

Classics: Classical Greek

Advanced Subsidiary GCE

Unit **F372**: Classical Greek Verse and Prose Literature

Mark Scheme for June 2011

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Section A

Question number	Answer	Marks
1	Read the passages and answer the questions.	
(a)	<p>What was Lysias doing before the arrival of Peison, and what happened when he arrived?</p> <p>Lysias was entertaining guests at home [1]. The others drove them away and handed Lysias over to Peison [1] and then they went to the factory to make an inventory of slaves [1].</p>	[3]
(b)	<p>ἐγὼ δὲ ... ποιήσειν (lines 1-3): how did Lysias come to an agreement with Peison?</p> <p>Lysias asked Peison to save him [1]; he said he would if the offer was high enough [2]; he offered one talent of silver [1] which was accepted [1].</p>	[5]
(c)	ἠπιστάμην μὲν ... ἐπαρώμενος (lines 3-6)	
(i)	<p>What was Lysias' opinion of Peison?</p> <p>Lysias knew Peison had no respect for men or gods. [2]</p>	[2]
(ii)	<p>How did Lysias try to make sure Peison kept to the agreement?</p> <p>Lysias made him swear an oath [1] which called down destruction on himself and his children [2].</p>	[3]
(d)	<p>εἰσελθὼν εἰς... σώσω (lines 7-12): what impression of Peison does Lysias create in these lines?</p> <p>Give three examples, making reference to the Greek, which show Peison's greed, impiety, untrustworthiness, cruelty, heartlessness etc..</p> <ul style="list-style-type: none"> • ἰδὼν τὰ ἐνόητα καλεῖ τῶν ὑπηρετῶν δύο, καὶ τὰ ἐν τῇ κιβωτῷ λαβεῖν ἐκέλευσεν: Peison followed Lysias to see what he was doing; as soon as he saw the contents of the money-chest, he sent for two of his attendants to take them; this suggests Peison's desire for gain. • οὐχ ὅσον ὡμολόγησα εἶχεν: The amount he took was much more than agreed; this creates an impression of greed. • ὦ ἄνδρες δικασταί: draws the attention of the jury to Peison's failure to keep to his oath; this creates an impression of Peison's impiety and untrustworthiness. 	[6]

Question number	Answer	Marks
	<ul style="list-style-type: none">• emphasis on the details of the valuables taken; this creates an impression of greed.• ἐδεόμην αὐτοῦ ἐφόδια μοι δοῦναι: Lysias begged him to give him some money for his journey; this request emphasises Peion's determination to gain as much as he can.• ἀγαπήσειν με ἔφασκεν, εἰ τὸ σῶμα σώσω: Peison told him he should be happy if he saved his life; this creates an impression of highhandedness.	

Question number	Answer	Marks
(e)	<p>Translate lines 13-16 (ἐξιοῦσι δ' ἔμοι ... σκέψηται).</p> <p>Please write your translation on alternate lines.</p> <p>1 ἐξιοῦσι δ' ἔμοι καὶ Πείσωνι ἐπιτυγχάνει Μηλόβιός τε καὶ Μνησιθείδης ἐκ τοῦ ἐργαστηρίου ἀπιόντες</p> <p>2 καὶ καταλαμβάνουσι πρὸς αὐταῖς ταῖς θύραις, καὶ ἐρωτῶσιν ὅποι βαδίζοιμεν</p> <p>3 ὁ δ' ἔφασκεν εἰς τὰ τοῦ ἀδελφοῦ τοῦ ἔμοῦ, ἵνα καὶ τὰ ἐν ἐκείνῃ τῇ οἰκίᾳ σκέψηται</p> <p>The passage has been divided into 3 sections, each worth 5 marks. Please write the marks awarded for each section in the body of the script, at the end of the section. Draw a vertical line through the text to indicate where each section ends. Add up the sectional marks to give a total out of 15, to be written in the right hand margin. Ring the total.</p> <p>[5] All or Almost all of the meaning conveyed (as agreed at Standardisation), with one minor error allowed</p> <p>[4] One serious error or two minor errors, otherwise the meaning is conveyed</p> <p>[3] Most of the meaning conveyed, but several errors</p> <p>[2] Half the meaning conveyed; the rest seriously flawed</p> <p>[1] A minority of the meaning conveyed</p> <p>[0] No elements of meaning conveyed; no relation to Greek at all</p> <p>NB Consequential errors should not be penalised.</p>	[15]

