



Oxford Cambridge and RSA

GCE

Classical Greek

H044/01: Language

AS 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

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: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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
	Correct point in comprehension or completely correct section of translation
	Error in comprehension
	End of section
	Omission of words or part-words
	Slight error
	Major error
	Consequential error
	Harmful addition
	Repeated error
	Noted but no credit given

Subject Specific Marking Instructions

Guidance on applying the marking grids for translating into English

The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved. The passage is divided into 11 sections, each worth 5 marks. Assessors award up to 5 marks per translated section according to the following grid:

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 meaning of the Greek
0	No response, or no response worthy of credit

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 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. 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 a “slight” error are:

- 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 a “major” error are:

- 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

Question		Answer	Mark	Guidance
1		The passage has been divided into 11 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid listed above.	5	The below are intended as examples of 'slight' and more serious 'major' errors; others may be identified at standardisation.
1	i	ὁ Πλάτων ποτέ ἐν Ὀλυμπίᾳ πάρων ὡς τὸν ἀγῶνα θεασόμενος τὴν σκηνὴν ἔστησε σὺν ἀνθρώποις When Plato was present in Olympia in order to watch the contest, he set up his tent with people	5	Allow any reasonable translation of πάρων e.g. 'while he was ... and' Allow 'while he was in Olympia' 'games' = ok Allow 'to look at' or 'as going to watch' for ὡς ... θεασόμενος 'seeing the tent' = major error 'stood with people' = major error
1	ii	οὓς ἠγνόησε, καὶ αὐτὸς ὑπ' αὐτῶν ἠγνοήθη. τούτοις δὲ διαλεγόμενος, σῖτον τε ἐσθίων σὺν αὐτοῖς ἀφελῶς whom he didn't know, and he himself was unknown by them. (And) conversing with them/these people, both eating food with them simply	5	NB possible repeated error of σὺν from section (i) Allow omission of 'whom' i.e. 'people he did not know' Omission of 'himself' = slight error Omission of 'both' = slight error 'those people' = slight error
1	iii	καὶ συνδιημερεύων ἐν πᾶσιν, ἐχειρώσατο τοὺς ξένους οὕτω ῥαδίως ὥστε τούτους σφόδρα ἠσθῆναι and spending his days with them in all things, he won over the strangers/his guests so easily that they were very glad	5	NB possible repeated error of τούτους from section (ii) 'among/with all of them' = slight error Failure to recognise result clause = major error Omission of σφόδρα = slight error τούτους as object of ἠσθῆναι = major error
1	iv	τῷ ἀνδρὶ ἐντυχόντας. οὐδὲν δὲ ἔλεξεν οὔτε περὶ τῆς Ἀκαδημείας οὔτε περὶ τοῦ Σωκράτους. to have met the man. And/but he said nothing about either the Academy or Socrates.	5	'having met/meeting the man' = ok 'happened/chanced upon' = ok 'no one spoke' = major error Omission of 'οὔτε' = slight error

Question		Answer	Mark	Guidance
1	v	τοῦτο γε μόνον ἐνεφάνισεν αὐτοῖς, ὅτι καλεῖται Πλάτων. ἐπεὶ δὲ ἦλθον εἰς τὰς Ἀθήνας, This (at least) alone he admitted to them, that he was called Plato. When they came to Athens,	5	NB possible repeated error of τοῦτο from section (ii) and (iii) NB possible repeated error of αὐτοῖς from section (ii) Omission of τοῦτο = major error 'only' = ok 'to himself' = major error 'that he called Plato' = major error 'when he came to Athens' = major error
1	vi	ἐδέξατο αὐτοὺς μάλα φιλίως. καὶ οἱ ξένοι 'ἄγέ,' εἶπον ὦ Πλάτων, δεῖξον ἡμῖν καὶ τὸν ὀμώνυμόν σου, he welcomed/received them in a very friendly way. (And) the strangers/his guests said, 'Come, Plato, show us your namesake too,	5	NB possible repeated error of αὐτοὺς from section (ii) 'they were received' = major error Allow any reasonable translation of μάλα φιλίως e.g. 'with much friendliness/affection' Omission of μάλα = slight error 'Lead (us), Plato' = ok 'I/they was/were showing' = major error 'καὶ' = 'and' = slight error
1	vii	τὸν τοῦ Σωκράτους ἐταῖρον, καὶ ἐπὶ τὴν Ἀκαδημία ἡγησάμενος τὴν ἐκείνου, the companion of Socrates, and lead us to his/that man's Academy,	5	'student, follower' = ok 'this man's' = slight error ἡγησάμενος as infinitive = major error
1	viii	καὶ κόμισσον παρὰ τὸν ἄνδρα, ἵνα σοφίαν τινὰ καὶ ἀπ' αὐτοῦ κτῶμεθα.' and bring us to the man, so that we might obtain some wisdom from him too.'	5	NB possible repeated error of καὶ = 'too' from section (vi) NB possible repeated error of αὐτοῦ from sections (ii) and (vi) 'I/they was/were bringing' = major error 'contrary to/along/beside/from the man' = major error Failure to recognise purpose clause = major error Omission of τινὰ = slight error

