



GCE

Classics: Classical Greek

Unit **H044/02**: Literature

Advanced Subsidiary GCE

Mark Scheme for June 2018

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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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Annotations

Annotation	Meaning
	Blank page
Highlight	
Off page comment	
	Point for which a mark is awarded
	Incorrect information
	Benefit of doubt
	Omission of words or part-words
	Error in translation
	Minor error in translation
	Consequential error
	Repeated error
	Accurate analysis of point in 'essay'
	Text reference mentioned appropriately in essay

Subject Specific Marking Instructions

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 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

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 or meaning to the Greek

Guidance on applying the marking grids for the 10-mark extended response question

Two Assessment Objectives are being assessed in Questions 1(i), 2(i), 3(g) and 4(i) – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Critically analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**.

Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text as well as the social, historic and cultural context for the set text. For the highest level, candidates are expected, where relevant, to bring in knowledge and understanding from the material they have read in English.

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

10-mark grid for the extended response question		
AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Critically analyse, evaluate and respond to literature		
Level	Marks	Characteristics of performance
5	9-10	<ul style="list-style-type: none"> detailed knowledge and excellent understanding of the material studied in Greek including, where appropriate, the social, cultural and historic context and, where relevant, material studied in translation (AO2) well-argued response to the question which is supported by a range of well-selected examples (AO3) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	7-8	<ul style="list-style-type: none"> good knowledge and sound understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) a good response to the question which is supported by some well-selected examples (AO3) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5-6	<ul style="list-style-type: none"> some knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) a reasonable response to the question which is supported by some points from the set text (AO3) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3-4	<ul style="list-style-type: none"> limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) a limited response to the question which is occasionally supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1-2	<ul style="list-style-type: none"> very limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) a very limited response to the question with very limited reference to the set text (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question		Answer	Mark	Guidance						
1	(a)	<p>Accept any three of:</p> <p>The Athenians are still besieging the Spartans on the island [1]</p> <p>The army of the Spartans is holding its position on the mainland [1]</p> <p>The blockade is burdensome to the Athenians [1]</p> <p>because of their shortage of food and water [1]</p>	AO2 3	What is the situation in Pylos as this passage begins?						
1	(b)	<p>Accept any five points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • There was only one spring. • Emphatic expression of this fact: οὐ ... ἦν κρήνη ὅτι μὴ μία. • Telling additional detail, ‘and a small one at that’. • Harrowing detail of διαμώμενοι τὸν κάχληκα • and ἔπινον οἶον εἰκὸς ὕδωρ. • Emphasis on cramped conditions with <u>στενοχωρία</u> τε ἐν <u>ὀλίγῳ</u> • The Athenians had to eat in ‘staggered sittings’, a rather undignified image. • ἀθυμίαν ... πλείστην: emphasises the Athenians’ feelings. 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 10	<p>οὐ γὰρ ἦν κρήνη ... χρωμένους (lines 1–8): how does Thucydides convey the hardships of the Athenians described in these lines?</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
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Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> Emphasis on the unexpectedly long duration of the siege (ὁ χρόνος παρείχε παρὰ λόγον ἐπιγινόμενος)... contrasting with what they had (quite reasonably?) expected, (ἡμερῶν ὀλίγων)... for quite logical reasons (ἐν νήσῳ τε ἐρήμη καὶ ὕδατι ἀλμυρῷ χρωμένουσ). 		
1	(c)	The Spartans had called for volunteers to bring food to the island [1] (which would be of use in a siege [1]), offering a high price [1] and freedom for any Helots who brought food in [1].	AO2 3	αἴτιον ... ὑπισχνούμενοι (lines 8–12): why, according to Thucydides, were the Spartans on the island holding out so long?
1	(d)	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>καὶ ἐσῆγον ἄλλοι τε παρακινδυνεύοντες καὶ μάλιστα οἱ Εἰλωτες, ἀπαίροντες ἀπὸ τῆς Πελοποννήσου ὀπόθεν τύχοιεν καὶ καταπλέοντες ἔτι νυκτὸς ἐς τὰ πρὸς τὸ πέλαγος τῆς νήσου. μάλιστα δὲ ἐτήρουν ἀνέμῳ καταφέρεσθαι.</p> <p>Suggested translation: And people (literally ‘others’) did take risks and bring it / the food in, and especially the Helots, setting out from wherever they happened to be in the Peloponnese, and sailing in / to land while it was still night towards the side / part of the island facing the sea. In particular they would keep a lookout for a wind so that they might be carried to shore by it.</p>	AO2 5	<p>The below are intended as examples of “slight” and more serious “major” errors, others may be identified at standardisation.</p> <p>Slight Not giving full / correct value to the prefixes in ἐσῆγον and καταπλέοντες</p> <p>Major Translating ἐσῆγον as ‘were silent’</p> <p>Allow less felicitous but literally correct translations such as ‘And others taking risks brought it in, and especially the Helots’, ‘they were looking out to be carried to shore by a wind’, etc.</p> <p>Accept omission of ἔτι provided translation of νυκτὸς is clear: e.g. ‘during the night’.</p>
1	(e)	The Spartans were overwhelmed with horror (1) as their own men were cut off on the island(1) they rushed into battle and went into the sea in their armour (1) and took hold of their ships and tried to drag them back (1).	AO2 3	Explain how the Spartans react to what they have just seen.

