

GCE

Classics: Classical Greek

Unit **H044/02**: Literature

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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.

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

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Annotation	Meaning
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Off page comment	
	Point for which a mark is awarded
	Incorrect information
	Benefit of doubt
	Omission of words or part-words
	Error in translation
	
	Consequential error
	Repeated error
	Accurate analysis of point in 'essay'
	Text reference mentioned appropriately in essay

Subject Specific Marking Instructions

Guidance on applying the marking grids for set text translation

The general principle in assessing each section should be the proportion (out of 5) of sense achieved. Assessors award up to 5 marks per translated section according to the following grid:

AO2 = 5 marks Demonstrate knowledge and understanding of literature	
Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation or meaning to the Greek
0	No response or no response worthy of credit.

One approach for each section is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the Greek – the crucial consideration being the extent to which every Greek word is satisfactorily rendered in some way in the English.

The determination of what a “slight” error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term “major” error has been used here to determine an error which is more serious than a “slight” error.

The classification below should be seen only as a general guide, the intention of which is to maintain standards year-on-year. Lead markers should consider each instance on its own merits in the context of the passage and the section.

The sort of errors that we would generally expect to be considered as a “slight” error are:

- a single mistake in the translation of a verb, for example incorrect person or tense;
- vocabulary errors that do not substantially alter the meaning
- omission of particles that does not substantially alter the meaning (although in certain cases the omission of a particle may not count as an error at all, most especially with $\mu\epsilon\nu\dots\delta\epsilon$)

The sort of errors that we would generally expect to be considered as a “major” error are:

- more than one slight error in any one verb
- vocabulary errors that substantially alter the meaning
- omission of a word or words, including alteration of active to passive if the agent is not expressed
- missed constructions
- alteration in word order that affects the sense

The final decisions on what constitutes a “slight” and “major” error will be made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these decisions will be captured in the final mark scheme for examiners and centres.

Guidance on applying the marking grids for the 10-mark extended response question

Two Assessment Objectives are being assessed in extended response questions – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Critically analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**.

Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text as well as the social, historic and cultural context for the set text. For the highest level, candidates are expected, where relevant, to bring in knowledge and understanding from the material they have read in English.

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

		AO2 = 5 marks	Demonstrate knowledge and understanding of literature
		AO3 = 5 marks	Critically analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance	
5	9–10	<ul style="list-style-type: none"> detailed knowledge and excellent understand of the material studied in Latin including, where appropriate, the social, cultural and historic context and, where relevant, material studied in translation (AO2) well-argued response to the question which is supported by a range of well-selected examples (AO3) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>	
4	7–8	<ul style="list-style-type: none"> good knowledge and sound understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) a good response to the question which is supported by some well-selected examples (AO3) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>	
3	5–6	<ul style="list-style-type: none"> some knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) a reasonable response to the question which is supported by some points from the set text (AO3) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>	

2	3–4	<ul style="list-style-type: none">limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)a limited response to the question which is occasionally supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none">very limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)a very limited response to the question with very limited reference to the set text (AO3) <p><i>The information is communicated in an unstructured way.</i></p>
	0	<ul style="list-style-type: none">No response or no response worthy of credit.

