



Oxford Cambridge and RSA

GCE

Classical Greek

H444/03: Prose literature

A Level

Mark Scheme for June 2023

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 2023

MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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:
- 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
	Benefit of Doubt
	Point whose relevance is debatable or which is hard to understand
	Incorrect answer; invalid point
	Major error
	Minor error
	Correct answer; valid point
	Omission mark
	Noted but no credit given
	Additional credit, e.g. for well-developed and/or detailed point
	Consequential error
	To divide sections of a translation, etc.
	AO1
	AO2
	AO3
	Candidate has mistranslated or shown misunderstanding of text (though point may still be valid)

Guidance on applying the marking grids for set text translation

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.

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” errors 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 or meaning to the Greek

0 = No response or no response worthy of credit.

Guidance on applying the marking grids for the 15-mark extended response

This question focuses on candidates' ability to select relevant examples of content and language from the passage and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a **best-fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

15-mark grid for the extended response question		AO3 = 15 marks = Critically analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	13–15	<p>very good engagement with the question expresses a range of perceptive points, with very good development, leading to convincing conclusions, based on a range of well selected, accurate and precise examples from the passage.</p> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	10–12	<p>good engagement with the question expresses a range of relevant points, with good development, leading to sound conclusions, based on well selected examples from the passage.</p> <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	7–9	<p>some engagement with the question expresses reasonable points, with some development, leading to tenable conclusions, based on a selection of some examples from the passage.</p> <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	4–6	<p>limited engagement with the question expresses limited points, with little development, leading to a weak conclusion, which is occasionally supported by examples from the passage</p> <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1–3	<p>very limited engagement with the question expresses points which are of little relevance and supported with little evidence from the passage</p> <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Answers should include an analysis of both the style and content of the passage.</p> <p>Elements which might be seen as emphatic could include:</p> <ul style="list-style-type: none"> the structure of this long list in one long sentence, with six infinitives following μοι δοκεῖ χρῆναι ἡμᾶς to explain the tasks which must be done in preparation (ἄγειν, περιεῖναι, ἄγειν, ἐτοιμάσασθαι, γίγνεσθαι, ἔχειν) the personal μοι δοκεῖ (based on his experience) the clear reason given for each aspect of preparation the start with the obvious military requirements (ὀπλίτας) the list of sources from which they might need to recruit (ἡμῶν αὐτῶν, τῶν ξυμμάχων, τῶν ὑπηκόων, ἢν τινα ἐκ Πελοποννήσου) the suggestion recruitment may not be straightforward, if they need to persuade or pay for fighters from the Peloponnese (δυνώμεθα ἢ πεῖσαι ἢ μισθῶ προσαγαγέσθαι) 	<p>AO3 15</p>	<p>Answers should be marked in line with the assessment grid for 15 mark questions.</p> <p>Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify their points.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> acknowledgement that the enemy have cavalry (ἰππικόν), for which they will need archers and slingers (τοξότας, σφενδονήτας) repetition of πολλούς (along with πολὺ, πολλή and πλεῖστα later) reminder of the requirements for supply of provisions, as well the obvious military needs: eg transport ships (ὀλκάσι) and bakers (σιτοποιούς) the details given to add to the listing effect eg 'grain, wheat and roasted barley' (σῖτον ... πυρρὸς καὶ πεφρυγμένας κριθάς) addition of other risk factors which they may not have considered: unfavourable sailing conditions (ὑπὸ ἀπλοίας), the likely lack of provision for a large army in the cities (πολλή ... ὑποδέξασθαι), the need for money in case funds from Egesta are insufficient the brevity of the sentence τὰ δὲ παρ' Ἐγεσταίων ... εἶναι in considering the capacity of Egesta to support them authoritative imperative νομίσατε and the phrase λόγῳ ἂν challenges audience to consider whether the realities of this monumental task will prove worth it parallel participles emphasise Nicias' belief that they cannot afford merely to bring equal forces, 		

