

GCE

Classics: Classical Greek

Unit **F372**: Classical Greek Verse and Prose Literature

Advanced Subsidiary GCE

Mark Scheme for June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2016

Annotation	Meaning
tick	One or two ticks, as appropriate
cross	One or two crosses, as appropriate
/	Divide the translation into sections
Wavy line	Minor error in translation
Solid line	Major error in translation
^	Omission or major/minor error
BP	Blank Page

Section A: Prescribed Prose Literature

Question 1

Question	Indicative Content	Mark	Guidance
1a	When the boy saw what was happening, he threw off his cloak and ran away. [2] The men, who attacked him, pursued him. [2] The speaker took himself off by another route. [1]	[3]	In the lines immediately before the passage, the speaker has described what happened when Simon and his friends first tried to kidnap Theodotus. Outline what happened.

	Indicative translation	Marks	Guidance	
Section				Levels of response
1b		[15]		
(i)	καίτοι ποτέρους χρῆ αἰτίους τῶν γεγενημένων εἶναι νομίζειν, τοὺς φεύγοντας ἢ τοὺς ζητοῦντας καταλαβεῖν; And yet which group should be thought responsible for what happened – those who flee, or those who try to catch.	[5]	The passage has been divided into three sections, each worth 5 marks. Please write the marks awarded for each section in the body of the script, at the end of the section. Draw a vertical line through the text to indicate where each section ends. Add up the sectional marks to give a total out of 15, to be written in the right-hand margin. Ring the total. Minor error in (ii): getting phrases in the wrong order (major error if both in wrong order).	5-mark grid [5] Correct translation (as agreed at standardisation) with one minor error allowed. [4] One serious error or two minor errors, otherwise the meaning is conveyed. [3] Most of the meaning conveyed, but several errors. [2] Half the meaning conveyed, the rest seriously flawed [1] A minority of meaning conveyed.
(ii)	ἐγὼ μὲν γὰρ ἠγοῦμαι πᾶσιν εἶναι δῆλον ὅτι φεύγουσι μὲν οἱ περὶ αὐτῶν δεδιότες, διώκουσι δὲ οἱ βουλόμενοι τι ποιῆσαι κακόν. For I think that it is clear to everyone that those who are afraid for themselves are the ones who flee, and those who intend to do some harm are the ones who pursue.	[5]		
(iii)	οὐ τοίνυν ταῦτα εἰκότα μὲν, ἄλλως δὲ περὶ αὐτῶν πέπρακται, ἀλλὰ καταλαβόντες τὸ μειράκιον ἐκ τῆς ὁδοῦ ἤγον βία it is not the case that, though this is plausible, events in the matter have been otherwise; but	[5]		

	Indicative translation	Marks	Guidance	
Section				Levels of response
	they seized the boy and were dragging him from the road by force.		scope across the clause. The Perseus translation is: 'And this is not a case of a probable thing having turned out otherwise in fact.'	
1c	The speaker says he did not lay hands on the men but did take hold of Theodotus (2); they were dragging him off by force and were beating the speaker (2). The bystanders have borne witness to this (2). It would be terrible if the speaker were held to have premeditated the terrible crimes which these men have committed. (2)	[6]	ἐντυχῶν δ' ἐγὼ ... πεποικότες (lines 6–20): what points does the speaker make to support his case?	
1d	What would have happened to the speaker if the situation were the opposite of what actually happened? (1) If, with many friends, the speaker had gone to Simon, fought with him and struck him, and pursued him and tried to drag him off by force. (2) If, when he has done all these things, the speaker has been brought to court and runs the risk of losing his native land and all his property. (2)	[4]	τί δ' ἄν ποτε ... κινδυνεύω (lines 10–15): summarise the argument in these lines.	
1e	μέγιστον καὶ περιφανέστατον πάντων: superlatives ἀδικηθεῖς καὶ ἐπιβουλευθεῖς ὑπ' ἐμοῦ: throws Simon's accusation back in his face, mocking him; οὐκ ἐτόλμησε τεττάρων ἐτῶν ἐπισκήψασθαι εἰς ὑμᾶς: Simon's delay in bringing any charges, emphasised with the time reference;	[4]	τὸ δὲ μέγιστον ... ὕστερον (lines 15–20): How effectively does the speaker draw attention to a weakness in his opponent's case? Make two points, and support each point by referring to the Greek	1 mark for quotation of Greek 1 for discussion up to 4: Misunderstanding/mistranslation of the Greek negates the mark for the Greek phrase.

