























## Section B

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mark | Guidance                                                                                                                 |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------|
| 12       | D He yelled.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1    |                                                                                                                          |
| 13       | D Pamphilus' job involved working with cloth.<br>E The speaker did not understand Ctesias' words.<br>F The speaker realised only later that the men were drinking together.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3    |                                                                                                                          |
| 14       | A lying on the ground                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1    |                                                                                                                          |
| 15       | B Some things were too rude to be repeated.<br>E The speaker's mother and slaves were horrified.<br>F The speaker was washed before seeing the doctors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3    |                                                                                                                          |
| 16 (a)   | The slave(-girl) made him cry/upset him deliberately (1), because the man/Eratosthenes was in the house OR to provide a distraction (1).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2    | The slave-girl's role in making the baby cry is essential; either of the other points is acceptable for the second mark. |
| (b)      | He told his wife to go (1) and feed the baby (1) so that it would stop crying (1). When she (at first) refused (1), he became angry (1) and ordered her again to go (1).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4    | Any combination of these which provides a coherent explanation.<br><br>Accept an answer written in the first person.     |
| (c)      | <ul style="list-style-type: none"> <li>Unusual equality of relationship – she responds to his anger and orders (ὄργιζόμενη...ἐκέλευον) with a joke.</li> <li>Her boldness and teasing tone as she taxes him with precisely her own offence – ἵνα σύ γε, ... ἐνταῦθα...καὶ πρότερον....</li> <li>Emphasis on teasing and laughter – ἐγέλων... προσποιουμένη παίζειν.</li> <li>His gullibility, not taking any of it seriously – οὐδὲν ἐνθυμούμενος οὐδ' ὑπονοῶν.</li> <li>His naivety - emphasised by ἐκάθευδον ἄσμενος, almost 'sleeping like a baby'.</li> <li>ἤκων ἐξ ἀγροῦ at the end of the sentence leaves us with the impression of a pure, peaceful mind, which contrasts with her devious behaviour.</li> </ul> | 4    | Any <b>two</b> points – 1 mark per point + 1 mark for supporting Greek evidence.                                         |

| Question |     | Answer                                                                                                                                                                                                                                                                      | Mark | Guidance                                                    |
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|          |     | <ul style="list-style-type: none"> <li>• <i>προσποιουμένη παίζειν</i>: alliteration possibly suggests some bitterness as he recalls how easily he was taken in by her 'playfulness'</li> <li>• Use of direct speech brings to life their conversational exchange</li> </ul> |      |                                                             |
| 17       | (a) | <ul style="list-style-type: none"> <li>• to make sure no one finds out</li> <li>• to provide him with proof / make it possible for him to catch them in the act</li> </ul>                                                                                                  | 2    | One mark for each.<br>Allow a broad interpretation of ταῦτα |
|          | (b) | εἴπερ οὕτως ἔχει: if it is (really) so                                                                                                                                                                                                                                      | 2    | One mark for Greek, one for translation                     |

| Question |  | Answer                                                                                                                                                                                                                                        | Mark | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|          |  |                                                                                                                                                                                                                                               |      | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Levels of Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 18       |  | <p><i>Sample translation:</i><br/>Knowing that, arriving at that hour, he would find none of his friends at home, I invited him to dine (with me) / to dinner; and going (home) to my house, we went up to the upper room and had dinner.</p> | 5    | <p>Award up to 5 marks for the whole translation according to the 5-mark marking grid.</p> <p><b>Accept</b></p> <ul style="list-style-type: none"> <li>ἐπιτήδειων: 'family', 'relatives', 'household', 'circle', 'friends', 'companions'</li> <li>τηρικαῦτα: 'at this hour'</li> </ul> <p><b>Minor Error</b></p> <ul style="list-style-type: none"> <li>ἐπιτήδειων: 'provisions'</li> <li>καταλήψουτο: 'have'</li> <li>omission of καὶ</li> <li>ἐλθόντες: 'as we arrived'</li> <li>ὡς ἐμέ translated as 'with me'</li> <li>'going upstairs' instead of 'going to an upper room'</li> </ul> | <p><b>Award up to 5 marks according to 5-mark grid:</b></p> <p><b>[5]</b>All of the meaning conveyed, with one minor error allowed</p> <p><b>[4]</b>Most of the meaning conveyed, with two errors (which may include a major error) or three minor errors allowed</p> <p><b>[3]</b>Part of the meaning conveyed, but with two or more major errors or omissions allowed</p> <p><b>[2]</b>A limited amount of the meaning conveyed</p> <p><b>[1]</b>A very limited amount of the meaning conveyed</p> <p><b>[0]</b>None of the meaning conveyed.</p> <p>N.B. Consequential errors should not be penalised.</p> |

