

General Certificate of Secondary Education

B403

CLASSICAL GREEK

Classical Greek Prose Literature

Specimen Paper

Time: 1 hour

Candidates answer on the question paper.

Additional materials: None

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **either** Section A **or** Section B.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

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 **50**.

This document consists of **17** printed pages and **3** blank pages.

Answer **either** Section A **or** Section B.

Section A: Herodotus

Answer all the questions.

Passage 1

παιδιά δύο νεογνά ἀνθρώπων τῶν ἐπιτυχόντων δίδωσι ποιμένι τρέφειν, ἐντειλάμενος μηδένα ἀντίον αὐτῶν μηδεμίαν φωνήν ἰέναι, ἐν στέγῃ δὲ ἐρήμῃ ἐφ' ἑαυτῶν κείσθαι αὐτά, καὶ ἐν ὥρᾳ τὸν ποιμένα ἐπάγειν αὐτοῖς αἶγας, πλήσαντα δὲ τοῦ γάλακτος τᾶλλα διαπράττεσθαι.

Tale II, lines 8-13

1 What have we been told that Psammetichus is keen to find out?

.....
[1]

2 παιδιά δύο νεογνά: whom is he to use for his experiment?

Put a tick (✓) in the correct box.

- A** two newborn children
- B** two young children
- C** two young shepherds
- D** two babies

[1]

3 ἀνθρώπων τῶν ἐπιτυχόντων: from which group of people will he choose these subjects for his experiment?

Put a tick (✓) in the correct box.

- A** slaves
- B** rich men
- C** soldiers
- D** ordinary men

[1]

- 4 ἐντειλάμενος μηδένα ἀντίον αὐτῶν μηδεμίαν φωνὴν ἰέναι, ἐν στέγῃ δὲ ἐρήμῃ ἐφ' ἑαυτῶν κείσθαι αὐτά: what instructions does Psammetichus give for the experiment? You should make **two** points.

.....

[2]

- 5 (a) Give an example of how Herodotus' use of words makes these instructions emphatic. Write down your chosen word(s).

.....[1]

- (b) Explain why.

.....
[1]

- 6 καὶ ἐν ὥρᾳ τὸν ποιμένα ἐπάγειν αὐτοῖς αἴγας, πλήσαντα δὲ τοῦ γάλακτος τὰλλα διαπράττεσθαι. Tick the **three** correct statements.

Put a tick (✓) in each correct box.

- A The shepherd must bring goats to them at the appropriate times.
- B The shepherd must bring cows to them.
- C The shepherd must let the children drink milk.
- D The shepherd must fill buckets with milk.
- E The shepherd must do nothing else for the children.
- F The shepherd must perform other necessary tasks for the children.

[3]

Passage 2

ταῦτα δ' ἐποίει τε καὶ ἐνετέλλετο ὁ Ψαμμήτιχος, ἐθέλων ἀκοῦσαι ἦντινα
φωνῆν ῥήξουσι πρώτην οἱ παῖδες, ἀπαλλαχθέντων τῶν ἀσήμων κινυζημάτων.

Tale II, lines 13-15

7 Translate these lines.

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[5]

- 9 Is the experiment humane or inhumane? Explain your answer with reference to the passage. Make **three** points.

.....

[3]

Passage 4

Τοιούτῳ μὲν τρόπῳ προσηγάγετο τοὺς Αἰγυπτίους ὥστε δικαιοῦν δουλεύειν. ἐχρήτο δὲ καταστάσει πραγμάτων τοιᾶδε· τὸ μὲν ὄρθριον, μέχρι πληθούσης ἀγορᾶς, προθύμως ἔπραττε τὰ προσφερόμενα πράγματα· τὸ δὲ ἀπὸ τοῦδε ἔπινέ τε καὶ κατέσκωπτε τοὺς συμπότας καὶ ἦν μάταιός τε καὶ παιγιήμων.

Tale V(b), lines 1-6

- 10 What does Amasis persuade the Egyptians to consider it right to do?

