



General Certificate of Secondary Education

Classical Greek 3024

3024/1 Classical Greek Paper 1

Mark Scheme

June examination - 2005 series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

GCSE Classical Greek Paper 1

Question 1

Passage based on Xenophon *Anabasis* I. viii. 21-29

Passage A

- (a) The Greeks were winning. (1)
 - (b) He did not pursue the enemy/ immediately./ (2)
 - (c) (i) He remained with his cavalry. (1)
 - (ii) In order to watch the (Persian) king carefully. (1)
 - (d) What the (Persian) king/ was going to do./ (2)
 - (e) (i) To attack the Greeks. (1)
 - (ii) Since nobody was fighting/ against his soldiers./ (2)
- (10)**

Passage B

And then Cyrus, thinking that	3
the (Persian) king would be able to attack (<i>accept future tense</i>) the Greeks from all sides,	6
now himself attacked as quickly as possible.	5
Cyrus is said to have killed with his own hand	5
a general of the Persians called Artagerses.	4
But after this, when Cyrus and the cavalry were closely pursuing those who were now fleeing,	8
a terrible thing happened.	4
For Cyrus' cavalry, pursuing too eagerly,	4
left Cyrus without guards, with the result that he came into great danger	8
although he was now victorious.	4

51 marks scaled to **(15)**

Passage C

Cyrus, who suddenly realised that the (Persian) king was very near,	7
shouted in a loud voice these words.	5
“I see the man.	3
If you wish, brother, to remain king for many years,	6
you must defend yourself on this day.”	6
After saying this, Cyrus went against him,	5
in order that he should not escape death,	5
and wounded him through his breastplate.	4
But at the same time as Cyrus was doing this deed,	6
a Persian used a long spear and killed him.	5
Those who were present at the battle	5
reported that Artapates, the most loyal of those with Cyrus,	5
jumped down from his horse	3
when he saw that Cyrus had fallen	4
in order to help him.	3
Some say that the (Persian) king ordered someone to kill him;	6
others say that Artapates, holding a golden sword, killed himself with it.	9
For previously Cyrus had given Artapates this sword,	6
because he had been honoured by Cyrus on account of his wisdom.	7

100 marks scaled to (25)

Question 2

Passage 1 lines 383-395 Passage 2 lines 439-452.

- (a) When more reached the top,/ the guards on the towers became aware (of them)./ (2)
- (b) One of the Plataeans dislodged a tile on the battlements./ It made a noise when it hit the ground./ (2)
- (c) ●Use of adverb *αὐτίκα* ('immediately').
●Use of strong verb of motion *ῥωμῆσεν* ('rushed').
●Short sentence, with the particle *δέ* suggesting the swiftness of the response to the *βοή*.
any two out of three anything else plausible considered (2)
- (d) It was a dark night/ and there was a storm./ (2)
- (e) They went out and attacked the Peloponnesians' wall/ at a point exactly opposite to where/ their men were crossing it./ (3)
- (f) ●He uses the powerful verb *ἐθοροβοῦντο* ('they were confused') and in a prominent position - first word - in the line.
●The phrase *οὐδεὶς ἐτόλμα* ('no-one had the courage...') also expresses their failure to act.
●The striking phrase *ἐν ἀπόρῳ ἦσαν* ('they were at a loss') emphasises their complete incapability.
●Emphatic position of *βοηθεῖν* and its virtual juxtaposition with *οὐδεὶς*.
any three out of four anything else plausible considered (3)
- (g) For six or seven stades they took the road to Thebes,/ then they changed direction and went off on the road to Erythrae and Hysiae./ (2)
- (h) (i) Taking to the mountains,/ 212 men from a greater number/ escaped to Athens./ (3)
(ii) The historic present tense helps the reader feel he is witnessing the events described. (1)
(iii) (Most of) them turned back to the city/ before crossing over the wall./ One archer was captured at the outer ditch./ (3)
- (i) (i) They stayed where they were/ and stopped assisting./
accept either point (1)
(ii) Because those who turned back/ reported to them that no-one survived./ (2)
- (j) Funeral rites were so important that, even in the bitterest conflicts, hostilities were suspended for them to happen. (1)
- (k) ●Precision of facts - e.g. reference to going six or seven stades along the road to Thebes before diverting.
●Widespread consultation of eyewitnesses - e.g. the detail about the dislodged tile could only have come from someone who was there.
●Ability to paint a vivid picture - e.g. his description of the dark and stormy night.
●Ever-present desire to provide reasons - e.g. why the Plataeans who were left behind were unaware that their compatriots had escaped to safety.
any three out of four anything else plausible considered (3)

(30)

