

**GCE**

**Classics: Classical Greek**

Unit **F374**: Classical Greek Prose

Advanced GCE

**Mark Scheme for June 2017**

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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
	Slash
	Consequential Error
	Extendable horizontal line – Major error
	Extendable horizontal wavy line – minor error/mistranslation
	Omission Mark
	Blank page: This annotation must be used on all blank pages within an answer booklet (structured and unstructured), and on each page of an additional object where there is no candidate response.
	Unclear points or points of questionable accuracy
	Marks awarded under AO1
	Marks awarded under AO2
	Benefit of Doubt
	Inaccuracy in language
	Point correctly made (this does not equate to a fixed number of marks)

Question		Answer	Marks	Guidance Content
1	(a) τῶν ... ἀφικέσθαι (lines 1-3): what were the people of Lesbos waiting for?	Accept any <b>four</b> details: <ul style="list-style-type: none"> <li>• Building of harbours and walls (1)</li> <li>• Building of ships (1)</li> <li>• Archers (1)</li> <li>• Grain (1)</li> <li>• What they had sent for (1)</li> </ul>	4	Do not require both harbours and walls for the 1 mark relating to building in point 1. Require the idea of building – genitives as a direct object should not be awarded the mark.
1	(b) μηνυταὶ ... ἐπιείγονται (lines 4-5): what are the two accusations made by the Tenedians against the Mytilenians?	<ul style="list-style-type: none"> <li>• that they are uniting Lesbos with Mytilene (1)</li> <li>• by force (1)</li> <li>• they were pressing on with the whole preparation (1)</li> <li>• for the revolt (1)</li> </ul>	4	For 'pressing on with' accept variations as given on the examination paper. Accept variations on ἐς in line with the meaning of the phrase – e.g. 'to'.
1	(c) What hardships does Thucydides say that the Athenians have endured? (lines 7-8)	<ul style="list-style-type: none"> <li>• disease/plague (1)</li> <li>• war (1)</li> </ul>	2	Only these two words are required. Further details on the war are not required, but both ideas in the mark-scheme must be included.
1	(d) οἱ δ' Ἀθηναῖοι ... μεγάλην (lines 8-10): what reasons does Thucydides say that the Athenians had for being unwilling to make an enemy of Lesbos?	<ul style="list-style-type: none"> <li>• they have a fleet (1)</li> <li>• great (1) power (1)</li> </ul>	3	The 'great' must go with the power for it to be awarded a mark.
1	(e) Explain the grammar of the following (you may use a translation to explain your answer):			
	(i) προκαταλήψεται (line 6)	future (1) in conditional clause (1)	2	Accept 'after εἰ μή'; no need for further detail on the type of conditional.
	(ii) ἔχουσιν (line 9)	Participle (1) agreeing with Λέσβον (1)	2	Do not require Present.
1	(f) State the tense of ἤγοῦντο (line 9)	imperfect	1	