.....
[1]

- 11 In these lines we are told how he arranges his affairs. Tick the **three** correct statements.

Put a tick (✓) in each correct box.

- A** He started work early in the morning.
- B** He stopped when the market place filled up.
- C** He was reluctant to start work.
- D** He worked hard all day long.
- E** He spent the afternoon with his friends.
- F** He despised those who gave themselves time off.

[3]

Passage 6

Ὁ δὲ ἠμείβετο τοῖσδε αὐτοῦς, "Οἱ τὰ τόξα κεκτημένοι, ἐπήν μὲν δέωνται
χρήσθαι, ἐντείνουσιν· ἐπήν δὲ χρήσωνται, ἐκλύουσιν· εἰ γὰρ δὴ τὸν πάντα
χρόνον ἐντεταμένα εἶη, ἐκραγείη ἄν. "

Tale V(b), lines 14-17

13 Pick out **two** details from Amasis' comment about the bow and explain how he goes on after this passage to apply each to a man's life.

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.....[4]

14 From the stories you have read, how typical is this response of Amasis to his friends' criticism? Give **two** clear points and an example for each.

.....
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.....[4]

Section A Total [50]

Section B is on the next page.

[Turn over

Do **not** answer Section B if you have already answered Section A.

Section B: Demosthenes

Answer all the questions.

Passage 1

παρήει δ' οὐδείς. πολλάκις δὲ τοῦ κήρυκος ἐρωτῶντος οὐδὲν μᾶλλον ἀνίστατ' οὐδείς, ἀπάντων μὲν τῶν στρατηγῶν παρόντων, ἀπάντων δὲ τῶν ῥητόρων, καλούσης δὲ τῆ κοινῆ τῆς πατρίδος φωνῆ τὸν ἐροῦνθ' ὑπὲρ σωτηρίας· ἦν γὰρ ὁ κήρυξ κατὰ τοὺς νόμους φωνὴν ἀφίησι, ταύτην κοινὴν τῆς πατρίδος δίκαιον ἡγεῖσθαι.

On the Crown, lines 12-17

15 παρήει δ' οὐδείς. πολλάκις δὲ τοῦ κήρυκος ἐρωτῶντος οὐδὲν μᾶλλον ἀνίστατ' οὐδείς, ἀπάντων μὲν τῶν στρατηγῶν παρόντων, ἀπάντων δὲ τῶν ῥητόρων, καλούσης δὲ τῆ κοινῆ τῆς πατρίδος φωνῆ τὸν ἐροῦνθ' ὑπὲρ σωτηρίας: no one came forward. Give **three** reasons why this is surprising.

.....

 [3]

16 κατὰ τοὺς νόμους: how does the herald speak?

Put a tick (✓) in the correct box.

- | | | |
|----------|-----------------------|--------------------------|
| A | according to the law | <input type="checkbox"/> |
| B | because of the laws | <input type="checkbox"/> |
| C | against the law | <input type="checkbox"/> |
| D | according to the laws | <input type="checkbox"/> |

[1]

17 κοινὴν τῆς πατρίδος: how does Demosthenes say it is right to consider the herald's voice?

Put a tick (✓) in the correct box.

- A** as their forefathers' common voice
- B** as the common voice of their homeland
- C** as the voice in common to their fatherlands
- D** as their fathers' voices speaking in common

[1]

18 How does Demosthenes go on to explain that he himself was the right man to come forward? Make **two** clear points.

.....
.....
.....
.....
.....

[2]

[Turn over

20 How would Demothenes' account of this crisis make an impact on the jury and hold their attention? Give **three** examples. You can refer to any part of the story you have read.

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.....[3]

Passage 3

ἔτυπτον καὶ τὰς ἀμίδας κατεσκευάδινον καὶ προσεούρουν, καὶ ἀσελγείας καὶ ὑβρεως οὐδ' ὀτιοὺν ἀπέλειπον.

Against Conon, lines 12-13

21 What complaint have the sons of Conon (the subjects of ἔτυπτον) just been making?

.....
.....
.....[1]

22 What do the sons of Conon do next?

Tick the **three** correct statements.

