

Classical Greek

General Certificate of Secondary Education

Unit **B405** Sources for Classical Greek

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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Annotations in scoris

The following annotations are available:

	Good point well made (for use in the 6 and 12 mark questions)
	Relevance?
	Benefit of doubt
	Incorrect
Highlight	Highlight
	Incorrect information or interpretation
	Direct reference to sources
	Valid point
	Omission mark

Question		Expected Answer	Mark	Rationale/Additional Guidance
1	(a)	<p>Study source A.</p> <p>What was the mixing bowl used for at the symposium?</p> <p>The mixing of wine (1) and water (1) together</p>	2	Allow 'diluting wine' for 2 marks.
	(b)	<p>What is a libation?</p> <p>Pouring of wine (1) as an offering to the gods (1) OR Drink-offering (2)</p>	2	<p>Not simply 'praying to gods'. Must refer to liquid and offering/gift.</p> <p><i>Usually wine, but sometimes also:</i> <i>Milk</i> <i>Honey</i> <i>Pure water</i> <i>Other significant liquids</i></p>
	(c)	<p>Suggest four other things that would be done to prepare for a symposium</p> <p>Candidates might include; selecting a symposiarch, cleaning/decorating of the house, preparation of food, wine and utensils, greeting/garlanding of guests, appropriate ceremonies to the gods, decorating of altar, hymns etc, putting perfume in a bowl, bringing wine jars into the men's room (<i>andron</i>) ready to pour wine into the mixing bowls (<i>krateres</i>)</p>	4	<p>Points need to be specific to Greek symposium, not just general (modern) party – e.g. not 'sending invitations'.</p> <p>Allow reference to preparation of the games for 1 mark.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	(a)	<p>Study source B</p> <p>Why do you think that there are no women on the vase?</p> <p>Any one of:</p> <p>Symposia were intended for men only</p> <p>Free-born Athenian women were not allowed at Symposia.</p> <p>The only women who might attend were courtesans (<i>hetairai</i>) or female slaves.</p>	1	Allow interpretation of the central figure as a hetaira (courtesan)/ female entertainer/ slave girl.
	(b)	<p>What is the boy standing in the centre of the vase doing?</p> <p>Playing a flute/double flute (<i>diaulos</i>) or Providing musical entertainment</p>	1	Allow interpretation of the central figure as a woman; in this case credit the mark even without correct identification of activity.

Question		Expected Answer	Mark	Rationale/Additional Guidance
2	(c)	<p>State three other forms of entertainment at a symposium</p> <p>Acrobats, jugglers, mime artists, general witty conversation, drinking-games/<i>kottobos</i>, seduction of <i>hetairai</i>, dice, sword dancing, singing, playing lute or lyre or <i>barbiton</i>, dancing, reciting poems or speeches, discussing philosophical issues</p>	3	<p>Accept any three, excluding flute playing and just drinking.</p> <p><i>(For information: Kottabos was a game that involved symposiasts flicking wine dregs at a target from their wine cups. A barbiton is a type of large lyre).</i></p>
3		<p>What advice might an ancient Greek give to his son who is going to his first symposium?</p> <p>Explain in your own words using at least two sources from A, B and C.</p> <p>The importance of sitting with appropriate people; the importance of intelligent conversation; lying down to eat or drink on couches in the <i>andron</i>; the importance of mixing water and wine in appropriate amounts, not getting drunk; importance of worshipping the god Dionysus (among others) with hymns, prayers and good behaviour</p>	4	<p>Detailed reference to sources without explanation can achieve a maximum of 2 marks. Equally, explanation of advice without detailed reference to sources can achieve a maximum of 2 marks.</p>

Question		Expected Answer	Mark	Rationale/Additional Guidance
4	(a)	<p>Study sources D and E.</p> <p>What is a helot?</p> <p>A slave (1) in Sparta (1)</p>	2	
	(b)	<p>Describe four key differences between being a slave in Athens and being a slave in Sparta.</p> <p>Candidates might include:</p> <ul style="list-style-type: none"> • Helots expected to wear clothes (cap / animal skins) that identified them as slaves • No obvious differences between slave and free in Athens (in terms of appearance / dress) • Cruel humiliation of helots in Sparta: routine beatings required by law • Athenian slaves immune from beatings (for fear of confusing them with Athenian citizens) • Every action required of a helot reinforced their subservience • Athenian slaves aware of their immunity from abuse; Lack of humility (‘...the slave will not stand aside for you’: Source E) • After C7th BC Helots came from one specific region (Messenia): comparatively similar in outlook / background / would know each other; relatively closed community; wouldn’t have travelled far – Messenia is in Peloponnese, as is Sparta. • Slaves in Athens came from all over the known world: very diverse cultures / experience in Athens; may have been transported a long way from home 	4	Either two detailed comparisons, each supported by evidence from the sources, or four separate points explained more briefly.

