

GCSE

Classical Greek

Unit **B403** Prose Literature

General Certificate of Secondary Education

Mark Scheme for June 2016

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Good response/positive
	Unclear/dubious point
	Benefit of doubt
	Consequential error
	Contradiction
	Cross
	Extendable ellipse: repetition of earlier detail
	Major error
	Minor error / SPAG
	Harmful addition
	Good use of Greek / valid stylistic point / additional evidence
	Omission mark; weaker point in extended response
highlight	Harmless addition

MARK SCHEME

Section A

Question	Answer/Indicative content	Mark	Guidance
1	B a king of Egypt	1	
2	(a) He was (previously) a commoner (1) and not of a famous family (1).	2	Accept 'man of the people' for 'commoner' Accept 'house' for 'family'
	(b) (The Egyptians) despised him / did not respect him (1).	1	Do not accept: hated / abused / didn't want him as king
3	A, B, E	3	One mark per correct answer.

Question	Answer/Indicative Content	Marks	Guidance
4	<p><i>Sample translation:</i></p> <p>Now, therefore, he went on to say, he himself had fared similarly to the washbasin; for if he was previously a commoner, nevertheless at the present time he was their king; and he ordered them (both) to honour and show respect for him.</p> <p>ἤδη οὖν, ἔφη λέγων, ὁμοίως αὐτὸς τῷ ποδαριπτῆρι πεπραγένας· εἰ γὰρ πρότερον εἶη δημότης, ὅμως ἐν τῷ παρόντι εἶναι αὐτῶν βασιλεύς· καὶ τιμᾶν τε καὶ προμηθεῖσθαι ἑαυτοῦ ἐκέλευε.</p>	5	<p>Content</p> <p>Award up to 5 marks for the whole translation according to the 5-mark marking grid.</p> <p>Accept</p> <ul style="list-style-type: none"> • ἤδη: 'already' • ἔφη λέγων: 'he said' / 'he went on, saying' / 'as he spoke' / 'in his speech' etc • πεπραγένας: accept 'was faring' / 'fared' • εἰ: although • ὅμως: 'and yet' / 'however' / but • ἐν τῷ παρόντι: 'now' <p>Minor Error</p> <ul style="list-style-type: none"> • Omission / mistranslation of ἤδη as 'immediately' / 'forthwith' • Omission of αὐτὸς
			<p>Levels of response</p> <p>[5] All of the meaning conveyed, with one minor error allowed</p> <p>[4] Most of the meaning conveyed with two errors (which may include a major error) or three minor errors allowed</p> <p>[3] Part of the meaning conveyed, but with two or more major errors or omissions allowed</p> <p>[2] A limited amount of the meaning conveyed</p> <p>[1] A very limited amount of the meaning conveyed</p> <p>[0] None of the meaning</p>

Question	Answer/Indicative Content	Marks	Guidance	
4			<p style="text-align: center;">Content</p> <ul style="list-style-type: none"> • Omission of οὖν • πεπραγέναι: translated as ‘been treated’ / ‘had happened to him’ • πρότερον translated as ‘at first’ • εἶναι: ‘he is’ • προμηθεῖσθαι: translated as ‘worship’ <p>Major Error</p> <ul style="list-style-type: none"> • Translation in first person – single major error • Omissions of words other than particles • λέγων translated as ‘having said’ • πεπραγέναι: ‘was’ 	<p style="text-align: center;">Levels of response</p> <p>conveyed</p> <p>NB Consequential errors should not be penalised.</p>