Question		Answer	Mark	Guidance
1	(a)	<p>Accept any three of: if the generals were real men it would be easy to capture the Spartans on the island Cleon would have done this himself if he had been in command [Cleon puts blame on Nicias (1)]</p>	<p>AO2 3</p>	<p>What challenge is Nicias responding to at the beginning of this passage?</p>
1	(b)	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>ὁ δὲ Νικίας τῶν τε Ἀθηναίων τι ὑποθορυβησάντων ἐς τὸν Κλέωνα, ὅτι οὐ καὶ νῦν πλεῖ, εἰ ῥάδιόν γε αὐτῷ φαίνεται, καὶ ἅμα ὀρῶν αὐτὸν ἐπιτιμῶντα, ἐκέλευεν ἦντινα βούλεται δύναμιν λαβόντα τὸ ἐπὶ σφᾶς εἶναι ἐπιχειρεῖν.</p> <p>Suggested translation: When the Athenians made something of an uproar against Cleon (asking) why he was not sailing (there) even now if it seemed to him so easy, Nicias, at the same time seeing that Cleon was blaming him, told him to make the attempt (at least as far as the generals were concerned), taking whatever force he wanted.</p>	<p>AO2 5</p>	<p>The below are intended as examples of “slight” and more serious “major” errors, others may be identified at standardisation.</p> <p>Slight towards <i>for</i> against</p> <p>Major honouring him having captured <i>for</i> taking τὸ ἐπὶ σφᾶς εἶναι: be lenient unless omitted completely.</p>
1	(c)	<p>Accept any three of: At first Cleon was ready to go because he thought that Nicias was just pretending to relinquish command (1); but when he realised that Nicias really wished to do this, he tried to back out(1) and he said that Nicias, not he, was the general (1); for he was alarmed/fearful and did not think that Nicias would dare to retire in his favour (1).</p>	<p>AO2 3</p>	<p>What do we learn about Cleon’s change of position here?</p>

Question		Answer	Mark	Guidance												
1	(d)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> <td></td> <td></td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • αὔθις δὲ ὁ Νικίας ἐκέλευε Nicias repeats his taunt • μάρτυρας τοὺς Ἀθηναίους ἐποίειτο he engages directly with the crowd in the assembly • οἶον ὄχλος φιλεῖ ποιεῖν crowd psychology • ὄσω μᾶλλον ... τόσω gives a sense of how the crowd responded to Cleon's attempts to escape this commitment • ἐπεκελεύοντο picks up on the use of the verb earlier; note use of imperfect tenses here and elsewhere • ἐκείνω ἐπεβόων πλεῖν emphatic final monosyllable draws attention to what they were shouting at Cleon • ὥστε quick switch of focus to Cleon • οὔτε φοβεῖσθαι ἔφη Λακεδαιμονίους πλεύσεσθαι τε put on the back foot, Cleon formulates a plan quickly • ἐκ μὲν τῆς πόλεως οὐδένα, Λημνίους δὲ καὶ Ἴμβρίους bold and effective rhetorical argument, saying he will take no (citizen) but just some allied forces 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek			1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek			0	Point is not valid, or none are drawn			AO3 8	<p>How does Thucydides convey the excitement of the debate in these lines?</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek															
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek															
0	Point is not valid, or none are drawn															
1	(e)	The Spartans made no formal response (1) but they asked for a committee to be appointed to discuss each point (1) and come to an agreement calmly (1)	AO2 3	Explain how the Spartans respond in these lines to the Athenian proposal.												

Question		Answer	Mark	Guidance												
1	(f)	<p>Accept any three points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> <td></td> <td></td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • Κλέων δὲ ἐνταῦθα δὴ πολὺς ἐνέκειτο Cleon is quick to use the Spartans' word against them, 'a metaphor from troops pressing on a retreating enemy' • καὶ πρότερον emphasises Cleon's grasp of the situation • οὐδὲν ἐν νῶ ἔχοντας δίκαιον Cleon draws attention to their bad faith, emphatic negative • σαφὲς δ' εἶναι καὶ νῦν picks up the earlier πρότερον • τῶ μὲν πλήθει οὐδὲν ἐθέλουσιν εἰπεῖν an effective contrast in democratic Athens • ὀλίγοις δὲ ἀνδράσι emphasis Sparta's preference for the few rather than the many, so inciting the assembly against them • εἴ τι ὑγιᾶς διανοοῦνται Cleon tries to force the Spartans into a corner • λέγειν ἐκέλευσεν ἅπασιν emphatic final word 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek			1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek			0	Point is not valid, or none are drawn			AO3 6	<p>How does Thucydides convey the vigour of Cleon's challenge to the Spartans here?</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek															
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1	(g)	<p>They felt they could not announce in full assembly the concessions they thought necessary in the circumstances (1), because if they (spoke out in public) and did not achieve what they wanted, their allies would form a bad opinion of them (1) and they did not think the Athenians would accept their proposals on moderate terms (1)</p>	AO2 2	<p>Why do the Spartans decide to leave Athens without achieving anything?</p>												

