

GCSE

Classical Greek

Unit **B403** Prose Literature

General Certificate of Secondary Education

Mark Scheme for June 2015

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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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1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page –used on pages of an additional object where there is no candidate response.
	Good response/positive
	Unclear/dubious point
	Benefit of doubt
	Consequential error
	Contradiction
	Cross
	Extendable ellipse
	Major error
	Minor error / SPAG
	Harmful addition
	Good use of Greek / valid stylistic point
	Omission mark
highlight	Harmless addition

MARK SCHEME

Section A

Question		Answer/Indicative content	Mark	Guidance
1		B a year and seven months	1	
2		B, D, E	3	One mark per correct answer.
3	(a)	(He believed that) it was / seemed destined (1) for Babylon to be captured (1) OR There was an omen (1) about a mule giving birth / a mule had given birth.(1)	2	Accept any two points, one of which must include reference to destiny / fate / omen
	(b)	Whether he placed high value (1) on capturing Babylon (1)	2	
4		<ul style="list-style-type: none"> • Zopyrus sees this course of action as the only possible solution - ἄλλως οὐκ... εἰ μὴ. • He makes light of it - ἐν ἐλαφρῷ ποιησάμενος • Emphasis on his shocking mutilation of himself - λωβησάμενος, λωβᾶται and cognate noun λώβην in rapid succession; • vivid use of present tense λωβᾶται. • Herodotus' own judgement of Zopyrus' actions expressed in ἀνήκεστον (unbearable / incurable). • piling up of awful things he does to himself in paratactic sentence structure, with repeated use of καὶ (polysyndeton): cuts off nose and ears and hair, and whips himself. • awfulness of act further emphasised by alliteration in κόμην κακῶς περικείρας. • Repetition of ἑαυτὸν & ἑαυτοῦ stresses his self-mutilation • Emphatic position of ἀποτεμῶν at start of clause 	4	Any two points – 1 mark per point + 1 mark for supporting Greek evidence. Candidates must show understanding of the meaning of the Greek

Question		Answer/Indicative content	Mark	Guidance
5	(a)	(ἄνδρα) δοκιμώτατον (a) most esteemed (man)	2	One mark for Greek, one for translation. Translation must match the Greek word or phrase quoted. Superlative is needed; do not allow 'so ...' or 'noble'
	(b)	He leaped up / from his throne (1), cried out (1) and asked who had mutilated him (1).	3	
6		D turning round	1	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
7		<i>Sample translation:</i> Seeing him from the towers, those who had been drawn up on this side / in this position ran / began to run down and opening one of the (two) gates a little, they asked / were asking (both) who he was (and) what he wanted by coming.	5	<p>Award up to 5 marks for the whole translation according to the 5-mark marking grid.</p> <p>Omission constitutes a major error</p> <p>Accept:</p> <ul style="list-style-type: none"> • ὀρῶντες: 'watching' / 'having seen' • ἀπὸ τῶν πύργων with κατέτρεχον rather than ὀρῶντες • κατὰ τοῦτο: 'there' / 'for this purpose' / 'for this duty' • τὴν ἑτέραν πύλην: 'one gate' <p>Minor Error:</p> <ul style="list-style-type: none"> • τῶν πύργων: translated in singular • κατέτρεχον: 'came down', • τὴν ἑτέραν πύλην: omission of 'one of the' or translation as 'the one gate' 	<p>[5] All of the meaning conveyed, with one minor error allowed</p> <p>[4] Most of the meaning conveyed with two errors (which may include a major error) or three minor errors allowed</p> <p>[3] Part of the meaning conveyed, but with two or more major errors or omissions allowed</p> <p>[2] A limited amount of the meaning conveyed</p> <p>[1] A very limited amount of the meaning conveyed</p> <p>[0] None of the meaning conveyed</p> <p>NB Consequential errors should not be penalised.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> οὐτινος δεόμενος ἦκοι: 'why he had come'. <p>Major Error</p> <ul style="list-style-type: none"> τῶν πύργων: 'walls' instead of 'towers' Omission or incorrect translation of ἀπὸ οὐτινος δεόμενος ἦκοι: 'why he was there' τὴν ἑτέραν πύλην: 'the gate' 	