Question		Answer	Mark	Guidance						
1	(f)	<p>Accept any three points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • ἐν τούτῳ κεκωλῦσθαι ἐδόκει ἕκαστος Thucydides focuses on the reaction of the individual soldier • ᾧ μὴ τι καὶ αὐτὸς ἔργῳ παρῆν emphasis on individual responsibility • ἐγένετό τε ὁ θόρυβος μέγας the din of battle • τοῦ ἑκατέρων τρόπου the unusual nature of this particular battle for both sides • ὑπὸ προθυμίας καὶ ἐκπλήξεως abstract nouns; emphasis on the Spartans' engagement • ὡς εἰπεῖν ἄλλο οὐδὲν ἢ ἐκ γῆς ἐναυμάχουν the paradox of fighting a sea battle on land • τῇ παρουσίᾳ τύχῃ the importance of fortune in battle • ὡς ἐπὶ πλεῖστον the importance of this opportunity for the Athenians • ἀπὸ νεῶν ἐπεζομάχουν imperfect tense; contrast to the approach of the Spartans 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	<p>AO3 6</p>	<p>How does Thucydides bring out the dramatic nature of this engagement?</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
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0	Point is not valid, or none are drawn									

Question		Answer	Mark	Guidance
1	(g)	<p>‘Thucydides uses his account of the Pylos affair to highlight differences between Athens and Sparta.’ Do you agree with this view? Assess against criteria in the 10-mark essay grid (see above). <i>Arguments may include (AO3):</i> Thucydides presents the Pylos incident in a variety of ways. There is no “right answer”, all arguments put forward by students should be assessed and credited on their own merits. Marking focus should be on how competently the response gathers and interprets evidence from the text, rather than whether the examiner agrees with the conclusion. In this case there are some clear contrasts drawn between the two states. At Pylos Thucydides emphasises the contrast between fighting strengths and the unusual situation which has resulted in the Athenians fighting from land, while the Spartans attack by sea. In the account of the assembly in Athens, we get a good sense of the nature of an assembly meeting; and Thucydides contrasts the attitude of the Spartans towards negotiations with the Athenians (21).</p> <p><i>Supporting evidence may include (AO2):</i></p> <ul style="list-style-type: none"> • the first confrontation described (11) where the Athenians had to defend themselves both from the land and from the sea • the dramatic focus on the role of Brasidas (11) and the dramatic capture of his shield as a trophy (12) • the unexpected confrontation between the Spartans on sea and the Athenians on land (12) • the arrival of the 50 Athenian ships from Zacynthus and the failure of the Spartans to meet them at sea (13) 	<p>10 made up of AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded. Examiners should credit any accurate references to material outside of the Greek prescription that a candidate brings into their answer.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • the dramatic confrontation in the harbour and the capture of Spartan ships (14) which left the Spartan force cut off on the island, and the strong Spartan reaction to this • the response of Cleon to the Spartan delegates in Athens with a series of demands (21) • Cleon's aggressive response to the Spartan unwillingness to negotiate in public (22) • Athens refuses to return the Spartan ships and war was resumed (23) • The difficulties faced by the Athenians who expected the Spartans to surrender; both sides faced difficulties over provisions (26) • The importance of helots and divers (26) • The problems the Athenians faced in supplying their men at Pylos (27) • Cleon's attempt to maintain his position in Athens and put pressure on the generals including Nicias (27) • Nicias' dramatic offer to surrender his generalship to Cleon so that he could finish off the campaign (28) • Cleon's attempt to avoid undertaking the expedition until it is clear he has no choice (28) • The reaction of the crowd in the assembly (28) • Cleon's sweeping promises (28) • The reaction of the assembly noted by Thucydides (28) 		