Question		Answer	Mark	Guidance
1	(h)	<p>'Thucydides makes his account of the confrontation over Pylos dramatic and entertaining.' Do you agree with this view?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Thucydides presents the Pylos incident in a variety of ways. There is no "right answer", all arguments put forward by students should be assessed and credited on their own merits. Marking focus should be on how competently the response gathers and interprets evidence from the text, rather than whether the examiner agrees with the conclusion.</p> <p><i>Supporting evidence may include (AO2):</i></p> <ul style="list-style-type: none"> • the first confrontation described (11) where the Athenians had to defend themselves both from the land and from the sea • the dramatic focus on the role of Brasidas (11) and the dramatic capture of his shield as a trophy (12) • the unexpected confrontation between the Spartans on sea and the Athenians on land (12) • the arrival of the 50 Athenian ships from Zacynthus and the failure of the Spartans to meet them at sea (13) • the dramatic confrontation in the harbour and the capture of Spartan ships (14) which left the Spartan force cut off on the island, and the strong Spartan reaction to this • the response of Cleon to the Spartan delegates in Athens with a series of demands (21) • Cleon's aggressive response to the Spartan unwillingness to negotiate in public (22) • Athens refuses to return the Spartan ships and war was resumed (23) • The difficulties faced by the Athenians who expected the Spartans to surrender; both sides faced difficulties over provisions (26) • The importance of helots and divers (26) • The problems the Athenians faced in supplying their men at Pylos (27) 	<p>10 made up of AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.</p> <p>Examiners should credit any accurate references to material outside of the Greek prescription that a candidate brings into their answer.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Cleon's attempt to maintain his position in Athens and put pressure on the generals including Nicias (27) • Nicias' dramatic offer to surrender his generalship to Cleon so that he could finish off the campaign (28) • Cleon's attempt to avoid undertaking the expedition until it is clear he has no choice (28) • The reaction of the crowd in the assembly (28) • Cleon's sweeping promises (28) • The reaction of the assembly noted by Thucydides (28) 		

