

**GCE**

**Classics: Classical Greek**

Unit **F374**: Classical Greek Prose

Advanced GCE

**Mark Scheme for June 2016**

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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
	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.
	Slash
	Consequential Error
	Extendable horizontal line – Major error
	Extendable horizontal wavy line – minor error/mistranslation
	Omission Mark

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	In lines 1-2 (ἐν δὲ... ἐνίκησαν) who among the Corcyreans attacked the demos?	those in power/those running affairs/those who had the affairs	1	accept anything like 'those in power' or similar
1	(b)	In lines 3-5 (ὁ μὲν δῆμος ... ἄλλον λιμένα) which areas were seized by  (i) the demos (ii) their opponents?	(i) the acropolis and the Hyllaic harbour (2) (ii) the agora and another harbour (2)	4	
1	(c)	In line 5 (τὸν πρὸς αὐτῇ... ἥπειρον) describe the location of the second harbour.	it was near the agora (1) and faced/facing/opposite (the mainland) (1)	2	no mark for 'the mainland' as glossed do not accept 'near the mainland'
1	(d)	In lines 6-7 (τοὺς δούλους... ὑπισχνούμενοι) how did each side try to persuade the slaves to join them?	they promised (1) them their freedom (1)	2	

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1	(e)	In line 8 (τοῖς δ' ἑτέροις ... ὀκτακόσιοι) who joined the opponents of the demos?	800 (1) helpers (1) from (the mainland) (1)	3	again no mark for 'the mainland' as glossed accept any sensible answer for ἐπικουροὶ (eg auxiliaries)
1	(f)	In line 9 (νικᾶ ... προύχων) what two factors led to the demos winning?	the strength (of their position) (1) and (their superiority in) numbers (1)	2	allow 'strength and numbers'
1	(f)	Explain (You may use a translation to make a translation to make clear your answer):			
1	(g)	(i) the case of τῶν Κερκυραίων (line 1)	partitive genitive (of the Corcyreans)	1	accept a correct translation OR a correct technical term: accept correct translation even if incorrect technical term is used
		(ii) the case of ἐλθούσης τριήρους (line 1)	genitive absolute (when a trireme had arrived)	1	
1	(h)	Which parts of which verbs are the following			

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	(i) <u>συλλεγεῖς</u> (line 4)	aorist passive participle of συλλεγω	2	accept 'aorist participle' accept λεγω	
	(ii) <u>ῥκουν</u> (line 5)	imperfect active of οἰκεω	2		
<b>1</b>	<b>(i)</b> Translate lines 11-17 (αἶ τε γυναῖκες... ἐν φυλακῇ ἦσαν)				
	i αἶ τε γυναῖκες αὐτοῖς τολμηρῶς συνεπελάβοντο	The women joined in with them daringly	4		<p>Marks for each section should be awarded as follows:</p> <p><b>[4]</b> All or almost all of the meaning conveyed (as agreed at Standardisation).</p> <p><b>[3]</b> Most of the meaning conveyed.</p> <p><b>[2]</b> Half the meaning conveyed; the rest seriously flawed.</p> <p><b>[1]</b> Very little meaning conveyed, or isolated words known.</p> <p><b>[0]</b> No elements of meaning conveyed; no relation to the Greek at all.</p> <p>N.B.: Consequential errors should not be penalised.</p> <p>Marks for fluency of English should be awarded as follows:</p> <p><b>[2]</b> Expressed fluently and</p>
	ii βάλλουσαι ἀπὸ τῶν οἰκιῶν τῷ κεράμῳ καὶ παρὰ φύσιν ὑπομένουσαι τὸν θόρυβον	pelting with tiles from the houses and enduring the uproar beyond their nature.	4		
	iii γενομένης δὲ τῆς τροπῆς, δέισαντες οἱ ὀλίγοι μὴ ὁ δῆμος τοῦ τε νεωρίου κρατήσειεν ἐπελθῶν καὶ σφᾶς διαφθείρειεν	When the rout had taken place, the few (the oligarchs), fearing that the demos would attack and get control of the dockyard and destroy them	4		

