



Oxford Cambridge and RSA

GCE

Classical Greek

H444/02: Prose composition or comprehension

A Level

Mark Scheme for June 2023

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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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).













Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|---|---|
| On the borderline of this level and the one below | At bottom of level |
| Just enough achievement on balance for this level | Above bottom and either below middle or at middle of level (depending on number of marks available) |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level | At top of level |

11. Annotations

| Annotation | Meaning |
|---|---|
|  | Blank page: this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response |
|  | Noted but no credit given |
|  | Specific improvement to be rewarded with a style mark (language); or creditable development of a point (literature) |
|  | Division between sections of translation |
|  | Unclear |
|  | Benefit of doubt |
|  | Repeated error; unpenalised; or consequential error resulting from a previous error; not to be re-penalised |
|  | Major error, necessarily resulting in a reduced maximum mark for the section |
|  | Incorrect: resulting in a reduced or no mark |
|  | Not fully correct: possibly resulting in a reduced mark |
|  | Omission |
|  | Point credited |

12. Section A - Comprehension

| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|--|
| 1 | | He never took care / was sparing (1) of his body (1) or of his possessions (1) (wherever/whenever) it was necessary to take a risk (1). | 4 | Both 'necessary' and 'risk' required for final mark. Accept alternative for 'take a risk' e.g. 'go through dangers for the city'. |
| 2 | (a) | He supplied the army (1) which was at Samos (1) with wooden oar parts (1). | 3 | Accept 'brought in/over'. |
| 2 | (b) | It had (already) seized/taken control of (1) government/matters/affairs (1). | 2 | things' with no further comprehension = 0 |
| 2 | (c) | Food/grain and bronze (1). | 1 | Both required for the mark. |
| 3 | | (After this) they defeated the Peloponnesians (1) (fighting) in a sea-battle (1) and they alone (of men) (1) saved this/their/the city (1) at this/that time (1). | 5 | |
| 4 | | That the danger/it was not about saving Athens (1) but (more/rather) about (1) themselves not being saved (1). | 3 | Accept any renderings of these lines which results in the same essential contrast. Exercise judgement on the level of overall comprehension. |

Guidance on applying the marking grids for translation into English

The general principle in assessing each section should be the proportion (out of 5) of sense achieved.

One approach for each section is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the Greek – the crucial consideration being the extent to which every Greek word is satisfactorily rendered in some way in the English.

The determination of what a “slight” error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term “major” error has been used here to determine an error which is more serious than a “slight” error.

The classification below should be seen only as a general guide, the intention of which is to maintain standards year-on-year. Lead markers should consider each instance on its own merits in the context of the passage and the section.

It is likely that some of the errors below may be regarded as “major” if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a “slight” error.

The sort of errors that we would generally expect to be considered as “slight” errors would be:

- a single mistake in the translation of a verb, for example incorrect person or tense
- vocabulary errors that do not substantially alter the meaning
- omission of particles that does not substantially alter the meaning (although in certain cases the omission of a particle may not count as an error at all, most especially with $\mu\epsilon\nu\dots\delta\epsilon$)

The sort of errors that we would generally expect to be considered as “major” errors would be:

- more than one slight error in any one verb
- vocabulary errors that substantially alter the meaning
- omission of a word or words, including alteration of active to passive if the agent is not expressed

- missed constructions
- alteration in word order that affects the sense

The final decisions on what constitutes a 'slight' and 'major' error will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

| Marks | Description |
|-------|--|
| 5 | Accurate translation with one slight error allowed |
| 4 | Mostly correct |
| 3 | More than half right |
| 2 | Less than half right |
| 1 | Little recognisable relation to the Greek; or meaning conveyed |
| 0 | No response or no response worthy of credit |

