

Classics: Classical Greek

Advanced GCE

Unit **F374**: Classical Greek Prose

Mark Scheme for June 2011

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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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Question 1

- (a) The points below are specific ones, and not all need to be included. However, we should expect mention of Socrates' protestations of poverty, his disingenuousness about his method, and the fact that he gets his way in the end; and for Thrasymachus, his sarcasm, the allusions to money (sophists), his vanity and quarrelsomeness, and that he sees through Socrates.

ἡδύς sarcastic

ἀπότεισον ἀργύριον (ostensibly) characteristic of sophist (possibly ironic?)
ἐπειδάν μοι γένηται Socrates no money (cf Thrasymachus: see above)
ἔνεκα ἀργυρίου ... πάντες γὰρ ἡμεῖς Σωκράτει εἰσοίσομεν keeps this going, and perhaps πάντες sets up Thrasymachus v the rest.

πάνυ γε οἶμαι sarcastic again, as is Σωκράτης τὸ εἰωθὸς διαπράξεται (which is what happens)

Thrasymachus scathing of Socrates's methods (perhaps with some sound effects?)

αὐτὸς μὲν μὴ ἀποκρίνηται
ἄλλου δ' ἀποκρινομένου λαμβάνη λόγον καὶ ἐλέγχῃ.

ὦ βέλπυστε does Socrates mean this??

Socrates begins to wriggle out :

πῶς ... τις ἀποκρίναιτο πρῶτον μὲν μὴ εἰδῶς μηδὲ φάσκων εἰδέναι, ἔπειτα, εἴ τι καὶ οἶεται, περὶ τούτων ἀπειρημένον αὐτῷ εἴη ὅπως μηδὲν ἐρεῖ ὧν ἡγεῖται
perhaps with some irony: ὑπ' ἀνδρὸς οὐ φαύλου

Socrates persuasive:

ἀλλὰ σὲ δὴ μᾶλλον εἰκὸς λέγειν: σὺ γὰρ δὴ ΦΗΣ εἰδέναι καὶ ἔχειν εἰπεῖν with suitable flattery μὴ οὖν ἄλλως ποίει, ἀλλὰ ἐμοί τε χαρίζου ἀποκρινομένος καὶ μὴ φθονήσης καὶ Γλαύκωνα τόνδε διδάξαι καὶ τοὺς ἄλλους.

ὁ τε Γλαύκων καὶ οἱ ἄλλοι ἐδέοντο αὐτοῦ has its (predictable) effect, especially as

ὁ Θρασύμαχος φανερός μὲν ἦν ἐπιθυμῶν εἰπεῖν ἴν' εὐδοκμήσειεν

But he still (in character) προσεποιεῖτο δὲ φιλονικεῖν πρὸς τὸ ἐμὲ εἶναι τὸν ἀποκρινομένον and only τελευτῶν ... συνεχώρησεν

Scathing αὕτη δὴ ... ἡ Σωκράτους σοφία: αὐτὸν μὲν μὴ ἐθέλειν διδάσκειν, παρὰ δὲ τῶν ἄλλων περιόντα μαθάνειν καὶ τούτων μηδὲ χάριν ἀποδιδόναι.

(b) Thrasymachus has allowed himself to get talked into a corner by not accepting Cleitophon's modification of his point, and must explain how rulers who make mistakes are still acting in their own interests:

- doctors, et al., are not doctors if they make mistakes
- (even though we loosely say 'the doctor made a mistake')
- insofar as a practitioner of a *τέχνη* is a true practitioner, he does not make mistakes
- so insofar as a ruler is a true ruler, he does not make mistakes
- what he lays down is to be obeyed by his subjects
- (and it is just for subjects to obey the ruler)
- therefore, justice is 'what is in the interests of the stronger'.

No 'required' answer to issue of persuasion of course; general points:

- repetition of key words throughout; especially *ἀμαρτάνω* and its compounds
- use of cognate words, especially in parallel expressions

ιατρὸν ...

