

**Classical Greek**

General Certificate of Secondary Education

Unit **B404** Verse Literature

**Mark Scheme for June 2013**

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




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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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Good response/positive
	Unclear
	Benefit of doubt
	Cross
	Wrong translation/fact
	Minor error
	Harmful addition
	Good style point or correct point in short answers
	Omission mark

## MARK SCHEME

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p><b>Sample translation</b></p> <p>“Ἐκτορ, ἐπεὶ μάλ’ ἄνωγας ἀληθέα μυθήσασθαι οὔτε πη ἐς γαλόων οὔτ’ εἰνατέρων ἐνπέπλων οὔτ’ ἐς Ἀθηναίης ἐξοίχεται, ἔνθα περ ἄλλαι Τρωαὶ εὐπλόκαμοι δεινὴν θεὸν ἰλάσκονται ...”</p> <p>Hector, since you tell me very much to speak the truth, she has not (at all) gone (off) to the house of your sisters or of your brothers’ well-robed wives nor to Athene’s temple, where (however) the other lovely- haired women of Troy appease/placate the fearful goddess.</p>	5	<p>Award up to 5 marks according to the 5-mark marking grid.</p> <p>Omission of μάλ’ = major error</p> <p>Accept <i>us</i> or <i>me</i></p> <p>Accept house or houses</p> <p><i>ask</i> = minor error</p> <p><i>worship, praise, pray, beseech</i> = minor error</p> <p><i>her</i> (not <i>your</i>) = minor error</p> <p>to your sisters (no apostrophe) = minor error</p> <p>to Athene = minor error</p> <p>Accept <i>terrible, fearful, dread, fearsome</i></p> <p><i>fierce</i> = minor error</p> <p><i>seek to</i> = harmless addition</p> <p>Ignore omission of πη or περ</p>	<p>5 mark grid</p> <p><b>[5]</b> All of the meaning conveyed, with one minor error allowed</p> <p><b>[4]</b> Most of the meaning conveyed, with two errors (which may include a major error) or three minor errors allowed</p> <p><b>[3]</b> Part of the meaning conveyed, but with two or more major errors or omissions allowed</p> <p><b>[2]</b> A limited amount of the meaning conveyed</p> <p><b>[1]</b> A very limited amount of the meaning conveyed</p> <p><b>[0]</b> None of the meaning conveyed</p> <p>NB Consequential errors should not be penalised.</p>

Question		Answer	Marks	Guidance
2		She had heard that the Trojans were losing/being worn down (1) and that the Achaeans/Greeks were winning (1).	1	Either point. Do not accept <i>victory, how the fighting is going</i> Accept <i>exhausted, tired, hard pressed</i>
3		Astyanax/Skamandrios.	1	Do not insist on completely accurate spelling.
4		A (at the Skaian gate).	1	Zero mark if more than one box ticked.
5		He smiled (1) or he was silent (1).	1	Either point. Do not accept <i>happy</i>
6		δάκρυ χέουσα (1) Shedding a tear (1)	2	Accept: <i>shedding tears, crying, with tears falling, in floods of tears</i> or main verb eg <i>she shed a tear</i> etc