<b>1</b>	<b>(g)</b>	From what verbs do the following forms come?			
		(i) ἐπέμενον (line 2)	ἐπιμένω	1	Spelling of Greek must be correct. Accept μένω.
		(ii) ἀφικέσθαι (line 3)	ἀφικνέομαι	1	Spelling of Greek must be correct for the mark.
<b>1</b>	<b>(h)</b>	Translate lines 15-24 (καὶ πέμπουσιν ... ἐφύλασσον).			
		<p>The passage has been divided into 7 sections each worth 4 marks. Award up to 4 marks per section according to the 4 mark marking grid. Also award a mark out of 2 for the fluency of English according to the 2 mark grid. Consequential errors should not be penalised.</p> <p><b>[4]</b> All or almost all of the meaning conveyed – allow one minor error  <b>[3]</b> Most of the meaning conveyed – allow two minor errors or one major error  <b>[2]</b> Half the meaning conveyed; the rest seriously flawed  <b>[1]</b> Very little meaning conveyed, or isolated words known  <b>[0]</b> No elements of meaning conveyed; no relation to Greek at all.</p> <p>Marks for fluency of English should be awarded as follows:  <b>[2]</b> Expressed fluently and stylishly; consistently successful improvements on a literal translation  <b>[1]</b> Occasional improvements on a literal translation  <b>[0]</b> No or very little improvement on a literal translation.</p>			
		<p>ὡς ἐπειδὴ μέντοι καὶ πέμψαντες  πρέσβεις οὐκ ἔπειθον τοὺς  Μυτιληναίους τὴν τε ξυνοίκισιν καὶ  τὴν παρασκευὴν διαλύειν,</p>	<p>Since however, they had also sent  ambassadors and did not persuade  the Mytilenians to stop/destroy  their [attempts at] unification and  preparation,</p>	4	<p>Minor error:</p> <ul style="list-style-type: none"> <li>• first καὶ as 'and'</li> <li>• πρέσβεις as elders</li> </ul> <p>Major error:</p> <ul style="list-style-type: none"> <li>• μέντοι missing</li> </ul> <p>Do not require 'both' for τε.</p>

	ii δείσαντες προκαταλαβεῖν ἐβούλοντο. καὶ πέμπουσιν τεσσαράκοντα ναῦς.	they were afraid and wanted to frustrate them. And they sent forty ships.	4	Minor error: <ul style="list-style-type: none"> <li>πέμπουσιν as present tense</li> <li>καὶ not translated</li> </ul>	
	iii ἐσηγγέλθη γὰρ αὐτοῖς ὡς εἶη Ἀπόλλωνος ἑορτὴ ἔξω τῆς πόλεως ἐν ἣ πανδημεὶ Μυτιληναῖοι ἑορτάζουσι, ,	For it was announced to them that there was a festival of Apollo outside the city in which the Mytilenians celebrated all together,	4	Minor error: <ul style="list-style-type: none"> <li>number wrong</li> </ul> Major error: <ul style="list-style-type: none"> <li>γὰρ missing</li> <li>εἶη as 'would be'</li> </ul> Accept 'they announced for ἐσηγγέλθη.	Accept: ἐν ἣ - at which or during which.
	iv καὶ ἐλπίδα εἶναι ἐπιπυσεῖν ἄφνω καὶ, ἦν μὲν ξυμβῆ ἢ πείρα, νικήσειν,	and there was hope that they would attack them suddenly and, if the attempt succeeded, defeat them.	4	Do not require translation of μὲν	Accept: νικήσειν - 'win'. 'could' in place of 'would'.
	v εἰ δὲ μή, Μυτιληναίοις εἰπεῖν ναῦς τε παραδοῦναι καὶ τείχη καθελεῖν.	and if not, that they were to tell the Mytilenians to hand over their ships and pull down their walls.	4	Do not require 'both' for τε. Minor error: <ul style="list-style-type: none"> <li>δὲ missing</li> <li>Μυτιληναίοις dependent on παραδοῦναι</li> </ul>	
	Vi καὶ αἱ μὲν νῆες ᾤχοντο: τὰς δὲ τῶν Μυτιληναίων δέκα τριήρεις, αἱ ἔτυχον παρὰ σφᾶς κατὰ τὸ ξυμμαχικὸν παροῦσαι,.	The ships set off: and the Athenians took possession of the ten triremes of the Mytilenians,	4	Do not require translation of initial καὶ. Minor error: <ul style="list-style-type: none"> <li>number wrong</li> </ul>	
	vii κατέσχον οἱ Ἀθηναῖοι καὶ τοὺς ἄνδρας ἐξ αὐτῶν ἐς φυλακὴν ἐποίησαντο	which happened to be with them under the terms of the alliance and kept the men from them [the ships] under guard.	4		