Section	Indicative translation	Marks	Guidance	
				Levels of response
	<p>ὀργιζόμενοι παραχρήμα τιμωρεῖσθαι ζητοῦσιν: he focuses on what others would have done if ἐρῶσι καὶ ἀποστερῶνται ὧν ἐπιθυμοῦσι καὶ συγκοπῶσιν;</p> <p>οὗτος δὲ χρόνοις ὕστερον: contrasts with παραχρήμα; brief conclusion to underline the contrast in behaviour.</p>			
1f	<p>ἐπὶ τὴν οἰκίαν τὴν ἐμὴν νύκτωρ μεθύων: uncivilised behaviour for a visitor, especially public drunkenness; reward comment on choice of detail;</p> <p>ἐκκόψας τὰς θύρας: suggests an unfriendly visit; use of compound verb;</p> <p>εἰσηλθεν εἰς τὴν γυναικωνίτιν: Simon ignores propriety in entering the women's quarters;</p> <p>τῆς τε ἀδελφῆς τῆς ἐμῆς καὶ τῶν ἀδελφιδῶν: the speaker focuses on the presence of women who would usually not meet with men from outside the household;</p> <p>αἱ οὕτω κοσμίως βεβιώκασιν ὥστε καὶ ὑπὸ τῶν οἰκείων ὀρώμεναι αἰσχύνεσθαι: emphasis on the proper upbringing of the women, who would not expect a strange man to enter their quarters; emphatic use of ὀρώμεναι;</p> <p>εἰς τοῦτο ἦλθεν ὕβρεως: suggests violence and lack of self control; word order;</p> <p>οὐ πρότερον ἠθέλησεν ἀπελθεῖν: Simon refuses to leave;</p>	[8]	<p>πυθόμενος γὰρ ... ἐξήλασαν βία (lines 1–7): how does Lysias convey Simon's complete disregard for civilised behaviour here?</p> <p>You should refer to both content and style and support your answer with four examples from the Greek text.</p>	<p>1 mark for quotation of Greek, 1 for discussion up to 8:</p> <p>Maximum 6 if only content/style discussed.</p> <p>Misunderstanding/mistranslation of the Greek negates the mark for the Greek phrase.</p>

	Indicative translation	Marks	Guidance	
Section				Levels of response
	<p>ἡγούμενοι δεινὰ ποιεῖν: he was on the verge of behaving badly;</p> <p>οἱ παραγενόμενοι καὶ οἱ μετ' αὐτοῦ: both those in the house/passers by and those who had come with Simon had to deal with his behaviour;</p> <p>ἐπὶ παιδᾶς κόρας καὶ ὀρφανὰς εἰσιόντα: the speaker repeats the charge, presumably because it is effective (and believable); emphatic detail;</p> <p>ἐξήλασαν βία: he has to be driven away from the women.</p>			
1g	<p>Candidates should set out the argument made by the speaker and comment on the effectiveness or otherwise of the arguments he puts forward. They should draw on a range of examples from the set text which show the different stages of the argument. Candidates may wish to argue about the success of this presentation, and the extent to which the speech may be deceptive, especially over the speaker's responsibility for injuries to Simon. Answers may include:</p> <ul style="list-style-type: none"> • In the introductory chapters (§1-4) the speaker presents himself as a laughable figure; • The contrasting presentation of the relationship enjoyed by both men with Theodotos (the speaker kind, Simon aggressive); • The behaviour of Simon at the speaker's house (§6-8); 	[10]	<p>In the sections of <i>Against Simon</i> you have read, how convincing do you find Lysias' arguments?</p> <p>You may make limited reference to the passages on this question paper.</p> <p>Essays should make specific reference to examples which illustrate the points chosen. Candidates may use paraphrase or selected short quotations to demonstrate their knowledge of the text. There is no requirement to refer to the Greek text, though candidates may choose to do so, and credit should be given where they do so appropriately: this will particularly be the case where they deal with issues of style, and it is appropriate for them to use the passages on the paper to illustrate this.</p>	<p>AO2 = 10</p> <p>Level 5 9 – 10</p> <p>Level 4 6 – 8</p> <p>Level 3 4 – 5</p> <p>Level 2 2 – 3</p> <p>Level 1 0 – 1</p> <p>The detailed levels descriptors for these questions can be found in Appendix 1</p>