Put a tick (✓) in each correct box.

- A** They overturn the chamberpots.
- B** They urinate on the slaves.
- C** They behave politely to the slaves.
- D** They are guilty of shameless and arrogant behaviour.
- E** They leave out shamelessness and arrogance.
- F** They beat the slaves.

[3]

[Turn over

Passage 4

ὀρώντες δ' ἡμεῖς ταῦτα καὶ λυπούμενοι τὸ μὲν πρῶτον ἀπεπεμφάμεθα, ὡς δ' ἐχλεύαζον ἡμᾶς καὶ οὐκ ἐπαύοντο, τῷ στρατηγῷ τὸ πρᾶγμ' εἶπομεν κοινῇ πάντες οἱ σύσσιτοι προσελθόντες, οὐκ ἐγὼ τῶν ἄλλων ἔξω.

Against Conon, lines 14-17

23 What prompts the speaker and his friends to report the matter to the general? Make **two** points.

.....

 [2]

24 τῷ στρατηγῷ τὸ πρᾶγμ' εἶπομεν κοινῇ πάντες οἱ σύσσιτοι προσελθόντες, οὐκ ἐγὼ τῶν ἄλλων ἔξω: write down and translate **one** Greek word or phrase which emphasises that the speaker is not alone in making his complaint.

.....
 [2]

Passage 5

λοιδορηθέντος δ' αὐτοῖς ἐκείνου καὶ κακίσαντος αὐτοὺς οὐ μόνον περὶ ὧν εἰς ἡμᾶς ἠσέλγαινον, ἀλλὰ καὶ περὶ ὧν ὅλως ἐποίουν ἐν τῷ στρατοπέδῳ, τοσούτου ἐδέησαν παύσασθαι ἢ αἰσχυνηθῆναι

Against Conon, lines 17-20

25 Tick the **three** correct statements.

Put a tick (✓) in each correct box.

- | | | |
|----------|--|--------------------------|
| A | The general rebuked the sons of Conon. | <input type="checkbox"/> |
| B | The general rebuked those who had complained. | <input type="checkbox"/> |
| C | The sons of Conon were guilty of outrageous behaviour. | <input type="checkbox"/> |
| D | Those who complained were guilty of bad behaviour in the camp. | <input type="checkbox"/> |
| E | Those who behaved badly stopped at once. | <input type="checkbox"/> |
| F | Those who behaved badly felt no shame. | <input type="checkbox"/> |

[3]

27 How successful do you feel the speaker's portrayal of the situation would have been in terms of persuading the jury?

You should make **two** clear points, referring either to the passage above or to other parts of the story for examples.

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[4]

Passage 7

τοῦ δὲ πράγματος εἰς τοῦτο προελθόντος, ὡς δεῦρ' ἐπανήλομεν, ἦν ἡμῖν, οἷον εἰκός, ἐκ τούτων ὀργή καὶ ἔχθρα πρὸς ἀλλήλους.

Against Conon, lines 27-29

28 Translate these lines.

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[5]

Section B Total [50]

Paper Total [50]

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Copyright Acknowledgements:

Sources:

Section A

Tales from Herodotus (BCP Greek Texts), by Herodotus (Author), G.S. Farnell (Editor), M. Goff (Editor), Bristol Classical Press; New Ed edition (1 Jun 1991)

Ibid Tale 2 lines 8-22

Ibid Tale V(b) lines 1-17

Section B

From *A Greek Anthology (JACT)*, Cambridge University Press, 2002

Ibid Section 14 Demosthenes *On the Crown* lines 2-17

Ibid Section 15 Demosthenes *Against Conon* lines 12-29

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

CLASSICAL GREEK

B403

Unit B403: Classical Greek Prose Literature

Specimen Mark Scheme

The maximum mark for this paper is **50**.

This document consists of **12** printed pages.