2	<p>Please note that any Greek vocabulary/syntax which adequately translates the English is acceptable: if in doubt, examiners should check Liddell and Scott, and/or a good grammar (such as Smyth: not 'beginners' Greek text books); specific points will in any case be discussed at standardisation.</p> <p>The version given in the mark scheme is for guidance only: there will be many equally valid different ways of translating the passage into Greek. The passage has been divided into 8 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid.</p>		
	<p><b>Marking Grid for [5] Marks</b></p> <p>[5] All or almost all correct Greek – allow <b>one</b> minor error  [4] Minor error(s) in accident or syntax up to two or <b>one</b> major error  [3] Half of meaning conveyed; <b>two</b> major errors or three to four minor errors  [2] Some sense, but sentence on clear  [1] Individual words (at least <b>two</b>), but without accurate syntactical relationship  [0] No recognisable relation to the English  NB Consequential Errors should not be penalised.</p>	<p>Award marks for style to a maximum of 7. Style marks may be awarded for features such as those listed below.</p>	
	<p>Of the remaining 3 marks, 2 are to be awarded for breathings:</p> <p>[2] All correct, or one error  [1] 2 or 3 errors  [0] more than 3 errors.</p> <p>There is no requirement for accents. They should not be included in marking.</p>	<p>The final mark is to be awarded for the use of connectives:</p> <p>[1] No more than one omission (not counting the first sentence)  [0] More than one omission</p>	
	<p><b>i</b>  Once there was a man on Samos called Pythagoras.</p>	<p>ἦν [δέ] ποτε ἐν τῇ Σάμῳ ἀνὴρ τις ὀνόματι Πυθαγόρας.</p>	<p>5</p> <p><b>Style:</b> ἦν [δέ] ποτε to start [1]  τις not placed after ἀνὴρ = minor error  Article not before name = minor error  Πυθαγόρας in genitive = minor error</p>

	<b>ii</b> He lived for a few years in Egypt and when he returned to Greece	καὶ ἐν τῇ Αἰγύπτῳ ὀλιγά ἔτη ᾤκει, καὶ εἰς τὴν Ἑλλάδα ἐπανελθὼν	5	Accept χρόνος and the use of the Aorist. Article not before name = minor error Linking and pronoun for subject not required with this sentence. <b>Style:</b> use of participles to subordinate [1]; using ἐπανελθὼν for return. [1]
	<b>iii</b> he appeared to be so wise that many young men came to him in order to learn from him.	οὕτω σοφὸς ἐφαίνετο ὥστε πολλοὶ νεανίαὶ παρ' αὐτὸν ἦλθον ἵνα διδάσκοντο.	5	Accept <ul style="list-style-type: none"> <li>• ἐφάνη;</li> <li>• infinitive or participle of εἶναι after φαίνομαι;</li> <li>• ὥστε with Accusative and Infinitive;</li> <li>• ἵνα + optative or subjunctive, or ὡς + future participle.</li> </ul> <b>Style:</b> παρ' αὐτὸν
	<b>iv</b> The disciples of Pythagoras learned many wonderful things about the universe and thought that he was like a god.	οἱ οὖν τοῦ Πυθαγόρου μαθηταὶ πολλὰ καὶ δεινὰ περὶ τοῦ κόσμου ἐμάνθανον καὶ ἐνόμιζον αὐτὸν θεῶ εἶναι ὁμοῖον.	5	Accept <ul style="list-style-type: none"> <li>• μέν... δέ with this sentence and the next.</li> <li>• θαυμαστά, κάλλιστα</li> <li>• aorist or imperfect</li> <li>• δαίμων as god</li> </ul> <b>Style:</b> παρ' αὐτὸν [1] πολλὰ καὶ δεινὰ [1]
	<b>v</b> Pythagoras believed that the souls of the dead cross into other animals.	καὶ ὁ Πυθαγόρας ἐπίστευε τὰς τῶν τεθνηκότων ψυχὰς εἰς ἄλλα ζῶα διαβαίνειν.	5	<b>Style:</b> use of perfect participle (τῶν τεθνηκότων) [1] use of imperfect (ἐπίστευε) [1]
	<b>vi</b> So, one day, when Pythagoras was walking to the marketplace, he saw a man beating a puppy.	βαδίζων οὖν ποτε εἰς τὴν ἀγορὰν ἄνδρα τινα εἶδεν κυνίδιον τι τύπτοντα.	5	<b>Style:</b> βαδίζων as choice of vocabulary or use of participle [1] use of indefinite article with ἄνδρα or κυνίδιον [1]
	<b>vii</b> He grew very angry and said 'Do not beat the puppy!	ὀργιζόμενος οὖν 'μὴ τύψης', ἔφη, 'τὸ κυνίδιον.	5	Accept either Present or Aorist for ὀργίζομαι. <b>Style:</b> use of participle for ὀργίζομαι [1]
	<b>viii</b>	ἔχει γὰρ τὴν ψυχὴν τὴν ἀνδρὸς	5	<b>Style:</b> use of participle ἀκούσας [1] of κατέγων