Question		Answer/Indicative content	Mark	Guidance
5		(Early in the day) he (zealously) administered business (brought before him) (1); (later in the day) he used to drink (1) and make fun of his fellow drinkers (1) and be silly / idle / playful (1)	3	Three points which must give a coherent account of the contrast in Amasis' behaviour at different times of day. The answer must include what he did early in the day. If no contrast, maximum 2 marks κατέσκωπτε: must convey force of prefix κατ-
6		<ul style="list-style-type: none"> Ἀχθουσθέντες ('annoyed') is placed prominently at the start of the sentence. ἐνουθέτουν: effective choice of word & tense (= 'started to admonish' / 'kept on admonishing') Direct speech reports his friends' rebukes. οὐκ ὀρθῶς σεαυτοῦ προύστηκας 'not properly' is promoted to start of clause; use of the negative τὸ ἄγαν φλαῦρον: 'excessive frivolity' is improper for a king. σὲ γὰρ χρῆν: emphasis upon what he ought to do. σεμνῶ σεμνὸν: repetition (polyptoton) stresses that a king is expected to be majestic. πράττειν τὰ πράγματα: alliteration and use of cognate words in succession underline what is appropriate action for a king. Their words begin and end with the notion of kingliness: Ὡ βασιλεῦ...βασιλικά 	4	Any two points – 1 mark per point + 1 mark for supporting Greek evidence. 1 mark per point, plus 1 mark for supporting Greek evidence, with a style comment. The meaning of the Greek must be clear
7		ἱερὰ ἡλίου (πρόβατα) (flocks) sacred to the sun	2	One mark for Greek, one for translation. Translation must match the Greek word or phrase quoted. Max 1 mark if only 1 word quoted (and correctly translated)
8	(a)	They (have to) guard the sheep (at night).	1	Accept 'guard them' (sheep are implied)
	(b)	ἠρημένοι / chosen/the men are specially picked δοκιμώτατοι /most esteemed/superlative distinguished by wealth and lineage	1	Any one of these. Greek not essential if point clearly expressed.

Question		Answer/Indicative content	Mark	Guidance
9	(a)	C 60	1	
	(b)	Sleeping	1	

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
10	<p>The Apolloniates do not broadcast the oracle's instruction that Euenius must be compensated for having been blinded unjustly, and trick him into making only a moderate demand.</p> <p>They keep the oracles secret (ἀπόρρητα).</p> <p>Designated citizens pay Euenius an ostensibly friendly visit but we sense that he is being cornered as a sitting target (καθημένου Εὐηνίου ἐν θάκῳ). As they sit down next to him (παρίζοντο αὐτῷ) we imagine the visitors exchanging knowing glances unobserved by the blind Euenius.</p> <p>They make polite small talk (λόγους ἄλλους ἐποιοῦντο) until they eventually get round to expressing sympathy for his suffering: κατέβαινον (imperfect tense) implies that they at length approached the subject they really wanted to discuss, the prefix κατα- expressing metaphorically a gradual descent to a target; συλλυπούμενοι has an onomatopoeic effect which could suggest their insincerity.</p>	10	<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded.</p> <p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 9-10 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<p>ταύτη δὲ ὑπάγοντες: 'leading him on in this way'. The prefix ὑπο- typically denotes underhand motives.</p> <p>Their question to Euenius (τίνα δίκην ἂν ἔλοιτο, εἰ ἐθέλοιεν) is expressed in the most hypothetical language possible (as a remote future conditional).</p> <p>Before Euenius' reply we are reminded that he has not heard the prophecy (οὐκ ἀκηκοῶς τὸ θεοπρόπιον): he is therefore in a weak position.</p> <p>Believing that this is merely a hypothetical offer, Euenius chooses some excellent land and a very fine house, whose quality is emphasised by two superlatives (κάλλιστοι and καλλίστην), but he is unaware that he could have asked for much more than this.</p> <p>The use of ἤδει (he knew) in reference to the house he chooses underlines how little he knows of the true picture.</p>			

Question		Answer/Indicative content	Mark	Guidance
11	(a)	A, D, E	3	One mark per correct answer.
	(b)	He distrusted / did not believe the oracle (1) and thought that the messengers were lying (1).	2	Oracle and messengers transposed: 1 mark He thought the oracle was lying / untrue: 0
12		Pactyes is fleeing a violent death at their hands. (1) They are demanding the surrender of Pactyes. (1) Their power is feared by the Cymeans / Aristodicus (1)	2	Any two Do not accept 'they are powerful' or 'they are feared' Accept 'they can inflict violent deaths' (1)