Section A: Herodotus		
Question Number	Answer	Max Mark
1	<p>What have we been told that Psammetichus is keen to find out? Who were the first of men.</p>	[1]
2	<p>παιδιά δύο νεογνά: whom is he to use for his experiment? A - two newborn children</p>	[1]
3	<p>ἀνθρώπων τῶν ἐπιτυχόντων: from which group of people will he choose these subjects for his experiment? D - ordinary men</p>	[1]
4	<p>ἐντειλάμενος ... αὐτά: what instructions does Psammetichus give for the experiment? You should make two points. That no one should utter any sound in their presence. (1) That they should live alone in a lonely cottage. (1)</p>	[2]
5(a)	<p>Give an example of how Herodotus' use of words makes these instructions emphatic. Write down your chosen word(s). Accept any appropriate choice of word(s) (see below).</p>	[1]
(b)	<p>Explain why. One of: Repetition of μηδένα ... μηδεμίαν ἐν στέγῃ δὲ ἐρήμῃ ἐφ' ἑαυτῶν - on their own (ἐφ' ἑαυτῶν) in a lonely (ἐρήμη) cottage</p>	[1]
6	<p>καὶ ἐν ᾧρα ... διαπράττεσθαι. Tick the three correct statements. A - The shepherd must bring goats to them at the appropriate times. C - The shepherd must let the children drink milk. F - The shepherd must perform other necessary tasks for the children.</p>	[3]
7	<p>Translate these lines. Use the Marking grid at the end of the mark scheme.</p>	[5]

Section A: Herodotus		
Question Number	Answer	Max Mark
8	<p>How does Herodotus engage the reader's interest in this passage?</p> <ul style="list-style-type: none"> • the actions of the subjects of the experiment <p>Our pity/sympathy evoked for babies - stretching out arms and falling at shepherd's feet Single word of direct speech very effective Babies often repeat word, so must have some important meaning Babies acting in concert, so again it must have some intent 'bekos' could be their imitation of the noise made by goats, so they could be asking for their milk</p> <ul style="list-style-type: none"> • the reactions of the shepherd <p>Shepherd at first remains quiet and doesn't report it - we wonder why, as this is against instructions Shepherd uncertain - a normal human reaction: he doesn't want to get into trouble, but once he is sure of the word he reports it</p> <ul style="list-style-type: none"> • Herodotus' use of time <p>Herodotus has telescoped time to make the story more vivid - 2 years have passed. Herodotus then draws the time out again by saying 'to the shepherd opening ... they said "bekos". τὰ μὲν δὴ πρῶτα: we feel a little frustrated, because we want to know what it means Sense of longer period of time with πολλάκις φοιτῶντι ... πολὺ Yet we still don't know what it means - Herodotus delays this discovery, thus keeping our interest The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. 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>	[10]
9	<p>Is the experiment humane or inhumane? Explain your answer with reference to the passage. Make three points.</p> <p>Humane/justifiable:</p> <p>Their basic needs for food/shelter are taken care of. He really believes that he will be able to find out the answer, so he feels justified. He believes in the power of rational enquiry - emphasis on πυνθάνομαι (repeated).</p> <p>Inhumane/unjustifiable:</p> <p>No love/communication offered, which is also a basic need. Pathos of line where babies reach out to him and clearly want him as their carer.</p>	[3]