... τὸν ἐξαμαρτάνοντα / *περὶ τοὺς κάμνοντας* / *κατ' αὐτὸ τοῦτο ὃ ἐξαμαρτάνει*
ἢ λογιστικόν

ὅς ἂν ἐν λογισμῷ ἀμαρτάνῃ, / τότε ὅταν ἀμαρτάνῃ, / *κατὰ ταύτην τὴν ἀμαρτίαν*
effectively parallel statements, but in this case not grammatically parallel;
repetition of key words

We say that ... ὁ *ιατρὸς* ἐξήμαρτεν

καὶ ὁ *λογιστὴς* ἐξήμαρτεν

καὶ ὁ *γραμματιστὴς* ...

in fact ... οὐδέποτε ἀμαρτάνει

... *κατὰ τὸν ἀκριβῆ λόγον*, *ἐπειδὴ καὶ σὺ ἀκριβολογῆ* put in to make point to
Socrates ... οὐδεὶς τῶν δημιουργῶν ἀμαρτάνει

ἐπιλιπούσης γὰρ ἐπιστήμης ὁ ἀμαρτάνων ἀμαρτάνει
ἐν ᾧ οὐκ ἔστι δημιουργός at end, then repeated ... ὥστε
δημιουργός / ἢ *σοφὸς ἢ* / ἄρχων οὐδεὶς (position)
ἀμαρτάνει τότε ὅταν ἄρχων ἦ

It's just that everyone says

ὁ *ιατρὸς* ἤμαρτεν καὶ

ὁ *ἄρχων* ἤμαρτεν

So his answer is

τὸ δὲ ἀκριβέστατον *ἐκεῖνο* *τυγχάνει ὄν*, τὸν ἄρχοντα, *καθ' ὅσον ἄρχων ἐστίν*,
μὴ ἀμαρτάνειν

μὴ ἀμαρτάνοντα δὲ τὸ αὐτῷ βέλτιστον τίθεσθαι ...

[*τοῦτο δὲ τῶ ἀρχομένῳ ποιητέον*

ὅστε ... *δίκαιον λέγω τὸ τοῦ κρείττονος ποιεῖν συμφέρον* repetition of keywords
here, but not from this passage, so no reference expected]

Question 2

- (a) Not all the points listed below are to be expected, but candidates must make clear what is going on, write coherently, and provide sufficient coverage of the passage as a whole.

κατήφειά τέ τις ἅμα καὶ κατάμεμψις σφῶν αὐτῶν πολλή ἦν brevity; sound; strengthened perhaps by σφῶν αὐτῶν

compared with πόλει ἐκοπολιορκημένη ... ὑποφευγούση ... οὐ μικρᾶ

Sense of μυριάδες γὰρ τοῦ ζύμπαντος ὄχλου οὐκ ἐλάσσους τεσσάρων ἅμα ἐπορεύοντο. καὶ τούτων

Deprivations οἱ τε ἄλλοι πάντες ἔφερον ὅτι τις ἐδύνατο ἕκαστος χρησιμόν (position)

καὶ οἱ ὀπλίται καὶ οἱ ἰππῆς παρὰ τὸ εἰωθὸς αὐτοῖ τὰ σφέτερα αὐτῶν σῖτια ...

οἱ μὲν ἀπορία ἀκολουθῶν

οἱ δὲ ἀπιστία

ἀπηυτομολήκεσαν γὰρ πάλαι τὸ καὶ οἱ πλεῖστοι παραχρήμα

ἔφερον δὲ οὐδὲ ταῦτα ἱκανά

σῖτος γὰρ οὐκέτι ἦν ἐν τῷ στρατοπέδῳ

Thucydides' own comments καὶ μὴν ἡ ἄλλη αἰκία καὶ ἡ ἰσομοιρία τῶν κακῶν,

ἔχουσα τίνα ὅμως τὸ μετὰ πολλῶν κούφισιν, οὐδ' ὡς ῥαδία ἐν τῷ παρόντι

ἐδοξάζετο, ἄλλως τε καὶ

ἀπὸ οἴας λαμπρότητος καὶ αὐχήματος τοῦ πρώτου

ἐς οἴαν τελευτήν καὶ ταπεινότητα ἀφῆκτο.