Question		Answer	Marks	Guidance	
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	iv ἐμπιπρᾶσι τὰς οἰκίας τὰς ἐν κύκλῳ τῆς ἀγορᾶς, ὅπως μὴ ἦ ἔφοδος	set fire to the houses that surrounded the agora, so that there was no approach	4		stylishly. Consistently successful improvements on a literal translation. [1] Occasional improvements on a literal translation. [0] No or very little improvement on a literal translation.
	v φειδόμενοι οὔτε οικείας οὔτε ἀλλοτρίας, ὥστε καὶ χρήματα πολλὰ ἐμπόρων κατεκαύθη	sparing neither their own family homes nor those of others, with the result that many merchants' goods were burned	4		
	vi καὶ ἡ πόλις ἐκινδύνευσε πᾶσα διαφθαρῆναι, εἰ ἄνεμος ἐπεγένετο τῷ πυρὶ ἐπίφορος ἐς αὐτήν	and the whole city was in danger of being destroyed, if a wind had come after the fire, carrying it to the city.	4		
	vii καὶ παυσάμενοι τῆς μάχης ἑκάτεροι ἡσυχάσαντες τὴν νύκτα ἐν φυλακῇ ἦσαν.	And having ceased from fighting, each side became quiet and they were on guard throughout the night.	4		

Question		Answer	Marks	Guidance	
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2	<b>i</b> When Darius was King of Persia, a man called Intaphrenes came to the palace to talk to the King	ἀλλὰ τοῦ Δαρείου τῶν Περσῶν βασιλεύοντος, ἀνήρ τις, Ἰνταφρένης ὀνόματι, εἰς τὰ βασίλεια ἦλθεν ἵνα τῷ βασιλεῖ διαλεχθεῖη	5	<i>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.</i>	<b>[5]</b> All or almost all correct (as agreed at Standardisation) <b>[4]</b> Minor error(s) in accident or syntax <b>[3]</b> More serious errors in accident or syntax <b>[2]</b> Accident/syntax seriously faulty, but not without sense <b>[1]</b> A very small proportion of correct accident/syntax <b>[0]</b> No recognisable relation to the English.
	<b>ii</b> and when the guards said that he could not go in, he grew very angry and cut off their ears and noses	καὶ κωλυθεῖς ὑπὸ τῶν φυλάκων εἰσελθεῖν μάλιστα ὀργισθεῖς τὰ τε ὠτα καὶ τὰς ῥίνας αὐτῶν ἀπέκοψεν.	5	<i>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.</i>  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.	NB Consequential errors should not be penalised.
	<b>iii</b> Darius ordered the guards to seize Intaphrenes together with his sons and all his relatives	ὁ μὲν οὖν Δαρεῖος τοὺς φύλακας ἐκέλευσεν τὸν Ἰνταφρένη ἀρπάσαι μετὰ τῶν υἱῶν καὶ παντῶν τῶν οἰκείων,	5	Award marks for style to a maximum of 7.  Style marks may be awarded for such features as:	
	<b>iv</b> but Intaphrenes' wife wept so much that eventually he promised to release one man.	ἡ δὲ τοῦ Ἰνταφρένου γυνὴ ἐς τοσοῦτο ἐδάκρυεν ὥστε τέλος ὁ βασιλεὺς ὑπέσχετο ένα ἄνδρα ἐλευθερώσειν. (NB	5	particularly imaginative, creative or felicitous choice of vocabulary; thoughtful use of word-order; employment of apt particles beyond the obvious; subordination of main verbs into participles (one mark maximum); appropriate use of genitive absolute	

