

Classical Greek

General Certificate of Secondary Education

Unit **B404** Verse Literature

Mark Scheme for June 2012

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, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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

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

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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










© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Annotation	Meaning
	Good response/positive
	Unclear
	Benefit of doubt
	Cross
	Wrong translation/fact
	Minor error
	Harmless addition
	Good style point or correct point in short answers
	Omission mark

Question		Answer	Marks	Guidance
1		Where has Andromache gone? [1] Has she gone to visit one of her sisters-in-law? [1] Has she gone to the temple of Athene? [1]	2	Any two points. Visiting one of Hector's sisters [1] Visiting one of Hector's brothers' wives [1]
2		C She has gone to the city wall to watch the fighting.	1	Zero mark if more than one box ticked.
3	(a)	White-armed.	1	Any acceptable translation of λευκώλενος.
	(b)	Indicative of noble women not exposed to open-air work.	1	Not enough to say that pale/fair skin was considered attractive.
4		B having nice hair.	1	Zero mark if more than one box ticked.
5	(a)	He would feel <u>very</u> bad / in front of the Trojans [1] if he acted like a coward [1] and withdrew from the fighting [1].	3	'Fear' for αιδέομαι =HA. κακός: do not accept 'bad'.
	(b)	He has been taught to be brave [1], lead from the front [1] and win glory [1].	3	Do not accept 'noble' or 'good' for ἐσθλός.
	(c)	<ul style="list-style-type: none"> κατὰ φρένα καὶ κατὰ θυμόν – "in my heart and in my mind"; repetition to emphasise how deeply he feels this [2]. εὖ – "(I know this) well"; emphatically placed at the start of the line [2]. ἐγὼ – personal pronoun for emphasis [2]. ἔσσεται ἡμᾶρ – sense of inevitability, reinforced by phrase position [2]. accumulative effect of proper nouns and repetition in Ἴλιος καὶ Πριάμος καὶ λαὸς Πριάμοιο [2]. 	4	Any two points. Accept any other reasonable point. Answers must use/refer to the Greek.
6		Astyanax is frightened [1] by (the sight of) Hector's helmet [1].	2	Astyanax / son / baby. Allow 'crying' or 'disturbed' for 'frightened'.

Question	Answer	Marks	Guidance
7	παμφανώσαν [1]; (all-)shining [1].	2	Award each mark independently.
8	He kissed him [1] and dandled/cuddled/tossed/&c. him in his arms [1].	2	

Question	Answer	Marks	Guidance	
			Content	Levels of response
9	<ul style="list-style-type: none"> • <i>comparisons made between Hector and his son</i> Hector wants his son to emulate him: be as strong and brave, be pre-eminent among the Trojans, have people say that he is “better by far than his father”; • <i>Hector’s thoughts for his son’s future</i> he wants his son to rule Troy strongly, bring joy to his mother when he returns bearing spoils of the enemy. • appeal to the gods at the very beginning - Ζεῦ ἄλλοι τε θεοί • τόνδε . . . παῖδ' ἐμόν – “this person here . . . my son” – placed at the start of the line • παῖδ' ἐμόν, ὡς καὶ ἐγὼ περ – juxtaposition of the two phrases emphasises comparison • τις εἴποι: optative = wish (similarly φέροι and χαρεΐη) • introduction to direct speech makes the wish more vivid • poignant contrast of ‘bloody spoils’ = mother’s joy 	10	<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Use the 10 mark grid in Appendix 1.</p>	<p>Level 4 9 - 10 Level 3 6 - 8 Level 2 3 - 5 Level 1 0 - 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		<p><i>Sample translation:</i></p> <p>eg But go home and attend to your own tasks, the loom and the distaff, and tell the maids to set about their work. War will be a matter for men, all those, (and) me especially, (who are/were) born in Troy/Ilium.</p>	5	<p>Award up to 5 marks per translated section according to the 5 mark marking grid.</p> <p>Consequential errors should not be penalised.</p> <p>Minor errors <i>ἐποίχεσθαι</i> rendered as 'go back and forth' <i>μελήσει</i> rendered as present or jussive <i>ἐγγεγάασιν</i> rendered as 'live', 'dwell' <i>ἐγγεγάασιν</i> applied to Hector</p> <p>Major errors <i>αὐτῆς</i> omitted 'wool' for <i>ἡλακάτην</i></p> <p>Accept omission of <i>τ'</i></p>	<p>5 mark grid</p> <p>[5] All of the meaning conveyed, with one minor error allowed [4] Most of the meaning conveyed, with two errors (which may include a major error) or three minor errors allowed [3] Part of the meaning conveyed, but with two or more major errors or omissions allowed [2] A limited amount of the meaning conveyed [1] A very limited amount of the meaning conveyed [0] None of the meaning conveyed</p> <p>NB Consequential errors should not be penalised.</p>

Question		Answer	Marks	Guidance
11		B Andromache looks back tearfully. C Andromache organises the ritual lamentation. E Hector is described as a killer of men.	3	Deduct one mark for each additional box (above 3) ticked. eg answer A, B, E, F will score 1 mark.
12		Andromache organises the maidservants to lament for Hector as though he were dead, even though [1] he is still at this moment alive [1].	2	At least implied contrast between dead and alive, including words not in the Greek.