Section A: Herodotus		
Question Number	Answer	Max Mark
9 Cont'd	<p>Emphasis on their isolation: ἐρήμη, ἐφ' ἑαυτῶν, μηδένα ... μηδεμίαν. No interest in the children as individuals - 'meaningless babblings'. The length of time they are isolated - διετῆς χρόνος. The injustice of experimenting on babies who cannot consent. How could he really expect to find the answer? Conclusion based on the premise that people 'naturally' speak Phrygian.</p>	
10	<p>What does Amasis persuade the Egyptians to consider it right to do? To serve him/be his slaves.</p>	[1]
11	<p>In these lines we are told how he arranges his affairs. Tick the three correct statements. A - He started work early in the morning. B - He stopped when the market place filled up. E - He spent the afternoon with his friends.</p>	[3]
12	<p>How do Amasis' friends persuade him that his behaviour is wrong?</p> <ul style="list-style-type: none"> • Amasis' current behaviour They rebuke him and try to shame him. They say he is not conducting himself properly - οὐκ ὀρθῶς σεαυτοῦ προύστηκας. He devotes himself to too much frivolity - εἰς τὸ ἄγαν φλαῦρον προάγων σεαυτόν. He is not behaving like a king - οὐδαμῶς βασιλικά. Shocking content of this short sentence is very effective after the longer ones. • how his friends feel he should behave They set out a model for good behaviour. He ought to work all day - δι' ἡμέρας. He ought to be 'solemn' or 'majestic' - they repeat σεμνῶ σεμνὸν in different cases for emphasis. Chiasmus and alliteration of ἐν θρόνῳ σεμνῶ σεμνὸν θακοῦντα for emphasis. Alliteration of πράττειν τὰ πράγματα. • the Egyptians' opinion of Amasis They encourage him by saying that the Egyptians would think better of him if he behaved better. 	[10]

Section A: Herodotus		
Question Number	Answer	Max Mark
12 Cont'd	<p>Implication that the Egyptians do not think well of him currently.</p> <p>Flattery that he is a great man, but the Egyptians do not yet recognise it - Αἰγύπτιοί τ' ἄν ἠπίσταντο ...</p> <p>Idea that he would have a better reputation among his people - implies that his current reputation is not flattering to him - ἄμεινον σὺ ἄν ἤκουες.</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. 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>	
13	<p>Pick out two details from Amasis' comment about the bow and explain how he goes on after this passage to apply each to a man's life.</p> <p>He says that those who have bows string them for use, (1) but then unstring them when they have finished using them. (1) He also says that if bows were kept strung all the time they would break. (1)</p> <p>Like the bow, a man needs periods of rest between periods of work. (1) (If a man works all the time and never takes time off for recreation, he, too, will break.)</p>	[4]
14	<p>From the stories you have read, how typical is this response of Amasis to his friends' criticism? Give two clear points and an example for each.</p> <p>He is very clever - this 'parable' is used to make the Egyptians concur with his way of thinking, just like the transformation of the golden washbowl into a statue.</p> <p>He is determined to maintain his life of 'balance', so will justify it any way he can: the story of the washbowl showed him just as unconcerned by people's disapproval as he is here.</p> <p>He is not honest: the transformation of the washbowl and the fact that he used to lie and steal when he ran out of the necessities of life is evidence for this. Here he is shamelessly manipulating his friends.</p> <p>He enjoys a joke at others' expense: how can his friends argue with the bow 'parable'? The washbowl incident was a joke at the expense of his reluctant subjects, and we are told earlier in this part of the story that he enjoyed making fun of his fellow-drinkers after work.</p>	[4]
Section A Total		[50]

Section B: Demosthenes		
Question Number	Answer	Max Mark
15	<p>παρήει δ' οὐδείς ... ὑπὲρ σωτηρίας: no one came forward. Give three reasons why this is surprising.</p> <p>The herald asked repeatedly - πολλάκις. All the generals were present. All the orators were present. The city was calling her citizens on a matter of security. Any three of these.</p>	[3]
16	<p>κατὰ τοὺς νόμους: how does the herald speak?</p> <p>D - According to the laws.</p>	[1]
17	<p>κοινὴν τῆς πατρίδος: how does Demosthenes say it is right to consider the herald's voice?</p> <p>B - as the common voice of their homeland</p>	[1]
18	<p>How does Demosthenes go on to explain that he himself was the right man to come forward? Make two clear points.</p> <p>There were many rich (and well-disposed) citizens who could have come forward to speak for Athens, but this was not enough. Athens needed someone who understood the events (and why Philip was planning to attack): (Demosthenes had all of these attributes.)</p>	[2]
19	<p>How does Demosthenes present a vivid picture of a city under threat?</p> <ul style="list-style-type: none"> • the actions of the presiding councillors <p>Presiding councillors were dining, but immediately leapt up and took action. Crisis management - thrust people off market-stalls and set fire to wicker hurdles: to raise the alarm and clear the area. Call generals and trumpeters - military action is imminent. Call council to meeting in council-chamber - to prepare agenda for Assembly. Give everyone a chance to speak in Assembly - to decide on course of action.</p>	[10]