Question	Expected Answer	Mark	Rationale/Additional Guidance
5	<p>Study sources F, G and H. Describe some of the jobs a domestic slave might have done for a mistress.</p> <p>Make five points</p> <p>Responses might include weaving at the loom, drawing water from a well, helping mistress put on jewellery, being in charge of mistress's belongings, helping with marriage preparations, taking important part in the marriage procession (torch that this slave carried symbolised the significance of the hearth as well as providing light – her role at the wedding was clearly important)</p>	5	<p>Answers should be restricted to tasks directly relating to the mistress and not be more general.</p> <p>Do not allow harnessing of horses.</p> <p>Brief list only = maximum of the 3 marks.</p>
6	<p>Study sources G and H. What do they suggest about the relationship between a personal slave and her mistress?</p> <p>Make four points</p> <p>Candidates might include subservience, trust, intimacy, affection; slaves living their lives vicariously through the mistress, growing up together, almost family member.</p> <p>Fact that a slave is depicted on grave stele in Source H suggests the affection between a mistress and her maid; both women are smiling gently.</p>	4	<p>Slaves as valued / significant members of the household:</p> <ul style="list-style-type: none"> • A new slave entering the house would be welcomed with nuts and fruit, like a new bride. • Slaves took part in most civic and family religious worship / cults

Question	Expected Answer	Mark	Rationale/Additional Guidance
7	<p>Using any of sources D, E, F, G and H as the starting point for your ideas, compare ancient and modern attitudes to slavery.</p> <p>Candidates might mention:</p> <ul style="list-style-type: none"> • that slavery is abolished in the modern world but it was considered the norm in the ancient world • Slavery in ancient world involved a slave being the chattel or property of his master, who could dispose of him as he wished • Slavery was legal, and enforced by law in ancient world; illegal now and laws exist to try and prohibit it. • Slavery still present in the modern world but in a more <i>hidden form</i> – exploitation of illegal immigrants, child labour, bonded labour, sexual slavery etc • Idea of human rights nowadays vs. Ancient: In Athens, the contrast between perceptions of citizens' rights and a slave's existence as a human tool, an '<i>andropodon</i>' ('one with the feet of a man'); nowadays, rights aim to protect any human being, irrespective of status or race. • Mechanisation / computers etc nowadays reduce the need for slaves in the modern western world eg fresh running water in homes, mechanical weaving looms, electricity, motor vehicles etc 	6	<p>Mark using the 6 mark grid at the end of this mark scheme.</p> <p>Answer must include direct comparison with the modern world, rather than simply listing features of ancient slavery and adding that this is frowned on in the modern world.</p> <p>Question requires an overview of the topic, rather than specific itemisation of points</p> <p>General Laws on Ancient Athenian Slaves:</p> <ul style="list-style-type: none"> • Not permitted to own anything, though some masters allowed them to buy their own freedom • Forbidden to marry or have children that were legally recognised by the state; slave's family could be moved at master's whim • Slave was entirely under the legal control of his master, though a master could be prosecuted for killing his slave under the same law as the killing of cattle. • Testimony of a slave in a court of law was only admissible under torture. • Abuse of slaves was not illegal, any more than it is illegal for a car owner to smash up his own car. <p>Very difficult to generalise, as slaves had such differing experiences, depending on their masters and the environments in which they worked.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
8	<p>Use sources A – I and any other sources you have studied.</p> <p>‘Life in a democratic society in ancient Greece was a positive experience for everyone.’ Does evidence in the sources support this view?</p> <p>You should:</p> <ul style="list-style-type: none"> • choose <u>three</u> suitable written or visual sources (from the insert or from sources you have studied); • say what relevant fact each source provides; • say how far each source supports the view above; • explain the significance and any limitations of each source you have chosen. <p>Source A</p> <ul style="list-style-type: none"> • Pleasures (for citizen men) of socialising, drinking with friends, enjoying the entertainment, good wine & food, perfumes, flowers, conversation • May have been difficult for the slaves and <i>hetairai</i> involved; unwanted sexual advances; having to prepare food, serve it and clean up <i>andron</i> afterwards (particularly the mess left by <i>kottabos</i>); the need for some slaves to accompany their masters home late at night if they have drunk too much • Free-born wives & daughters excluded and expected to live more secluded, quiet lives elsewhere in the house, while citizen men able to socialise formally at each other’s homes, and come & go at will. <p><i>Limitations of this source:</i></p> <ul style="list-style-type: none"> • The source is a piece of poetry, therefore not necessarily giving a realistic, ‘warts and all’ account, but focusing in this case on the positives of the symposium 	12	<p>For the choice of items, examiners should look for a reasonable personal response or an historical perspective. Use the 12 mark grid at the end of this mark scheme.</p> <p>Answer must include some analysis of what constitutes a ‘positive experience’ and who the candidate considers ‘everyone’ to be.</p> <p>Candidates are not expected to know the background of all the sources cited in the paper, but should be able to use the information provided by the sources to inform their response to the essay question.</p> <p>The information on each of the sources listed here includes a wide range of possible technical details which MIGHT be mentioned by the candidate, but examiners should allow for others.</p> <p>This information is for the assistance of examiners and is not expected from each candidate.</p>