Question		Answer	Mark	Guidance												
2	(a)	<p>Accept any three of: That there is a clever man called Socrates Who has theories about the heavens And has investigated things below the earth And can make the weaker argument the stronger.</p>	AO2 3	What exactly is this rumour?												
2	(b)	Because those who hear them speaking (1) think that anyone enquiring into these matters does not believe in the gods.(1)	AO2 2	What reason does Socrates give for calling these accusers δεινοί?												
2	(c)	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>ἔπειτά εισιν οὔτοι οἱ κατήγοροι πολλοὶ καὶ πολὺν χρόνον ἤδη κατηγορηκότες, ἔτι δὲ καὶ ἐν ταύτῃ τῇ ἡλικίᾳ λέγοντες πρὸς ὑμᾶς ἐν ἧ ἂν μάλιστα ἐπιστεύσατε, παῖδες ὄντες ἐνιοὶ ὑμῶν καὶ μειράκια, ἀτεχνῶς ἐρήμην κατηγοροῦντες ἀπολογουμένου οὐδενός</p> <p>Suggested translation: Then there are these accusers, many of them who have been making accusations against me for a long time already, and moreover they spoke to you when you were still of that age at which you especially might have believed, some of you being children or adolescents, making accusations in a case which was completely uncontested as no one was speaking in my defence.</p>	AO2 5	<p>The below are intended as examples of “slight” and more serious “major” errors, others may be identified at standardisation.</p> <p>Slight <i>Omission</i> of ταύτη when for then <i>omission</i> of these <i>omission</i> of ἂν</p> <p>Major <i>omission</i> of and adolescents <i>omission</i> of completely accusing the defendant</p>												
2	(d)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="383 1050 1108 1374"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> <td></td> <td></td> </tr> </tbody> </table>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek			1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek			0	Point is not valid, or none are drawn			AO3 8	<p>How does Socrates emphasise the problems he faces in defending himself? Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek															
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Question		Answer	Mark	Guidance
		<p>Answers may include:</p> <ul style="list-style-type: none"> • πάντων ἀλογώτατον emphasises how absurd the accusations are • οὐδὲ τὰ ὀνόματα Socrates can't even name the majority of these 'accusers' • τις κωμωδοποιὸς τυγχάνει ὧν Socrates doesn't even name the playwright whose name is known; 'the passive-aggressive, haughty nature of Socrates' speech' • φθόνῳ καὶ διαβολῇ χρώμενοι the personal nature of the attacks • οἱ δὲ καὶ αὐτοὶ πεπεισμένοι ἄλλους πείθοντες Socrates suggests that those who were persuaded then went on to persuade others • πάντες ἀπορώτατοί emphasises the difficulty of his task • οὐδὲ γὰρ ἀναβιβάσασθαι ... οὐδ' ἐλέγξει Socrates can't use the usual procedure of court to call the nameless individuals as witnesses for cross-examination • ἀτεχνῶς ὥσπερ σκιαμαχεῖν powerful image of fighting against shadows • μηδενὸς ἀποκρινομένου emphatically at the end of sentence – there is no one to put questions to and get a response. 		
2	(e)	That he is dealing with two lots of accusers, those who are now bringing accusations against him (1), and those who have done so earlier that he is now talking about (1).	AO2 2	What distinction does Socrates ask the jury to take into consideration here?
2	(f)	Socrates is showing how the god is <i>really</i> wise (1), and in his oracle shows that human wisdom is worth little or nothing (1).	AO2 2	Explain what point Socrates is making to the jury here.

