



**GCE**

**Classical Greek**

**H444/02: Prose Composition or Comprehension**

Advanced GCE

**Mark Scheme for June 2019**

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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
	Specific improvement to be rewarded with a style mark
	Division between sections of a translation
	Unclear
	Benefit of doubt
	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
	Repeated error; unpenalised; or consequential error resulting from a previous error; not to be re-penalised
	Major error, necessarily resulting in a reduced maximum mark for the section
	Incorrect: resulting in a reduced or no mark
	Not fully correct: possibly resulting in a reduced mark
	Omission, necessarily resulting in a reduced maximum mark for the section
	Point credited, or (for prose composition) alternative accepted as correct

**SEEN**

Noted but no credit given

## Section A: Comprehension

Question		Answer	Mark	Guidance
		<i>In all comprehension questions, accept any wording that conveys the meaning, and award or disallow each mark on the level of comprehension of the relevant phrase.</i>		
1	(a)	That he cared more (1) about his private safety (1) than about the public/common (1) danger/safety of the city (1).	4	If either or both of ἰδίαν and κοινὸν missing, max.3 (ie contrast must be clear for full marks) “did more”: max.3
1	(b)	He had thought it better (1) to spend/lead his life without danger (1) than to save the city (1) by going into danger/running risks (1) in the same fashion as the rest of the citizens (1).	5	
2	(a)	He was banned from the city (1) by the Thirty (1) along with a large number/crowd of citizens (1) and for a while he lived in the countryside (1).	4	Accept ‘thirty men’ for τῶν τριάκοντα Accept ‘under the Thirty’ (BOD) ‘he lived in the/a field’ X
2	(b)	They came (down) into the Piraeus (1) and not only those from the country/fields (1) but also those from abroad gathered (together) (1), <u>some</u> in(to) the city and <u>some/others</u> in(to) the Piraeus (1).	4	Accept ‘returned’ for κατηλθον Accept ‘those from the countryside into the city and those from abroad into the Piraeus’; μεν... δε must be reflected
3	(a)	Each man (1) helped his homeland (1) as far as he was able (1).	3	Accept ‘every man’
3	(b)	He did the opposite (1) to the rest of the citizens (1). For he equipped himself (1) with his belongings (1) and went to live abroad (1).	5	If comprehension of 3a) and 3b) is strong but candidate has put “he did the opposite” (etc) under 3a), credit the comprehension and annotate with BOD Be alert to CON from 2b for ὑπεροπία

### **Guidance on applying the marking grids for translation into English**

The general principle in assessing each section should be the proportion (out of 5) of sense achieved.

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.

It is likely that some of the errors below may be regarded as “major” if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a “slight” error.

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

- 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 “major” errors would be:

- 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.

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 to the meaning of the Greek
0	No response or no response worthy of credit

Question	Answer	Mark	Guidance
4	The passage has been divided into 2 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid found above.		The below are intended as examples of “slight” and more serious “major” errors, others may be identified at standardisation.
	<p><i>καθέστηκε δέ τι ἔθος δίκαιον πᾶσιν ἀνθρώποις περὶ τῶν αὐτῶν ἀδικημάτων μάλιστα ὀργίζεσθαι τοῖς μάλιστα δυναμένοις μὴ ἀδικεῖν,</i></p> <p>“A custom/way of thinking has been established as just for all men to grow angry most of all, regarding the same crimes, at those who are most able not to do wrong,</p>	5	<p>Major error: failure to tackle either <i>μάλιστα</i> in its appropriate place</p> <p>Accept any sensible conjecture for <i>ἔθος</i> Accept “he set up a custom...”; “a just way of thinking”, etc: consider the overall sense.</p>