Question		Answer	Mark	Guidance						
2	(a)	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>τί δὴ λέγοντες διέβαλλον οἱ διαβάλλοντες; ὥσπερ οὖν κατηγορῶν τὴν ἀντωμοσίαν δεῖ ἀναγνῶναι αὐτῶν· Ἰσωκράτης ἀδικεῖ καὶ περιεργάζεται ζητῶν τά τε ὑπὸ γῆς καὶ οὐράνια καὶ τὸν ἥττω λόγον κρείττω ποιῶν καὶ ἄλλους ταῦτα ταῦτα διδάσκων.'</p> <p>Suggested translation: What did those who slander me say? So I must read out their affidavit, just as if they were my accusers: 'Socrates acts unjustly and wastes his time investigating things below the earth and in the air and makes the weaker argument the stronger and teaches others these same things.</p>	AO2 5	<p>The below are intended as examples of "slight" and more serious "major" errors, others may be identified at standardisation.</p> <p>Slight Tense of διέβαλλον <i>omission of</i> ταῦτα in ταῦτα ταῦτα misunderstanding of τὴν ἀντωμοσίαν</p> <p>Major Omission of ὥσπερ</p>						
2	(b)	You have seen this in the play by Aristophanes (1) there was a Socrates carried around claiming he was walking on air (1) and speaking nonsense which Socrates says he doesn't understand at all (1)	AO2 2	How does Socrates characterise the description of him here?						
2	(c)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </tbody> </table>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 8	<p>In these lines, how effectively does Socrates counter that description of him?</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
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Question		Answer	Mark	Guidance
		<p>Answers may include:</p> <ul style="list-style-type: none"> • οὐχ ὡς ἀτιμάζων λέγω τὴν τοιαύτην ἐπιστήμην Socrates does not attempt to disparage the knowledge that educators claim to possess • εἴ τις περὶ τῶν τοιούτων σοφός ἐστιν Socrates will go on to explore the nature of human wisdom, but here he is claiming not to understand 'natural science' • μή πως ἐγὼ ὑπὸ Μελήτου τοσαύτας δίκας φεύγοιμι Socratic irony; the accusations brought against are deliberately unclear • μάρτυρας δὲ αὐτῶν τοὺς πολλοὺς παρέχομαι here Socrates attempts to draw the jury into developing his defence, by calling on their experience of his behaviour • ἀξιῶ ὑμᾶς ἀλλήλους διδάσκειν τε καὶ φράζειν further engagement of the jurors by Socrates • ὅσοι ἐμοῦ πώποτε ἀκηκόατε διαλεγομένου Socrates continues to draw on the jurors' experience of his philosophical enquiry • ἢ μικρὸν ἢ μέγα picks up οὔτε μέγα οὔτε μικρὸν earlier • ἐκ τούτου γνώσεσθε Socrates emphasises the importance of the jurors' experience • καὶ τᾶλλα περὶ ἐμοῦ ἃ οἱ πολλοὶ λέγουσιν Socrates tries to distance himself from the popular account of what he does. 		
2	(d)	There is nothing in these charges (1) and he has never tried to educate anyone or charge a fee (2). This would be a fine thing if he could teach (1) like Gorgias, Prodicus or Hippias or Evenus.(1)	AO2 3	How does Socrates develop his argument further after this passage?