Question number	Answer	Marks
(f)	<p>εἴτ', ὦ σχετιώτατε ... δίκην (lines 1-7): How does Lysias make this an effective attack on Eratosthenes?</p> <p>You should refer to both content and style and support your examples with three examples from the Greek text.</p> <p>Lysias directs his attack directly at Eratosthenes and highlights some of his unsubstantiated claims</p> <ul style="list-style-type: none"> • ὦ σχετιώτατε πάντων: strong language referring to Eratosthenes • ἀντέλεγες μὲν ... συνελάμβανες δέ: pointed contrast of what he said he was doing and what he did; an incredulous rhetorical question • ὅτε μὲν ... ἐπειδὴ δέ: pointed contrast between two situations; sarcasm in these lines about Eratosthenes' claims and his actual behaviour • ἀντιλέγειν φῆς τοῖς βουλομένοις ἡμᾶς ἀπολέσαι: emphasis on the claim made by Eratosthenes • ἐπὶ σοὶ μόνῳ ἐγένετο καὶ σῶσαι Πολέμαρχον καὶ μή, εἰς τὸ δεσμωτήριον ἀπήγαγες: contrast with what he actually did • ὅτι μὲν, ὡς φῆς, ἀντειπὼν οὐδὲν ὠφέλησας ... ὅτι δὲ συλλαβῶν ἀπέκτεινας: again strong contrast between what he claimed to have said (without result) and what he actually did; scorn directed at Eratosthenes (οὐδὲν ὠφέλησας ... χρηστὸς νομίζεσθαι) • the use of φῆς/ὡς φῆστο throw doubt on what Eratosthenes says • οὐκ οἶμι ἐμοὶ καὶ τουτοισὶ δοῦναι δίκην: Lysias directs this aggressively at Eratosthenes, and links the jury with himself 	[6]
(g)	<p>What makes Lysias so skilful a speech writer? You should answer with reference to the section of Lysias <i>Against Eratosthenes</i> you have studied.</p> <p>You may make limited reference to the passages on this question paper.</p> <p>Answers must be marked using the level descriptors below. The following points are indicative and offer question specific guidance.</p>	[10]

Question number	Answer	Marks
	<p>Answer might include:</p> <ul style="list-style-type: none"> • his skill in simple and straightforward narrative • his use of rhetorical techniques • his ability to change the pacing of his speech • his direct confrontation of the accused <p>Level descriptors</p> <p>[9-10]</p> <p>Comprehensive answer covering most or all of the points in the mark scheme;</p> <p>Highly perceptive response with detailed reference to the rest of the prescription;</p> <p>Argument incisive, very well structured and developed; technical terms accurately and effectively used;</p> <p>Sustained control of appropriate form and register;</p> <p>Legible, fluent and technically very accurate writing.</p> <p>[6-8]</p> <p>Answer covering some of the points of the mark scheme;</p> <p>Perceptive response with some reference to the rest of the prescription;</p> <p>Argument well structured and developed; technical terms accurately and effectively used;</p> <p>Good control of appropriate form and register;</p> <p>Legible and technically accurate writing, conveying meaning well.</p> <p>[4-5]</p> <p>A few valid points but some significant omissions;</p> <p>Limited reference to the rest of the prescription;</p> <p>Argument coherent if cumbersome or under-developed; some technical terms accurately used;</p> <p>Basically sound control of appropriate form and register;</p>	