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Poet is composing his work to be enjoyed by other well-educated wealthy Greeks, who would recognise the pleasures he describes; it is not aimed at a wider selection of the population (women, slaves etc) • The poetry is relatively stylised and idealistic in tone <p>Source B</p> <ul style="list-style-type: none"> • Vase painting shows the lavish nature of the <i>andron</i> during a symposium for male citizens: ornate couches, plentiful wine and entertainment (lyre on wall, <i>diaulos</i> player, <i>cottabos</i> player (far right)) • Less pleasant for slaves: humiliation of sexual harassment: (symposiast reaching out suggestively to <i>diaulos</i> player; fact that he is performing naked except for a garland; several guests seem drunk) <p><i>Limitations of this source</i></p> <ul style="list-style-type: none"> • Red figure vase painting, therefore stylised to display painter's own skills as an artist, rather than aiming to depict a scene totally accurately • Conventions of vase painting: Objects on wall look as if they are floating in the air; all figures here are shown with faces in profile • Painting may depict ideals (attractive young men etc), rather than reality <p>Source C</p> <ul style="list-style-type: none"> • Pressures of social climbing; importance of social status and the need to impress those of a higher standing <p>Implicit suggestion that well-born men are the most important figures in society;</p>		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><i>Limitations of source:</i></p> <ul style="list-style-type: none"> • Its didactic nature means that it is not giving a clear or realistic picture of daily life, but rather instructing its reader in how to behave, focusing on specific aims • No recognition of the intrinsic value of those other than well-born citizen men (ie. poorer citizens, women, slaves or metics) <p>Source D</p> <ul style="list-style-type: none"> • Harsh treatment of helots (endorsed by law) suggests that life was not a positive experience whatsoever: helots humiliated by having to wear slave clothing, perform 'shameful' tasks and by frequent physical beatings • Masters in complete control of their slaves in every respect (clothing / duties / physical well-being) <p><i>Limitation of source:</i></p> <ul style="list-style-type: none"> • Informative account, written in clear prose • Easy to visualise what author is saying, but author seems biased against Spartans; may not be giving an impartial, balanced viewpoint • Sparta was not a democratic society in same way that Athens was; difficult to compare the two cities: Sparta was run as a military oligarchy & only educated Spartans were considered citizens; Athens was a democracy with a far more open approach <p>Source E</p> <ul style="list-style-type: none"> • Evidence that slaves had a relatively relaxed quality of life in Athens • Were not made to look easily identifiable as slaves in public, therefore not humiliated. • Slaves not beaten in public streets, and were protected from this by law 		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Clearly Athenian citizens were mostly poor and therefore the quality of their appearances did not differ that much from that of slaves • Whether these features mean that life was a 'positive experience' is up to the candidate to decide <p><i>Limitation of source:</i></p> <ul style="list-style-type: none"> • Clear written style, aiming to explain his subject to audience, but slightly disapproving tone suggests that writer is not in favour of Athens' comparatively relaxed attitude towards slaves <p>Source F</p> <ul style="list-style-type: none"> • The indignity of a life of servitude & menial tasks (weaving clothes for someone else; fetching water) • The slave's total loss of autonomy • Tone is one of horror – clearly slavery was not viewed as being anything other than a disaster, at least to the speaker (Hector) <p><i>Limitation of source:</i></p> <ul style="list-style-type: none"> • Epic Poetry: formulaic and stylised; myth, rather than fact • Designed to entertain an audience rather than give an accurate picture (although this extract does give a very good snapshot of the contrast between Andromache's current life and what might lie in store for her) • This speech is designed to paint the worst-case scenario (it is Hector's greatest fear); reality of life as a slave may not be as bad 		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p>Source G</p> <ul style="list-style-type: none"> • Physical & emotional closeness of a domestic slave (<i>oiketes</i>) to the family & mistress that she serves: carrying torches as part of her mistress' wedding procession; running alongside the chariot, rather than a long way behind it; rejoicing with the married couple; showing concern when mistress & her family experience problems • Strength of feeling suggests that life of slavery in a household could be a much more enjoyable, rewarding and warm existence for a slave than if she worked elsewhere. • Nonetheless, life would have been much easier for the mistress than the slave, as she had the slave to work for her & wait on her • Concept introduced here that a low-born slave can still possess a free and noble spirit (contrast sentiments in Source C) Euripides said to be the first playwright to consider the value of slaves' (and women's) opinions and positive attributes <p><i>Limitations of source:</i></p> <ul style="list-style-type: none"> • Taken from a tragedy; speech designed for effect rather than reality; a myth, rather than fact • Nature of tragedy is to be overly emotional, rather than particularly calm and rational • Euripides' aim to promote the worthy moral values of slaves may not represent reality <p>Source H</p> <ul style="list-style-type: none"> • Calm scene from daily life; sad context (grave stele) • Shows warmth of feeling between maid and mistress (both smiling gently); Physical proximity of the figures suggests their emotional closeness; maid totally focused on mistress 		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<ul style="list-style-type: none"> • Slave would not appear on stele unless the subject of the carving had enjoyed her company (or at least the company of maids in general) • Gentle domestic scene of mistress preparing to put on jewellery, suggesting her wealth • Mistress seated, suggesting her superiority over slave who is standing • Maid is well-dressed, suggesting a comfortable standard of living <p><i>Limitations of source:</i></p> <ul style="list-style-type: none"> • Grave stele, therefore unlikely to show anything other than a positive, gentle scene; in reality the dead woman may have treated her slaves badly • Stylised: May not reflect the real accurate appearance of the deceased when she was alive <p>Source I</p> <ul style="list-style-type: none"> • Idealised vision of democracy that clearly demonstrates the positive nature of Athenian society for its citizens • Athens is totally unlike any other city state: sense of civic pride • All citizens are deemed equal • Positions of public office are not selected on the basis of social standing or personal wealth • Rich and poor have equal value in Athenian politics, according to their ability not their income • A man who does not participate in public life is deemed worthless by his fellow-citizens • Personal conflict is resolved by the rule of law 		

