</li> <li>• Limited engagement with the question.</li> </ul>
1	0	<ul style="list-style-type: none"> <li>• Little or no attempt made to link facts with evidence, which may be irrelevant;</li> <li>• Little or no attempt to address the incompleteness of sources/bias;</li> <li>• Little or no engagement with the question.</li> </ul>

**Assessment Objectives Grid**

<b>Question</b>	<b>AO2</b>	<b>Total</b>
<b>1-7</b>	<b>50</b>	<b>50</b>
<b>Total</b>	<b>50</b>	<b>50</b>



**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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**Head office**  
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**Facsimile: 01223 552553**