Question		Answer	Marks	Guidance	
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		MUST be future infinitive)		(one mark maximum); appropriate use of τε...και (one mark maximum)	
	<b>v</b> 'O King', said the woman, 'I can obtain another husband and other children, but, since my mother and father are dead, I will never be able to have another brother.	ἡ δὲ γυνή, ᾧ βασιλεῦ, ἔφη, ἀνδρα μὲν ἄλλον καὶ ἄλλα τέκνα ἔξεστι μοι κτᾶσθαι, τῆς δὲ μητρὸς καὶ τοῦ πατρὸς ἤδη τεθνηκότων (accept ἀποθανοντων), οὐδέποτε δυνήσομαι ἄλλον ἔχειν ἀδελφόν.	5	Possible style marks by section: (i) use of genitive absolute for opening phrase; use of τῶν Περσῶν 'of the Persians' rather than 'of Persia'; ὀνόματι; intensifying prefix on verb; ὡς + future participle to express the purpose clause (ii) use of genitive absolute; use of participle eg εἰπουσιν; (iii) connecting with οὖν; choice of interesting verb for 'seize' (iv) use of eg μεντοι (v) correct placement of ἔφη;	
	<b>vi</b> Therefore I beg you to release my brother'	τὸν οὖν ἀδελφὸν αἰτῶ σ' ἐλευθεροῦν.	5	μέν... δέ; genitive absolute (vii) τὸν υἱὸν τὸν πρεσβύτατον;	
	<b>vii</b> The King was persuaded by the woman's words and released not only her brother but also her eldest son	ὁ δὲ βασιλεὺς, τοῖς τῆς γυναικὸς λόγοις πεισθεὶς, ἠλεύθερωσε μὲν οὐ μόνον τὸν ἀδελφὸν ἀλλὰ καὶ τὸν υἱὸν τὸν πρεσβύτατον	5	Other style marks may be awarded at the discretion of the examiner  Of the remaining 3 marks, 2 are to be awarded for breathings: <b>[2]</b> All correct, or one error <b>[1]</b> 2 or 3 errors <b>[0]</b> more than 3 errors.	
	<b>viii</b> but he put Intaphrenes and all the other men to death.	ἀπέκτεινε δὲ τὸν Ἴνταφρένη καὶ πάντας τοὺς ἄλλους.	5		

Question			Answer	Marks	Guidance	
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					The final mark is to be awarded for the use of connectives: <b>[1]</b> No more than one omission (not counting the first sentence) <b>[0]</b> More than one omission	
			<b>Total for Section A</b>	<b>50</b>		

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>What is Socrates arguing here, and how does the language help to clarify his argument?</p> <p>Socrates is arguing that death is the separation of the soul from the body (τὴν τῆς ψυχῆς ἀπὸ τοῦ σώματος ἀπαλλαγὴν), and this is the state that the philosopher seeks to attain as nearly as possible in life, therefore he has nothing to fear from death.</p> <p>In this state, the body is separated from the soul and exists alone by itself (χωρὶς μὲν ἀπὸ τῆς ψυχῆς ἀπαλλαγὴν αὐτὸ καθ' αὐτὸ τὸ σῶμα γεγονέναι) and likewise the soul is separated from the body and exists alone by itself (χωρὶς δὲ τὴν ψυχὴν ἀπὸ τοῦ σώματος ἀπαλλαγεῖσιν αὐτὴν καθ' αὐτὴν εἶναι).</p> <p>The separation of the two is made clear both by the repeated (with slight variation) sentence structure, particularly αὐτὸ καθ' αὐτὸ/αὐτὴν καθ' αὐτὴν, as well as the repetition of ἀπαλλαγὴν/ἀπαλλαγὴν/ἀπαλλαγεῖσιν to stress the key idea of separation.</p>	25	<p>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.</p> <p>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 for guidance only. Candidates should cite examples from throughout the printed passage (not just a limited section of it). Other valid points not mentioned opposite will be given full credit. It should be stressed that to access the highest levels of the marking grid, very detailed analysis and well-structured and incisive argument will be required</p>	<p><b>AO1</b> 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> 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>Having established the nature of death, Socrates moves on to characterise a philosopher (ie himself) as one who does not care about bodily pleasures such as eating, drinking and sex (σιτίων... ποτῶν... ἀφροδισίων): the implication is that the separation of body and soul, ie death, will mean nothing to such a person.</p> <p>Having obtained the agreement of his interlocutor, Socrates expands his point to cover external bodily adornments: ἱματίων (clothes)... ὑποδημάτων (shoes)... καλλωπισμοὺς (adornments), showing that the philosopher will equally despise these things beyond what is necessary: ie death, which brings an end to the need or desire for all these things, will mean nothing to him.</p> <p>The philosopher therefore turns from the body and concerns himself with the soul (πρὸς δὲ τὴν ψυχὴν τετραφθαί).</p>			

Question			Answer	Marks	Guidance	
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			<p>And the philosopher more than other people separates soul from body (ἔστιν ὁ φιλόσοφος ... ἄλλων ἀνθρώπων).</p> <p>Lots of people think that someone who does not care about bodily considerations is as good as dead (ἐγγύς τι τείνειν τοῦ τεθνάναι): Socrates is such a person and therefore has nothing to fear from death since it is close to the state to which he aspires in life.</p>			