Question number	Answer	Marks
	<p data-bbox="368 271 1238 304">Legible and generally accurate writing, conveying meaning clearly.</p> <p data-bbox="368 389 432 423">[2-3]</p> <p data-bbox="368 456 608 490">Limited response;</p> <p data-bbox="368 524 1182 557">Little or no meaningful reference to the rest of the prescription;</p> <p data-bbox="368 591 1230 624">Argument coherent even if very cumbersome or under-developed;</p> <p data-bbox="368 658 927 692">Simple technical terms used appropriately;</p> <p data-bbox="368 725 967 759">Basic control of appropriate form and register;</p> <p data-bbox="368 792 1142 826">Legible and generally accurate writing, clarity not obscured.</p> <p data-bbox="368 860 432 893">[0-1]</p> <p data-bbox="368 927 1318 1005">Work in this Band may meet some of the criteria for the Band above, but on balance falls below the standard defined for the higher Band;</p> <p data-bbox="368 1039 1222 1128">Alternatively, work in the Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.</p>	

Section B

Question number	Answer	Marks
2	Read the passages and answer the questions.	
(a)	<p>What has Apollo been doing just before this, and why has he appeared here?</p> <p>Apollo knocked Patroclus back from the walls of Troy [1] and finally told him to abandon his attack [1]. He came to prompt Hector into action. [1]</p>	[3]
(b)	<p>Translate lines 1-5 (ταῦτ' ἄρα ... Σαγγαρίοιο).</p> <p>Please write your translation on alternate lines.</p> <p>1 ταῦτ' ἄρα οἱ φρονέοντι παρίστατο Φοῖβος Ἀπόλλων, ἀνέρι εἰσάμενος αἰζηῶ τε κρατερῶ τε, 2 Ἀσίῳ, ὃς μήτρως ἦν Ἴκτορος ἵπποδάμοιο αὐτοκασίγνητος Ἐκάβης 3 υἱὸς δὲ Δύμαντος, ὃς Φρυγίῃ ναίεσκε ῥοῆς ἔπι Σαγγαρίοιο</p> <p>The passage has been divided into 3 sections, each worth 5 marks. Please write the marks awarded for each section in the body of the script, at the end of the section. Draw a vertical line through the text to indicate where each section ends. Add up the sectional marks to give a total out of 15, to be written in the right hand margin. Ring the total.</p> <p>[5] Correct translation (as agreed at Standardisation), with one minor error allowed</p> <p>[4] One serious error or two minor errors, otherwise the meaning is conveyed</p> <p>[3] Most of the meaning conveyed, but several errors</p> <p>[2] Half the meaning conveyed; the rest seriously flawed</p> <p>[1] A minority of the meaning conveyed</p> <p>[0] No elements of meaning conveyed; no relation to Greek at all NB Consequential errors should not be penalised.</p>	[15]
(c)	<p>Ἴκτορ, ... εὐχος Ἀπόλλων (lines 7-11): what tone or tones does the speaker use here to persuade Hector to return to battle?</p> <p>Give three examples, making reference to the Greek.</p> <p>τίπτε μάχης ἀποπαύει; brevity - he questions abruptly why Hector has ceased fighting</p>	[6]

Question number	Answer	Marks
	<p>οὐδέ τί σε χρὴ: he tells Hector he should not have stopped</p> <p>αἶθ' ὅσον ἤσσων εἰμί, τόσον σέο φέρτερος εἶην: flattery</p> <p>τῶ κε τάχα στυγερώς πολέμου ἀπερωήσειας: he taunts Hector to get him back into battle</p> <p>ἀλλ' ἄγε: he adopts a more encouraging tone</p> <p>αἶ κέν πῶς μιν ἔλῃς, δῶη δέ τοι εὖχος Ἀπόλλων: more encouraging, suggesting that Hector can be successful against Patroclus.</p>	
(d)	<p>ὥς εἰπὼν ... ὄπαζεν (lines 12-16): what do Apollo and Hector do in these lines?</p> <p>Apollo leaves through the sufferings of men [1]. Hector calls to Kebriones to whip his horses into battle [2]. Apollo entered the fray [1], directed evil confusion on the Greeks [1] and gave glory to Hector and the Trojans [1]</p>	[6]
(e)	<p>τὸν δ' ὀλιγοδρανέων ... Αἰακίδαο (lines 1-12): what makes this passage moving?</p> <p>You should refer to both the content and the style of the Greek and support your answer with five examples from the Greek.</p> <p>ὀλιγοδρανέων: strong word indicating Patroclus' weakness</p> <p>Πατρόκλεες ἵππευ: Homer addresses Patroclus</p> <p>σοὶ γὰρ ἔδωκε: Patroclus claims victory was given</p> <p>Ζεὺς Κρονίδης καὶ Ἀπόλλων, οἳ με δάμασαν ῥηιδίως: Patroclus claims he was overcome by the gods (emphasis on ῥηιδίως)</p> <p>αὐτοὶ γὰρ ἀπ' ὤμων τεύχε' ἔλοντο: the unfairness of the final battle</p> <p>εἴ πέρ μοι ἐείκοσιν ἀντεβόλησαν: Patroclus claims he would have won against 20 such men as Hector, if the god had not intervened</p> <p>μοῖρ' ὀλοή καὶ Λητοῦς ἔκτανεν υἱός, ἀνδρῶν δ' Εὐφορβος· σὺ δέ με τρίτος: Patroclus emphasises Hector's limited role</p> <p>οὐ θην οὐδ' αὐτὸς δηρὸν βέη: Patroclus prophesies Hector's own death</p> <p>Ἀχιλῆος ἀμύμονος Αἰακίδαο: in his final words, Patroclus speaks the name of his closest friend.</p>	[10]