| Question |     | Answer                                                                                                                                                                                                                                                                                                                                          | Mark | Guidance                                                                                                                                                          |
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| 19       |     | To keep a watch on/guard the door.                                                                                                                                                                                                                                                                                                              | 1    |                                                                                                                                                                   |
| 20       | (a) | <ul style="list-style-type: none"> <li>• He <b>creeps</b> out of the house/leaves it <b>in silence</b>;</li> <li>• He visits this man and that / his friends / neighbours;</li> <li>• He collects as many men as he can;</li> <li>• He provides himself with torches (from the (nearest) shop/tavern);</li> <li>• He goes back home.</li> </ul> | 3    | Any <b>three</b> , BUT candidates should mention EITHER the provision of witnesses (collecting as many men as he can) OR the provision of torches for full marks. |
|          | (b) | <p>Use of repeated 'and' καὶ and δὲ</p> <p>Emphasis on the number of men visited – ὡς τὸν καὶ τὸν... τοὺς μὲν... τοὺς δὲ.</p> <p>Use of the superlative – ὡς οἶόν τ' ἦν πλείστους - as many as was possible</p> <p>List of participles stresses variety of actions</p>                                                                          | 1    | Either Greek example or explanation in English is acceptable.                                                                                                     |

| Question |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                     |
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|          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Levels of Response                                                  |
| 21       |  | <p>The speed of events makes this a dramatic passage. We see Eratosthenes carelessly lying beside another man's wife, a moment later standing naked on the bed and then immediately struck, thrown down and bound with hands behind his back. His admission of guilt and plea for his life are in vain, as Euphiletus pronounces moral judgment on behalf of the city itself. The presence of witnesses enables us to see the scene through their eyes and to engage with Euphiletus' self-righteous pronouncement.</p> <ul style="list-style-type: none"> <li>• Early participle reflects sudden opening of door - ὄσαντες.</li> <li>• οἱ μὲν πρῶτοι... οἱ δ' ὕστερον: we see Eratosthenes first through one group's eyes, then through the other's.</li> <li>• εἰσίουτες ἔτι εἶδομεν: assonance and early position of ἔτι reflect Euphiletus' and or Eratosthenes' shock.</li> <li>• Changing positions of Eratosthenes: from lying to standing to down on the floor, bound and begging – κατακείμενον... ἐστηκότα... καταβάλλω... ἠντεβόλει δὲ καὶ ἰκέτευε: he has gone from adultery to supplication in a few moments.</li> <li>• Vivid pictures of Eratosthenes lying παρὰ τῆ γυναικί and ἐν τῆ κλίνῃ γυμνὸν ἐστηκότα. Ridiculous image of naked man standing on the bed towering over the witnesses, then reduced to begging on the floor.</li> <li>• Nakedness leaves him humiliated and vulnerable as he is bound and 'charged'.</li> </ul> | 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>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p> | <p>Level 4 9-10<br/>Level 3 6-8<br/>Level 2 3-5<br/>Level 1 0-2</p> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks | Guidance |                    |
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|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       | Content  | Levels of Response |
|          | <ul style="list-style-type: none"> <li>• Violence of Euphiletus: πατάξας καταβάλλω...τὴ χεῖρε περιαγαγὼν εἰς τοῦπισθεν καὶ δήσας - violent vocabulary enhanced by harsh consonants in πατάξας καταβάλλω.</li> <li>• ὑβρίζει: strong word. Eratosthenes cannot deny it, but cravenly begs and even supplicates - ἤντεβόλει δὲ καὶ ἰκέτευε. Use of two verbs suggests his desperation, as does the offer of a bribe.</li> <li>• No sense in which Euphiletus will accept a supplication – with his hands bound behind his back, Eratosthenes is incapable of establishing contact.</li> <li>• Direct speech enlivens scene, as does the self-righteous οὐκ ἔγω... ἀλλ' ὁ τῆς πόλεως νόμος, as Euphiletus sees himself dispensing civil justice rather than personal revenge. Contrast/balance between ἐγὼ and νόμος.</li> <li>• Slightly pompous tone of Euphiletus' speech.</li> <li>• Emphasis on Eratosthenes' lack of decency – <ul style="list-style-type: none"> <li>• shocking idea of making the city's law of less importance than his own pleasure - περι ἐλάττονος τῶν ἡδονῶν.</li> <li>• Contrast between νόμος and ἡδονῶν.</li> <li>• Polypoton of ἀμάρτημα ἐξαμαρτάνειν to emphasise his wrongdoing.</li> <li>• Emphatic use of the possessive adjective each time in εἰς τὴν γυναῖκατὴν ἐμὴν καὶ εἰς τοὺς παῖδας τοὺς ἐμοὺς .</li> <li>• Use of adjective κόσμιος, 'decent'.</li> </ul> </li> </ul> |       |          |                    |