	Indicative translation	Marks	Guidance	
Section				Levels of response
	<ul style="list-style-type: none"> • The embarrassment of the speaker about the prospect of public humiliation when his relationship with Theodotos became known (§9); • The unprovoked and drunken assault on Theodotos and the attempts by the speaker to rescue the boy (yet avoid confrontation)(§11-19); • The use of humour (Simon’s stone hitting one of his own friends (§8); • Simon’s lies (§22-31); • Simon’s character shown elsewhere (§44-5); • The speaker’s good services to the state (in contrast to Simon’s behaviour) (§46-8). 		<p>Comment for credit should be confined to the set portion of Lysias, though some credit can be allowed where material outside the set text is used to illuminate the set text.</p> <p>Credit any other reasonable point.</p>	

Section B: Prescribed Verse Literature

Question 2

Question	Indicative Content	Mark	Guidance
2a	Achilles withdrew his spear from the body and stripped the blood-stained armour from Hector. [2] The other sons of the Achaeans ran up and stared at the size and looks of Hector in admiration. [2] None who came up left without stabbing the body. [1]	[3]	What did Achilles and the other Greeks do immediately before this passage? Maximum of 3. One mark for a comment on the death of Hector.

	Indicative translation	Marks	Guidance	Levels of response
Section				
2b		[15]		
(i)	ὦδε δέ τις εἶπεσκεν ἰδὼν ἐς πλησίον ἄλλον And a man, having looked towards his neighbour, would speak like this: Ὡς ἄρα τις εἶπεσκε καὶ οὐτήσασκε παραστάς. That is what each man said and hit (Hector) as he stood beside him.	[5]	The passage has been divided into three sections, each worth 5 marks. Please write the marks awarded for each section in the body of the script, at the end of the section. Draw a vertical line through the text to indicate where each section ends. Add up the sectional marks to give a total out of 15, to be written in the right-hand margin. Ring the total. The mark scheme evens up the sections by placing two single lines together in (i). This will enable clearer marking and will advantage candidates as it will be easier to award marks accurately. I don't think we've done this before, but it seems to me to make sense here. In (ii) accept any appropriate exclamation for ὦ πόποι: 'alas' = minor error.	5-mark grid [5] Correct translation (as agreed at standardisation) with one minor error allowed. [4] One serious error or two minor errors, otherwise the meaning is conveyed. [3] Most of the meaning conveyed, but several errors. [2] Half the meaning conveyed, the rest seriously flawed [1] A minority of meaning conveyed.
(ii)	“ὦ πόποι, ἦ μάλα δὴ μαλακώτερος ἀμφαφάσθαι Ἐκτωρ ἢ ὅτε νῆας ἐνέπρησεν πυρὶ κηλέω.” Look, Hector is very much softer to touch than when he burnt the ships with blazing fire	[5]		
(iii)	τὸν δ' ἐπεὶ ἐξενάριξε ποδάρκης δῖος Ἀχιλλεύς, στάς ἐν Ἀχαιοῖσιν ἔπεα πτερόεντ' ἀγόρευεν· And when swift-footed divine Achilles had stripped him, he stood and spoke winged words amongst the Achaeans.	[5]		