	It has the soul of a man very dear to me: I recognised him at once when I heard his voice.	φιλάτου μοι. τὴν δὲ φωνὴν ἀκούσας εὐθὺς αὐτὸν κατέγνων.'		[1] use of possessive Dative [1]
		Total for Section A	<b>50</b>	

3	(a)	Does the presentation of Cebes' remarks in this passage.	<p><b>A01</b></p> <p><b>1. Cebes' caution:</b></p> <ul style="list-style-type: none"> <li>• First sentence – use of εἶκος .. φαίνεταιί</li> <li>• ἔοικεν τοῦτο</li> <li>• εἴπερ... (line 3)</li> <li>• που (line 7)</li> <li>• τὸναντίον εἶναι εἰκὸς (line 13)</li> </ul> <p><b>2. Picking up points already made:</b></p> <ul style="list-style-type: none"> <li>• mentions points already made: ὁ μέντοι νυνδὴ ἔλεγε</li> <li>• line 3... ὁ νυνδὴ ἐλέγομεν εὐλόγως ἔχει</li> <li>• ὁ νυνδὴ ἐλέγετο (line 13)</li> </ul> <p><b>3. Reasonableness or opposite:</b></p> <ul style="list-style-type: none"> <li>• τοὺς φρονιμωτάτους (line 5)</li> <li>• οὐκ ἔχει λόγον (line 7)</li> <li>• ἀνόητος μὲν ἄνθρωπος (line 9)</li> <li>• οὐκ ἂν λογίζοιτο (line 10)</li> <li>• διὸ ἀλογίστως ἂν φεύγοι (line 11)</li> <li>• ὁ δὲ νοῦν ἔχων (line 11/2)</li> </ul> <p><b>4. Word-play:</b></p> <ul style="list-style-type: none"> <li>• ἐν ἧ̄ <u>ἐπιστατοῦσιν</u> αὐτῶν οἵπερ ἄριστοί εἰσιν τῶν ὄντων <u>ἐπιστάται</u> (line 6/7)</li> <li>• φευκτέον ... φεύγειν (line 9/11)</li> <li>• λογίζοιτο ... ἀλογίστως (line 10/11)</li> <li>• φρονίμους ... ἄφρονας (line 14/15)</li> </ul> <p><b>5. Role of Dialogue</b></p> <ul style="list-style-type: none"> <li>• Addresses Socrates twice (lines 3</li> </ul>	<p><i>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</i></p> <p><i>Examiners will be responsive to any approaches taken by candidates which answer the question and demonstrate knowledge of the text. A list of possible points is given opposite. Although candidates should cite examples from throughout the printed passage (not just a limited section of it), it should be stressed that they will not be required to mention all of these points. It is also quite possible that candidates may come up with other valid points of their own.</i></p>	<p><b>A01</b></p> <p>Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p><b>A02</b></p> <p>Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>
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			<p>and 13)</p> <ul style="list-style-type: none"> <li>• Use of direct speech</li> <li>• Use of second person (e.g. line 1)</li> <li>• Socrates treats Cebes as an enthusiastic young student (line 16)</li> </ul> <p><b>6. Relationship between gods and man as therapy</b></p> <ul style="list-style-type: none"> <li>• ἐκ ταύτης τῆς θεραπείας ἀπιόντας (lines 5/6)</li> <li>• ἐπιστατοῦσιν ... ἐπιστάται, θεοί (lines 6/7)</li> </ul> <p><b>A02</b> – Development of themes as shown above with discussion and development of the examples given.</p>		