Question		Answer	Marks	Guidance	
				Content	Levels of response
13		<ul style="list-style-type: none"> not at home when Hector arrives – “she had gone with her child . . . and was standing on the tower in wailing and lamentation”; the housekeeper tells Hector: “she had heard that the Trojans were failing . . . she has gone running to the wall, like a woman in frenzy”; Andromache’s love for Hector – she says (with tears falling) “Poor dear man, your own brave spirit will destroy you”; Homer describes her as an ‘excellent wife’ (ἀμυμόνα ἄκοιτιν); she describes herself as “your doomed wife (ἄμμορον), who will soon be your widow (χήρη)”, and “when I lose you, it would be better (for me) to sink down under the earth . . . no other comfort . . . only misery (ἀλλ’ ἄχε’); she describes the fate of her father and seven brothers at the hands of Achilles and the subsequent death of her mother, and says of Hector “you are father and honoured mother and brother to me, as well as my strong husband”; Hector’s love for Andromache – the pain he feels at the thought of Andromache becoming a slave in Argos (“your screams and the sound of you being dragged away”); the pathos in his final words: “Poor wife, please do not let your heart be too distressed”. 	8	Use the 8-mark marking grid in Appendix 1.	Level 4 7 - 8 Level 3 4 - 6 Level 2 2 - 3 Level 1 0 - 1

Question		Answer	Marks	Guidance
14	(a)	Disguised as a swan [1] and (claiming to be) pursued by eagle [1], Zeus took refuge in the arms of Leda [1] and seduced her [1]; Helen was hatched from the subsequent egg [1].	3	Any three points.
	(b)	Tyndareus/king of Sparta.	1	
15		A Helen feels responsible for the deaths of many men. B Helen feels sorry for her husband Menelaus. D Menelaus took an army to Troy.	3	Deduct one mark for each additional box (above 3) ticked. eg answer A, B, E, F will score 1 mark.
16		B Egypt	1	Zero mark if more than one box ticked.
17	(a)	(πάντων) σωφρονέστατον (βροτῶν) [1]. Most virtuous (of all men) [1].	2	Translation to match the Greek. Accept 'prudent', 'wise', 'righteous', 'chaste', 'honourable', 'self-controlled', 'temperate'. Do not accept 'just'. 'virtuous' (no superlative) = [0]
	(b)	To keep Helen's marriage/bed (with Menelaus) [1] pure/intact/unstained [1].	2	

Question		Answer	Marks	Guidance	
				Content	Levels of response
18		<p>eg And now, wretched and shipwrecked, having lost my friends, I have been cast up on this land; my ship is shattered into many fragments of wreckage on the rocks. The keel was wrenched away from its skilfully made fastenings...</p>	5	<p>Award up to 5 marks per translated section according to the 5 mark marking grid.</p> <p>Consequential errors should not be penalised.</p> <p>Minor errors <i>τρόπις</i> rendered by 'hull' <i>ἀρμοσμάτων</i> rendered by 'parts' or 'sections'</p> <p>Major errors <i>τρόπις</i> rendered by 'ship'</p> <p>Accept <i>ναυαγός</i> rendered as 'shipwreck', 'castaway' <i>ἐξέπεσον/ ἄγνυται</i> accept present, simple past or present perfect <i>γῆν</i> accept 'shore' <i>ἐλείφθη</i> rendered by 'was left (behind) of/from', 'remained from' <i>ποικίλων ἀρμοσμάτων</i> taken as descriptive genitive depending on <i>τρόπις</i> <i>ποικίλων</i> as 'cunningly made', 'intricate' <i>ἀρμοσμάτων</i> as 'joints', 'structure', 'construction'</p>	<p>5 mark grid</p> <p>[5] All of the meaning conveyed, with one minor error allowed [4] Most of the meaning conveyed, with two errors (which may include a major error) or three minor errors allowed [3] Part of the meaning conveyed, but with two or more major errors or omissions allowed [2] A limited amount of the meaning conveyed [1] A very limited amount of the meaning conveyed [0] None of the meaning conveyed</p> <p>N.B. Consequential errors should not be penalised.</p>

Question		Answer	Marks	Guidance
19		He scarcely (μόλις) survived [1] against all expectation (ἀνελπίστω τύχη) [1].	2	
20	(a)	He doesn't know (the name of) the country [1] or (of the) people where he has landed [1]. He was embarrassed to meet/question anyone [1] and wants to hide his <u>ragged</u> appearance/clothing [1].	4	
	(b)	ἡσχυνόμην – he was embarrassed (end of line); ὕπ' αἰδοῦς – 'from shame'; τῆς τύχης – 'at my misfortune'; τὰς ἐμὰς δυσχλαινίας – ragged clothes, emphasised by 'mine', shows embarrassment.	4	Any two points. Accept any other reasonable point. Answers must use/refer to the Greek.
21	(a)	At the tomb (of Proteus).	1	
	(b)	She is taking refuge/seeking protection.	1	
22		Theoclymenus	1	Not Theonoe.
23		C like a worshipper of Dionysus	1	Zero mark if more than one box ticked.
24		Fierce	1	Wild/savage/frightening/frightful/rough