| | | | | | |
|---|--|--|--|---|---|
| 5 | | | The passage has been divided into 2 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid found above. Put the two totals out of 5 in the comments box, eg '5+3'. | | The below are intended as examples of "slight" and more serious "major" errors, others may be identified at standardisation. |
| | | | <p>τούτων τοίνυν οὕτως ἐχόντων οὐκ ὀλίγω μοι παρὰ γνώμην ἠύρεθῃ τὰ ἐνταῦθα πράγματα ἔχοντα.</p> <p>Therefore, due to these circumstances, I found the situation there (at Samos) contrary to my expectation in no small way,</p> | 5 | |
| | | | <p>κατέπλευσα μὲν γὰρ ὡς ἐπαινεθισόμενος ὑπὸ τῶν ἐνθάδε προθυμίας τε ἔνεκα καὶ ἐπιμελείας τῶν ὑμετέρων πραγμάτων.</p> <p>for I sailed as someone about to be praised by those there for my eagerness and my attention to your affairs/matters/interests.</p> | 5 | <p>Accept rendering as a purpose clause ('in order to be praised'.)</p> <p>Accept translations of προθυμίας and ἐπιμελείας which suggest service/care/effort towards the Athenians.</p> |

| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|--|
| 6 | | Some of the Four Hundred (1) (immediately) sought him (1) and arrested/seized him (1) and led/took him to the council (1). | 4 | Simple translation ('sought me out and arrested me...') max. 3 |
| 7 | | He immediately leapt/jumped up (1) to the hearth (1) and grabbed/seized the sacred items/things (1). | 3 | Simple translation ('I leapt up...') max. 2 unless already penalised in 6 |
| 8 | (a) | Perfect (middle/passive) participle | 1 | Retained augment means it cannot be aorist; tense must be correct |
| 8 | (b) | Aorist (passive) infinitive | 1 | |
| 9 | (a) | καταλαμβάνω | 1 | |
| 9 | (b) | εισάγω | 1 | Accept εισάγομαι |
| 9 | (c) | πυνθάνομαι | 1 | |
| 10 | (a) | Genitive (1) : after verb ἐφεισάμην (1). | 2 | Accept accurate translation: 'taking care of the/my body' (1) If translation and explanation disagree, assess the translation and ignore the explanation. |
| 10 | (b) | Dative (1) : indirect object of εισήχθη (1). | 2 | Accept accurate translation: 'brought/supplied to the men' (1) If translation and explanation disagree, assess the translation and disregard the explanation. |
| 10 | (c) | Accusative (1) : agrees with με / indirect statement (following πύθομενοι) (1). | 2 | Accept accurate translation: 'learning that I had come' (1) Accept: object of ἐζήτουν 'sought me having/when I had arrived/come' (1) If translation and explanation disagree, assess the translation and ignore the explanation. |
| 11 | (a) | Present (active) participle (1), accusative agreeing with στρατιάν / accusative after preposition εις, '(army being (in Samos))' (1). | 2 | |

| | | | | | |
|----|-----|--|---|---|--|
| 11 | (b) | | Genitive (plural) (1), partitive genitive with $\tau\iota\nu\acute{\epsilon}\varsigma$ denoting 'some of the Four Hundred' (1). | 2 | |
|----|-----|--|---|---|--|

Section B: Prose Composition

Guidance on applying the marking grids for translating into Classical Greek

The passage has been divided into 9 sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid for translation into Classical Greek.

The general principle in assessing each section should be the proportion (out of 5) of sense achieved.

There are many acceptable ways of turning a piece of English into correct Greek. One approach for each sentence is given, with occasional alternatives. Further acceptable alternatives will be illustrated at Standardisation, but examiners will need to assess on its own merits any approach that satisfactorily conveys the meaning of the English.

The determination of what a “slight” error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term “major” error has been used here to determine an error which is more serious than a “slight” error.

The classification below should be seen only as a general guide, the intention of which is to maintain standards year-on-year. Lead markers should consider each instance on its own merits in the context of the passage and the section.

It is likely that some of the errors below may be regarded as “major” if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a “slight” error.

Examiners should remember that more things can go wrong in Greek prose than in Latin prose, and that therefore in order for the assessment to be comparable in both subjects it is necessary to work from the marking grid rather than by “counting up errors”.