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3	(b)	How does the language of this passage develop the opposition of body and soul?	<p><b>AO1 –</b></p> <p><b>1. Use of Questions</b></p> <ul style="list-style-type: none"> <li>• πότερον ἐμπόδιον τὸ σῶμα ἢ οὐ, ἔάν τις αὐτὸ ἐν τῇ ζητήσει κοινωνὸν συμπαραλαμβάνῃ</li> <li>• ἄρα...ὀρῶμεν; draws attention to view that sense perception is deceptive.</li> </ul> <p><b>2. Association of truth with the soul, and falsehood with the body</b></p> <ul style="list-style-type: none"> <li>• Makes clear the division between the body and the soul, since suggests that there is a choice about including the body in the search for knowledge.</li> <li>• Moves to question of when the soul can grasp truth: πότε οὖν, ἢ δ' ὅς, ἢ ψυχὴ τῆς ἀληθείας ἄπτεται;</li> <li>• Compound verb συμπαραλαμβάνῃ makes bringing the body along on the hunt sound laborious.</li> <li>• ἢ σοὶ οὐ δοκοῦσιν; makes sure interlocutor is still following the argument.</li> <li>• Moves from sight and hearing to other senses: if sight and hearing are inaccurate, others will be more so, since they are inferior. (φαυλότεραί) Reiteration of impossibility of this happening when the soul is in company with the body: δῆλον ὅτι τότε ἐξαπατᾶται ὑπ' αὐτοῦ.</li> </ul>	<p><i>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</i></p> <p><i>Examiners will be responsive to any approaches taken by candidates which answer the question and demonstrate knowledge of the text. A list of possible points is given opposite. Although candidates should cite examples from throughout the printed passage (not just a limited section of it), it should be stressed that they will not be required to mention all of these points. It is also quite possible that candidates may come up with other valid points of their own.</i></p>	<p><b>AO1</b></p> <p>Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p><b>AO2</b></p> <p>Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>
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		<ul style="list-style-type: none"> <li>• αὐτὴ καθ' αὐτήν: repetition emphasises importance of soul being as far as possible alone and by itself (line 18);</li> <li>• Balance between ὄψις τε καὶ ἀκοή and οὐτ' ἀκούομεν ἀκριβὲς οὐδὲν οὔτε ὁρῶμεν</li> <li>• χαίρειν ... μὴ κοινωνοῦσα ... μὴδ' ἀπτομένη: stresses the necessity of physical separation of the soul from the body.</li> <li>• ἀτιμάζει; φεύγει: verbs again stressing repudiation of the body, contrasting with ζητεῖ αὐτὴ καθ' αὐτήν γίγνεσθαι, αὐτὴ καθ' αὐτήν again emphasising the isolation of the soul.</li> </ul> <p><b>3. Step by Step Development</b></p> <ul style="list-style-type: none"> <li>• Affirmative development of argument – and the affirmative answers with variety of responses.</li> <li>• Explanatory phrase οἷον τὸ τοιόνδε λέγω makes course of argument clear.</li> <li>• Frequent use of negatives to show the weakness of the soul (lines 5, 6).</li> <li>• Vocabulary of accuracy/confusion: ἀλήθειάν, θρολοῦσιν, ἀκριβὲς</li> <li>• δηλον ὅτι makes it seem self-evident.</li> <li>• Introduction of key concept: τῷ λογίζεσθαι; repetition λογίζεται: the soul thinks best when it is free</li> </ul>		
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			<p>from bodily distractions, emphasised by list of possible distractions and repeated negatives: μηδὲν παραλυτῆ, μήτε ἀκοή μήτε ὄψις μήτε ἀλγηδῶν μηδέ τις ἡδονή.</p> <p><b>A02</b> – Development of themes as shown above with discussion and development of the examples given.</p>		