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<ul style="list-style-type: none"> <li><i>Andromache's comments on her husband's fate</i>            δαιμόνιε – 'dear husband' remonstrating with Hector;            φθίσει σε τὸ σὸν μένος – 'your own courage will destroy you': menacing 's' sounds; σε . . . σὸν – emphatic repetition; the suggestion that Hector is wilfully abandoning his wife and son;            οὐδ' ἑλεάρις – 'nor do you pity', emphatic at end of line;            παῖδά τε νηπίαχον – 'child' qualified by 'infant';            ἔμ' – 'me' qualified by 'hapless', plus 'who will soon be your widow' with χήρη emphatic at end of line;            τάχα 'soon' repeated for emphasis;            σε κατακτανέουσιν – 'you' promoted for emphasis plus juxtaposed with 'they will kill';</li> <li><i>Andromache's concerns about her own future</i>            ἔμοι – 1<sup>st</sup> word for emphasis;            σεῦ ἀφαρμούση - 'having lost you' – emphatic position;            χθόνα δύμεναι – 'sink beneath the earth' is powerful vocabulary;            οὐ γὰρ ἔτ' ἄλλη – indicative of despair;</li> </ul>	10	<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded.</p> <p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>The candidate should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p> <p>No style points = maximum of Level 3</p>	<p>Level 4 9 – 10            Level 3 6 – 8            Level 2 3 – 5            Level 1 0 – 2</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>θαλπωρή – ‘comfort’ postponed for emphasis;</p> <p>σύ γε – emphatic x 2;</p> <p>πότμον ἐπίσπης – ‘you meet your fate’ ironic understatement;</p> <p>ἀλλ' ἄχε' – ‘but grief’ emphatic by enjambement, plus elisions = emotion;</p> <p>οὐδέ μοι ἔστι πατήρ καὶ πότνια μήτηρ – Hector is all she has left.</p>			

Question		Answer	Marks	Guidance
8		Father.	1	
9		(Achilles) did not strip him of his arms (2). He was cremated/burned along with his arms (2). (Achilles) heaped a burial mound over him (2). Elms/trees (planted by nymphs) grow round the burial mound (2).	4	Any 2 points. 1 mark for an incomplete point. 1 mark for burial/grave, 1 mark for heap/mound (tomb does not get second mark) accept <i>memorial</i>
10		All were killed/went down to Hades (1) on one/the same day (1).	2	Accept <i>they all died</i> Mention of being killed on the same day as Eetion = harmful addition
11		B (looking after the cattle and sheep).	1	Zero mark if more than one box ticked.
12		A (Hector's helmet has a plume of horse-hair), D (The child is frightened), E (The nurse is described as well-girdled).	3	
13	(a)	Hector uses comforting words towards his wife (1): "Dear wife (1), do not grieve overmuch in your heart on my account." (1). He tells her that the timing of his death is already decided by his fate (1); fate is unavoidable (1), from birth (1) for both brave and cowardly (1).	4	Any 4 points. Accept any other well argued point. Accept <i>do not worry about him</i> Contrast between κακόν and ἐσθλόν = 1 mark Accept <i>good and bad</i>



Question	Answer	Marks	Guidance
(b)	<p>Hector tells his wife to go back home and get on with women's work – imperative(s) ἰοῦσα . . . κόμιζε (2).</p> <p>τὰ σ' αὐτῆς ἔργα – emphatic 'your own (work)' (2).</p> <p>ἔργα expanded by ἰστόν τ' ἠλακάτην τε (loom and distaff) (2).</p> <p>πόλεμος δ' ἄνδρεςσι – 'war' first word + juxtaposition of 'war' and 'men' (2).</p> <p>πᾶσιν – emphatic position to reinforce 'every' man (2).</p> <p>ἐμοὶ δὲ μάλιστα – 'and for me especially' (2).</p>	4	<p>Any 2 points – 1 mark for content point plus 1 mark for style of Greek explained.</p> <p>Accept any other reasonable point.</p>
(c)	<p>Andromache turns round weeping (1), returns home (1) and stirs (all) the servant-women to lamentation (1). Andromache and the maids mourn for Hector (1).</p>	2	Any 2 points.