Question		Answer	Mark	Guidance
		<p>they will need to be superior in every way (παρασκευασάμενοι ... ὑπερβάλλοντες)</p> <ul style="list-style-type: none"> • an acknowledgement that they cannot match the enemy in hoplites (πλήν ... τὸ ὀπλιτικόν) • the conclusion that even with all the preparations listed, and even given this superiority there is still no certainty • placement of πόλιν emphasises Nicias' view that the proposed expedition is on a par with founding a colony • paired descriptions ἀλλοφύλοις καὶ πολεμίοις • urgency of seizing control as quickly as possible πρώτη ἡμέρα / εὐθύς • dire consequences of not doing so emphasised by plosive alliteration of πάντα πολέμια • πολεμίοις/πολέμια repetition highlights the hostility of the enemy 		
1	(b)	<p>Any five:</p> <p>The ships were filled / manned (1) Everything (they needed) was put on board (1) The trumpet was sounded for silence (1). Prayers were made by a single herald / not by each individual ship (1). Having mixed their mixing bowls (throughout the whole army) (1) both the marines and those in command poured libations (1) with cups of gold and silver (1). Citizens / well-wishers on the land joined the prayers (1).</p>	<p>AO2 5</p>	

Question		Answer	Mark	Guidance
1	(c)	<p>Translation to be agreed at standardisation.</p> <p>Suggested translation:</p> <p>Having sung the paeon and completed the libations, they set out to sea, and having sailed out in a wing formation / in single file at first, they had a race up to Aegina. And then they hastened to get to Corcyra, where the rest of the army of their allies were gathering.</p>	<p>AO2</p> <p>5</p>	<p>Answer marked according to the 5-mark grid found in Appendix 1.</p> <p>Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid in Appendix 1.</p>
1	(d)	<p>Although reports of the expedition came from everywhere / multiple sources (1) they were completely misbelieved / misbelieved for some time (1). In the Syracusan assembly there was disagreement over whether to believe it (1)</p>	<p>AO2</p> <p>3</p>	

Question		Answer	Mark	Guidance
2	(a)	<p>The male gender was the offspring of the sun (1) The female gender was the offspring of the earth (1) The combined gender was the offspring of the moon (1) Their took their shape and/or locomotion from their parents (1)</p>	AO2 4	
2	(b)	<p>Any four:</p> <ul style="list-style-type: none"> • they were terrible in their strength/force (1) • they had (too) great ambition / arrogance / insolence (1) • they set upon the gods (again showing arrogance etc) (1) • the reference to Ephialtes and Otus plus one relevant detail from the story (1) reinforces the idea of their excessive boldness (1) 	AO2 4	
2	(c)	<p>Translation to be agreed at standardisation.</p> <p>Suggested translation: And so Zeus and the other gods met to consider what they should do with them, and they were at a loss; for they could not see how they could kill them and obliterate their race like they had blasted the giants - since the honours and temples/sacrifices offered by humans would be gone too – nor [could they see] how they could allow them to behave so disgracefully.</p>	AO2 5	<p>Answer marked according to the 5-mark grid found in Appendix 1.</p> <p>Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid in Appendix 1.</p>
2	(d)	<p>Answers should include an analysis of both the style and content of the passage.</p> <p>Elements which might be seen as persuasive could include:</p>	AO3 15	<p>Answers should be marked in line with the assessment grid for 15 mark questions.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> the idea of one soulmate, unique for each individual, emphasised by $\alpha\upsilon\tau\tilde{\omega}$ ἐκείνῳ ... ἡμίσει and the polyptoton of $\alpha\upsilon\tau\tilde{\omega}$ αὐτοῦ the joyous vocabulary describing the uniting of the two halves and the amazing nature of the relationship (eg θαυμαστά φιλία οἰκειότητι ἔρωτι) tricolon and distinction between the kinds of love φιλία οἰκειότητι ἔρωτι ἐκπλήττονται indicates sudden passion the newfound reluctance to be apart for even a short time (οὐκ ἐθέλοντες ... χωρίζεσθαι ἀλλήλων οὐδὲ σμικρὸν χρόνον), emphasised by σμικρὸν and compound negatives οὐκ οὐδὲ the long term nature of the relationship (διατελοῦντες ... διὰ βίου) the inability to explain their desires in words (οὐδ' ἂν ἔχοιεν εἰπεῖν, repeated later οὐ δύναται εἰπεῖν) could add to the remarkable nature of their connection rejection of sex as the driving force of their relationship suggests a more noble, spiritual connection; this anticipates and addresses a possible criticism of the theory the periphrastic phrase ἡ τῶν ἀφροδισίων συνουσία perhaps reinforces the rejection of sex as the driving force 		<p>Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify their points.</p> <p>Balance is not necessarily required; candidates may argue that Aristophanes' theory is entirely appealing and convincing. However, both 'appealing' and 'convincing' must be considered in the answer for the highest level.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • ἕτερος ἑτέρω and juxtaposition with χάρει still a reminder of the happiness of these couples together • forceful language δήλη ἐστίν • divine support for the quest to find each other • Hephaestus' provision of a solution when humans do not know what they really want (ἀποροῦντας) • imagery of fusion (Hephaestus' tools), unity (the numbers one and two) and death (Ἄιδου). • the possible allusion to the story of the affair of Aphrodite and Ares, and Hephaestus' actions, could undermine Aristophanes' theory • from a modern perspective, we might be sceptical about the theory / not consider it very plausible (accept any valid explanation). 		Divine support: candidates may refer to the earlier actions of Zeus and Apollo, but should focus on Hephaestus' proposal in these lines.