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4	(a)	How does Herodotus engage the reader's interest in this passage?	<p><b>AO1</b></p> <p><b>1. Sense of Drama</b></p> <ul style="list-style-type: none"> <li>• report from Pheidippides himself and announcement to the Athenians (line 3)</li> <li>• chance meeting between Pan and Pheidippides</li> <li>• Sense of desperation for Athenians, e.g. lines 16/17: δουλοσύνη περιπεσοῦσαν πρὸς ἀνδρῶν βαρβάρων</li> <li>• Context of Hellas (lines 16-18: πόλι λογίμῳ ἢ Ἑλλάς γέγονε ἀσθενεστέρη.</li> <li>• Barbarian Threat (line 17): πρὸς ἀνδρῶν βαρβάρων.</li> </ul> <p><b>2. Use of Direct Speech and thinking</b></p> <ul style="list-style-type: none"> <li>• lines 15-18: ὦ Λακεδαιμόνιοι...</li> <li>• line 15 choice of verbs and language: Ἀθηναῖοι ὑμέων δέονται ... πρὸς ἀνδρῶν βαρβάρων</li> <li>• lines 19-21: Spartans wanting to help, but not wishing to break their law.</li> </ul> <p><b>3. Involvement of the Divine</b></p> <ul style="list-style-type: none"> <li>• Role of Pan</li> </ul> <p><b>4. Use of Tenses</b></p> <ul style="list-style-type: none"> <li>• Present: e.g line 1 ἀποπέμπουσι</li> <li>• Imperfect: e.g lines 3 &amp; 15 ἔλεγε</li> </ul> <p><b>5. Use of Superlative</b></p> <ul style="list-style-type: none"> <li>• line 16 - πόλιν ἀρχαιοτάτην</li> </ul> <p><b>6. Interesting Detail for Athenian readers</b></p>	<p><i>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</i></p> <p><i>Examiners will be responsive to any approaches taken by candidates which answer the question and demonstrate knowledge of the text. A list of possible points is given opposite. Although candidates should cite examples from throughout the printed passage (not just a limited section of it), it should be stressed that they will not be required to mention all of these points. It is also quite possible that candidates may come up with other valid points of their own.</i></p>	<p><b>AO1</b></p> <p>Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p><b>AO2</b></p> <p>Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>
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			<ul style="list-style-type: none"> <li>• ἄλλως δὲ ἡμεροδρόμην τε καὶ τοῦτο μελετῶντα (lines 2/3)</li> <li>• lines 7-8 on usefulness</li> <li>• θυσίησι ἐπετείοισι καὶ λαμπάδι ἰλάσκονται (lines 11/12)</li> </ul> <p><b>7. Use of Specific Names and Details</b></p> <ul style="list-style-type: none"> <li>• Specific location of meeting</li> <li>• e.g. line 4 περὶ τὸ Παρθένιον ὄρος τὸ ὑπὲρ Τεγέης ὁ Πᾶν</li> <li>• τότε δὲ πεμφθεὶς ὑπὸ τῶν στρατηγῶν ὁ Φειδιππίδης <u>οὗτος</u> (lines 12/13)</li> </ul> <p><b>A02</b> – Development of themes as shown above with discussion and development of the examples given.</p>		
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4	(b)	How does Herodotus' language in this passage convey the strength of his feeling about the question he is discussing?	<p><b>AO1</b></p> <p><b>1. References to Tyrants</b></p> <ul style="list-style-type: none"> <li>• Begins by classing the Alcmeonids as μισοτύραννοι (tyrant haters) and, picking up on a story he has just mentioned,</li> <li>• says that they are equal in this regard with Callias, the notorious tyrant-hater (emphasised by litotes: οὐδὲν ἥσσον).