| Question |  | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks | Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                    |
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|          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Levels of Response                                                 |
| 22       |  | <p>Many issues raised in these stories are of interest to the reader: concerns about inadequate parenting (Conon), anti-social behaviour (Conon and sons), gang-attacks, the influence of drink on the behaviour of the young. Euphiletus' defence speech raises the issue of malicious intent; it also makes us question the wisdom of taking the law into one's own hands.</p> <p>Similar concerns about behaviour to those we experience today</p> <ul style="list-style-type: none"> <li>parental responsibility to raise decent citizens (Conon seems almost worse than his sons);</li> <li>the influence of alcohol (Ctesias has already been drinking and is incoherent before the attack);</li> <li>ring-leaders who exert influence/ pressure on others to behave badly (Conon is surrounded by those who egg him on);</li> </ul> <p>Familiar features of a gang attack:</p> <ul style="list-style-type: none"> <li>vivid details such as the stripping, tripping, pushing in mud, split lip;</li> <li>the holding down of the companion to prevent him from getting help;</li> <li>foul language and imitation of a cockerel – while intended to be mocking it flatters the perpetrator least;</li> </ul> <p>Age-old problem of adultery:</p> <ul style="list-style-type: none"> <li>cuckolded husband;</li> <li>clever, deceitful wife – she turns the tables on</li> </ul> | [8]   | <p>Answers must be marked using the level descriptors in the 8-mark marking grid at the end of the mark scheme, taking into account QWC when pacing the answer within the band.</p> <p>Candidates should make a range of points in response to the question, illustrating them where possible with reference to the text they have read.</p> <p>Suggested points included here. Candidates are not restricted to these.</p> <p>Reward equally any well-discussed points about characterisation, plot or persuasiveness of speeches before a jury.</p> | <p>Level 4 7-8<br/>Level 3 4-6<br/>Level 2 2-3<br/>Level 1 0-1</p> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |
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|  |  | <p>her husband by reminding him of the time he tried his luck with the slave-girl;</p> <ul style="list-style-type: none"> <li>• busybody old woman who claims not to be meddling, but has an axe to grind on behalf of her mistress;</li> <li>• the rejected mistress who is keen to stir up trouble for her rival.</li> </ul> <p>Relationships between husbands and wives:</p> <ul style="list-style-type: none"> <li>• kindness and concern – re-arranging the sleeping-arrangements after the birth of the baby;</li> <li>• trust and reliance;</li> <li>• joking.</li> </ul> <p>Legal issues:</p> <ul style="list-style-type: none"> <li>• idea of torturing a slave for evidence, but Euphiletus clearly does not want to;</li> <li>• idea that it is within the law to kill a man caught in the act of adultery with one's wife;</li> <li>• importance of witnesses to shed light (literally here) on the situation;</li> <li>• issue of malicious intent – did Euphiletus set a trap for Eratosthenes?</li> <li>• idea of taking the law into one's own hands – is it wise?</li> </ul> |  |  |  |
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## APPENDIX 1

## Marking grid for 10-mark questions

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

|  |  |                                                                                                                                                                                                                                                                                                                                                      |
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|  |  | <ul style="list-style-type: none"><li>• Very little or no appropriate Greek quotation or relevant discussion;</li><li>• Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear;</li><li>• Very limited control of form and register;</li><li>• Argument difficult to discern.</li></ul> |
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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.

## Marking grid for 8-mark questions

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

|  |  |                                                                                                                                                                                                                                                                                                                                     |
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|  |  | <ul style="list-style-type: none"><li>• Very little understanding or appreciation of the set text;</li><li>• Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear;</li><li>• Little control of form and register;</li><li>• Argument difficult to discern.</li></ul> |
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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.

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