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2	(g)	<p>Accept any three points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> <td></td> <td></td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • φαίνεται τοῦτον λέγειν τὸν Σωκράτη the god is using Socrates as an example; use of infinitive [note that some candidates may be expecting οὐ λέγειν • ἐμὲ παράδειγμα ποιούμενος Socrates suggests his own role here is as part of the god's plan • ὥσπερ ἂν εἰ εἴποι the use of 'god' as interlocutor • ὅστις ὥσπερ Σωκράτης leads in to the argument that Socrates' wisdom consists in knowing that he does not know • οὐδενὸς ἀξιὸς ἐστὶ τῇ ἀληθείᾳ πρὸς σοφίαν word order; strongly suggesting that Socrates is not σοφός • ἔτι καὶ νῦν a continuing mission to prove the truth of the god's words • περιῶν ζητῶ καὶ ἐρευνῶ verbs shows Socrates' active engagement with the task • κατὰ τὸν θεὸν underlines that Socrates is supporting what the god has said, not challenging it • καὶ τῶν ἀστῶν καὶ ξένων ἂν τινα the breadth of Socrates' mission • τῷ θεῷ βοηθῶν a challenging idea • ὅτι οὐκ ἔστι σοφός a simple conclusion to Socrates' mission 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek			1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek			0	Point is not valid, or none are drawn			<p>AO3 6</p>	<p>Show how vividly Plato presents Socrates' argument in these lines. Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek															
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2	(h)	He has had little time for the city's affairs or even family matters (1), but lives in great poverty because of his service to the god (1).	AO2 2	What has been the impact on Socrates of the behaviour he describes?
2	(i)	<p>'In spite of all the clever arguments, Plato does not prove that Socrates was innocent.' To what extent do you agree with this view?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Plato presents Socrates in a lively and engaging way and suggests that the accusations brought against him are misguided. However the Socratic method of argument can seem disingenuous and is not necessarily convincing. There is no "right answer": all arguments put forward by students should be assessed and credited on their own merits. Marking focus should be on how competently the response gathers and interprets evidence from the text, rather than whether the examiner agrees with the conclusion.</p> <p>Students may touch upon the difference between modern responses to Socrates's actions and those contemporary to Socrates (and Plato); they may also be aware of the situation in 399 BCE and the significance of Socrates' association with those who had rejected the democracy (e.g. Critias).</p> <p><i>Supporting evidence may include (AO2):</i></p> <ul style="list-style-type: none"> • The distinction between the earlier accusers and the later one (at the trial) • The earlier accusers are more formidable than Anytus, because the jurors heard from them when they were children • The accusers are mostly nameless, though there is a certain playwright • So Socrates is fighting an invisible opponent • Socrates will obey the law in making his defence • Socrates paraphrases Meletus' indictment: he inquires into things below the earth and in the sky, he makes the weaker argument the stronger and teaches others to follow his example 	10 made up of AO2 = 5 & AO3 = 5	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.</p> <p>Examiners should credit any accurate references to material outside of the Greek prescription that a candidate brings into their answer.