</li> <li>• Alcmeonids not only remained in exile throughout the whole period of the tyrants in Athens (ἔφευγόν τε τὸν πάντα χρόνον τοὺς τυράννους)</li> <li>• Alcmeonids were responsible for the plan by which the Peisistratids lost power (ἐκ μηχανῆς τε τῆς τούτων ἐξέλιπον Πεισιστρατίδαι τὴν τυραννίδα).</li> </ul> <p><b>2. Reference to Liberation</b></p> <ul style="list-style-type: none"> <li>• H claims that the Alcmeonids were responsible for freeing Athens (τὰς Ἀθήνας οὗτοι ἦσαν οἱ ἐλευθερώσαντες)</li> <li>• even more than the famous and revered tyrant-killers, Harmodius and Aristogeiton (πολλῶ μᾶλλον ἢ περ Ἀρμόδιός τε καὶ Ἀριστογείτων).</li> <li>• Contrast (οἱ μὲν/Ἀλκμεωνίδαὶ δὲ): the Alcmeonids clearly freed (ἐμφανέως ἠλευθέρωσαν) Athens</li> </ul>	<p><i>Answers must be marked using the level descriptors in the AO1 10-mark marking grid and the AO2 15-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</i></p> <p><i>Examiners will be responsive to any approaches taken by candidates which answer the question and demonstrate knowledge of the text. A list of possible points is given opposite. Although candidates should cite examples from throughout the printed passage (not just a limited section of it), it should be stressed that they will not be required to mention all of these points. It is also quite possible that candidates may come up with other valid points of their own.</i></p>	<p><b>AO1</b></p> <p>Level 5: 9–10 Level 4: 6–8 Level 3: 4–5 Level 2: 2–3 Level 1: 0–1</p> <p><b>AO2</b></p> <p>Level 5: 13–15 Level 4: 9–12 Level 3: 6–8 Level 2: 3–5 Level 1: 0–2</p>
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			<p>because they persuaded the oracle to tell the Spartans to set Athens free.</p> <ul style="list-style-type: none"> <li>• Repetition of verbs of freeing.</li> </ul> <p><b>3. Historical Parallels</b></p> <ul style="list-style-type: none"> <li>• Explains argument by saying that the killing of Hipparchus only served to enrage (ἐξηργίωσαν) the rest of the Peisistratid family and did not make them stop their tyranny (οὐδέ τι μᾶλλον ἔπαυσαν ... τυραννεύοντας).</li> </ul> <p><b>4. Repetitive affirmation that ‘Shield’ event happened</b></p> <ul style="list-style-type: none"> <li>• Story of the shield is therefore a source of amazement (θῶμα: emphasised by position) to Herodotus</li> <li>• he regards it as a slander (διαβολήν).</li> <li>• Attempts to draw an end to the shield story: someone raised a shield, but H is unable to say who.</li> <li>• Introduces possible counter-argument in order to dismiss it (ἴσως τι ... τῷ δήμῳ/οὐ μὲν ... ἐτετιμέατο).</li> </ul> <p><b>5. Respect for the Alcmeonids</b></p> <ul style="list-style-type: none"> <li>• Reverts to long-standing superiority of Alcmeonid family: λαμπροί/κάριτα λαμπροί.</li> <li>• Repetition of comparatives and litotes throughout to emphasise their</li> </ul>		
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			<p>superiority. (οὐδὲν ἤσσον/πολλῶ μᾶλλον/δοκιμώτεροι).</p> <p><b>6. Herodotus' Personal Comments</b></p> <ul style="list-style-type: none"> <li>• lines 6/7: ὡς ἐγὼ κρίνω.</li> <li>• lines 17/18: οὐκ ἔχω προσωτέρω εἰπεῖν τούτων.</li> </ul> <p><b>AO2</b> – Development of themes as shown above with discussion and development of the examples given.</p>		
			<b>Total for Section B</b>	<b>50</b>	