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
13		<p>All three stories in the prescribed selection feature oracles.</p> <p>V Amasis</p> <p>Oracular assistance was enlisted by victims of theft who wanted to recover their money. Amasis, before being king, used to steal whenever his funds ran low, and was often brought before oracles, which in cases like these seem to have served as a petty claims court. It is interesting that these oracles were clearly fallible: Amasis later honoured the gods who had convicted him (as having provided truthful oracles) and showed no respect to those who had acquitted him.</p> <p>VII Euenius</p> <p>The Apolloniates valued their sheep very highly because of an oracle. Interestingly, though, when the Apolloniates punished Euenius with blinding for neglecting the sheep one night, the oracular authorities (at Dodona and Delphi) condemned this punishment as excessive, instructing them to give Euenius compensation of his choosing, and rewarding him with the gift of prophecy. Thus the oracles are presented as maintaining high moral principles.</p>	8	<p>Answers must be marked using the level descriptors in the 8-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates should make a range of points in response to the question, illustrating them where possible with reference to the text they have read.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 7-8 Level 3 4-6 Level 2 2-3 Level 1 0-1</p> <p>Reference to one story only: maximum Level 3</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>X Respect for Suppliants</p> <p>In this story too oracles are shown as staunch upholders of morality. It is puzzling to the Cymeans (and to the reader) that they are twice instructed by the oracle at Branchidae to surrender their suppliant Pactyes to the Persians, at whose hands he would face a certain death. Only when Aristodicus forces the issue (by destroying the young birds nesting in the temple) is he told that it would be impious to surrender a suppliant: a lesson to the Cymeans never to ask such a question / consider such a course of action in future. The oracle at Branchidae is also shown as having far-reaching influence: all the Ionians and Aeolians used to consult it.</p>			

Section B

Question	Answer/Indicative content	Mark	Guidance
14	C They fell down in worship.	1	
15 (a)	it flowed with wine (very like Chian wine) (1) it was plentiful / full (1) it could be crossed (in places) by boat / navigable (1)	2	Any two of these details. Accept 'river of wine' / 'full of wine' Do not accept 'with Chian wine' as a separate point
(b)	Dionysus was the god of wine. (1)	1	

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
16	<p>On first encounter these hybrid creatures appear hospitable and enticing, but the encounter takes a frightening turn when two of the men succumb to temptation.</p> <p>As the men approach, the vine-women welcome them: tautology and imperfect tense (inceptive force) of <u>ἤσπάζοντο</u> <u>καὶ</u> <u>ἔδεξιούντο</u> suggest a chorus of greetings.</p> <p>The improbable variety of languages spoken by the vine-women (<u>Λύδιον</u>... <u>Ἰνδικήν</u>... <u>Ἑλλάδα</u>) is entertaining, as is the 'reassuring' detail that most of them spoke Greek.</p> <p>Titillating detail that the women kissed them on the mouth (<u>ἐφίλουν</u> <u>δὲ</u> <u>ἡμᾶς</u> <u>τοῖς</u> <u>στόμασιν</u>) with the humorous consequence that anyone kissed became drunk and legless (<u>ἐμέθυεν</u> <u>καὶ</u> <u>παράφορος</u> <u>ἦν</u>) – tautology again.</p> <p>Double entendre: <u>δρέπεσθαι</u> ... <u>οὐ</u> <u>παρεῖχον</u> <u>τοῦ</u> <u>καρποῦ</u> (they did not allow us to pluck any of their fruit).</p> <p>The vine women appear vulnerable (<u>ἤλγουν</u> <u>καὶ</u> <u>ἐβόων</u>) so it is surprising to learn that they are keen to have sex with the</p>	10	<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded.</p> <p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 9-10 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<p>men (<u>μίγνυσθαι ἡμῖν ἐπεθύμουν</u>). And then the tables are turned.</p> <p>Two men take things too far and can't get away once they get close - antithetical sense of <u>πλησιάζαντες</u> and <u>ἀπελύοντο</u> underlines this.</p> <p>Grotesque details follow: They had been held fast by their genitals – the pluperfect <u>ἔδέδεντο</u> suggests finality; They were starting to grow together and be joined at the root – repeated prefix <u>συν-</u> and imperfect tense of <u>συνεφύοντο</u> and <u>συνερριζοῦντο</u> suggest an inexorable process. Their fingers had become branches (<u>κλάδοι ἐπεφύκεσαν οἱ δάκτυλοι</u>- pluperfect again) They were becoming entwined with tendrils and were on the point of bearing fruit (<u>καρποφορήσειν ἔμελλον</u>).</p>			

Question		Answer/Indicative content	Mark	Guidance
17	(a)	B seven days	1	
	(b)	It was inhabited / cultivated	1	
18		<u>πυρὶ (τὴν χροῶν) προσεικῦλαι</u> resembling fire (in colour)	2	One mark for Greek, one for translation. Do not insist on 'in colour' Accept 'the colour of fire'
19	(a)	It was their / our own land / earth / country	1	
	(b)	<ul style="list-style-type: none"> • The long list of features they could see (1) • 3 of: cities, rivers, seas, woods, mountains (1) • Polysyndeton (καί is used five times) (1) 	1	Any one of these. Greek not essential if point clearly expressed.
20		B, C, E	3	One mark per correct answer.