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • The character of Socrates in Aristophanes <i>Clouds</i> • Socrates appeals to Athenians that he does not talk about that sort of thing and asks them to support his account • Socrates claims that he wishes he were able to teach like Gorgias, Prodicus or Hippias, as they were capable of getting pupils who would pay for the privilege • Socrates uses the example of Callias who thought Evenus of Paros was the best man to teach his sons for 500 drachmas • Socrates responds to an imagined request to explain what he actually does do; he says that he uses what he calls 'human wisdom' • His wisdom is very different from that of the sophists he has mentioned • He mentioned Chaerephon's question to the Delphic oracle (was there anyone wiser than Socrates), and the oracle's response (there was no one) • Socrates then explains how he set out to test the god's answer • He explains how he approached individuals who have a reputation for wisdom, such as politicians, and showed that in fact they do not know what they claim to • His conclusion is that he is wiser in that he knows that he does not know anything • This quest has made Socrates unpopular as he has embarrassed many who claim to be wise • The quest has covered politicians, then poets, then skilled craftsmen • So the quest is a divine mission to help the god • But a further problem is that young men from wealthy families have attended his questioning sessions • From this Socrates is accused of misleading the youth • His 'victims' accuse him of this, because they are embarrassed that their claim to knowledge has been debunked 		

Question		Answer	Mark	Guidance												
3	(a)	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>ἦμος δ' ἥελιος κατέδυ καὶ ἐπὶ κνέφας ἦλθε, δὴ τότε κοιμήθημεν ἐπὶ ῥηγμῖνι θαλάσσης. ἦμος δ' ἠριγένεια φάνη ῥοδοδάκτυλος Ἥως, καὶ τότε ἔγων ἀγορὴν θέμενος μετὰ πᾶσιν ἔειπον Κέκλυτέ μευ μύθων, κακὰ περ πάσχοντες ἑταῖροι</p> <p>Suggested translation: And when the sun set and darkness fell, then we slept on the shore of the sea. And when rosy-fingered Dawn, child of the morning, appeared, then I summoned an assembly and addressed them all. Hear my words, my comrades, even though you are suffering badly.</p>	AO2 5	<p>The below are intended as examples of “slight” and more serious “major” errors, others may be identified at standardisation.</p> <p>Slight <i>omission of when</i></p> <p>Major <i>omission of epithets for Dawn</i> <i>omission of all</i></p>												
3	(b)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="383 758 1108 1077"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> <td></td> <td></td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • φίλοι reinforces ἑταῖροι in the previous line • οὐ γὰρ ἴδμεν Odysseus emphasises their uncertainty about where they are, developed in the following phrases • ὄπη ζόφος οὐδ' ὄπη ἥως balanced phrasing • οὐδ' ὄπη ἥελιος φαεσίμβροτος εἶσ' ὑπὸ γαῖαν / οὐδ' ὄπη ἀννεῖται repetition continues with ‘a dignified rhetorical quality’, reinforcing the Greeks’ uncertainty • φραζώμεθα θᾶσσον the verb suggests they work together, the adverb suggests urgency 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek			1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek			0	Point is not valid, or none are drawn			AO3 8	<p>How does Homer convey the difficult situation Odysseus and his men are in?</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek															
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Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> • εἴ τις ἔτ' ἔσται μῆτις emphasises their lack of any plan at present • ἐγὼ δ' οὐκ οἶομαι εἶναι ominous, coming from Odysseus 'of the many wiles' • εἶδον γὰρ Odysseus now tells them what he saw the day before • σκοπιῆν ἐς παιπαλόεσσιν emphasises the rugged terrain • νῆσον enjambment; The Greeks have not yet found the mainland • τὴν πέρι πόντος ἀπείριτος ἐστεφάνωται interesting image to emphasise the surrounding presence of the limitless ocean • καπνὸν suggests civilisation, but the Greeks have not had good fortune with their encounters on this journey • διὰ δρυμὰ πυκνὰ καὶ ὕλην draws attention to the natural surroundings 		
3	(c)	<p>Their spirits were broken they remembered what (the Laestrygonian) Antiphates and the Cyclops had done they burst into sobs and tears ran down their cheeks but nothing was achieved by their lamentations.</p>	<p>AO2 4</p>	How do Odysseus' men react to what he says?
3	(d)	<p>Accept any three of: Odysseus divides his men into two groups Odysseus led one, Eurylochus the other Lots were cast in a bronze helmet Eurylochus was selected and led his men off Odysseus' group remained behind weeping.</p>	<p>AO2 3</p>	What do the Greeks do immediately after this?