Question		Answer	Mark	Guidance						
2	(e)	Socrates then turned to the craftsmen (1) as he knew he had no real knowledge himself (1) and expected them to be knowledgeable (1). He wasn't disappointed in this (1), but found that they knew things he did not (1) and in this they were wiser than he was (1).	AO2 6	What did Socrates discover at this point in his inquiry?						
2	(f)	<p>Accept any three points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • ὁ ἄνδρες Ἀθηναῖοι Socrates directs his comments to the jury • ταῦτόν ... ἁμάρτημα Socrates emphasises that the craftsmen make the same mistake as the poets • διὰ τὸ τὴν τέχνην καλῶς ἐξεργάζεσθαι both these groups demonstrate mastery of a τέχνη • ἡξίου καὶ τᾶλλα τὰ μέγιστα σοφώτατος εἶναι this gives the craftsmen the confidence to claim understanding of more important matters • αὕτη ἡ πλημμέλεια abstract noun • ἐκείνην τὴν σοφίαν ἀποκρύπτειν this mistake undermines that which they actually understand • ὑπὲρ τοῦ χρησμοῦ Socrates draws attention to the role of the oracle again 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 6	<p>Explain how Socrates makes his argument convincing in these lines.</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
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Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • μήτε τι σοφὸς ὢν τὴν ἐκείνων σοφίαν μήτε ἀμαθὴς τὴν ἀμαθίαν pointed contrast • ὥσπερ ἔχω ἔχειν Socrates affirms that his own state appears to be preferable. 		
2	(g)	<p>'Plato's Socrates shows himself a skilful master of rhetoric.' To what extent do you agree with this view? Assess against criteria in the 10-mark essay grid (see above). <i>Arguments may include (AO3):</i> Plato presents Socrates as claiming to be unused to the expectations of a court, and yet able to argue effectively in a clear way using a range of rhetorical techniques. However the Socratic method of argument can seem disingenuous and is not necessarily convincing. There is no "right answer", all arguments put forward by students should be assessed and credited on their own merits. Marking focus should be on how competently the response gathers and interprets evidence from the text, rather than whether the examiner agrees with the conclusion. Students may touch upon the importance of rhetoric in Athens at the time and the attitude in Athens towards the sophists. <i>Supporting evidence may include (AO2):</i></p> <ul style="list-style-type: none"> • The distinction between the earlier accusers and the later one (at the trial) • The earlier accusers are more formidable than Anytus, because the jurors heard from them when they were children • The accusers are most nameless, though there is a certain playwright • So Socrates is fighting an invisible opponent • Socrates will obey the law in making his defence 	<p>10 made up of AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded. Examiners should credit any accurate references to material outside of the Greek prescription that a candidate brings into their answer.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Socrates paraphrases Meletus’ indictment: he inquires into things below the earth and in the sky, he makes the weaker argument the stronger and teaches others to follow his example • The character of Socrates in Aristophanes <i>Clouds</i> • Socrates appeals to Athenians that he does not talk about that sort of thing and asks them to support his account • Socrates claims that he wishes he were able to teach like Gorgias, Prodicus or Hippias, as they were capable of getting pupils who would pay for the privilege • Socrates uses the example of Callias who thought Evenus of Paros was the best man to teach his sons for 500 drachmas • Socrates responds to an imagined request to explain what he actually does do; he says that he uses what he calls ‘human wisdom’ • His wisdom is very different from that of the sophists he has mentioned • He mentioned Chaerephon’s question to the Delphic oracle (was there anyone wiser than Socrates), and the oracle’s response (there was no one) • Socrates then explains how he set out to test the god’s answer • He explains how he approached individuals who have a reputation for wisdom, such as politicians, and showed that in fact they do not know what they claim to • His conclusion is that he is wiser in that he knows that he does not know anything 		

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none">• This quest has made Socrates unpopular as he has embarrassed many who claim to be wise• The quest has covered politicians, then poets, then skilled craftsmen• So the quest is a divine mission to help the god• But a further problem is that young men from wealthy families have attended his questioning sessions• From this Socrates is accused of misleading the youth• His 'victims' accuse him of this, because they are embarrassed that their claim to knowledge has been debunked		