Question	Answer/Indicative Content	Marks	Guidance	
21	<p><i>Sample translation:</i></p> <p>I wish to tell of the / these strange and wonderful things which I observed in the meantime while spending time on the moon. Firstly (there is the fact) that they are not born of women but of men;</p> <p><u>ἃ δὲ ἐν τῷ μεταξύ διατρέβων ἐν τῆσελήνῃ κατενόησα καινὰ καὶ παράδοξα, ταῦτα βούλομαι εἰπεῖν, πρῶτα μὲν τὸ μὴ ἐκ γυναικῶν γεννᾶσθαι αὐτούς, ἀλλ' ἀπὸ τῶν ἀρρένων.</u></p>	5	<p>Content</p> <p>Award up to 5 marks for the whole translation according to the 5-mark marking grid.</p> <p>Accept</p> <ul style="list-style-type: none"> • Omission of <u>ταῦτα</u> • <u>διατρέβων</u>: while living / on my stay / during my time on... • <u>τὸ...γεννᾶσθαι</u>: their being born <p>Minor Error</p> <ul style="list-style-type: none"> • <u>ἐν τῷ μεταξύ</u> - incorrect position; not connected to <u>διατρέβων</u> • <u>διατρέβων</u> as 'while I was' • <u>Adding 'all the things' to καινὰ καὶ παράδοξα</u> • <u>κατενόησα</u>: I experienced • <u>τὸ μὴ ἐκ γυναικῶν γεννᾶσθαι</u>: omission of 'that' • <u>τὸ γεννᾶσθαι</u>: translated as the active 'to give birth' <p>Major Error</p> <ul style="list-style-type: none"> • Omission of anything other than a particle • <u>διατρέβων</u>: 'having spent' 	<p>Levels of response</p> <p>[5] All of the meaning conveyed, with one minor error allowed</p> <p>[4] Most of the meaning conveyed with two errors (which may include a major error) or three minor errors allowed</p> <p>[3] Part of the meaning conveyed, but with two or more major errors or omissions allowed</p> <p>[2] A limited amount of the meaning conveyed</p> <p>[1] A very limited amount of the meaning conveyed</p> <p>[0] None of the meaning conveyed</p> <p>NB Consequential errors should not be penalised.</p>