		<p><i>τοῖς δὲ πένησιν ἢ ἀδυνάτοις τῷ σώματι συγγνώμην ἔχειν διὰ τὸ ἡγεῖσθαι ἄκοντας αὐτοὺς ἀμαρτάνειν.</i></p> <p>but to show pardon to poor men or those who are weak in their body because we think that they err unwillingly.”</p>	<p><b>5</b></p>	<p>Be aware of the potential for consequential error here in the framing structure</p> <p>Accept ‘disabled’, etc Any attempt to make ἀδυνάτοις and σώματι agree: major error</p>
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Question		Answer	Mark	Guidance
5	(a)	Future tense (1) of ἀποφαίνω (1)	2	φαινω X
5	(b)	Aorist (1) of κατέρχομαι (1)	2	έρχομαι X (accept κατα-έρχομαι)
5	(c)	Perfect (1) of καθίστημι (1)	2	
6	(a)	Dative, after βοηθέω	1	Accept 'dative: "give help to..."', etc
6	(b)	Dative, after τὰ ἐναντία	1	Accept 'dative: "opposite to..."'
6	(c)	Genitive, possessive <b>with</b> τὰ, ('his own possessions')	1	'possessive genitive' (no link to τὰ): X
7	(a)	(Aorist) participle (1) (accusative) as part of indirect statement (introduced by ἀποφανῶ) (1)	2	Accept 'agreeing with Φιλων as direct object'
7	(b)	(Aorist) participle (of verb βούλομαι) (1) in nominative, (masculine singular) / agreeing with/standing for subject of sentence (Philon) (1)	2	
7	(c)	(Present) infinitive (1) dependent on ἐτόλμα (1)	2	

**Section B: Prose Composition**

Guidance on applying the marking grids for translating into Classical Greek

The passage has been divided into 9 sections each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid for translation into Classical Greek.

The general principle in assessing each section should be the proportion (out of 5) of sense achieved.

There are many acceptable ways of turning a piece of English into correct Greek. One approach for each sentence is given, with occasional alternatives. Further acceptable alternatives will be illustrated at Standardisation, but examiners will need to assess on its own merits any approach that satisfactorily conveys the meaning of 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.

It is likely that some of the errors below may be regarded as “major” if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a “slight” error.

**Examiners should remember that more things can go wrong in Greek prose than in Latin prose, and that therefore in order for the assessment to be comparable in both subjects it is necessary to work from the marking grid rather than by “counting up errors”.**

Accents are not expected, but breathings are. **Do not, however, penalise repeated omitted breathings, omitted elision or omitted nu before a vowel.**

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 to the English; or little meaning conveyed

0	No response or no response worthy of credit
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The sort of errors that we would generally expect to be considered as “slight” errors would be:

- a single mistake in a word
- the omission of an uninflected word
- omission or incorrect use of a breathing (to be penalised only once in the passage)
- omission of a connecting particle would constitute a slight error, apart from in the first sentence

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

- more than one mistake in a word
- the omission of an inflected word

The final decisions on what constitutes a ‘slight’ and ‘major’ error has been made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these decisions are exemplified in the final mark scheme for examiners and centres.

#### **Additional marks for style**

Additional marks (to a maximum of 5) should be awarded for individual instances of stylish Greek writing. Style marks may be awarded for such features as:

- Attempts at connection and subordination
- particularly imaginative, creative or felicitous choice of vocabulary
- thoughtful use of word-order (including the “genitive sandwich”)
- employment of apt particles beyond the obvious
- subordination of main verbs into participles (usually a maximum of one mark for this per passage)
- appropriate use of genitive absolute

Exemplification of frequently used examples of ‘stylish’ use of Greek will be made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these will be captured in the final mark scheme for examiners and centres.

**Identical examples of the same style point (eg repetition of the same particle or idiom) should not be credited twice, but examiners should err on the side of generosity if the context means that complex morphology or word order has been achieved in a significantly different way. The restriction is only intended to avoid awarding the rubber-stamping of a stock style technique.**