Question		Answer	Mark	Guidance						
3	(a)	He has killed a stag (1).	AO2 1	What has Odysseus just done before the beginning of this passage?						
3	(b)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • Emphatic ἐγὼ • Detailed description of the skill and cunning with which Odysseus binds the stag's feet from locally available materials • Impression given of Odysseus' strength, made more believable/impressive by the concessions he makes (ἔγχει ἐρειδόμενος, ἐπεὶ οὐ πως ἦεν ἐπ' ὤμου χειρὶ φέρειν ἑτέρη). • Emphasis on the vast size of the stag (μάλα γὰρ μέγα θηρίον ἦεν). Odysseus is revelling in his feat. • κάδ' δ' ἔβαλον προπάροιθε νεός also sounds impressive. • Odysseus then shows his ability to hearten his comrades (ἀνέγειρα δ' ἐταίρους μιλίχιοις ἐπέεσσι) 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 8	<p>What do these lines reveal about the character of Odysseus?</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
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Question		Answer	Mark	Guidance						
		<ul style="list-style-type: none"> And he treats them as individuals (παρασταδὸν ἄνδρα ἕκαστον) Candidates may make an assessment of the skill, quality, intention and effect(iveness) of Odysseus' speech. 								
3	(c)	<p>Accept any three of: They hearken to his words (1), they unveil/uncloak themselves [signifying that they are no longer sorrowful/despairing] (1) and wonder at the stag (1) for it was [1].</p>	AO2 3	How do Odysseus' men react in these lines to his words?						
3	(d)	Circe has told Odysseus to go to the pigsty (1) and lie down with his friends (1).	AO2 2	What has Circe just said to Odysseus?						
3	(e)	Odysseus grabbed his sharp sword from his side (1) and leapt at Circe (1) as if he meant to kill her (1)	AO2 3	How does Odysseus react?						
3	(f)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> μέγα ἰάχουσα ὑπέδραμε Circe reacts dramatically to Odysseus' surprise attack λάβε γούνων sudden transformation of the goddess into a suppliant τίς πόθεν εἰς ἀνδρῶν; πόθι τοι πόλις ἡδὲ τοικῆες; urgent questions 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 8	<p>How does Homer make this scene in Circe's house dramatic?</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
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Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • θαῦμά μ' ἔχει stresses Circe's reaction to his behaviour • πίων τάδε φάρμακ' reminds reader of Circe's wiles • οὐ τι ... ἐθέλχθης the failure of Circe's plan • οὐδὲ γὰρ οὐδέ τις ἄλλος ἀνήρ repetition of negative to highlight the exceptional nature of Odysseus' response • ἀκήλητος νόος draws attention to what makes Odysseus exceptional • ἦ σύ γ' Ὀδυσσεύς ἐσσι πολύτροπος the goddess had been forewarned of the arrival of Odysseus • χρυσόραπις ἀργειφόντης a second appearance of Hermes 		
3	(g)	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>ἀλλ' ἄγε δὴ κολεῶ μὲν ἄορ θεό, νῶϊ δ' ἔπειτα εὐνῆς ἡμετέρης ἐπιβήομεν, ὄφρα μιγέντε εὐνῆ καὶ φιλότητι πεποιθόμεν ἀλλήλοισιν." ὥς ἔφατ', αὐτὰρ ἐγὼ μιν ἀμειβόμενος προσέειπον· 'ὦ Κίρκη, πῶς γὰρ με κέλεαι σοὶ ἦπιον εἶναι,</p> <p>Suggested translation: And come, place your sword in its scabbard, and then let us go to my bed, so that having made love we may trust one another. So she spoke, but I addressed her in answer: 'O Circe, how do you bid me be kind to you?'</p>	AO2 5	<p>The below are intended as examples of "slight" and more serious "major" errors, others may be identified at standardisation.</p> <p>Slight <i>omission of when</i></p> <p>Major <i>omission of epithets for Dawn</i> <i>omission of all</i></p>