Accents are not expected, but breathings are. **Do not, however, penalise repeated omitted breathings, omitted elision or omitted nu before a vowel.**

| Marks | Description |
|-------|---|
| 5 | Accurate translation with one slight error allowed |
| 4 | Mostly correct |
| 3 | More than half right |
| 2 | Less than half right |
| 1 | Little recognisable relation to the English; or little meaning conveyed |
| 0 | No response or no response worthy of credit |

The sort of errors that we would generally expect to be considered as “slight” errors would be:

- a single mistake in a word
- the omission of an uninflected word
- omission or incorrect use of a breathing (to be penalised only once in the passage)
- omission of a connecting particle would constitute a slight error, apart from in the first sentence

The sort of errors that we would generally expect to be considered as “major” errors would be:

- more than one mistake in a word
- the omission of an inflected word

The final decisions on what constitutes a ‘slight’ and ‘major’ error has been made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these decisions are exemplified in the final mark scheme for examiners and centres.

Additional marks for style

Additional marks (to a maximum of 5) should be awarded for individual instances of stylish Greek writing. Style marks may be awarded for such features as:

- Attempts at connection and subordination
- particularly imaginative, creative or felicitous choice of vocabulary thoughtful use of word-order (including the “genitive sandwich”)
- employment of apt particles beyond the obvious
- subordination of main verbs into participles (usually a maximum of one mark for this per passage)
- appropriate use of genitive absolute

Exemplification of frequently used examples of ‘stylish’ use of Greek will be made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these will be captured in the final mark scheme for examiners and centres.

Identical examples of the same style point (eg repetition of the same particle or idiom) should not be credited twice, but examiners should err on the side of generosity if the context means that complex morphology or word order has been achieved in a significantly different way. The restriction is only intended to avoid awarding the rubber-stamping of a stock style technique.

For indirect statement accept ὅτι + indicative even after νομιζω and other verbs of knowing and perceiving. Participles after such verbs should be rewarded with consideration for style marks.

| Question | | Answer | Mark | Guidance |
|----------|-------|---|------|---|
| | | Some possible alternatives are suggested but there are many other acceptable possibilities. | | Annotate acceptable alternatives that might not be obvious (eg a tense not strictly correct) with ✓ . Annotate any creditable style points with + , and enter the total (under 12x) to a maximum of 5. Annotate potential style points that are unsuccessful due to error with SEEN. |
| 12 | (i) | A <u>tortoise</u> , which was slowly walking under the summer sun, told the <u>birds</u> on the shore <u>χελώνη</u> ἢ βραδέως ὑπὸ τῷ τοῦ θερέος ἡλίῳ ἐβαδιζε εἶπε τοῖς ἐν τῇ ἀκτῇ <u>ὄρνέοις</u> | 5 | + χελώνη τις + δέ or other initial connection + participle βαδίζων used for the relative clause + stylish alternative for 'walking' e.g. περιπατοῦσα Accept replacement for 'summer' such as 'hot' or 'warming' Accept ὑπό + acc. or gen. for 'under' Accept πρὸς + acc. for 'told the birds' |
| 12 | (ii) | of her <u>suffering</u> because no one wanted to teach her <u>to fly</u> . περὶ τοῦ <u>πάθους</u> διότι οὐδεὶς ἐβούλετο διδάσκειν <u>ἑαυτὴν πέτεσθαι</u> . | 5 | + οἷα ἔπαθε or other indirect question/statement + genitive absolute used for the causal clause (including ἅτε + gen. absolute) Accept aorist infinitive διδάξαι |
| 12 | (iii) | An <u>eagle</u> near the <u>tortoise</u> heard her talking about her misfortune and asked <u>ἀετὸς</u> δὲ ἐγγὺς τῆς <u>χελώνης</u> ἤκουσεν αὐτῆς περὶ τῆς συμφορᾶς λεγούσης καὶ ἠρώτησεν Alternatives: πρὸς τῇ χελώνῃ, ἐγγύς + dat., πλησίος + acc./dat., ἤκουσεν τοὺς λόγους..., τῶν κακῶν | 5 | + ὢν participle 'being near' as typical of Greek usage + subordination using ἀκούσας or similar Accept 'near' as just an adverb (ἐγγύς or πλησίον) |