Question	Indicative Content	Mark	Guidance
2c	Let us test them with our weapons around the city [2] so that we discover what plan the Trojans have [1] either they will leave the city now that this fellow has fallen [2] or they will be eager to remain even though Hector is no longer there [2].	[6]	ἐπεὶ δὴ τόνδ' ... ἐόντος (lines 6–12): what plan does Achilles suggest to his fellow Greeks here?
2d	<p>ἀλλὰ τί μοι ταῦτα φίλος διελέξατο θυμός: Achilles remembers Patroclus and rebukes himself;</p> <p>κεῖται παρ νήεσσι νέκυς ἄκλαυτος ἄθραπτος Πάτροκλος: the emphasis falls on νέκυς ἄκλαυτος ἄθραπτος after the caesura; this emphasises Achilles' grief</p> <p>τοῦ δ' οὐκ ἐπιλήσομαι: after the confrontation with Hector, Achilles' thoughts return to his friend and emphasises his determination to remember him as long as he lives;</p> <p>ζωοῖσιν μετέω καί μοι φίλα γούνατ' ὀρώρη: emphasises the importance of Patroclus to Achilles, which is continued with the reference to the Hades – even if the dead forget (θανόντων περ καταλήθοντ') Achilles will remember still (καὶ κεῖθι φίλου μεμνήσομ' ἑταίρου);</p> <p>νῦν δ': change of mood</p> <p>αἰείδοντες παίηονα κοῦροι Ἀχαιῶν: Achilles returns to the present and the celebration of victory;</p> <p>ἠράμεθα μέγα κῦδος: first half of the line emphasises the glory;</p> <p>ἐπέφνομεν Ἑκτορα δῖον: the word order focuses on the source of the glory, Hector, valued by the Trojans (ᾧ Τρῶες κατὰ ἄστρῳ θεῶ ὡς εὐχετόωντο); position of ἐπέφνομεν.</p>	[8]	<p>ἀλλὰ τί ... εὐχετόωντο: (lines 13–22): how do these lines convey Achilles' strength of feeling?</p> <p>You should refer to both the content and the style of the Greek and support your answer with four examples from the Greek. Maximum of 6 if only content/style points made.</p>

Question	Indicative Content	Mark	Guidance
2e	<p>μέγας κορυθαίολος Ἴκτωρ: the adjectives emphasise Hector's status as a warrior;</p> <p>οὐ σ' ἔτι Πηλέος υἱὲ φόβησομαι: this suggests Hector's bravery, since he has given up (οὐ ἔτι) his fear and prepared to face Achilles;</p> <p>ὡς τὸ πάρος περ / τρίς περὶ ἄστυ μέγα Πριάμου δῖον: he acknowledges his former fear;</p> <p>οὐδέ ποτ' ἔτλην / μείναι ἐπερχόμενον: strong verbs, enjambment;</p> <p>νῦν αὐτὲ με θυμὸς ἀνήκε / στήμεναι ἀντία σεῖο: the enjambment focuses on his resolve to withstand Achilles;</p> <p>ἔλοιμί κεν ἢ κεν ἀλοίην: he presents the alternative endings simply, with a balanced phrase;</p> <p>ἀλλ' ἄγε δεῦρο θεοὺς ἐπιδώμεθα: Hector wants to call on the gods (τοὶ γὰρ ἄριστοι / μάρτυροι ἔσσονται καὶ ἐπίσκοποι ἀρμονιάων) for his oath; suggestive of Hector's character;</p> <p>οὐ γὰρ ἐγὼ σ' ἔκπαγλον ἀεικιῶ: Hector wants to act appropriately by the heroic code;</p> <p>αἶ κεν ἐμοὶ Ζεὺς / δῶη καμμονίην, σὴν δὲ ψυχὴν ἀφέλωμαι: Hector has hopes of victory;</p> <p>συλήσω κλυτὰ τεύχε' Ἀχιλλεῦ: this foreshadows his own fate in part;</p> <p>νεκρὸν Ἀχαιοῖσιν δώσω πάλιν: he will abide by Homeric convention;</p> <p>ὡς δὲ σὺ ῥέζειν: he wants Achilles to swear the same.</p>	[8]	<p>οἱ δ' ὅτε... ῥέζειν (lines 1–12): what impression of Hector does Homer convey in these lines?</p> <p>You should refer to both the content and the style of the Greek and support your answer with four examples from the Greek. Maximum of 6 if only content/style points made.</p>