Question		Answer	Mark	Guidance
3	(a)	<p>Alcibiades had to return (to Athens) to give a defence to the charges the city were bringing against him (1)</p> <p>Others from among the soldiers who had been denounced also had to return (1)</p> <p>They were accused of sacrilege in connection with the mysteries and the Herms (1)</p>	<p>AO2 3</p>	<p>If first or second point missed, one additional mark may be gained by giving further relevant detail about the accusations / crimes.</p>
3	(b)	<p>Any four:</p> <p>It was no weaker/lesser (than before) / still vigorous (1)</p> <p>They did not test the informers (1) but accepted every accusation due to their suspicion (1), arresting good citizens/people on the evidence of bad (1)</p> <p>They prioritised (speed of) investigation over letting someone (of good character) pass unquestioned (1)</p>	<p>AO2 4</p>	
3	(c)	<p>Translation to be agreed at standardisation.</p> <p>Suggested translation:</p> <p>For the people, knowing from hearsay that the tyranny of Peistratus and his sons had become harsh at the end and, in addition, had not been destroyed/ended by themselves and by Harmodius, but by the Spartans, were always in fear and approached everything with suspicion.</p>	<p>AO2 5</p>	<p>Omission of 'προσέτι' a minor error</p>
3	(d)	<p>Answers should include an analysis of both the style and content of the passage.</p> <p>Elements which might be seen as dramatic could include:</p>	<p>AO3 15</p>	<p>Answers should be marked in line with the assessment grid for 15 mark questions.</p> <p>Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify their points.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • the setting of the scene with the distraction of Hippias and the guards with organisation of the procession (καὶ ὡς ... προΐέναι) • indication of threat from bringing daggers for 'the deed' (τὰ ἐγχειρίδια ἐς τὸ ἔργον) • insight into the anxiety of Harmodius and Aristogeiton, worrying about a conspirator's conversation with Hippias (καὶ ὡς εἰδόν ... ξυλληφθήσεσθαι). • ἦν δὲ πᾶσιν εὐπρόσοδος ὁ Ἰππίας: Thucydides implies that rationally there was no need to fear, but shows Harmodius and Aristogeiton were on edge • ὅσον οὐκ ἦδη: emphasises the potential imminence of their arrest • this adds urgency to their actions before they can be stopped (πρότερον / εἰ δύναιντο) • they continue despite the risk (δι' ὄνπερ πάντα ἐκινδύνεον) because of the seriousness of Hipparchus' wrong-doing • the shrine (τὸ Λεωκόρειον) offers Hipparchus no protection from their rage • speed of the assassination suggested by εὐθύς and the plosive alliteration of ἀπερισκέπτως προσπεσόντες • the unusual ἀπερισκέπτως shows their focus on their objective 		