Question	Answer/Indicative content	Mark	Guidance
22	They use men for marriage (1) and do not even know the name 'woman' (1). Each person is a wife until the age of 25 (1) and after this is a husband. (1)	3	Any three details.
23	<ul style="list-style-type: none"> • <u>οὐκ ἐν τῇ νηδύϊ, ἀλλ' ἐν ταῖς γαστροκνημίαις</u>: prominence of οὐκ stresses the contrast with usual location of human pregnancy. • <u>παχύνεται ἢ κνήμη</u>: peculiar image of leg swelling with an embryo • <u>ἀνατεμόντες</u>: not the usual method of giving birth • <u>ἐξάγουσι νεκρά</u>: the baby is born dead! <u>νεκρά</u> comes as a surprise at the end of the clause • <u>πρὸς τὸν ἄνεμον κεχηνότα ζωοποιούσιν</u>: strange image of baby being exposed to the wind with mouth open, to bring it to life. • <u>δοκεῖ δέ μοι</u>: mock academic speculation. Ridiculous suggestion that the method of giving birth on the moon explains the etymology of the Greek word <u>γαστροκνημία</u> (= lit. 'belly of the leg'). 	4	<p>Any two points – 1 mark per point + 1 mark for supporting Greek evidence.</p> <p>1 mark per point, plus 1 mark for supporting Greek evidence, with a style comment.</p> <p>The meaning of the Greek must be clear</p> <p>Do not insist on two style points – allow one content point</p>
24	A, B, E	3	One mark per correct answer.
25	He fears that he may be thought a liar (1) because of the unbelievable nature of the story / the story is unbelievable. (1)	2	
26	Their clothing is (soft) glass / crystal (1) They have (many sets of) eyes stored up / in reserve / spare eyes (1)	2	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
27		<p>Lucian deliberately makes no claims about the veracity of his story, stating at the outset that none of his account is to be believed. His story hinges upon fantastical parody of other authors (Homer and Herodotus especially), including:</p> <ul style="list-style-type: none"> • Oversized footprints of Heracles and Dionysus • A river flowing with wine, containing intoxicating fish filled with dregs • Hybrid, multilingual vine-women who ensnare Greek visitors • A long and violent journey into space on a ship • Extra-terrestrial life on the moon: vulture cavalry, strange marriage and birthing customs, peculiar physical features (hair, beards, cheese-making excretions), unusual clothing. <p>It is perhaps harder to find 'realistic' elements in the story but these might include:</p> <ul style="list-style-type: none"> • The travelogue structure: arrival at and exploration of an unfamiliar land (familiar from Homer) • Likening the fantastical elements of his story to things familiar to his Greek readership (Chian wine; wine dregs; pictures of Daphne; vultures used as horses; dimensions of a ship's mast) • Realistic details about the features of the earth visible from the moon • The kindly reception (<i>xenia</i>) of strangers by Endymion, king of the moon • Authentic (if peculiar) societal/ethnic distinctions between groups of people on the moon: diverse standards of beauty; rich people dress differently and have many sets of spare eyes; acorn people have wooden ears. 	8	<p>Answers must be marked using the level descriptors in the 8-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates should make a range of points in response to the question, illustrating them where possible with reference to the text they have read.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 7-8 Level 3 4-6 Level 2 2-3 Level 1 0-1</p>

Appendix 1

Marking grid for 8-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> Engagement with the question; Selection and coverage of supporting points; Understanding and appreciation of the set text; Accuracy of writing; Control of appropriate form and register; Organisation of answer.
4	7-8	<ul style="list-style-type: none"> Good engagement with the question; A good range of relevant points with development; A good understanding and appreciation of the set text; Legible, fluent and very accurate writing, conveying meaning clearly; Sustained control of appropriate form and register; Argument well organised.
3	4-6	<ul style="list-style-type: none"> Some engagement with the question; A range of relevant points, with some development; A general understanding and appreciation of the set text; Legible and accurate writing, conveying meaning clearly; Limited control of appropriate form and register; Argument organised.
2	2-3	<ul style="list-style-type: none"> Limited engagement with the question; A few relevant points; A basic understanding and appreciation of the set text; Legible and generally accurate writing, conveying meaning; Very limited control of form and register; Argument apparent in places, even if underdeveloped.
1	0-1	<ul style="list-style-type: none"> Little or no engagement with the question; Any points made are of little or no relevance; Very little understanding or appreciation of the set text; Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear; Little control of form and register; Argument difficult to discern.

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. 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 10-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> Engagement with the question; Selection and coverage of supporting points; Choice and use of evidence from the Greek text; Accuracy of writing; Control of appropriate form and register; Organisation of answer.
4	9-10	<ul style="list-style-type: none"> Good engagement with the question; A range of relevant points, with development; A good range of appropriate Greek quotation with relevant discussion; Legible, fluent and very accurate writing, conveying meaning clearly; Sustained control of appropriate form and register; Argument well organised.
3	6-8	<ul style="list-style-type: none"> Some engagement with the question; A range of relevant points, with some development; Some appropriate Greek quotation with some relevant discussion; Legible and accurate writing, conveying meaning clearly; Some control of appropriate form and register; Argument is organised.
2	3-5	<ul style="list-style-type: none"> Limited engagement with the question; A few relevant points; Limited Greek quotation with limited relevant discussion; Legible and generally accurate writing, conveying meaning; Limited control of form and register; Argument apparent in places, even if underdeveloped.
1	0-2	<ul style="list-style-type: none"> Little or no engagement with the question; Any points made are of little or no relevance; Very little or no appropriate Greek quotation or relevant discussion; Writing may be illegible and/or contain many errors of spelling, punctuation and grammar and meaning may be unclear; Very limited control of form and register; Argument difficult to discern.

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.

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