Question	Answer	Marks	Guidance	Levels of Response
2f	<p>Candidates will need to use examples from the set text to show how Homer presents the confrontation between Hector and Achilles, the killing of Hector and the reaction to his death by Achilles, the Greeks and the Trojans. Credit discussion of the powerful combat scene and the strong emotions evoked both during the combat and afterwards, which make the events both dramatic and memorable. Answer may include:</p> <ul style="list-style-type: none"> • The first exchange between Hector and Achilles, including Hector's attempt to arrange proper treatment of the loser's body; • The forceful refusal by Achilles; • The first exchange of spears, and Hector's realisation that the gods are against him; • The final charge of Hector, and Achilles' response; • The reference to the armour of Achilles, stripped from the body of Patroclus; • The final exchange between Hector and Achilles, and Hector's reference to Achilles' death; • The reaction of the Greeks, and especially Achilles, with his decision to desecrate the body; • The reactions of Priam, Hekabe and Andromache. 	[10]	<p>In the lines of <i>Iliad</i> XXII that you have read, discuss how Homer makes the fight between Hector and Achilles dramatic and memorable.</p> <p>You may make limited reference to the passages on this question paper.</p> <p>Marks are awarded for the quality of written communication in your answer.</p> <p>Essays should make specific reference to examples which illustrate the points chosen. Candidates may use paraphrase or selected short quotations to demonstrate their knowledge of the text. There is no requirement to refer to the Greek text, though candidates may choose to do so, and credit should be given where they do so appropriately: this will particularly be the case where they deal with issues of style, and it is appropriate for them to use the passages on the paper to illustrate this. Comment for credit should be confined to the set portion of Homer's <i>Iliad</i>, though if reference beyond this develops further the discussion of the set text, this can be credited.</p>	<p>AO2 = 10</p> <p>Level 5 9 – 10 Level 4 6 – 8 Level 3 4 – 5 Level 2 2 – 3 Level 1 0 – 1</p> <p>The detailed levels descriptors for these questions can be found in Appendix 1</p>

APPENDIX 1

Section	A	B	TOTAL
AO1 Recall and deploy relevant knowledge and understanding of literary, cultural or historical sources or linguistic forms in their appropriate contexts.	28	24	52
AO2 (a) Analyse evaluate and respond to classical sources (literary, cultural, historical or linguistic) as appropriate. AO2 (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.	22	26	48
TOTAL	50	50	

Level Descriptors

[9-10] Comprehensive answer covering most or all of the points in the mark scheme; highly perceptive response with detailed reference to the rest of the prescription; argument incisive, very well structured and developed; technical terms accurately and effectively used; sustained control of appropriate form and register; legible, fluent and technically very accurate writing.

[6-8] Answer covering some of the points of the mark scheme; perceptive response with some reference to the rest of the prescription; argument well structured and developed; technical terms accurately and effectively used; good control of appropriate form and register; legible and technically accurate writing, conveying meaning well.

[4-5] A few valid points but some significant omissions; limited reference to the rest of the prescription; argument coherent if cumbersome or under-developed; some technical terms accurately used; basically sound control of appropriate form and register; legible and generally accurate writing, conveying meaning clearly.

[2-3] Limited response; little or no meaningful reference to the rest of the prescription; argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately; basic control of appropriate form and register; legible and generally accurate writing; clarity not obscured.

[0-1] Work in this band may meet some of the criteria for the band above, but on balance falls below the standard defined for the higher band; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher band.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