Section B: Demosthenes		
Question Number	Answer	Max Mark
19 Cont'd	<ul style="list-style-type: none"> • Demosthenes' use of time <p>Everything happens very quickly - immediately (εὐθὺς) leap up even while in the middle of (μεταξὺ) dining. Pushing them off market stalls and setting fire to them - hasty actions. τῇ ὑστεραίᾳ: the next day the council is called - at daybreak (ἄμα τῇ ἡμέρᾳ), so again no delay. The people are seated on the Pnyx even before the agenda has been drawn up - sense of urgency.</p> <ul style="list-style-type: none"> • atmosphere <p>The speed and number of actions leads to confusion. καὶ θορύβου πλήρης ἦν ἡ πόλις: short sentence after long one to summarise confusion in the city - very effective - we can visualise people running about shouting and the fire in the market-place. Change of subject from οἱ πρυτάνεις to ὑμεῖς δ' ... ἐπορεύεσθε. Draws audience in - they remember running to the Pnyx to await the Assembly. Atmosphere of expectation: they were seated even before the agenda could be drawn up - πᾶς ὁ δῆμος ἄνω καθῆτο. Expectation again in last sentence: long sentence finally culminates in the question they have been waiting for - 'τίς ἀγορεύειν βούλεται'. But before that they have to sit through the announcement of the councillors and the introduction of the messenger and his account. The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. 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>	
20	<p>How would Demosthenes' account of the crisis make an impact on the jury and hold their attention? Give three examples. You can refer to any part of the story you have read.</p> <p>Puts across the urgency ἄμα τῇ ἡμέρᾳ, εὐθὺς, μεταξὺ δειπνοῦντες. People ready before the Council arrives. Clearly states the procedures with which they could identify – (organisation of an assembly, emergency measures like removing the stalls.) Draws them in - ὑμεῖς. Appeals to their patriotism – (your country needs someone to speak for her.) Direct speech – herald. Visual element – clearing of agora, mention of individuals – trumpeter, news bringer, herald. (Long sentences, but) short one for effect παρήει δ' οὐδείξ. Placates them by saying he knows everyone <i>would</i> have come forward, but it needed someone with special knowledge. Reminds them that he <i>was</i> that man with special knowledge (and that was why he was lauded in the first place.) Any three.</p>	[3]

Section B: Demosthenes		
Question Number	Answer	Max Mark
21	<p>What complaint have the sons of Conon (the subjects of ἔτυπτον) just been making?</p> <p>The slaves were annoying them with smoke while they were cooking or the slaves were insulting them.</p>	[1]
22	<p>What do the sons of Conon do next? Tick the three correct statements.</p> <p>A - They overturn the chamberpots. D - They are guilty of shameless and arrogant behaviour. F - They beat the slaves.</p>	[3]
23	<p>What prompts the speaker and his friends to report the matter to the general? Make two points.</p> <p>The sons of Conon ridicule the speaker and his friends. They will not stop.</p>	[2]
24	<p>τῷ στρατηγῷ ... τῶν ἄλλων ἔξω: write down and translate one Greek word or phrase which emphasises that the speaker is not alone in making his complaint.</p> <p>κοινῇ - together, in common πάντες οἱ σύσσιτοι - all the messmates οὐκ ἐγὼ τῶν ἄλλων ἔξω - not I (alone) without the others</p>	[2]
25	<p>Tick the three correct statements.</p> <p>A - The general rebuked the sons of Conon. C - The sons of Conon were guilty of outrageous behaviour. F - Those who behaved badly felt no shame.</p>	[3]
26	<p>How does Demosthenes make this a vivid and dramatic piece of writing?</p> <ul style="list-style-type: none"> the actions of the men <p>The men have no shame - ἐδέησαν ... αἰσχυνοθῆναι. They don't stop when asked to - ἐυδέησαν παύσασθαι. They go straight back to the attack that night - ἐπειδὴ θάπτον συνεσκότασεν ... They jump on the speaker and his friends - ἡμᾶς εἰσεπήδησαν.</p>	[10]