Question		Answer	Marks	Guidance	
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3	(b)	<p>Show how the language of this passage is particularly forceful and passionate.</p> <p>Socrates is talking here about the fact that the body is a hindrance to the philosopher and that it is therefore only after death that the philosopher can fully attain the knowledge he seeks.</p> <p>Just before this extract Socrates has said ‘as long as we have the body...we shall never attain completely what we desire, and we say that this is the truth’.</p> <p>S explains the various ways in which the body distracts from the pursuit of truth: eg it ‘provides myriad occupations’ (μυριάς μὲν γὰρ ἡμῖν ἀσχολίας παρέχει) ‘because of the necessity for sustenance’ (διὰ τὴν ἀναγκαίαν τροφήν); use of the word ἀσχολίας emphasises that it is the opposite, leisure, that is required for philosophy; μυριάς promoted to first word stresses the manifold demands of the body.</p>	25	<p>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.</p> <p>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. Candidates should cite examples from throughout the printed passage (not just a limited section of it). Other valid points not mentioned opposite will be given full credit. It should be stressed that to access the highest levels of the marking grid, very detailed analysis and well-structured and incisive argument will be required</p>	<p><b>AO1</b> 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> 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>Diseases hinder the pursuit of truth: (νόσοι ... ἐμποδίζουσιν); ἐμποδίζουσιν makes disease sound like a physical obstacle, especially when the pursuit of truth is described as a θήραν. Passions, desire, fears, fancies and foolishness make thinking impossible (ἐρώτων δὲ καὶ ἐπιθυμιῶν καὶ φόβων καὶ εἰδώλων παντοδαπῶν καὶ φλυαρίας); the extensive list, polysyndeton and varied vocabulary draw attention to the huge number of possible distractions from philosophy. The repeated negatives in οὐδὲ φρονῆσαι ἡμῖν ἐγγίγνεται οὐδέποτε οὐδέν emphasise the utter impossibility of thinking at all.</p> <p>S moves from the personal consequences of having a body to the wider sphere: the body and its desires are, he says, the cause of πολέμους καὶ στάσεις καὶ μάχας, stressed by the</p>			

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		<p>tautology.</p> <p>He explains this by saying that all wars come about for the sake of gaining money (διὰ ... τὴν τῶν χρημάτων κτήσιν), which is itself inspired by the body.</p> <p>Language emphasises our slavery to the body:</p> <p>δουλεύοντες τῇ τούτου θεραπείᾳ.</p> <p>S further says that even if we do get a bit of leisure for philosophy (ἐάν τις ἡμῖν καὶ σχολὴ γένηται) the body constantly interrupts (πανταχοῦ παραπίπτον θόρυβον παρέχει καὶ ταραχὴν καὶ ἐκπλήττει):</p> <p>alliteration/vocabulary stresses confusion and lack of ability to concentrate.</p> <p>If we are to perceive anything clearly (εἰ μέλλομέν ποτε καθαρῶς τι εἶσεσθαι) we must be rid of the body and see with the soul (ἀπαλλακτέον αὐτοῦ καὶ αὐτῇ τῇ ψυχῇ θεατέον):</p>			

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		<p>gerundives focus on the necessity of these things happening. Therefore, S says, the argument shows that we can possess the wisdom which we desire only once dead (ἐπειδὴν τελευτήσωμεν, ὡς ὁ λόγος σημαίνει, ζῶσιν δὲ οὐ), reinforced by inclusion of ζῶσιν δὲ οὐ as well as τελευτήσωμεν.</p>			