Question		Answer	Mark	Guidance
3	(h)	<p>In the lines of <i>Odyssey</i> 10 that you have read, how does Homer make Odysseus' adventures vivid and exciting?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Candidates will focus primarily on the set text, selecting details of this story that provide vivid detail and exciting events. The first sighting of Circe's house, the provision of food for his men, the encounter with Circe herself, particularly the transformation of Odysseus' men into pigs, and the encounter with Hermes provide a range of possible examples.</p> <p><i>Supporting evidence may include (AO2):</i></p> <ul style="list-style-type: none"> • at dawn, Odysseus sets out to find out what was there • from a rocky height, he could see Circe's house but he does not go to it, but returns to the ship • as he returns, he meets a stag, which he then carries back slung over his back • he gives the stag to his men and they prepare a meal until sundown • the next day he told his comrades they were lost, though they were on an island • his men remember Antiphates the Laestrygonian and the Cyclops and weep • Odysseus divides his men in two and Eurylochus by lot goes to explore • Eurylochus leads his men to Circe's house, where there were wolves and lions which fawned on my men • at the porch they could hear Circe singing, and Polites thought they should call her • the men followed Circe indoors, but Eurylochus suspected a trap 	<p>10 made up of AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.</p> <p>Examiners should credit any accurate references to material outside of the Greek prescription that a candidate brings into their answer.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Circe gave them a meal with a drug mixed in, to lose all memory of their native land • she drove them to the pigsties and they became pigs • Eurylochus returned to the ship, terrified and told them what had happened • Odysseus sets out to rescue his men though Eurylochus won't come with him • Odysseus meets Hermes in the woods who gives him moly to protect him and tells him what to do • Circe invited Odysseus in and gave him a drink with a drug • This did not work and Odysseus rushed at her with his sword drawn • Circe asks who he is, but she has already been told to expect Odysseus • Odysseus gets Circe to swear a solemn oath not to harm him • Odysseus goes to Circe's bed, after bathing • Odysseus does not eat, as he misses his men • Circe therefore went to the pigsties and put ointment on the pigs, and they became men again • Odysseus and his men weep 		

Question		Answer	Mark	Guidance
4	(a)	Antigone has accused her of dishonouring the things that the gods honour.	AO2 1	What accusation is Ismene responding to here?
4	(b)	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>ἐγὼ μὲν οὐκ ἄτιμα ποιοῦμαι, τὸ δὲ βία πολιτῶν δρᾶν ἔφυν ἀμήχανος. / σὺ μὲν τὰδ' ἂν προὔχοι· ἐγὼ δὲ δὴ τάφον χώσουσ' ἀδελφῶ φιλλάτω πορεύσομαι. / οἴμοι ταλαίνης ὡς ὑπερδέδοικά σου. / μὴ 'μοῦ προτάρβει.</p> <p>Suggested translation: I do not dishonour them, but I am unable to act against the wishes of the citizens. / You may make these excuses; but I shall go to heap up a tomb for our dearest brother. / Alas, how I fear for you, wretched as you are. / Do not fear for me.</p>	AO2 5	<p>The below are intended as examples of “slight” and more serious “major” errors, others may be identified at standardisation.</p> <p>Slight ἔφυν ἀμήχανος: slight error if meaning not fully conveyed</p> <p>Major Not making it clear that ταλαίνης agrees with σου.</p> <p>Accept 'beloved' for φιλλάτω.</p>