Question		Answer	Marks	Guidance	
				Content	Levels of response
25		<ul style="list-style-type: none"> <i>Helen's references to her appearance</i> She asks Menelaus if she looks like his wife – rhetorical question; με λεύσσω σὴν δάμαρθ' – n.b. structure: word order of 'me' . . . 'your wife' either side of 'seeing' parallels the sense of Helen's question. Seeing is believing – reinforced by imperative σκέψαι and reference to 'clearer proof' (πίστεως σαφεστέρας). "Use your own eyes" – expressed as a rhetorical question τίς ... ἄλλος ἢ τὰ σ' ὄμματα. <i>Her references to divine intervention</i> Helen who went to Troy was a 'phantom' (εἶδωλον). In answer to Menelaus' question "Who can create living bodies?" Helen replies "the air" (αἰθήρ) – emphatic first word – and she describes the phantom as a wife – emphatic last word – 'made by a god' (θεοπόνητ'). 	10	<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded.</p> <p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	<p>Level 4 9 - 10 Level 3 6 - 8 Level 2 3 - 5 Level 1 0 - 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
26		<ul style="list-style-type: none"> Zeus' role (swan) in the alternative story of Helen's birth; Aphrodite's offer of the most beautiful woman in the world at the judgement of Paris; Hera's creation of a phantom Helen, and Hermes taking the real Helen to Proteus in Egypt; Zeus' purpose in causing the Trojan War; Hermes' prophecy that Helen would be reunited with her husband in Sparta; Helen refers to the prophecy of the priestess Theonoe, that Menelaus is alive; Menelaus: "I am not thought worthy by the gods to achieve this" (ie return to his homeland); he appeals to Hecate to send favourable visions (rather than the false vision of Helen). 	8	<p>Most answers will probably argue that the characters are controlled by the gods, but good answers arguing that they control their own actions must also be rewarded.</p> <p>Use the 8-mark grid in Appendix 1.</p>	<p>Level 4 7 - 8 Level 3 4 - 6 Level 2 2 - 3 Level 1 0 - 1</p>

APPENDIX - Marking grid for 10-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Engagement with the question; • Selection and coverage of supporting points; • Choice and use of evidence from the Greek text; • Accuracy of writing; • Control of appropriate form and register; • Organisation of answer.
4	9-10	<ul style="list-style-type: none"> • Good engagement with the question; • A range of relevant points, with development; • A good range of appropriate Greek quotation with relevant discussion; • Legible, fluent and very accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised.
3	6-8	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant points, with some development; • Some appropriate Greek quotation with some relevant discussion; • Legible and accurate writing, conveying meaning clearly; • Some control of appropriate form and register; • Argument is organised.
2	3-5	<ul style="list-style-type: none"> • Limited engagement with the question; • A few relevant points; • Limited Greek quotation with limited relevant discussion; • Legible and generally accurate writing, conveying meaning; • Limited control of form and register; • Argument apparent in places, even if underdeveloped.
1	0-2	<ul style="list-style-type: none"> • Little or no engagement with the question; • Any points made are of little or no relevance; • Very little or no appropriate Greek quotation or relevant discussion; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear; • Very limited control of form and register; • Argument difficult to discern.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

APPENDIX - Marking grid for 8-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Engagement with the question; • Selection and coverage of supporting points; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and register; • Organisation of answer.
4	7-8	<ul style="list-style-type: none"> • Good engagement with the question; • A good range of relevant points with development; • A good understanding and appreciation of the set text; • Legible, fluent and very accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised.
3	4-6	<ul style="list-style-type: none"> • Some engagement with the question; • A range of relevant points, with some development; • A general understanding and appreciation of the set text; • Legible and accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument organised.
2	2-3	<ul style="list-style-type: none"> • Limited engagement with the question; • A few relevant points; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning; • Very limited control of form and register; • Argument apparent in places, even if underdeveloped.
1	0-1	<ul style="list-style-type: none"> • Little or no engagement with the question; • Any points made are of little or no relevance; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear; • Little control of form and register; • Argument difficult to discern.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark

APPENDIX - Marking grid for 5-mark questions**Marking grid for set text translation 5-mark questions (Higher Tier)**

- [5]** All of the meaning conveyed, with one minor error allowed
- [4]** Most of the meaning conveyed, with two errors (which may include a major error) or three minor errors allowed
- [3]** Part of the meaning conveyed, but with two or more major errors or omissions allowed
- [2]** A limited amount of the meaning conveyed
- [1]** A very limited amount of the meaning conveyed
- [0]** None of the meaning conveyed

N.B. Consequential errors should not be penalised.

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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

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

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

© OCR 2012