Question	(e)	Answer	Mark	Guidance						
3	(e)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="383 268 1108 587"> <tr> <td data-bbox="383 268 472 408">2</td> <td data-bbox="472 268 1108 408">expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td data-bbox="383 408 472 549">1</td> <td data-bbox="472 408 1108 549">expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td data-bbox="383 549 472 587">0</td> <td data-bbox="472 549 1108 587">Point is not valid, or none are drawn</td> </tr> </table> <ul data-bbox="427 628 1249 1422" style="list-style-type: none"> • κατὰ κλισμούς τε θρόνους τε suggests the luxurious qualities of Circe's home • τυρόν τε καὶ ἄλφιστα καὶ μέλι χλωρόν Circe entertains them as guests • οἴνω Πραμνεῖω ἐκύκα Circe herself makes the drink, with good quality wine • φάρμακα λύγρ' enjambment for emphasis • ἵνα πάγχυ λαθοῖατο πατρίδος αἴης the drug has an impact on memory; πατρίδος is the focus of the long journey, so forgetting this is very significant • ῥάβδω πεπληγυῖα κατὰ συφεοῖσιν ἔεργνυ the men are treated as animals before they have been transformed • συῶν μὲν ἔχον κεφαλὰς φωνήν τε τρίχας τε καὶ δέμας their is a physical transformation • αὐτὰρ νοῦς ἦν ἔμπεδος ὡς τὸ πάρος περ but worse there is no change to their sense of being human • κλαίοντες ἔερχατο the 'weeping' suggests they are still human • ἄκυλον βάλανόν τ' ἐβάλεν καρπὸν τε κρानεῖης / ἔδμεναι Circe gives them food fit for pigs • οἷα σύες χαμαιευνάδες αἰὲν ἔδουσιν so the Greeks are now transformed into animals, but retain their sense of being human. 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 8	<p>How does Homer convey the strangeness and pathos of the event described in these lines?</p> <p>Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
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Question		Answer	Mark	Guidance
3	(f)	Eurylochus immediately returns to the (swift, black) ship (1), in order to bring news of his comrades and their (shameful) doom (1).	AO3 2	What does Eurylochus do here, and with what purpose?
3	(g)	<p>How effectively does Homer characterise Odysseus as a leader? Assess against criteria in the 10-mark essay grid (see above). <i>Arguments may include (AO3):</i> Candidates may focus on the way Odysseus is prepared to tackle the unknown location and find food for his men, and then rescue them when they have been captured by Circe, insisting that the goddess frees them before relaxing his guard. But a more negative interpretation could be suggested, as Odysseus does not offer a plan (even though he is a man of many wiles), and his decision to split the Greeks in two leads to half of them being captured. His success comes from his encounter with Hermes, who gives him advice, and, crucially, an antidote. <i>Supporting evidence may include (AO2):</i></p> <ul style="list-style-type: none"> • at dawn, Odysseus sets out to find out what was there • from a rocky height, he could see Circe's house but he does not go to it, but returns to the ship • as he returns, he meets a stag, which he then carries back slung over his back • he gives the stag to his men and they prepare a meal until sundown • the next day he told his comrades they were lost, though they were on an island • his men remember Antiphates the Laestrygonian and the Cyclops and weep • Odysseus divides his men in two and Eurylochus by lot goes to explore • Eurylochus leads his men to Circe's house, where there were wolves and lions which fawned on my men • at the porch they could hear Circe singing, and Polites thought they should call her • the men followed Circe indoors, but Eurylochus suspected a trap 	10 made up of AO2 = 5 & AO3 = 5	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.</p> <p>Examiners should credit any accurate references to material outside of the Greek prescription that a candidate brings into their answer.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Circe gave them a meal with a drug mixed in, to lose all memory of their native land • she drove them to the pigsties and they became pigs • Eurylochus returned to the ship, terrified and told them what had happened • Odysseus sets out to rescue his men though Eurylochus won't come with him • Odysseus meets Hermes in the woods who gives him moly to protect him and tells him what to do • Circe invited Odysseus in and gave him a drink with a drug • This did not work and Odysseus rushed at her with his sword drawn • Circe asks who he is, but she has already been told to expect Odysseus • Odysseus gets Circe to swear a solemn oath not to harm him • Odysseus goes to Circe's bed, after bathing • Odysseus does not eat, as he misses his men • Circe therefore went to the pigsties and put ointment on the pigs, and they became men again • Odysseus and his men weep 		