Question		Answer	Marks	Guidance	
				Content	Levels of response
14		<p>Andromache has the child Astyanax with her as a symbol of the family. She has no other surviving immediate family; frequent reference to her tears show her depth of feeling – her fate is in Hector’s hands.</p> <p>Despite his genuine love for his family and his fears for Andromache’s future as a slave to the Greeks, Hector must play the hero as the champion of Troy. Hector has been trained to fight as a warrior among the leading Trojans, to win glory, and to feel shame at the accusations of cowardice. He is accepting in his attitude to his own fate and that of Troy.</p>	8	<p>A good answer should make at least two points, clearly presented with close reference to the text (in English), or more points presented in less detail.</p> <p>Answers must be marked using the 8-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	<p>Level 4      7 – 8  Level 3      4 – 6  Level 2      2 – 3  Level 1      0 – 1</p>

Question		Answer	Marks	Guidance
15		Hermes.	1	
16		(Outside) the temple/shrine/oracle of Apollo.	1	
17		D (prophecies).	1	Zero mark if more than one box ticked.
18		(His brother) Apollo asked him (1) to bring the infant/Ion (from a cave in Athens to Delphi) (1).	2	1 mark for a reference to taking care of Ion or something to do with the well being of the infant 1 mark only for <i>Apollo asked him to take care of the child</i> For 2 marks must mention <i>bring</i> 1 mark for <i>to deliver the prologue/ to find out what's happening to Ion</i>
19		A (Apollo helps to secure the child's safety), E (the priestess wants to remove the child from the sanctuary) F (these events take place at daybreak).	3	
20		(She is shocked that) any (Delphian) girl should be so bold as to deposit her illegitimate/secretly conceived baby at Apollo's temple.	2	1 mark for abandoning baby, 2 <sup>nd</sup> mark for further detail.
21		ὀμότητα = cruelty/cruel purpose (1). Pity (1).	2	Accept <i>savagery</i>
22		A (play around the altars).	1	Zero mark if more than one box ticked.
23	(a)	Guardian of (the god's) gold (1) and steward of everything/all (the god's treasure) (1).	2	Must have <i>gold</i> for the mark
	(b)	πιστόν (1). Trusty/faithful/loyal (1).	2	

Question		Answer	Marks	Content	Guidance
					<b>Levels of response</b>
24		<p><b>Sample translation</b></p> <p>Ιω. σὺ δ' ἐξεσώθης πῶς κασιγνήτων μόνη;  Κρ. βρέφος νεογνὸν μητρὸς ἦν ἐν ἀγκάλαις.  Ιω. πατέρα δ' ἀληθῶς χάσμα σὸν κρύπτει χθονός;  Κρ. πληγαὶ τριαίνης ποντίου ἀφ' ἀπώλεσαν.</p> <p>How were you the only one of your sisters to be saved?  I was a new-born infant in my mother's arms.  Did a chasm in the earth really conceal your father?  A blow from the sea-god's trident destroyed him.</p>	5	<p>Award up to 5 marks according to the 5-mark marking grid.</p> <p>Accept <i>siblings</i></p> <p><i>A chasm concealed your father in the earth</i> = major error</p> <p>Accept <i>blows</i></p>	<p>5 mark grid</p> <p><b>[5]</b> All of the meaning conveyed, with one minor error allowed</p> <p><b>[4]</b> Most of the meaning conveyed, with two errors (which may include a major error) or three minor errors allowed</p> <p><b>[3]</b> Part of the meaning conveyed, but with two or more major errors or omissions allowed</p> <p><b>[2]</b> A limited amount of the meaning conveyed</p> <p><b>[1]</b> A very limited amount of the meaning conveyed</p> <p><b>[0]</b> None of the meaning conveyed</p> <p>NB Consequential errors should not be penalised.</p>