Question 3

- (a) (i) Thales. (1)
- (ii) By using the theorem of similar triangles/ he calculated the height from the length of the shadow it cast/ based on the relationship between a man's height and his shadow./
any two out of three (2)
- (b) (i) ● He thought the primary substance was fire.
● Everything is in a state of flux.
● Harmony is the ultimate goal.
other possibilities (3)
- (ii) **Either** Marx **or** Lenin. (1)
- (c) ● Transmigration of souls.
● Vegetarianism.
● Mysticism.
any one out of three (1)
- (d) ● Land hunger.
● Economic advantage.
● Political exile.
any two out of three other plausible answers considered (2)
- (e) No, because
● Slaves could not vote
● Nor could metics
● Nor could women.
any two out of three (2)
- (f) ● The lot could result in unsuitable people holding high office.
● The assembly could be swayed by charismatic, though not necessarily sound, individuals.
● Country-dwellers would have found it hard to come to Athens and vote.
anything else plausible considered (3)
- (g) (i) 500. (1)
- (ii) Each of the ten tribes of Attica selected by lot (50) adult males to serve on the *boulé* for one year. (1)
- (iii) ● Prepared business for the *ekklesia*.
● Received embassies.
● Ran the city on a day-to-day basis.
● Scrutinised the public accounts.
any three out of four other possibilities (3)
- (20)

Question 4

- (a) Any **two** out of discus, long jump, javelin, 200 metres, wrestling. (2)
- (b) Pindar. (1)
- (c) 776 BC. (1)
- (d) (i) They competed in their own, minor games (in honour of Hera). (1)
- (ii) They were allowed to be present, but not in the central area. (1)
- (e) ●Religion played a far more important part.
 ●No medals, but instead the victor won an olive wreath.
 ●Obstruction acceptable in races.
 ●Always held in the same place.
 ●No Winter Olympics.
 any **four** out of five many other possibilities (4)
- (f) (i) Symposium/Symposion/συνέσιον. (1)
- (ii) ●Cabaret sometimes provided.
 ●Poetry recited.
 ●Speeches made.
 ●*kottabos* played.
 any **three** out of four other possibilities (3)
- (g) ●Largely vegetarian.
 ●No sugar - honey used instead
 ●No forks - fingers used.
 ●Goat (not cow) milk/butter.
 any **three** out of four other possibilities (3)
- (h) Any **three** well-substantiated points. (3)
- (20)**

The Marking of the GCSE Greek Unprepared Translation

Following a great deal of discussion and a careful consideration of the problems caused by Positive Marking in the 1988 examinations, it was decided to adopt a scheme which should not only be easier to operate, but also prove a better and fairer discriminator between candidates. On the other hand, sufficient marks are still available to candidates to ensure that the scheme is positive in the spirit of GCSE requirements.

- 1 The translations are given a total, roughly in line with the number of words in the passages. In the case of 2005 Greek it is 151 marks.
- 2 These marks are distributed throughout the passages, and allotted according to the perceived difficulty of individual sections or phrases. The passages are therefore divided into sections, and a total is available for each section.
- 3 Marks are deducted from the total allotted to a section as follows: 1 mark maximum for an indeclinable; 2 marks maximum for a declinable. If there is only one mistake in a declinable word, then only 1 mark is deducted. No single word can lose more than 2 marks. Omissions are penalised fully.

A particular section may be so faulty that it loses all marks allotted to it. It is possible, however, for a candidate to get something right in the section, despite the mistakes. In order to maintain the 'positive' principle, I suggest that we award 1 mark (indicated +) to the section. No more than 5 +'s should be awarded altogether, and no more than 1 per section.

- 4 A caret (^) indicates the omission (i.e. of a Greek word); a 'double caret' (^) indicates the omission of a declinable. A single error in a word is indicated by a single horizontal line (____) beneath the word; a double horizontal line (____) indicates two errors in the word. The total for the section is put above the section AND entered in the margin (the former for my benefit, the latter for yours). Of course, the marks awarded plus mistakes indicated should always come to the section maximum (please do check this - it is a useful way of eliminating arithmetical and other errors on the part of the marker).
- 5 Repeated errors are not penalised, but are indicated by ringing the offending word. Generally speaking, also, you should not penalise consequential errors i.e. those mistakes which are an inevitable consequence of previous errors (which will, of course, have been penalised).
- 6 Misspellings of proper names are penalised once by deducting 1 mark. Any subsequent mistakes are ringed. It may be useful to asterisk such a deduction for ease of checking in the case of subsequent errors.
- 7 Mistakes can be of meaning, case, number, gender, agreement, person, tense, voice, mood and position. Errors of position are indicated thus: _____ or _____.
- 8 Active/passive transposition is allowed, provided that all elements of the phrase are correctly rendered. Mistakes or omissions are penalised up to maximum -2.
- 9 Gratuitous insertions are not penalised, unless they materially affect the meaning or structure of the phrase; in which case they are penalised -1.
- 10 Mistakes in English grammar, punctuation or spelling are not penalised.
- 11 In the case of alternative renderings, mark the first and ignore the second, unless the first is bracketed.
- 12 The definite article is regarded as part of the noun. Mistakes here (for example, incorrect inclusion or omission) are penalised -1.
- 13 Incorrect subordination or co-ordination penalised -1.
- 14 Incorrectly identified constructions are penalised -2.
- 15 Other areas of difficulty will be dealt with as and when they arise, and decisions about deductions etc. will be made at the Standardising Meeting.