Question		Answer	Mark	Guidance
1	ix	ὁ δὲ ὑπομειδιάσας, ὥσπερ δὴ ἐφίλει, ἄλλ' ἐγώ, φησὶν, 'αὐτὸς ἐκεῖνός εἰμι.' οἱ δὲ ἐθαύμασαν But he, smiling gently, as indeed he was accustomed, said, 'But I myself am that man.' (And) they were amazed,	5	NB possible repeated error of αὐτὸς from sections (ii), (vi) and (viii) NB possible repeated error of ἐκεῖνός from section (vii) Omission of δὴ = slight error 'as he liked to do' = ok Omission of αὐτὸς = slight error
1	x	ὅτι τὸν τοσοῦτον ἄνδρα ἔχοντες μεθ' ἑαυτῶν ἠγνόησαν, ἀτύφως αὐτοῦ καὶ ἀνεπιτηδεύτως αὐτοῖς διαλεχθέντος that they didn't know they had such a great man with them, since he had humbly and naturally conversed with them	5	NB possible repeated error of αὐτοῦ/αὐτοῖς from sections (ii), (vi), (viii) and (ix) NB possible repeated error of ἄνδρα from section (viii) NB possible repeated error of ἠγνόησαν from section (ii) NB possible repeated error of διαλεχθέντος from section (ii) Translation of ὅτι as 'because' = ok Allow 'having such a great man with them they did not know it', 'such a great man was with them' 'did not know such a great man' = major error 'such a man' = slight error 'with themselves' = ok 'of himself' = major error Allow any reasonable translation of the genitive absolute e.g. 'after/having conversed'
1	xi	καὶ δεῖξαντος ὅτι δύναται καὶ ἄνευ σοφῶν λόγων χειροῦσθαι τοὺς συνόντας. and shown that he could win over those with him even without clever words.	5	NB possible repeated error of δεῖξαντος from section (vi) NB possible repeated error of χειροῦσθαι from section (iii) 'they could win over' = major error 'wise words' = ok Allow any reasonable translation of τοὺς συνόντας

Question		Answer	Mark	Guidance
2	Translation	Once when Demetrius seemed to be riding out in a more friendly way, and not to be hostile towards a meeting, some people ran to meet him and delivered written petitions to him. When he had received them all and put them away in his cloak the people were glad and followed alongside. But when he came to the bridge over the Axius River, he shook out his cloak and threw all the petitions into the river. And this grieved the Macedonians terribly, as they seemed to be maltreated, and not ruled by a king. And once when a rather old woman met him in a certain street and demanded often to be heard, Demetrius said he didn't have time. And when she shouted out and said 'Don't be king, then,' he was very much struck and turned to his home, and putting everything else off until later, he devoted himself for many days to those who wished to meet him, starting with that woman.		
2	(a)	(riding out in a more) friendly (way) (1) to not be hostile (1)	2	Accept 'to not have hostility, 'have no hostility'
2	(b)	They ran to meet him (1) and handed over written petitions to him (1)	2	Accept 'ran together, ran up' 'They ran' (without taking account of prefix) = 0/1 'petition' = 0 Accept 'to give, deliver'
2	(c)	(i) He received them all (1) and put them inside his cloak (1)	2	Accept 'took them all together' for συλλαβόντος
2	(c)	(ii) They followed (alongside) (1)	1	
2	(d)	(i) The bridge over the (River) Axius (1)	1	'of, on the Axius' = ok

Question			Answer	Mark	Guidance
2	(d)	(ii)	He shook out his cloak (1) and threw all the petitions into the river (1)	2	Allow 'petition' as repeated error from b).
2	(e)	(i)	Terribly (1) annoyed (1)	2	Accept 'upset, distressed, troubled' Accept 'very annoyed' 'They felt terrible' = 1/2
2	(e)	(ii)	Because they seemed to be maltreated (1) not ruled by a king (1)	2	Accept 'insulted, offended' 'not ruled' = ok 'he was not behaving/being a king' = ok
2	(f)	(i)	A (rather) old woman (1)	1	'older woman' = ok
2	(f)	(ii)	To be heard (1)	1	'for him to listen to her' = ok 'for him to listen' = 0
2	(f)	(iii)	He said (1) he didn't have time (1)	2	Accept 'he denied that he had time' 'he didn't say' = 0/2 'he didn't have time to speak' = 1/2
2	(g)		The woman shouting (1) 'Don't be king' (1)	2	Accept indirect speech 'saying' (without 'shouting') = 0/1 'that he was not a king' = 0
2	(h)	(i)	He put off everything (1) until later (1) and devoted himself to those (1) who wished to meet him (1)	4	'next day' = 0
		(ii)	The/that woman (who had shouted at him) (1)	1	NB possible repeated error of 'woman' from (f) (i) and (g)