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • words of passion show they are driven by emotion: ὀργῆς, ἐρωτικῆς, ὑβρισμένος • imperfect tense of ἔτυπτον suggestive of the repeated blows of the daggers • vivid present tenses: ἀποκτείνουσιν, διαφεύγει, ἀπόλλυται • as fast as Hipparchus is assassinated, the two conspirators also meet their punishments, with Thucydides' quick narrative • unpleasantly euphemistic οὐ ῥαδίως διετέθη • brief and immediate death of Harmodius (told in five words: Ἄρμόδιος δὲ αὐτοῦ παραχρῆμα ἀπόλλυται) 		

Question		Answer	Mark	Guidance
4	(a)	<p>Any three:</p> <ul style="list-style-type: none"> • She gave an account of love which Socrates feels is worth passing on to the other guests (1) • She was wise / an expert in this and many other things (1) • She taught Socrates about (the ways of) love (1) • Her advice helped the Athenians delay the onset of the plague (1) 	<p>AO2 3</p>	<p>'She gave an account of love' insufficient; insist on some qualification which suggests that Socrates was impressed by it.</p>
4	(b)	<p>Translation to be agreed at standardisation.</p> <p>Suggested translation: Indeed, as you stated/explained, Agathon, we must go through this first, who/what is Eros/Love, and what is its nature, and then look at its actions. And so it seems easiest to me to tackle it in this way, just as the lady/stranger did that time, when she questioned me and held discussion.</p>	<p>AO2 5</p>	<p>Answer marked according to the 5-mark grid found in Appendix 1.</p> <p>Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid in Appendix 1.</p>
4	(c)	<p>Socrates had used with Diotima a very similar argument to the one Agathon had just put forward (about Love being an important/attractive god) (1). Diotima corrected Socrates just as / with the same arguments as Socrates had corrected Agathon. (1)</p>	<p>AO2 2</p>	
4	(d)	<p>Any two points:</p> <p>Real:</p> <ul style="list-style-type: none"> • detail is given about her birthplace Mantinea • Mantinea was a real place / on the Peloponnese • many of Plato's characters are believed to be based on real Athenians 	<p>AO2 2</p>	<p>Answer can be balanced, with one point for and one against, or one-sided.</p> <p>Accept any valid alternative suggestions, including those based on the arguments she proposes in Socrates' account.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> possible archaeological evidence eg bronze of Socrates and Diotima found in Pompeii <p>Not real:</p> <ul style="list-style-type: none"> not all of Plato's characters are believed to be based on real Athenians unknown outside of Plato's <i>Symposium</i> use of another character is a gentler way for Socrates to dismiss the theories of the other characters at the <i>symposium</i> some scholars believe Diotima was based on Aspasia 		
4	(e)	<p>Answers should include an analysis of both the style and content of the passage.</p> <p>Elements which might be seen as persuasive could include:</p> <ul style="list-style-type: none"> the structure of Diotima's argument, starting with detailed discussion, seeking agreement from Socrates; finally adding clarification clear reference back to Aristophanes' original proposal (οἱ ἄν τὸ ἡμῖσιν ἐαυτῶν ζητῶσιν, οὗτοι ἐρῶσιν) possible dismissive tone οὔτε ἡμίσεός ... οὔτε ὅλου, suggesting halves and wholes don't matter: the theory misses the key point respectful ὦ ἑταῖρε 	AO3 15	Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify their points.

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • relatable but deliberately extreme example of amputation of 'bad' limbs (ἐπεὶ αὐτῶν ... τὰ ἑαυτῶν πονηρὰ εἶναι) • use of τὸ ἀγαθὸν in the second half of the passage rather than the simple adjective • Socrates' emphatic agreement that people only want goodness (μὰ Δί' οὐκ ἔμοιγε, ναί) • Diotima's shorter and clearer statements eg οὕτως ἀπλοῦν ἐστι λέγειν ὅτι οἱ ἄνθρωποι τὰγαθοῦ ἐρῶσιν • Use of ἀπλοῦν to reinforce definitiveness • rhetorical questions τί δέ; οὐ προσθετέον ... αὐτοῖς ἐρῶσιν; • προσθετέον obligation, repeated twice • addition of ἀεὶ to the definition ('always', 'eternally') • συλλήβδην: the honing of the argument in the final lines suggest that the specific details in this refined conclusion matter 		