Question		Answer	Mark	Guidance												
4	(a)	<p>Accept any three of: Antigone has announced her intention to bury Polyneices She will never be false to her brother Even if Creon has forbidden it Creon does not have the right to stop her</p>	<p>AO2 3</p>	What has provoked Ismene to cry out at this point?												
4	(b)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> <td></td> <td></td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • ἀπεχθῆς δυσκλεῆς τ' ἀπώλετο emphasises the fate of Oedipus • πρὸς αὐτοφώρων ἀμπλακημάτων brought on by his own decisions • διπλᾶς ὄψεις gruesome detail • αὐτὸς αὐτουργῶ χερί emphasises again his personal responsibility • μήτηρ καὶ γυνή Jocasta's double role • λωβᾶται βίον she too was responsible for her own fate • ἀδελφῶ δύο μίαν καθ' ἡμέραν the dual emphasises that both brothers are lost; δύο μίαν draws attention to the numbers; μίαν καθ' ἡμέραν emphasises the time • αὐτοκτονοῦντε τῷ τλαιπύρω use of dual; Emphasis again of αὐτο- • μόρον κοινὸν κατειργάσαντ' the dual verb reinforced by κοινὸν • ἐπαλλήλοιν χεροῖν the shocking nature of this act of killing. 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek			1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek			0	Point is not valid, or none are drawn			<p>AO3 8</p>	<p>How does Sophocles emphasise the tragic situation of Ismene's family here? Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek															
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Question		Answer	Mark	Guidance												
4	(c)	We are left alone (1) and will perish most miserably (1) if we ignore the king's decision, defying the law (1)	AO2 2	What is Ismene particularly concerned about here?												
4	(d)	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>ἀλλ' ἐννοεῖν χρὴ τοῦτο μὲν γυναῖχ' ὅτι ἔφουμεν, ὡς πρὸς ἄνδρας οὐ μαχουμένα. ἔπειτα δ' οὐνεκ' ἀρχόμεσθ' ἐκ κρεισσόνων καὶ ταῦτ' ἀκούειν κάτι τῶνδ' ἀλγίονα. ... τὸ γὰρ περισσὰ πράσσειν οὐκ ἔχει νοῦν οὐδένα.</p> <p>Suggested translation: But it is necessary to consider this, that we are women, that we are not supposed to fight against men. Then that we are ruled by the stronger sex, so that we pay attention both in this and things still more painful than these ... For behaving excessively does not make sense.</p>	AO2 5	<p>The below are intended as examples of "slight" and more serious "major" errors, others may be identified at standardisation.</p> <p>Slight <i>omission of but</i> <i>omission of this</i> when <i>for</i> then</p> <p>Major Mistranslation of ἔφουμεν Misunderstanding of 'the stronger (sex)'</p>												
4	(e)	<p>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="383 997 1108 1321"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> <td></td> <td></td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> ὦ τύμβος, ὦ νυμφεῖον, ὦ κατασκαφῆς / οἴκησις ἀείφρουρος ascending tricolon, anaphora of ὦ; language 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek			1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek			0	Point is not valid, or none are drawn			AO3 8	<p>How does Sophocles make us sympathise with Antigone in these lines? Any valid answer to the question will be given due credit.</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek															
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Question		Answer	Mark	Guidance
		<p>emphasises the description of the tomb/bridal chamber/ dwelling</p> <ul style="list-style-type: none"> • πορεύομαι πρὸς τοὺς ἑμαυτῆς enjambment; Antigone's closest family are now all dead • Φερσέφασσ' bride of Hades, now to receive Antigone • λαισθία 'γὼ καὶ κάκιστα Antigone now presents herself in a sympathetic light • πρὶν μοι μοῖραν ἐξήκειν βίου emphasises her youth • φίλη ascending tricolon, anaphora of forms of the word φίλος 		
4	(f)	<p>Accept any four of: When they died, with her own hands she washed, dressed and poured libations at the grave; she covered Polyneices' body (which has earned her this reward).</p>	AO2 4	What has Antigone done for members of her family?
4	(g)	<p>Does Antigone earn or lose your sympathy for her cause? Assess against criteria in the 10-mark essay grid (see above). <i>Arguments may include (AO3):</i> Sophocles presents Antigone as an uncompromising character who is difficult to live with, aggressive to both Ismene and Creon. Students may choose to argue either way here. The best answers will explain their reaction ('your') and also explain the term 'cause'. There is no "right answer", all arguments put forward by students should be assessed and credited on their own merits. Marking focus should be on how competently the response gathers and interprets evidence from the text, rather than whether the examiner agrees with the conclusion.</p> <p><i>Supporting evidence may include (AO2):</i></p> <ul style="list-style-type: none"> • Antigone comes out of the palace to inform Ismene of Creon's edict • Ismene has heard nothing, so Antigone tells her about the 	10 made up of AO2 = 5 & AO3 = 5	An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded. Examiners should credit any accurate references to material outside of the Greek prescription that a candidate brings into their answer.

Question	Answer	Mark	Guidance
	<p>fate of the brothers, Eteocles honoured, but Polyneices left dishonoured</p> <ul style="list-style-type: none"> • Antigone tells Ismene her plan to bury Polyneices • Ismene reminds her sister of their family’s ill fortune and their status as women • Antigone is determined to help the dead • Antigone quarrels with Ismene and leaves • (497) Antigone responds to Creon’s decision to put her to death • she affirms her behaviour • Creon argues for his decision to punish the burier of Polyneices • (531) Ismene enters and is challenged by Creon and rejected by Antigone • Antigone rejects Ismene’s attempt to share her fate • Ismene reminds Creon that Haemon is betrothed to Antigone • Creon affirms that Antigone must die • (891) Antigone addresses her tomb/bridal chamber • she hopes to be received by her family in Hades • she says she could not have done the deed had it been for a child or husband as they could be replaced • Antigone has no bridal song but she says she has behaved piously • The gods will judge her behaviour and treat Creon accordingly 		

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