Question		Answer	Marks	Guidance
25	(a)	Apollo honours the Long Cliffs/The Long Cliffs are very dear (τὰ φίλτατα – line 105) to Apollo/an ancient place of worship to Apollo (1) and Ion is Apollo's temple attendant /Ion worships Apollo/ He wants to know why Creusa feels so strongly about the cliffs (1).	2	Not <i>this was the place of Ion's conception/exposure</i> , since Ion knows nothing about the circumstances of his birth etc. (οὐκ οἶδα πλὴν ἔν· Λοξίου κεκλήμεθα – line 129).
	(b)	It brings back bad memories/she feels guilty/she is ashamed (1) because this is the place/ in a cave/ under the Acropolis/Long Cliffs (1) where she was seduced (1) by Phoebus Apollo (1) and where she subsequently abandoned her (new-born) son/Ion (1).	4	Any 4 points.
	(c)	<p>Creusa tries to put Ion off by saying τί δ' ἰστορεῖς τόδ'; (<i>Why do you ask this?</i>).</p> <p>ὥς μ' ἀνέμνησάς τινος (<i>How you remind me of something</i>), with τινος referring obliquely to her rape by Apollo.</p> <p>τιμᾶ; τί τιμᾶ; (<i>He honours it? How does he honour it?</i>). Repetition of τιμᾶ emphasises Creusa's sense of indignation and the irony that Apollo honours a place where he has committed such a dishonourable act.</p> <p>μήποτ' ὄφελόν σφ' ἰδεῖν (<i>I wish I'd never seen the place</i>) – a clear indication that she doesn't want to talk about this.</p> <p>οὐδέν (<i>It's nothing</i>). One-word negative response to emphasise her reluctance to talk.</p> <p>αἰσχύνην τινά (<i>something shameful</i>) i.e. don't embarrass me with your questions.</p>	4	<p>Any 2 points – 1 mark for content point plus 1 mark for style of Greek explained.</p> <p>Beware of crediting references to Ion</p> <p>Creusa replies to Ion's initial question with her own questions = 1 mark.</p>

Question	Answer	Marks	Guidance									
			Content	Levels of response								
26	<ul style="list-style-type: none"> <li>• <i>Creusa's questions about Ion's past and present circumstances</i></li> </ul> <p>When Ion tells her he is a slave, she asks him how this came about, whether he was an offering from a city or sold by someone.</p> <p>She is concerned about where he lives: "Do you live in the temple or in one of the houses (within the temple precinct)?"</p> <p>"How old were you when you came here?"</p> <p>When Ion tells her he was a baby, Creusa asks who suckled him.</p> <p>When Ion says "I never knew a mother's breast; the woman who brought me up . . ." he is interrupted by Creusa in her anxiety to know who this woman is (τίς;).</p> <p>Creusa is full of questions e.g. τίς x 2 (lines 10 &amp; 12).</p> <ul style="list-style-type: none"> <li>• <i>Creusa's identification of Ion as a fellow-sufferer</i></li> </ul> <p>Creusa specifically says "I pity you in return" (ἀντοικτίρομεν – line 4), reinforced by the particles ἄρ' αὖθις and the juxtaposition of ἡμεῖς σ'.</p> <p>Creusa addresses Ion as ὦ ταλαίπωρ'.</p> <p>Her wish to empathise with Ion is shown in the phrase ὡς νοσοῦσ' ἡῦρον νόσους: "since I, suffering, have found suffering (in you)", emphasised by the repetition νοσοῦσ' . . . νόσους.</p>	10	<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded.</p> <p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>The candidate should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<table> <tr> <td>Level 4</td> <td>9 – 10</td> </tr> <tr> <td>Level 3</td> <td>6 – 8</td> </tr> <tr> <td>Level 2</td> <td>3 – 5</td> </tr> <tr> <td>Level 1</td> <td>0 – 2</td> </tr> </table>	Level 4	9 – 10	Level 3	6 – 8	Level 2	3 – 5	Level 1	0 – 2
Level 4	9 – 10											
Level 3	6 – 8											
Level 2	3 – 5											
Level 1	0 – 2											