Question		Answer	Mark	Guidance
5	(a)	He says Thucydides calls him worthless (1) He was mocked in comedy (1) He was mocked in the theatre (1)	AO2 2	Candidates may gain a second mark by observing the emphatic words $\pi\tilde{\alpha}\sigma\iota$ and $\acute{\alpha}\epsilon\iota$, which suggest his appearance in comedy was constant and relentless.
5	(b)	Translation to be agreed at standardisation. Suggested translation: But he was unmoved by being spoken of badly, and unaffected due to his contempt for public opinion, (a contempt) which was shamelessness and folly, even though some call it courage and bravery; he pleased nobody, yet the people often used him when they wanted to smear and denounce those in high office.	AO2 5	Answer marked according to the 5-mark grid found in Appendix 1. Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid in Appendix 1.
5	(c)	(i) Any three points: They were persuaded by convincing speakers / Hyperbolus (1) To discredit and exile someone (1) who excelled in reputation and power (1), thus alleviating their envy more than their fear (1)	AO2 3	Candidates may interpret the question as ostracism in general, or ostracism proposed by Hyperbolus
5	(d)	Alcibiades and Nicias were in danger of being ostracised (1) They got together / rallied their supporters and turned the vote upon Hyperbolus (1)	AO2 2	
5	(e)	Answers should include an analysis of both the style and content of the passage.	AO3 15	Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify their points.

Question	Answer	Mark	Guidance
	<p>Elements which might be seen as cunning or persuasive could include:</p> <ul style="list-style-type: none"> • the initially respectful relationship between the Athenian council and the Spartan embassy (ἀποδεξαμένης, μέλλοντος ἐκκλησιάζειν), which Alcibiades will successfully undermine • the council meeting on the following day (τῆ ὕστεραία) suggests a pressure of time, so Alcibiades acts fast to set up a private meeting (emphatic placement πρὸς αὐτόν), for which there was no political or legal justification • direct speech emphasises the personal appeal which Alcibiades makes, further reinforced by a number of rhetorical questions challenging the Spartan approach • τί πεπόνθατε: rhetorical question, alliterative sound and tone of disbelief • suggestion that Spartans are taking their eye off the ball, which might alarm them (πῶς ἔλαθεν ὑμᾶς...) • explanation of the council's naturally welcoming nature might undermine Spartan trust, if they thought they were being treated with deference (ὅτι τὰ ... ἔστιν) • a warning of the different reception they might have from ὁ δῆμος, whom Alcibiades knew well; the Spartans would therefore have trusted this warning 		

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • repetition of μέγ- emphasises the bolder attitudes of the people • clever strategy, suggesting the embassy should not claim full negotiating power (κἂν φάσκητε ... αὐτοκράτορες) • if they did claim full powers, the Athenians would take advantage (forceful verbs προστάτων καὶ βιαζόμενος ἀγνωμονήσει) • assertive/encouraging φέρε • dismissiveness of their current naivete (εὐήθειαν) • εἰ βούλεσθε: emphasis on their desires (rather than his motives!) • συμπράξομεν δ' ἡμεῖς: rhetorical use of 'we' • reassurance of his regard for the Spartans (Λακεδαιμονίοις χαριζόμενοι) • pledge of his oath (ὄρκους) • μετέστησεν 'seduced', 'won (their) allegiance' • alliterative παντάπασι πιστεύοντας, highlighting the success of his persuasion • not only have they been over to the suggestion, but they are in awe of Alcibiades himself (θαυμάζοντας ... οὔσαν) 		