| | | | | |
|----|-------|--|---|--|
| 12 | (iv) | <p>'What is the reward if I help you and carry you into the <u>air</u>'?</p> <p>‘τί ἔστι τὸ ἄθλον εἴ σοι βοηθ(έ)ω καί σε φέρω εἰς τὸν <u>ἄέρα</u>.’</p> <p>Alternatives: μισθός, αἰθέρα</p> | 5 | <p>+ use of participle for ‘help’ or ‘carry’</p> <p>+ omission of ἔστι</p> <p>+ omission of first ‘you’ through combining verbs</p> <p>+ Future tenses for ‘is’, ‘help’ and ‘carry’</p> |
| 12 | (v) | <p>The <u>tortoise</u> eagerly replied that she would give all the riches of the sea.</p> <p>ἡ δὲ <u>χελώνη</u> προθύμως ἀπεκρίνατο ὅτι πάντας τοὺς τῆς θαλάσσης πλουτοῦς δώσει.</p> | 5 | <p>+ idiom: omission of χελώνη</p> <p>Accept infinitive construction following ἀπεκρίνατο</p> <p>Accept alternative noun for ‘riches’ e.g. χρήματα, θησαυρόν, or ‘all the good things of the sea’</p> |
| 12 | (vi) | <p>Therefore the <u>eagle</u> took her into its <u>talons</u> and carried her over the mountain,</p> <p>ὁ οὖν <u>ἀετὸς</u> αὐτήν εἰς τοὺς (ἑαυτοῦς) <u>ὄνυχας</u> ἔλαβε καὶ ὑπὲρ τὸ ὄρος ἤνεγκεν,</p> | 5 | <p>+ use of μέν then in δέ in (vii)</p> <p>+ combining ‘took’ and ‘carried’ with a participle (eg λαβών)</p> <p>Accept τοῖς ὄνυξι</p> <p>NB potential repeated error with ἑαυτοῦς (cf 12ii)</p> <p>Slight error: ὑπέρ + gen.</p> |
| 12 | (vii) | <p>but suddenly threw her and she fell to the ground. The tortoise, at the moment of her death, shouted</p> <p>ἀλλ’ ἐξαίφνης ἔβαλεν (αὐτήν) καὶ αὐτὴ πρὸς τὴν γῆν ἔπεσεν. καὶ (ἡ χελώνη) ἀποθνήσκουσα ἐβόησεν</p> <p>NB the English changes subject (‘and she fell...’) in a way untypical of Greek; a clear invitation to subordinate</p> | 5 | <p>+ making ‘her’/‘tortoise’ the subject of the ‘but’ clause and translate as ‘having been thrown’</p> <p>+ use of a participle or a relative or result clause instead of ‘and she fell to the ground’</p> <p>+ ἡ δέ instead of repeating the noun ‘tortoise’</p> <p>+ idiomatic treatment of ‘at the moment of’, eg ἅμα τῷ θανάτῳ</p> |

| | | | | |
|----|--------|---|---|---|
| 12 | (viii) | <p>'I deserve this punishment; I move on land with difficulty, so why do I think about the sky?'</p> <p>‘έγω άξια ειμι ταύτης τής δίκης. έν γάρ τή γή μόλις βαδίζω· τί ούν φροντίζω του ούρανού;’</p> <p>Alternative: φροντίζω + acc., μόγις</p> | 5 | <p>+ impersonal construction such as άξιόν έστι or expression such as άξίως δίκην δίδωμι</p> <p>+ έπει or conditional clause ‘since I move on land...’</p> <p>+ omission of articles with ‘land’ and ‘sky’</p> <p>+ use of μέλει μοι for ‘I think’</p> <p>Accept νομίζω περί</p> |
| 12 | (ix) | <p>The story shows that often men will die if they have everything they want.</p> <p>ό μύθος δείκνυται ότι πολλάκις (οί) άνθρωποι τελευτῶσι ει πάντα ά έθέλουσιν έχουσιν.</p> <p>Alternatives: ό λόγος λέγει... δηλοῖ for ‘shows’ άποθανοῦνται for ‘will die’</p> | 5 | <p>+ inclusion of οί for ‘men’ as idiomatic Greek usage</p> <p>+ variation in word used for ‘die’ (cf 12vii) if both correctly formed</p> <p>+ rendering ‘everything they want’ with a relative clause όσα...</p> <p>+ variation in word used for ‘if they have’ e.g. ‘having obtained’</p> |

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