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
8	<p>After telling the guards that he is a deserter, Zopyrus is taken to face the Babylonian authorities, where he puts on a convincing act: he laments his mutilated state, asserting that his injuries (in reality self-inflicted) were caused by Darius as punishment for advising withdrawal of the Persian army. He claims that his desertion to the Babylonians is a great advantage for them, but bodes ill for Darius, whose plans are all known to him.</p> <p>He confidently declares his name and purpose (εἶη τε Ζώπυρος καὶ αὐτομολοίη) and stands with similar confidence before the Babylonian authorities (καταστάς δ' ἐπ' αὐτὰ).</p> <p>Untruthful claim that Darius has injured him highlighted by antithesis of ὑπὸ Δαρείου and ὑφ' ἑαυτοῦ, framing the repeated verb for suffering - πεποιθέναι and ἐπεπόνθειν (chiasmus)</p> <p>Clever interweaving of truth into his fiction: the Persians did indeed feel there was no means of capturing the city (οὐδεὶς πόρος φαίνοιτο τῆς ἀλώσεως).</p> <p>Use of direct speech, introduced by pleonastic ἔφη λέγων</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>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating the answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 9-10 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p>Antithetical phrases with repeated superlatives (ὕμῖν... μέγιστον ἀγαθόν and Δαρείῳ... μέγιστον κακόν) encourage Babylonians to believe Zopyrus' desertion is a lucky break for them. This is also emphasised by the juxtaposition of ἐγὼ & ὑμῖν</p> <p>Polysyndeton and tricolon in Δαρείῳ ... καὶ Πέρσαις suggest Zopyrus' wholehearted rejection of the Persian cause.</p> <p>Determined tone of his threat that Darius will not get away with it (οὐ... καταπροΐξεται), having mutilated 'me of all people' (ἐμέ γε). First person singular pronoun & verb stress his desire for personal revenge.</p> <p>Confident assertion that he knows all the ins and outs (διεξόδους) of Darius' plans.</p>			

Question		Answer/Indicative content	Mark	Guidance
9		A, B, E	3	One mark per correct answer.
10		<p>Cruelty: one of:</p> <ul style="list-style-type: none"> • he pulled down the wall(s) (1) OR • he tore away (all) the gates (1) OR • he impaled 3000 / the leaders (on stakes) (1) <p>Mercy: he gave (back) the city to the rest of the Babylonians (to live in). (1)</p>	2	

Question		Answer/Indicative content	Mark	Guidance
11		(Often said) he would rather Zopyrus had not suffered (1) than that he should have 20 more Babylons (1); honoured him greatly (1) gave him annual gifts / gifts highly valued by the Persians (1); gave him Babylon to rule / live in / possess (1) exempt from taxation / throughout his lifetime (1) and gave him many other things (1).	4	Any four of these points.

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
12		<p>Candidates may choose to sympathise with either the Babylonians or the Persians or with both.</p> <p>Babylonians:</p> <p>Babylonians have been defeated by the Persians before.</p> <p>Shocking action in choking all the women, save one from each household to make bread.</p> <p>After Zopyrus' omen, the city appears fated to fall.</p> <p>Gullible victims of Zopyrus' deception.</p> <p>Further false hopes inspired by his slaughter of huge numbers of Persians.</p> <p>Desperate flight to temple once they realise they have been betrayed.</p>	8	<p>Answers must be marked using the level descriptors in 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>Candidates should make a range of points in response to the question, illustrating them where possible with reference to the text they have read.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 7-8</p> <p>Level 3 4-6</p> <p>Level 2 2-3</p> <p>Level 1 0-1</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p>Punishment inflicted by Darius: pulled down wall; tore away gates; impaled some 3000 on stakes.</p> <p>Persians</p> <p>Mocked by Babylonians; frustrated at not being able to take Babylon, especially since they had captured it before.</p> <p>Zopyrus suffers excruciating mutilation at his own hands.</p> <p>Huge numbers (7000) of unarmed soldiers slaughtered as part of Zopyrus' planned betrayal of the Babylonians.</p>			