Question number	Answer	Marks
(f)	<p data-bbox="368 271 1286 349">In the lines that you have read of <i>Iliad</i> XVI, how does Homer make the combat scenes exciting?</p> <p data-bbox="368 389 1225 470">You may make limited reference to the passages on this question paper.</p> <p data-bbox="368 510 1241 589">Answers must be marked using the level descriptors below. The following points are indicative and offer question specific guidance.</p> <p data-bbox="368 629 675 656">Answers might include:</p> <ul data-bbox="368 692 1294 1126" style="list-style-type: none"> • discussion of combat scenes, such as the battle over Sarpedon's body, Patroclus' ambitious continuation of the battle (against Achilles' instructions), the intervention of Apollo (on the walls of Troy, outside the Skaian gates, at Patroclus' final combat), the confrontation between Hector and Patroclus etc. • the use of poetic devices, such as similes • the intervention of the gods in the killing of Patroclus • the exchange of words between Patroclus and Hector. <p data-bbox="368 1229 595 1256">Level descriptors</p> <p data-bbox="368 1296 448 1323">[9-10]</p> <p data-bbox="368 1364 1270 1442">Comprehensive answer covering most or all of the points in the mark scheme;</p> <p data-bbox="368 1482 1254 1561">Highly perceptive response with detailed reference to the rest of the prescription;</p> <p data-bbox="368 1601 1294 1680">Argument incisive, very well structured and developed; technical terms accurately and effectively used;</p> <p data-bbox="368 1720 1027 1747">Sustained control of appropriate form and register;</p> <p data-bbox="368 1787 1043 1814">Legible, fluent and technically very accurate writing.</p> <p data-bbox="368 1854 432 1881">[6-8]</p> <p data-bbox="368 1921 1114 1948">Answer covering some of the points of the mark scheme;</p> <p data-bbox="368 1989 1305 2016">Perceptive response with some reference to the rest of the prescription;</p>	[10]

Question number	Answer	Marks
	<p>Argument well structured and developed; technical terms accurately and effectively used;</p> <p>Good control of appropriate form and register;</p> <p>Legible and technically accurate writing, conveying meaning well.</p> <p>[4-5]</p> <p>A few valid points but some significant omissions;</p> <p>Limited reference to the rest of the prescription;</p> <p>Argument coherent if cumbersome or under-developed; some technical terms accurately used;</p> <p>Basically sound control of appropriate form and register;</p> <p>Legible and generally accurate writing, conveying meaning clearly.</p> <p>[2-3]</p> <p>Limited response;</p> <p>Little or no meaningful reference to the rest of the prescription;</p> <p>Argument coherent even if very cumbersome or under-developed;</p> <p>Simple technical terms used appropriately;</p> <p>Basic control of appropriate form and register;</p> <p>Legible and generally accurate writing, clarity not obscured.</p> <p>[0-1]</p> <p>Work in this Band may meet some of the criteria for the Band above, but on balance falls below the standard defined for the higher Band;</p> <p>Alternatively, work in the Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.</p>	

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