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4	(a) How does Herodotus make Miltiades' speech to Callimachus in this passage urgent and dramatic?	<p>ἐν σοὶ νῦν Καλλίμαχε: dramatic opening placing onus clearly on Callimachus alone.</p> <p>καταδουλώσαι Ἀθήνας ἢ ἐλευθέρας: stark choice and emotive vocabulary.</p> <p>μνημόσυνα λιπέσθαι ἐς τὸν ἅπαντα ἀνθρώπων βίον: stresses the long-lasting repercussions.</p> <p>Ἀρμόδιός τε καὶ Ἀριστογείτων: portentous reference to the famous tyrant slayers, promising C a place in history equal to theirs.</p> <p>ἐξ οὗ ἐγένοντο Ἀθηναῖοι ἐς κίνδυνον ἤκουσι μέγιστον: stressing the unprecedented nature of the situation.</p> <p>ὑποκύψωσι: emotive vocabulary indicative of servitude.</p> <p>ἦν μὲν...ἦν δὲ: clear setting forth of the perceived alternatives</p> <p>δέδοκται τὰ πείσονται: 'clear', but unspecified and therefore</p>	25	<p>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.</p> <p>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. Candidates should cite examples from throughout the printed passage (not just a limited section of it). Other valid points not mentioned opposite will be given full credit. It should be stressed that to access the highest levels of the marking grid, very detailed analysis and well-structured and incisive argument will be required</p>	<p><b>AO1</b> 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> 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>more frightening.            πρώτη τῶν Ἑλληνίδων            πολιῶν: simple statement of the            glorious alternative.            ἐς σέ τοι τούτων ἀνήκει τῶν            πρηγμάτων τὸ κῦρος ἔχειν:            again emphasising C's pivotal            role.            ἡμέων ... συμβάλλειν: after the            striking beginning, a more            measured explanation of the            situation.            ἦν μὲν...ἦν δὲ: another clear            statement of the alternatives.            τινὰ στάσιν μεγάλην            διασεῖσειν ἐμπεσοῦσαν τὰ            Ἀθηναίων φρονήματα:            shocking and physical-            sounding.            ὥστε μηδίσαι: an unthinkable            outcome.            σαθρὸν: 'diseased' or            'unsound': emotive.            ταῦτα ὧν πάντα ἐς σέ νῦν            τείνει καὶ ἐκ σέο ἤρτηται: back            to the stress on C having to            make the momentous decision:</p>			

Question		Answer	Marks	Guidance	
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		<p>emphasised by πάντα and by ἐς σὲ and ἐκ σέο.</p> <p>ἦν γὰρ...ἦν δὲ: another restatement of the alternatives.</p> <p>πατρίς τε ἐλευθέρη καὶ πόλις πρώτη τῶν ἐν τῇ Ἑλλάδι: reminding C of what M believes will be the outcome if he follows his advice: contrasted with τῶν ἐγὼ κατέλεξα ἀγαθῶν τὰ ἐναντία.</p> <p>τὴν τῶν ἀποσπευδόντων τὴν συμβολήν: makes the opposite idea seem the cowardly option.</p>			

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4	(b) What makes this an entertaining narrative?	<p>τὸν κρίνοι ἐκ πάντων: suspense.</p> <p>θύσας βούς ἑκατὸν...εὐώχεε αὐτοὺς τε τοὺς μνηστῆρας καὶ Σικυωνίους πάντας: grandeur and splendour.</p> <p>οἱ μνηστῆρες ἔριν εἶχον...ἐς τὸ μέσον: lively and entertaining scene.</p> <p>προιούσης δὲ τῆς πόσιος: suggests that something interesting/regrettable is about to occur.</p> <p>κατέχων πολλὸν τοὺς ἄλλους ὁ Ἴπποκλείδης: setting H up for a fall.</p> <p>κως ἔωυτῶ μὲν ἀρεστῶς ὀρχέετο: as only a drunk person could.</p> <p>ὑπώπτει: expressive of extreme scorn.</p> <p>τράπεζαν ἐσενεῖκαι...πρῶτα μὲν ... μετὰ δὲ...τὸ τρίτον: gradual build-up of more and more scandalous behaviour, until the final indignity.</p> <p>ἐχειρονόμησε: highly</p>	25	<p>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.</p> <p>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. Candidates should cite examples from throughout the printed passage (not just a limited section of it). Other valid points not mentioned opposite will be given full credit. It should be stressed that to access the highest levels of the marking grid, very detailed analysis and well-structured and incisive argument will be required</p>	<p><b>AO1</b> 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> 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>descriptive verb.  ἀποστυγέων: indicative of C's horror at H's ὄρχησιν and ἀναιδείην.  κατεῖχε ἑωυτόν: affords amusing image of C holding his tongue rather than 'ἐκραγήναι' ('burst out').  οὐκέτι κατέχειν δυνάμενος: the leg-gesticulating proves the final straw.  'ὦ παῖ Τισάνδρου, ἀπορχήσαό γε μὲν τὸν γάμον': dramatic direct speech.  οὐ φροντὶς Ἴπποκλείδη: one of the best put-downs in the history of the world, which H tells us ὀνομάζεται 'has become a saying'.</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.

<b>Marking Grid: AO2 (a and b)</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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