Question	Answer	Mark	Guidance
6	<p>Candidates may approach this question as they see fit. They could start with attractive qualities in different individuals and then move on to less attractive ones; they could discuss each of the powerful figures Thucydides describes in turn (as this mark scheme does); or they could split their discussion into two halves, that of the Sicilian expedition and that of the assassination of Hipparchus. Any valid approach is worthy of full credit.</p> <p>Nicias 9-14</p> <ul style="list-style-type: none"> • overall approach seems to be one of caution (works well at the planning stages of a discussion, perhaps less well during a battle that he doesn't believe in) • gives many warnings as to why the expedition might not be a good idea for the Athenians (acknowledges the value of war, but feels they are being swayed by others who do not have their best interests at heart; in particular it seems a distraction from their enemies in Greece itself) • presents himself as an 'elder statesman', someone with experience worth listening to, and warns that the young might be impetuous • Appears to be in a minority, since he mentions that Alcibiades has packed the assembly with other young people likely to agree with him, and Thucydides tells us that the majority of speeches were in favour of the 	<p>AO2x10, AO3x10 20</p>	<p>Answers should be marked using the grid in Appendix 3. The content given opposite is indicative only, and should be used as a guide. Other relevant examples should also be rewarded.</p> <p>Answers should be in response to the question: 'Thucydides presents no commendable leadership qualities in any of the powerful people he describes.' How far do you agree with this statement?</p> <p>Candidates should make reference to specific incidents in the prescribed books, both the sections which they have read in Greek and in English.</p> <p>Answers which argue for or against the proposition should be equally rewarded. Examiners should look for the quality of argument and the use of evidence within the argument, as well as evidence for a clear range of relevant examples.</p>

	<p>expedition, but this does not discourage him from speaking out</p> <ul style="list-style-type: none"> • his concerns later turn out to be well founded • Alcibiades suggests his talk of older and younger generations is divisive (18) <p>21-24</p> <ul style="list-style-type: none"> • doesn't believe everything he's told (eg about Egestans) • detailed planner • attempted manipulation of audience (long list of requirements) fails <p>Alcibiades</p> <p>15-18</p> <ul style="list-style-type: none"> • Nicias suggests that his motives are suspect (12-13) • known for extravagance beyond his means, which might suggest irresponsibility in his private life (candidates might debate how far this is relevant to leadership) • passionate and confident / boastful, perhaps more acceptable to an ancient Greek audience than a modern one • claims his personal achievements bring him a strong and useful reputation • claims success in diplomacy, bringing together powerful Greek allies against Sparta, although subsequent defeat at Mantinea might undermine his credibility • reminds audience of loyalty to allies • presents the expedition as proactively forestalling future attacks, as opposed to inactive complacency <p>53</p> <ul style="list-style-type: none"> • charges of sacrilege against him 		
--	---	--	--

	<p>Lamachus 49-50</p> <ul style="list-style-type: none">• well thought out strategy• despite own plan, supports Alcibiades <p>Hippias and Hipparchus 53-61</p> <p>NB Hipparchus – even if he was not the tyrant, still in a position of power/influence so can be discussed</p> <ul style="list-style-type: none">• Peisistratus demonstrates due piety with the dedication of altars• Thucydides says that Hippias was approachable by all• Hipparchus’ lack of self control and reputation for using his power for selfish ends• Hipparchus’ treatment of Harmodius’ sister• After the assassination of Hipparchus, Hippias becomes more oppressive and paranoid, executing large numbers of citizens.		
--	---	--	--

Question	Answer	Mark	Guidance
7	<p>Candidates may well make general observations of the structure or content of the discussions, which lighten the mood and make it more in keeping with the atmosphere of a <i>symposium</i>. They should also refer to engaging and amusing moments within the text. Points might include:</p> <ul style="list-style-type: none"> • Aristophanes' dramatic story-telling, eg the genders and the gods / Apollo's mutilation of humankind / Zeus' repositioning of their genitals • Aristophanes' romantic idea of a soulmate as 'other half' of a sphere • Aristophanes' use of his theory to explain love, sex, sexual orientation and adultery • Aristophanes' views on homosexuality/pederasty through his explanations (eg finding one's own characteristics in others) and asides (eg men in government) • the introduction of Diotima and the reversal of usual roles where Diotima meets and challenges the views of Socrates (the possible reasons for this could be explored) • the structure of the discussion between Socrates and Diotima (sometimes longer explanations but often question and answer) • dismissive language at times, towards Socrates of all people eg 'This should have been clear even to a child...' 	<p>AO2x10, AO3x10 20</p>	<p>Answers should be marked using the grid in Appendix 3. The content given opposite is indicative only, and should be used as a guide. Other relevant examples should also be rewarded.</p> <p>Answers should be in response to the question: 'How does Plato make the discussion of love at the Symposium engaging and amusing?'</p> <p>Candidates should make reference to specific incidents in the prescribed books, both the sections which they have read in Greek and in English.</p> <p>Candidates referring to incidents and aspects outside the set lines should still be credited, for example:</p> <ul style="list-style-type: none"> • the interactive atmosphere of much of the discussion, with banter between friends • Aristophanes' hiccups, delaying his own speech until after the more serious one by Eryximachus <p>Answers which argue for or against the proposition should be equally rewarded. Examiners should look for the quality of argument and the use of evidence within the argument, as well as evidence for a clear range of relevant examples.</p>