Section B: Demosthenes		
Question Number	Answer	Max Mark
26 Cont'd	<p>They insult them and rain blows on them - κακῶς ἔλεγον ... πληγὰς ἐνέτειναν ἐμοί. They cause uproar and confusion - τοσαύτην κραυγὴν καὶ θόρυβον ... ἐποίησαν. They are determined to do damage to the speaker and his friends - ἐκώλυσαν μηδὲν ἡμᾶς ἀνήκεστον παθεῖν.</p> <ul style="list-style-type: none"> • the intervention of those in authority <p>The noise is such that an enormous number of people comes to the rescue - the general, the captains and some of the other soldiers. Emphasised by the long list and the anaphora of καὶ τὸν στρατηγὸν καὶ τοὺς ταξιάρχους ... καὶ τῶν ἄλλων στρατιωτῶν τινάς. Idea that there would have been bad injuries caused without this intervention - ἐκώλυσαν μηδὲν ἡμᾶς ἀνήκεστον παθεῖν ... It took so many of them to stop the attack. Outrageous that even the general and captains were got out of bed to deal with it.</p> <ul style="list-style-type: none"> • the choice of vocabulary and sentence structure <p>Anaphora as mentioned above. Result clauses – τοσοῦτου ἐδέησαν ... ὥστ' and τοσαύτην κραυγὴν καὶ θόρυβον ... ἐποίησαν ὥστε ... τὸ μὲν πρῶτον ... τελευτῶντε δέ: just when it seems it can get no worse, it does! Time expressions - ἐπειδὴ θάπτον συνεσκότασεν, εὐθύς, ταύτῃ τῇ ἐσπέρα. Tautology for emphasis - κραυγὴν καὶ θόρυβον. The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. 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>	
27	<p>How successful do you feel the speaker's portrayal of the situation would have been in terms of persuading the jury?</p> <p>Any two or other suitable point: Very successful/because the speaker/portrays himself as being (in general) above such behaviour. The speaker does not retaliate/despite being distressed and/(suffering beatings.)</p>	[4]
28	<p>Translate these lines.</p> <p>Use the Marking grid at the end of the mark scheme.</p>	[5]
Section B Total		[50]
Paper Total		[50]

Marking grid for 10-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Coverage of the bullet points in the question; • Choice and use of evidence; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation of answer.
4	9-10	<ul style="list-style-type: none"> • All three bullet points covered, at least two in detail; • A good range of accurate Greek quotation with developed discussion of this; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument.
3	6-8	<ul style="list-style-type: none"> • Two or three bullet points covered, at least one in detail; • Some accurate Greek quotation with relevant discussion; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised.
2	3-5	<ul style="list-style-type: none"> • One bullet point covered in detail, or two or three bullet points covered sketchily; • Limited Greek quotation which might not be discussed in detail; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped.
1	0-2	<ul style="list-style-type: none"> • One bullet point covered sketchily, or two or three bullet points hardly covered at all; • Very little or no Greek quotation and/or no discussion of evidence; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • 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 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 set text translation 5-mark questions

[5] Perfectly accurate

[4] Overall sense correct; up to 2 minor errors (eg tense, number) or a single major error or omission

[3] Overall sense correct, with several serious errors or omissions

[2] Parts correct; a few correct phrases but overall sense lacking or unclear

[1] Isolated knowledge of vocabulary only

[0] Totally incorrect or omitted

N.B. Consequential errors should not be penalised.

Assessment Objectives Grid

Question	AO2	Total
1-28	50	50
Total	50	50