μέγιστον (position) γὰρ δὴ τὸ διάφορον τοῦτο [τῷ] Ἑλληνικῷ στρατεύματι ἐγένετο

οἷς

ἀντὶ μὲν τοῦ ἄλλους δουλωσομένους ἤκειν αὐτοὺς τοῦτο μᾶλλον δεδιότας μὴ

πάθωσι ξυνέβη ἀπιέναι,

ἀντὶ εὐχῆς τε καὶ παιάνων, μεθ' ὧν ἐξέπλεον, πάλιν τούτων τοῖς ἐναντίοις

ἐπιφημίσμασιν ἀφορμᾶσθαι,

πεζοὺς τε ἀντὶ ναυβατῶν πορευομένους

καὶ ὀπλιτικῷ προσέχοντας μᾶλλον ἢ ναυτικῷ.

And it's not going to get any better ὅμως δὲ ὑπὸ μεγέθους τοῦ ἐπικρεμαμένου ἔτι κινδύνου πάντα ταῦτα αὐτοῖς οἰστὰ ἐφαίνετο.

(b) Demosthenes ...

In bad shape because the enemy reach him first διὰ τὸ ὑστέρω ἀναχωροῦντι αὐτῷ πρώτῳ ἐπικεῖσθαι τοὺς πολεμίους

Makes perhaps a bad decision οὐ προχώρει μᾶλλον ἢ ἐς μάχην ξυνετάσσετο

And gets encircled ἕως ἐνδιατρίβων κυκλοῦται τε ὑπ' αὐτῶν

καὶ ἐν πολλῷ θορύβῳ αὐτός τε καὶ οἱ μετ' αὐτοῦ Ἀθηναῖοι ἦσαν

more about encirclement to make the point ἀνειληθέντες γὰρ ἐς τὸ χωρίον ᾧ κύκλῳ μὲν τειχίον περιῆν, ὁδὸς δὲ ἔνθεν [τε] καὶ ἔνθεν

Other circumstantial detail to make the scene ἐλάας δὲ οὐκ ὀλίγας εἶχεν ἐβάλλοντο περισταδόν again

The Syracusans ...

Sensible tactics, as is reasonable τοιαύταις δὲ προσβολαῖς καὶ οὐ ξυσταδὸν μάχαις οἱ Συρακόσιοι εἰκότως ἐχρῶντο

Can afford to save themselves and not be silly τὸ γὰρ ἀποκινδυνεύειν πρὸς ἀνθρώπους ἀπονεννημένους οὐ πρὸς ἐκείνων μᾶλλον ἢν ἔτι ἢ πρὸς τῶν Ἀθηναίων

καὶ ἅμα φειδῶ τέ τις ἐγίγνετο ἐπ' εὐπραγία ἥδη σαφεῖ μὴ προαναλωθῆναι τῷ

they're going to win anyway ἐνόμιζον καὶ ὡς ταύτη τῇ ἰδέᾳ καταδαμασάμενοι λήψεσθαι αὐτούς

Pressure of Syracusan attack δι' ἡμέρας βάλλοντες πανταχόθεν τοὺς

Ἀθηναίους καὶ συμμαχοὺς ἐώρων ἥδη τεταλαιπωρημένους τοῖς τε τραύμασι καὶ τῇ ἄλλῃ κακώσει

Gylippos' proclamation; (slightly surprisingly) ἀπεχώρησάν τινες πόλεις οὐ πολλάί

Demosthenes surrenders ὁμολογία γίνεται ὥστε

ὄπλα τε παραδοῦναι

καὶ μὴ ἀποθανεῖν μηδένα

μήτε βιαίως

μήτε δεσμοῖς

μήτε τῆς ἀναγκαιοτάτης ἐνδείας διαίτης negatives perhaps pointing up his desperation