Question	Expected Answer	Mark	Rationale/Additional Guidance
	<p><i>Limitations of source:</i></p> <ul style="list-style-type: none"> • Delivered as a speech by Pericles in 2nd year of the Peloponnesian War: designed to encourage and rally his audience, and is highly emotive • Speech was given many years before Thucydides wrote 'The Peloponnesian War': these cannot be Pericles' exact words, but must be paraphrased and edited by the writer for effect • This extract makes no reference to the quality of life or equality of slaves, women or metics; the equality he speaks of is simply that between citizen men • No reference is made to the problems inherent in pure democracy (the lack of education in most citizens; power of demagogues to sway the Assembly; sheer scale of the Assembly (6000 to be quorate); citizens' tendency towards acting on emotion) 		

Marking Grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> Choice and use of evidence; Understanding of sources and evidence; Engagement with the question; Accuracy of writing; Control of appropriate form and style; Organisation and use of technical vocabulary.
4	10-12	<ul style="list-style-type: none"> A good range of well-chosen evidence covered in detail, facts are derived from the sources; Strong awareness of bias and limitations of sources; Answer well-directed at the question; Legible, fluent and technically very accurate writing; Sustained control of appropriate form and register; Very well structured and organised argument; technical terms accurately and effectively used.
3	6-9	<ul style="list-style-type: none"> An adequate range of relevant evidence, some facts are derived from the sources; Basic awareness of bias and limitations of sources; Answers slightly less focused on the question; Legible and generally accurate writing, conveying meaning clearly; Limited control of appropriate form and register; Argument is organised, some technical terms accurately used.
2	3-5	<ul style="list-style-type: none"> Few examples of relevant evidence, few facts are derived from the sources; Limited awareness of bias and limitations of sources; Limited engagement with the question; Legible but there are some errors, clarity not obscured; Very limited control of form and register; Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	<ul style="list-style-type: none"> Little or no attempt made to link facts with evidence, which may be irrelevant; Little or no attempt to address the incompleteness of sources/bias; Little or no engagement with the question; Writing not consistently legible, at times difficult to read and/or contains many errors of spelling, punctuation and grammar; Little control of form or register; Argument difficult to discern, technical terms inaccurately used or omitted.

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 6-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> Choice and use of evidence; Understanding of sources as evidence; Engagement with the question.
4	5-6	<ul style="list-style-type: none"> A good range of well-chosen evidence covered in detail, facts are derived from the sources; Strong awareness of bias and limitations of sources; Answer well-directed at the question.
3	3-4	<ul style="list-style-type: none"> An adequate range of relevant evidence, some facts are derived from the sources; Basic awareness of bias and limitations of sources; Answers slightly less focused on the question.
2	1-2	<ul style="list-style-type: none"> Few examples of relevant evidence, few facts are derived from the sources; Limited awareness of bias and limitations of sources; Limited engagement with the question.
1	0	<ul style="list-style-type: none"> Little or no attempt made to link facts with evidence, which may be irrelevant; Little or no attempt to address the incompleteness of sources/bias; Little or no engagement with the question.

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