Section B

Question		Answer/Indicative content	Mark	Guidance
13		A a short distance inland	1	
14		A, D, F	3	One mark per correct answer.
15	(a)	(He wanted / had decided) to find out (1) where the river began / rose / the river's source (1)	2	
	(b)	no source (1); many/large grapevines (1) full of (bunches of) grapes (1); clear wine flowing from the roots / into the river / a spring of clear wine (1).	3	Any three of these details.
16		<ul style="list-style-type: none"> Description of the fish: in colour (χρόαν) and taste (γεῦσιν) very like wine (οἶνω μάλιστα... προσεοικότητας). Amusing detail that when they caught and ate some fish they got drunk: ἐμεθύσθημεν comes as a surprise at the end of the clause. Humorous use of ἀμέλει: 'of course', when they cut open the fish they found them full of dregs - τρυγὸς μεστούς another surprise at end of sentence. 'Sensible' decision to temper their alcohol intake with normal fish (τοὺς ἀπὸ τοῦ ὕδατος). Word-play in use of οἶνοφαγίας ('solid alcohol intake'). εὕρισκομεν: use of historic present makes the story immediate 	4	Any two points – 1 mark per point + 1 mark for supporting Greek evidence.
17	(a)	ἀμπέλων χρῆμα τεράστιον a prodigious / monstrous / terrible / amazing sort of vine OR (χρῆμα) τεράστιον (a) prodigious / monstrous (thing)	2	One mark for Greek, one for translation

Question	Answer/Indicative content	Mark	Guidance
(b)	pictures / drawings of Daphne (1) Daphne turning into a tree (1) when Apollo is catching her (1).	2	Any two of these details.
18	B around noon	1	

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
19	<p><i>Sample translation:</i> After traversing the air for seven days and the same number of nights, on the eighth day we saw / looked down upon a great land in the air like an island, bright and spherical and lit up by a great light;</p>	5	<p>Award up to 5 marks for the whole translation according to the 5-mark marking grid.</p> <p>Accept:</p> <ul style="list-style-type: none"> • ‘round’ for σφαιροειδῆ • Middle rendition of καταλαμπομένην • φωτὶ μεγάλῳ καταλαμπομένην: with a great light shining upon it’ <p>Minor error</p> <ul style="list-style-type: none"> • ‘seven equal nights’ for τὰς ἴσας νύκτας <p>Major Error</p> <ul style="list-style-type: none"> • καθορώμεν· ‘appeared’ 	<p>[5] All of the meaning conveyed, with one minor error allowed</p> <p>[4] Most of the meaning conveyed with two errors (which may include a major error) or three minor errors allowed</p> <p>[3] Part of the meaning conveyed, but with two or more major errors or omissions allowed</p> <p>[2] A limited amount of the meaning conveyed</p> <p>[1] A very limited amount of the meaning conveyed</p> <p>[0] None of the meaning conveyed</p> <p>NB Consequential errors should not be penalised.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
20	<p>Lucian and his companions are arrested by the Vulture Cavalry and taken to the king. He recognises them as Greeks and, after learning how they got there, tells his own story: he is a human called Endymion who was snatched from earth and brought to this land – the moon – which he now rules. He reassures the visitors and offers them hospitality.</p> <p>Alarming description of Vulture Cavalry flying around (note alliteration in προστέτακται περιπετομένοις), hunting down foreigners (εἶ τις εὐρεθείη ξένος), arresting them (συλλαβόντες) and taking them to the king.</p> <p>Suspense: no idea what reception they will get; it is maintained as king (slowly?) looks them up and down (θεασάμενος).</p> <p>Tension starts to ease when he recognises from their clothes that they're Greek: direct speech ("Ἕλληνες ἄρα, ἔφη, ὑμεῖς, ὦ ξένοι;"), followed by an interested, rather than hostile, question (Πῶς οὖν ἀφίκεσθε;).</p> <p>Further reassurance when Endymion reveals that he too (καὶ αὐτὸς) is from earth; vivid details of his name, personal story & how he got there.</p> <p>Interesting detail about how he got</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>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating the answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 9-10 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p>there: snatched while sleeping (καθεύδων ἀναρπασθείη) with effective juxtaposition of participle & verb</p> <p>Finally (and note, at the end of a sentence) we get confirmation of what we have long suspected: they're on the moon (σελήνην); up to this point it has been referred to just as τὴν γῆν or τῆς χώρας.</p> <p>Relief at the end: Endymion tells them not to worry (θαρρεῖν... παρεκελεύετο); they will have all they want – note πάντα and δεόμεθα beginning and ending the sentence.</p>			

Question	Answer/Indicative content	Mark	Guidance
21	A, B, F	3	One mark per correct answer.
22	They add / mix / drip bitter honey / drops of honey / honey from their noses (1) to the milk (which they sweat) from their bodies (1).	2	Just honey and milk - one mark
23	The many / water-bearing vines on the moon (1) have (bunches of) grapes like hail (1); whenever a wind (1) shakes/strikes the vines (1) when the bunches of grapes are burst (1) and hail falls upon us.	4	Any four of these points.