- (d) (i) gen. in gen. abs. (1) [explanation sufficient] [1]
(ii) partitive (1) [explanation sufficient] [1]
- (e) (i) optative (1) in indirect speech (1) [2]
(ii) infinitive (1) in indirect speech (1) [2]
- (f) (i) *προστίθημι* (1) [1]
(ii) *ὀρθόω* (1) [1]
- (g) provides sailors (1), pays the workmen (1), meets any other expenses (1) [2 out of the 3] [2]

Question 3

(a) Translation from Greek

- 1 ὀργιζόμενος γὰρ τοῖς Λακεδαιμονίοις ἀνθ' ὧν ἐπεπόνθει,
- 2 περὶ παντὸς ἐποιεῖτο ἐλθεῖν τε εἰς τὴν χώραν αὐτῶν καὶ τιμωρήσασθαι ὅ
τι δύναίτο.
- 3 ἅμα δὲ τῷ ἔαρι ναῦς τε πολλὰς συμπληρώσας ἔπλευσεν ὁ Φαρνάβαζός τε
καὶ ὁ Κόνων μετ' αὐτοῦ διὰ νήσων εἰς Μῆλον, ἐκεῖθεν δὲ ὀρμώμενοι εἰς
τὴν Λακεδαίμονα.
- 4 καταπλεύσας δὲ πρῶτον μὲν εἰς Φεράς ἐδήλωσε ταύτην τὴν χώραν, ἔπειτα
καὶ ἄλλοσε ἀποβαίνων τὴν παραθαλαττίαν ἐκακούργει.
- 5 ταῦτα δὲ ποιήσας καὶ εἰς Κόρινθον καταπλεύσας, καὶ παρακελευσάμενος
τοῖς συμμάχοις
- 6 προθύμως τε πολεμεῖν καὶ ἄνδρας πιστοὺς φαίνεσθαι βασιλεῖ,
- 7 καταλιπὼν αὐτοῖς χρήματα ὅσα εἶχεν, ὄχετο ἐπ' οἴκου ἀποπλέων.

Each section is worth 4 marks, according to the standard criteria:

[4] All or almost all of the meaning conveyed (as agreed at Standardisation)

[3] Most of the meaning conveyed

[2] Half the meaning conveyed; the rest seriously flawed

[1] Very little meaning conveyed, or isolated words known

[0] No elements of meaning conveyed; no relation to Greek at all

Please write mark for each section in the body of the script, followed by a vertical line to indicate section end; add them up at the end (make sure there are 7 marks). At the end, write also the mark for quality of English, out of 2, according to the following criteria:

- 2 Expressed fluently and stylishly; consistently successful
- 1 Occasional improvements on a literal translation
- 0 No or very little improvement on a literal translation

Add together the two marks and enter the final mark out of 30 in the margin.

[30]

(b) rebuild (1) long walls (1) for the Athenians (1) and the wall of the Peiraeus (1)

[4]

(c) three out of: (the Greek must be quoted)

- it would be what the Spartans wanted least
- it would make the Athenians indebted to him
- get revenge on Spartans
- the balanced clauses *κεχαρισμένους ... τετιμωρημένους*
- use of word *βαρύς* rather than a less evocative word
- *εἰδέναί* early to emphasise that he *knows* this

[6]

Question 4

- 1 When he heard this, Alcibiades at once sent a letter to the authorities in Samos.
- 2 He said that Phrynichos wanted to betray them, and that they ought to seize him and put him to death.
- 3 Phrynichos was now thoroughly alarmed, and to try to save himself did a very stupid thing.
- 4 He wrote another letter to Astyochos in which he said that he was in great danger
- 5 because Astyochos had not kept secret the contents of the first letter.
- 6 'Nevertheless', he said, 'If you save me from my enemies, who wish to destroy me,
- 7 I shall show you how Samos can be captured.'
- 8 As soon as Astyochos received the letter, this also he passed to Alcibiades.