Question		Answer	Mark	Guidance						
4	(c)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • προμηνήσσης γε τοῦτο μηδενὶ Ismene offers her sister advice, even if she cannot bring herself to help • κρυφῆ δὲ κεῦθε sensible, though contrasting with Antigone's later behaviour • σὺν δ' αὐτῶς ἐγὼ Ismene offers complicity, even if she will not take part • οἴμοι, καταύδα Antigone throws this back in her face and tells her to speak out • πολλὸν ἐχθίων ἔση/ σιγῶσ' strong language (ἐχθίων); enjambment emphasises σιγῶσ' • θερμὴν ἐπὶ ψυχροῖσι καρδίαν pointed contrast • οἶδ' ἀρέσκουσ' οἷς μάλισθ' ἀδεῖν με χρή Antigone expects her actions to be supported by the dead • εἰ καὶ δυνήσῃ γ' Ismene implies Antigone will fail to achieve her purpose (also ἀμηχάνων ἐρᾶς: what she wants is beyond what women can achieve) 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 8	<p>How does Sophocles reveal the character of the two sisters in this conversation?</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
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Question		Answer	Mark	Guidance						
		<ul style="list-style-type: none"> • ὅταν δὴ μὴ σθένω, πεπαύσομαι Antigone is prepared to give the task everything she can • ἀρχὴν δὲ θηρᾶν οὐ πρόπει τὰμήχανα Ismene suggests that women should not even try to achieve what Antigone wants. 								
4	(d)	If you say this, you will be my enemy (1) and also rightly called an enemy of the dead (1).	AO2 2	How does Antigone bring the conversation to a close?						
4	(e)	She says that Antigone is still dear to her (literally, to her friends or to her own) (1) even though in going she is foolish (2).	AO2 2	After this passage, how does Ismene respond to Antigone's words?						
4	(f)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • θέλεις τι μείζον ἢ κατακτεῖναί μ' Antigone implies that what Creon wants is worth very little • τί δῆτα μέλλεις Antigone tells the king to get on with what he wants to do; this shows her lack of fear of death 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 8	how does Antigone deliver an effective response to Creon in these lines? Any valid answer to the question will be given due credit.
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
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Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • ἐμοὶ τῶν σῶν λόγων strong contrast between Antigone (a woman) and Creon (both a male relative and king) • μηδ' ἀρεσθείη ποτέ wish for the future; Antigone does agree now and will never like what Creon says • σοὶ τᾶμ' the contrast between Antigone and the king again • κλέος γ' ἂν εὐκλεέστερον a traditional desire for κλέος such as a Homeric hero might have, but here expressed by a woman • τὸν αὐτάδελφον ἐν τάφῳ/ τιθεῖσα traditionally a woman's role within the family, though here denied by the king • τούτοις τοῦτο πᾶσιν ἀνδάνειν Antigone claims her actions have wider support • εἰ μὴ γλῶσσαν ἐγκλήοι φόβος she directly refers to the repressive rule of Creon • ἡ τυραννὶς πολλά τ' ἄλλ' εὐδαιμονεῖ a reference to the power of the ruler, traditionally a male • δοῶν λέγειν θ' ἃ βούλεται something explicitly denied to women except within accepted areas. 		
4	(g)	She is the only Theban to take this view (1); is she not ashamed to think differently from others? (1)	AO2 2	How does Creon answer what Antigone has just said?
4	(h)	She says there is nothing shameful in reverencing those from the same mother and father (1); the dead man will not give evidence against her (1).	AO2 2	How does Antigone justify what she has done?

Question		Answer	Mark	Guidance
4	(i)	<p>How effectively does Sophocles develop the relationship between Antigone and the other characters of the play?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Sophocles presents Antigone as an uncompromising character who is difficult to live with, aggressive to both Ismene and Creon, and oblivious to Haemon; but she does place considerable emphasis on her close relationship with family members who have died, including her mother and father, and, of course, Polyneices (there is also scope for comment on Eteocles). There is no “right answer”, all arguments put forward by students should be assessed and credited on their own merits. Marking focus should be on how competently the response gathers and interprets evidence from the text, rather than whether the examiner agrees with the conclusion.</p> <p><i>Supporting evidence may include (AO2):</i></p> <ul style="list-style-type: none"> • Antigone comes out of the palace to inform Ismene of Creon’s edict • Ismene has heard nothing, so Antigone tells her about the fate of the brothers Eteocles honoured, but Polyneices left dishonoured • Antigone tells Ismene her plan to bury Polyneices • Ismene reminds her sister of their family’s ill fortune and their status as women • Antigone is determined to help the dead • Antigone quarrels with Ismene and leaves • (497) Antigone responds to Creon’s decision to put her to death • she affirms her behaviour 	<p>10 made up of AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.</p> <p>Examiners should credit any accurate references to material outside of the Greek prescription that a candidate brings into their answer.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Creon argues for his decision to punish the burier of Polyneices • (531) Ismene enters and is challenged by Creon and rejected by Antigone • Antigone rejects Ismene's attempt to share her fate • Ismene reminds Creon that Haemon is betrothed to Antigone • Creon affirms that Antigone must die • (891) Antigone addresses her tomb/bridal chamber • she hopes to be received by her family in Hades • she says she could not have done the deed had it been for a child or husband as they could be replaced • Antigone has no bridal song but she says she has behaved piously • The gods will judge her behaviour and treat Creon accordingly 		

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