



2010 Classical Greek

Advanced Higher – Interpretation

Finalised Marking Instructions

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Advanced Higher Classical Greek

Interpretation

Section A

Greek Religion

1. The candidate should include the following:

- battle between Achilles and Hector is watched by all the Olympians
- Zeus appeared to be hesitating and feeling sympathy for Hector
- asked his fellow gods to help him decide Hector's fate by which they are bound
- Athene questions what he is doing and says others will not applaud his action
- live as family on Mount Olympus
- Gods not usually all watching mortals
- Zeus usually leader and decisive
- lesser gods don't usually question or mock Zeus
- always portrayed as living on Mount Olympus
- domestic strife among gods

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 10

2. The candidate should include the following:

- Hesiod and Homer composed false stories which they told to us and as a result should be condemned cf. portrait painter – image no resemblance to model
- story of Uranus and Cronos is greatest lie
- these stories ought not to be told to young
- fits in with rest of passage
- true quality of God should be portrayed
- God/Zeus is responsible for good not evil
- discusses whether God is good or evil
- discusses whether they change their form
- those writers who mislead should not be taught
- as they corrupt the young who cannot distinguish between good and evil

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 10

3. The candidate should include the following:

- Pentheus is displeased at the arrival of Dionysus
- Dionysus is a foreigner – Greeks were xenophobic
- does not wish to accept him as a god as he is new
- disapproves of Dionysus' appearance – too womanly
- accuses him of leading women of Thebes astray
- Pentheus shows some interest in the rites of Dionysus
- says Dionysus unsuited for wrestling

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 10

4. Essay

The candidate will be given credit for:

- mention of relevant point
- development of point
- quotation in Greek or English
- sustained argument

(a) Homer, Plato and Euripides

The following are ways in which the three authors inform us:

- all believe in the gods to greater or lesser extent
- the gods intervene in all aspects of the Greeks' daily lives
- they behave like humans eg argue
- agree they are powerful
- in Homer they influence the lives of humans
- Homer mentions superiority of Zeus
- they decide the fate of humans eg life or death
- they deceive humans
- talk about clasping of knees in supplication eg Thetis in Homer/Pentheus in Bacchae
- their actions are not always beneficial – Homer/Euripides/Plato
- mention ritual sacrifice – Homer/Plato
- Plato is concerned about bad influence on children – through poets
- Plato has some doubts about them – not all Greeks strong believers
- people are punished for non belief eg Pentheus
- Euripides concerned with Dionysus' bad influence on women – they commit crime for him
- not all the actions of the Maenads are positive
- Dionysus manipulates Pentheus
- they do not tell us much about the worship of the god by ordinary citizens
- any other relevant point

(b) Homer

- Homer believes in the gods and goddesses
- they behave like humans and have human characteristics (anthropomorphic)
- thinks they control the fate of people
- believes that the gods influence the lives of humans
- accepts that the gods are powerful
- Gods decide the fate of humans eg Hector
- believes in the power of Zeus
- Homer was always being read and quoted by ancient Greeks
- children were taught his stories and was important part of their education
- any other relevant point

(c) Plato

- disapproves of view of god portrayed by Homer and Hesiod
- disapproves of stories told by Homer and Hesiod as they are bad influence ie do not teach right from wrong
- does not approve (certain)
- not certain of existence of gods
- approaches belief in one god
- thinks it easier to follow path of evil
- any other relevant point

To maximum 25

Section A total: 55 (scaled to 100)

Section B

War

1. The candidate should include the following:

- Gylippus was a Spartan
- he was sent to assist Syracusans against Athenians who had invaded Sicily
- Gylippus was accused of letting Athenians escape
- he decided to pursue them
- made a decisive victory over Demosthenes and Nicias, the Greek generals
- made them surrender
- Nicias and Demosthenes lose their lives
- this surrender led to the end of the events in Sicily

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 10

2. The candidate should include the following:

- mentions Athenian hatred of Spartans
- loss of crops and therefore livelihood
- does not approve of causes of war
- trivialises causes of war
- represents the pro-war party

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 10

3. The candidate should include the following:

Hecabe

- in despair about trouble Trojan women face – uses questions a lot
- has some hope for future (Il 216-218)
- advises Andromache to be positive about future
- tells her to accept new Greek “husband”
- at end of scene laments the loss of her grandson

Talthybius

- Talthybius is confident
- is bearer of bad tidings which he reluctantly brings
- there are that Andromache’s son Astyanax is to die
- asks Andromache to accept the situation and not struggle
- warns her of the consequences of non-acceptance ie no burial for child
- does not like what he has to do

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 10

4. Essay

The candidate will be given credit for:

- mention of relevant point
- development of point
- quotation in Greek or English
- sustained argument

(a) Aristophanes, Euripides and Thucydides

- all are critical of the effects of war
- Aristophanes emphasises discomfort and difficulty of war
- Thucydides the failure to carry out policy effectively, trusting affairs to the wrong leaders and subjection to the whims of popular opinion
- Euripides has sympathy for the sufferings even of the enemy and the oppression of conquered people
- Aristophanes deals with the point of view of the non-combatant citizen and caricatures Lamachus
- should give some concrete examples of these from the text
- should mention the different mode of presentation in comedy, history and tragedy
- dehumanising effect of war
- any other relevant point

(b) Thucydides

- yes/no? Some
- vivid portrayal of conflict and suffering
- should learn from their mistakes eg trusting affairs to wrong leaders and their subjection to the whims of popular opinion
- Passage 11 – Nicias’ letter bringing bad news like messenger speech
- Passage 12 – downfall of Nicias and his troops because of his shortcomings ie teaching the consequences of having poor leaders
- Passage 13 – cruel treatment of Athenians by Syracusans
- successful? Reasoned argument giving examples of his ability to tell history accurately
- any other relevant point

(c) Aristophanes

- primary purpose to entertain and amuse
- wishes to satirise the state’s use of warfare
- Dikaiopolis makes an amusing speech
- expresses hatred of Spartans
- mentions effects of war - shortage of food, violence, loss of lives
- critical of actions of Cleon and Lamachus and makes fun of them
- Dikaiopolis stands up for peace as he is tired of fighting in war
- discusses how Athenians would have felt fighting long war
- any other relevant point

To maximum 25

Section B total: 55 (scaled to 100)

Conversion Table 55 to 100

Points	Marks
55	100
54	98
53	96
52	95
51	93
50	91
49	89
48	87
47	85
46	84
45	82
44	80
43	78
42	76
41	75
40	73
39	71
38	69
37	67

Points	Marks
36	65
35	64
34	62
33	60
32	58
31	56
30	55
29	53
28	51
27	49
26	47
25	45
24	44
23	42
22	40
21	38
20	36
19	35
18	33

Points	Marks
17	31
16	29
15	27
14	25
13	24
12	22
11	20
10	18
9	16
8	15
7	13
6	11
5	9
4	7
3	5
2	4
1	2
0	0

[END OF MARKING INSTRUCTIONS]