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
24		<p>Bold statement in his introduction, that his readers should not believe anything he writes, gives Lucian 'licence' to tell a host of ridiculous, improbable stories.</p> <p>Everything is exaggerated and incredible, often poking fun at previous authors: eg. finding a footprint 100 ft long (Herodotus); Vulture Cavalry with wings longer & thicker than a ship's mast (Homer).</p> <p>Candidates may find humour in a range of details from the two main episodes of the text:</p> <p>Episode with the wine-river and vine-women: amusing notion of getting drunk on fish; word-play ('solid alcohol intake'); hybrid vine-women, who seduce some of Lucian's men, with tragic consequences; readiness of the others to abandon their unfortunate companions ('abandoning them, we fled for the boat'); more word-play ('sexual vintnercourse').</p> <p>Episode on the moon: fantastical means of travel – carried on a typhoon for 7 days and nights; arrival at a spherical, bright, inhabited and cultivated land, from where our own world ('we inferred') could be seen below.</p>	8	<p>Answers must be marked using the level descriptors in 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>Candidates should make a range of points in response to the question, illustrating them where possible with reference to the text they have read.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 7-8 Level 3 4-6 Level 2 2-3 Level 1 0-1</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p>Encounter with the Vulture Cavalry, who appear terrifying but turn out to be benign.</p> <p>Extraordinary customs on the moon: no women, men are 'wives' up to age 25; give birth from the calf, whence the spoof aetiology of the word calf (lit. 'belly of the leg') in Greek.</p> <p>Diverse standards of beauty on the moon and elsewhere; peculiar features of moon people's physique – eg. belly a hairy pouch into which children creep to keep warm.</p> <p>Clothing is glass (for the rich) and woven bronze (for the poor); they have removable eyes, which Lucian 'hesitates to mention' for fear that he may be thought a liar.</p>			

Marking grid for 8-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Engagement with the question; • Selection and coverage of supporting points; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and register; • Organisation of answer.
4	7-8	<ul style="list-style-type: none"> • Good engagement with the question; • A good range of relevant points with development; • A good understanding and appreciation of the set text; • Legible, fluent and very accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised.
3	4-6	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant points, with some development; • A general understanding and appreciation of the set text; • Legible and accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument organised.
2	2-3	<ul style="list-style-type: none"> • Limited engagement with the question; • A few relevant points; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning; • Very limited control of form and register; • Argument apparent in places, even if underdeveloped.

Level	Mark ranges	Characteristics of performance
1	0-1	<ul style="list-style-type: none"> • Little or no engagement with the question; • Any points made are of little or no relevance; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear; • Little control of form and register; • Argument difficult to discern.

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

Marking grid for 10-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Engagement with the question; • Selection and coverage of supporting points; • Choice and use of evidence from the Greek text; • Accuracy of writing; • Control of appropriate form and register; • Organisation of answer.
4	9-10	<ul style="list-style-type: none"> • Good engagement with the question; • A range of relevant points, with development; • A good range of appropriate Greek quotation with relevant discussion; • Legible, fluent and very accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised.
3	6-8	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant points, with some development; • Some appropriate Greek quotation with some relevant discussion; • Legible and accurate writing, conveying meaning clearly; • Some control of appropriate form and register; • Argument is organised.
2	3-5	<ul style="list-style-type: none"> • Limited engagement with the question; • A few relevant points; • Limited Greek quotation with limited relevant discussion; • Legible and generally accurate writing, conveying meaning; • Limited control of form and register; • Argument apparent in places, even if underdeveloped.

Level	Mark ranges	Characteristics of performance
1	0-2	<ul style="list-style-type: none"> • Little or no engagement with the question; • Any points made are of little or no relevance; • Very little or no appropriate Greek quotation or relevant discussion; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear; • Very limited control of form and register; • Argument difficult to discern.

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.

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