Guidance on applying the marking grids for translating into Greek

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

Each sentence is worth 5 marks. Award up to 5 marks for each sentence according to the 5-mark marking grid below:

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 meaning of the English
0	No response, or no response worthy of credit

There are many acceptable ways of translating the English sentences into correct Greek. Acceptable alternatives will be agreed at Standardisation, but examiners should be ready to accept other versions that accurately render the meaning into Greek.

The determination of what a “slight” error is is only necessary when it is the only error in a sentence; 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 sentence 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. Markers should consider each instance on its own merits in the context of the sentence.

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

- a single mistake in a word
- the omission of an uninflected word
- omission or incorrect use of a breathing

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

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

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.

Question		Answer	Mark	Guidance
3				A single omission of a breathing, paragogic nu or iota subscript in any word = slight error. More than one error of this sort in a single word is likely to be a major error. There will be a maximum of one major error per sentence for lack of breathings.
3	(a)	When the islands were conquered, the ambassadors wept. των νησων νικηθεισων / ἐπει/ἐπειδη/ὡς αἱ νησοι ἐνικηθησαν, οἱ πρεσβεις ἔδακρυσαν/ἔδακρουν.	5	νικηθεντων = slight error ἐπειδαν = slight error ὅτε/ὅποτε with aorist or imperfect = ok ὅταν/ὅποταν = slight error οἱ νησοι = slight error ἐνικωντο = ok
3	(b)	I am treating the ninth prisoner as if he will be released. χράομαι τῷ ἑνατῷ αἰχμαλωτῷ/δεσμωτῇ / τῷ αἰχμαλωτῷ / δεσμωτῇ τῷ ἑνατῷ ὥσπερ λυθησομενῷ.	5	τον ἑνατον αἰχμαλωτον/δεσμωτην / τον αἰχμαλωτον/δεσμωτην τον ἑνατον = slight error τῷ αἰχμαλωτῷ/δεσμωτῇ ἑνατῷ = slight error ὡς λυθησομενῷ = slight error λυθησεται = major error σωθησεσθαι = slight error
3	(c)	The girls believed the exiles because they seemed to be friendly. αἱ κοραι/παιδες ἐπιστευσαν/ἐπιστενον τοις φυγασιν ὡς φιλοις οὐσι φαινομενοις / εἶναι δοκουσιν / ὅτι/διότι φιλιοι ὄντες ἐφαινοντο/ἐφηναντο / εἶναι ἔδοκουν/ἔδοξαν.	5	παρθεναι = major error τους φυγαδας = slight error [N.B. possible repeated error from 3b, which also has a verb taking the dative] ἄτε + participle = ok φιλοις/φιλοι = ok οὐσι omitted = ok φαινομενοις omitted = slight error
3	(d)	We lied so boldly that the citizens could scarcely be calm.	5	οὕτως θρασεως = slight error Use of subjunctive or optative for 'could' = major error οὐ ῥαδιως for 'scarcely' = BOD

Question		Answer	Mark	Guidance
		[ἡμεῖς] ἐψευσαμεθα οὕτω θρασεως ὥστε οἱ πολῖται μολις/χαλεπως οἰοι τ' ἦσαν/ἐδυναντο / τους πολῖτας μολις/χαλεπως οἰους τ' εἶναι/δυνασθαι ἡσυχαζειν/ἡσυχασαι.		
3	(e)	Although their mothers were angry, the sons hoped they would not be punished. των [ἐαυτων] μητρων καιπερ ὀργιζομενων, οἱ υἱες/υἱοι ἠλπισαν/ἠλπιζον μη κολασθησεσθαι.	5	καιπερ first word of sentence = slight error ἐαυτων un-sandwiched = slight error αὐτων sandwiched or un-sandwiched = slight error Present or aorist infinitive after 'hoped' = ok οὐ + infinitive = slight error infinitive + ἄν = ok ὥς μη + future indicative/optative after 'hoped' = ok ὥς μη + aorist optative + ἄν after 'hoped' = ok ὅτι + indicative or optative after 'hoped' = slight error Participle after 'hoped' = major error

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