Question		Answer	Marks	Guidance	
				Content	Levels of response
27		<p>Ion –</p> <p>illegitimate, his mother raped by Apollo; abandoned at birth; removed from his home and taken to Delphi on Apollo's orders; appointed to a life's service in Apollo's temple at Delphi; kept in total ignorance about his background; but reunited with his mother, taken back home to Athens, founder of the Ionian race.</p> <p>Creusa –</p> <p>raped by Apollo at the Long Cliffs in Athens; made to keep her pregnancy a secret from her father; had to abandon her illegitimate new-born baby and . . . believed the child to have subsequently died; but Apollo did instruct his brother Hermes to rescue the child and bring him to Delphi where Apollo ensured he was taken care of and brought up as a servant in his temple.</p> <p>Apollo is responsible for arranging the mother/son reconciliation.</p>	8	<p>A good answer should make at least two points, clearly presented with close reference to the text (in English), or more points presented in less detail.</p> <p>Answers must be marked using the 8-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	<p>Level 4      7 – 8 Level 3      4 – 6 Level 2      2 – 3 Level 1      0 – 1</p>

## APPENDIX - Marking grid for 10-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>• Engagement with the question;</li> <li>• Selection and coverage of supporting points;</li> <li>• Choice and use of evidence from the Greek text;</li> <li>• Accuracy of writing;</li> <li>• Control of appropriate form and register;</li> <li>• Organisation of answer.</li> </ul>
4	9-10	<ul style="list-style-type: none"> <li>• Good engagement with the question;</li> <li>• A range of relevant points, with development;</li> <li>• A good range of appropriate Greek quotation with relevant discussion;</li> <li>• Legible, fluent and very accurate writing, conveying meaning clearly;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Argument well organised.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• Some engagement with the question;</li> <li>• A range of relevant points, with some development;</li> <li>• Some appropriate Greek quotation with some relevant discussion;</li> <li>• Legible and accurate writing, conveying meaning clearly;</li> <li>• Some control of appropriate form and register;</li> <li>• Argument is organised.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• Limited engagement with the question;</li> <li>• A few relevant points;</li> <li>• Limited Greek quotation with limited relevant discussion;</li> <li>• Legible and generally accurate writing, conveying meaning;</li> <li>• Limited control of form and register;</li> <li>• Argument apparent in places, even if underdeveloped.</li> </ul>
1	0-2	<ul style="list-style-type: none"> <li>• Little or no engagement with the question;</li> <li>• Any points made are of little or no relevance;</li> <li>• Very little or no appropriate Greek quotation or relevant discussion;</li> <li>• Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear;</li> <li>• Very limited control of form and register;</li> <li>• Argument difficult to discern.</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.



## APPENDIX - Marking grid for 8-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>Engagement with the question;</li> <li>Selection and coverage of supporting points;</li> <li>Understanding and appreciation of the set text;</li> <li>Accuracy of writing;</li> <li>Control of appropriate form and register;</li> <li>Organisation of answer.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>Good engagement with the question;</li> <li>A good range of relevant points with development;</li> <li>A good understanding and appreciation of the set text;</li> <li>Legible, fluent and very accurate writing, conveying meaning clearly;</li> <li>Sustained control of appropriate form and register;</li> <li>Argument well organised.</li> </ul>
3	4-6	<ul style="list-style-type: none"> <li>Some engagement with the question;</li> <li>A range of relevant points, with some development;</li> <li>A general understanding and appreciation of the set text;</li> <li>Legible and accurate writing, conveying meaning clearly;</li> <li>Limited control of appropriate form and register;</li> <li>Argument organised.</li> </ul>
2	2-3	<ul style="list-style-type: none"> <li>Limited engagement with the question;</li> <li>A few relevant points;</li> <li>A basic understanding and appreciation of the set text;</li> <li>Legible and generally accurate writing, conveying meaning;</li> <li>Very limited control of form and register;</li> <li>Argument apparent in places, even if underdeveloped.</li> </ul>
1	0-1	<ul style="list-style-type: none"> <li>Little or no engagement with the question;</li> <li>Any points made are of little or no relevance;</li> <li>Very little understanding or appreciation of the set text;</li> <li>Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear;</li> <li>Little control of form and register;</li> <li>Argument difficult to discern.</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. 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

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