	<ul style="list-style-type: none"> • Socrates' own admission of his struggles with the discussion and his claims to be impressed by her understanding • Socrates' description of Diotima as a 'sophist', unlikely to be an insult here, more an acknowledgement of her confidence in her knowledge • candidates may however argue that if Diotima is an invention, her character is in fact a ruse for Socrates to tease or spare the feelings of his fellow guests • the interesting questions Diotima and Socrates explore, eg whether Love is a god, whether Love should be seen as attractive • the rejection of extremes eg if Love is 'not attractive', it does not necessarily follow that Love is 'repulsive'; this is a reminder that the philosopher needs to tread a more careful path through these issues • Diotima's story-telling eg Poverty, Plenty and the birth of Love • the unexpected presentation of Love as poor and homeless, with no shoes (possible connection with Socrates' own lack of shoes; he will become associated with Love in Alcibiades' speech later) • possibly unexpected (or seemingly counter-intuitive) conclusions eg lovers of wisdom likely not to be those who are already wise or ignorant • reference to mythology to reinforce points being made eg the motivations of Alcestis dying for Admetus / Achilles' courage / Codrus' self sacrifice • the use of 'cult' language in initiating Socrates into the ways of Love 		
--	---	--	--

	<ul style="list-style-type: none"> each individual listening or reading might consider where they would place themselves on Diotima's 'Ladder', and so how far advanced they are 		
--	---	--	--

Question	Answer	Mark	Guidance
8	<p>Ideally candidates will include balance in their response to this question. They should consider Plutarch's presentation of Alcibiades' motivations as well as his actions, especially in relation to his politics. Candidates could consider differences in modern and ancient views of what he did. Points might include:</p> <ul style="list-style-type: none"> his positive relationship with Socrates Plutarch's suggestion that his lisp made him persuasive and charming development of strong passions courage as a child (eg the wagon) attentiveness at school running away from home taking the gold and silver beakers from Anytus' house his treatment of other lovers in a similar way military service, including protection of Socrates his 'joke' with Hipponicus Callias' fear of Alcibiades' scheming infidelity towards his wife Hipparete and kidnap of her when she tried to divorce him cutting off his dog's tail spontaneous contribution to the state for applause ability in speaking 	<p>AO2x10, AO3x10 20</p>	<p>Answers should be marked using the grid in Appendix 3. The content given opposite is indicative only, and should be used as a guide. Other relevant examples should also be rewarded.</p> <p>Answers should be in response to the question: 'Untrustworthy and unlikeable.' To what extent is this a fair description of Alcibiades, as presented by Plutarch?</p> <p>Candidates should make reference to specific incidents in the prescribed books, both the sections which they have read in Greek and in English.</p> <p>Answers which argue for or against the proposition should be equally rewarded. Examiners should look for the quality of argument and the use of evidence within the argument, as well as evidence for a clear range of relevant examples.</p>

	<ul style="list-style-type: none">• his extravagance/achievements with eg racing at the Olympics• his treatment of Diomedes and the lawsuit• possible comparison with the older and more experienced leaders eg Nicias and Phaeax• use of ostracism against Hyperbolus• jealousy towards Nicias and sabotage of discussions with the Spartan embassy• skill in making alliance with Argos, undermined by the defeat in Mantinea• personal extravagance (drunkenness, lewdness and luxuries)• divisive reputation as seen through comedy		
--	--	--	--

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

 ocr.org.uk/qualifications/resource-finder

 ocr.org.uk

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.