Question		Answer	Mark	Guidance
		<i>Greek words or phrases in <b>bold</b> would be likely to attract a + for style, whether due to vocabulary or construction. Annotate questionable vocabulary, structure or morphology that is to be fully accepted with a tick.</i>		
<b>8</b>	<b>(i)</b>	<i>Immediately the King was greatly at a loss because the Greeks were making such demands.</i>  Εύθως δε ὁ βασιλευς μαλα ἤπορει / ἤπορησε / ἄπορων ὅτι / διοτι οἱ ἔλληνες <b>τοιαυτα ἐξηιτουν / ηἱτουν</b>	<b>5</b>	+ ἄτε + participle
	<b>(ii)</b>	<i>He sent messengers and ordered his soldiers to give up their arms.</i>  (και) ἀγγελους ( <b>οὖν</b> ) πεμψας / ἐπεμψε και τους στρατιωτας ἐκελευσε <b>ἀπο-/παρα</b> διδουαι / <b>παρα</b> δουαι τα ὄπλα	<b>5</b>	Omission of “his” and “their” is fine accept un-compounded διδουαι
	<b>(iii)</b>	<i>But heralds were also sent to Clearchus, the general of the camp.</i>  ἀλλα κηρυκες και προς / ὡς Κλεαρχον <b>τον του</b> στρατοπεδου στρατηγον ἐπεμφθησαν/ἐπεμποντο	<b>5</b>	
	<b>(iv)</b>	<i>He asked them what they wanted, and they replied that they had come</i>  και ἤρετο αὐτους / <b>ἐρομενωι δ’ αὐτωι</b> ὅτι / τι βουλονται /βουλοιντο / ἐβουλοντο* (και) ἀπεκριναντο ὅτι ἤκουσι / ἤκοιεν / ἀφικοντο / ἀφικοιντο / ἐληλυθασιν	<b>5</b>	(ἐβουλοντο: accept imperfect – Xenophon often breaks the tense-of-the-speaker rule)

		(v)	<p><i>to seek peace and were speaking on behalf of the King himself.</i></p> <p>ἵνα εἰρηνὴν ζητῶσι / (ὡς) ζητησόντες και (ὅτι) λεγοῦσι / λεγοῖεν / ἔλεγον ὑπὲρ αὐτοῦ / του βασιλεως</p>	5	
		(vi)	<p><i>“Announce to him that before discussing peace we must have a battle,” Clearchus said.</i></p> <p>ὁ δὲ Κλεαρχος “Ἀγγελlete / ἀγγειλατε αὐτῶι,” ἔφη, “ὅτι πρὶν βουλευεσθαι / διαλεγεσθαι περὶ τῆς εἰρήνης (ἡμᾶς) δεῖ / χρῆμαχεσθαι.”</p>	5	+ for idiomatic positioning of ἔφη accept literal “we must have” (δεῖ... ἔχειν)
		(vii)	<p><i>After they had heard this, the horsemen departed and reported to the king, who was nearby.</i></p> <p>ταυτα δ’ ἀκουσαντες / ἀκουοντες οἱ ἵππησ / ἵππεισ ἀπηλθον ἀπελθοντες (και) εἶπον ἠγγελλον ἠγγειλαν τῶι βασιλεῖ πλησιον / πλησιῶι ὄντι / ὅσ πλησιος ἦν / ὅσ παρην</p>	5	Accept πλησιος (adj) or πλησιον (adv)
		(viii)	<p><i>Soon they returned, and said that the King accepted his proposals as just.</i></p> <p>δι’ ὀλιγου δ’ ἐπανελθοντες εἶπον ὅτι ὁ βασιλευσ δεχεται / δεχοιτο / ἔδεξατο / δεξαιτο τα λεγομενα ἅ εἶπε / προουθηκε / προουτιθετο / προουτιθει ὡσ δικαῖα ὄντα</p>	5	
		(ix)	<p><i>Clearchus then took counsel and decided to make a treaty, but he still kept his army in battle order.</i></p> <p>και μετα ταυτα τῶι Κλεαρχωῖ βουλευσαμενω / βουλευομενω ἔδοξε σπονδας ποιεισθαι / σπενδεσθαι ἄλλα τῆν στρατιαν ἐν ταξει ἐτοιμῆν / τεταγμενην / ταχθεισαν παρασκευασθεισαν / παρεσκευασμενην ἐτι κατειχε.</p>	5	accept μαχησομενον (from μαχᾶω)

		(x)			Award the number of + given in preceding sections, to a maximum of 5
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