Each section is worth 5 marks, according to the standard criteria:

[5] All or almost all correct (as agreed at Standardisation)

[4] Minor errors in accidentence or syntax

[3] More serious errors in accidentence or syntax

[2] Accidentence / syntax seriously faulty, but not without sense

[1] A very small proportion of correct accidentence / syntax

[0] No recognisable relation to the English

Please note that any Greek vocabulary/syntax which adequately translates the English is acceptable: if in doubt, examiners should check Liddell and Scott, or a good Greek grammar (such as Smyth: not Taylor/Wilding, etc.); specific points will in any case be discussed at Standardisation.

Please write the mark for each section in the body of the script, followed by a vertical line to mark the section end.

Indicate marks for style by putting a tick in the body of the script, and corresponding tick in the margin, to a maximum of 8. These might be awarded for appropriate subordination, felicitous vocabulary, word order, etc, as discussed at Standardisation. The remaining 2 marks are to be awarded for breathings:

- 2 All correct, or one error
- 1 Up to 3 errors
- 0 More than 3 errors

At the end of the script write the mark out of 40 + the mark out of 8 + the mark out of 2 = final mark out of 50.

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"> Recall and application of subject knowledge; Relevance to question/topic; Understanding of sources and evidence; Awareness of context.
Level 5	9-10	<ul style="list-style-type: none"> Specific factual knowledge, selected with care; Fully relevant to the question; Well supported with evidence and reference where required; Strong awareness of context as appropriate.
Level 4	6-8	<ul style="list-style-type: none"> Generally well chosen factual knowledge; Relevant to the question; Usually supported with evidence and reference where required; Awareness of context as appropriate.
Level 3	4-5	<ul style="list-style-type: none"> Some factual knowledge, not always well chosen; At least partially relevant to the question; Some supporting evidence and reference where required; Limited awareness of context.
Level 2	2-3	<ul style="list-style-type: none"> Restricted selection of factual knowledge, possibly including some inaccurate detail; Little evidence of relevance to the question; Occasional use of appropriate supporting evidence; Context occasionally or very superficially indicated.
Level 1	0-1	Work in this band may meet some of the criteria for Level 4, 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"> • Analysis; • Evaluation and response; • Organisation and use of technical vocabulary; • Control of appropriate form and style; • Accuracy of writing.
Level 5	13-15	<ul style="list-style-type: none"> • Perceptive, well supported analysis leading to convincing conclusions; • Very well balanced evaluation based on clear engagement with sources/task; • Argument incisive, very well structured and developed; technical terms accurately and effectively used; • Sustained control of appropriate form and register; • Legible, fluent and technically very accurate writing.
Level 4	9-12	<ul style="list-style-type: none"> • Careful and thorough analysis leading to generally sound conclusions; • Balanced evaluation based on clear engagement with sources/task; • Argument well structured and developed; technical terms accurately and effectively used; • Good control of appropriate form and register; • Legible and technically accurate writing, conveying meaning well.
Level 3	6-8	<ul style="list-style-type: none"> • Attempts at analysis leading to some tenable conclusions; • Limited evaluation but some evidence of engagement with sources/task; • Argument coherent if cumbersome or underdeveloped; some technical terms accurately used; • Limited control of appropriate form and register; • Legible and generally accurate writing, conveying meaning clearly.
Level 2	3-5	<ul style="list-style-type: none"> • Occasional evidence of analysis gesturing towards acceptable conclusions; • Very limited evaluation or evidence of engagement with topic/task; • Argument coherent even if very cumbersome or underdeveloped; simple technical terms used appropriately; • Very limited control of appropriate form and register; • Legible and generally accurate writing, clarity not obscured.
Level 1	0-2	Work in this band may meet some of the criteria for Level 4, 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.

Assessment Objective Weighting		AO1	AO2
Section A: Prescribed Literature	(a)	10	15
Q.1 or Q.2	(b)	10	15
Section B: Language		20	30
Q.3			
Total		40	60
Weighting		40%	60%
Total mark for unit		100	

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