**APPENDIX 1**

Candidates are expected to demonstrate the following (in the context of the content described).

**AO1 Demonstrate Knowledge and Understanding**

- recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts.

**AO2 Analysis, Evaluation and Presentation**

- (a) analyse, evaluate and respond to classical sources (literary, cultural, material or linguistic) as appropriate;
- (b) select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AO2a and AO2b but, in assigning a mark for AO2, examiners should focus first on AO2a (ie bullet points 1 and 2) 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. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

Marking Grid: AO1		
Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts	Max. mark and mark ranges	Characteristics of performance
	10	<ul style="list-style-type: none"> <li>Recall and application of subject knowledge;</li> <li>Relevance to question/topic;</li> <li>Understanding of sources and evidence;</li> <li>Awareness of context.</li> </ul>
Level 5	9–10	<ul style="list-style-type: none"> <li>Specific factual knowledge, selected with care;</li> <li>Fully relevant to the question;</li> <li>Well supported with evidence and reference where required;</li> <li>Strong awareness of context as appropriate.</li> </ul>
Level 4	6–8	<ul style="list-style-type: none"> <li>Generally well chosen factual knowledge;</li> <li>Relevant to the question;</li> <li>Usually supported with evidence and reference where required;</li> <li>Awareness of context as appropriate.</li> </ul>
Level 3	4–5	<ul style="list-style-type: none"> <li>Some factual knowledge, not always well chosen;</li> <li>At least partially relevant to the question;</li> <li>Some supporting evidence and reference where required;</li> <li>Limited awareness of context.</li> </ul>
Level 2	2–3	<ul style="list-style-type: none"> <li>Restricted selection of factual knowledge, possibly including some inaccurate detail;</li> <li>Little evidence of relevance to the question;</li> <li>Occasional use of appropriate supporting evidence;</li> <li>Context occasionally or very superficially indicated.</li> </ul>
Level 1	0–1	Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.

Marking Grid: AO2 (a and b)		
(a) Analyse, evaluate and respond to classical sources (b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form	Max. mark and mark ranges	Characteristics of performance
	15	<ul style="list-style-type: none"> <li>• Analysis;</li> <li>• Evaluation and response;</li> <li>• Organisation and use of technical vocabulary;</li> <li>• Control of appropriate form and style;</li> <li>• Accuracy of writing.</li> </ul>
Level 5	13–15	<ul style="list-style-type: none"> <li>• Perceptive, well supported analysis leading to convincing conclusions;</li> <li>• Very well balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument incisive, very well structured and developed; technical terms accurately and effectively used;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Legible, fluent and technically very accurate writing.</li> </ul>
Level 4	9–12	<ul style="list-style-type: none"> <li>• Careful and thorough analysis leading to generally sound conclusions;</li> <li>• Balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument well structured and developed; technical terms accurately and effectively used;</li> <li>• Good control of appropriate form and register;</li> <li>• Legible and technically accurate writing, conveying meaning well.</li> </ul>
Level 3	6–8	<ul style="list-style-type: none"> <li>• Attempts at analysis leading to some tenable conclusions;</li> <li>• Limited evaluation but some evidence of engagement with sources/task;</li> <li>• Argument coherent if cumbersome or underdeveloped; some technical terms accurately used;</li> <li>• Limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, conveying meaning clearly.</li> </ul>
Level 2	3–5	<ul style="list-style-type: none"> <li>• Occasional evidence of analysis gesturing towards acceptable conclusions;</li> <li>• Very limited evaluation or evidence of engagement with topic/task;</li> <li>• Argument coherent even if very cumbersome or underdeveloped; simple technical terms used appropriately;</li> <li>• Very limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, clarity not obscured.</li> </ul>
Level 1	0–2	Work in this band may meet some of the criteria for Level 2, but on balance falls below the standard defined for the higher level; alternatively, work in this band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher level.

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