



GCE

Classical Greek

H444/03: Prose Literature

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
	Blank Page
	Benefit of Doubt
	Unclear
	Cross
	Extendable horizontal line
	Extendable horizontal wavy line
	Tick
	Omission mark
	Noted but no credit given
	Good response/positive
	Contradiction
	Slash
	AO1
	AO2
	AO3
	Misread

Subject Specific Marking InstructionsGuidance 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.

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 “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” errors 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 or meaning to the Greek

0 = No response or no response worthy of credit.

Question		Answer	Marks	Guidance
1	(a)	<p>Exemplar translation: They [the Athenians], having the men on the island, thought that they were now ready to make a treaty with them [thought that the treaty was now ready for them] whenever they wanted to make it with them, but they were reaching out for more. Cleon, the son of Cleainetus, - at that time a popular leader and most influential with the crowd - in particular, was leading them on to this.</p>	5	<p>Answer marked according to the 5-mark grid found in Appendix 1</p> <p>Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid in Appendix 1.</p> <p>Accept translation with reading of <i>έτοιμας</i> agreeing with <i>σπονδάς</i> to mean 'available.</p>
1	(b)	<p>Examples of points to be included might be:</p> <ul style="list-style-type: none"> • Cleon urges an Athenian proposal which would take advantage of their strong position to regain lost territory [1]; • Spartan men on the island must give up themselves and their arms [1] and be brought to Athens [1]; • Spartans must hand over various places[1] – which the Spartans had taken[1], at a time when the Athenians were in need of a treaty [1]; then the Spartans can get back their men and make a treaty [1] 	5	
1	(c)	<p>Spartiates/full Spartan soldiers [1], to prevent Athenians from landing (1), to destroy Athenian fort on Pylos (1) deny island as a base for the Athenians (1)</p>	2	<p>First point is necessary; allow any reasonable explanation of why they were on the island. Reason should state why Spartans had landed on the island rather than the fact that they are now trapped there by the Athenians.</p>
1	(d)	<p>Examples of points to be included:</p> <ul style="list-style-type: none"> • choice of verb: <i>ταλαιπωρεῖται</i>; • situation with food (<i>σίτος τοῖς ἐν τῇ νήσῳ ὅτι ἐσπλεῖ</i>); • verbs of fearing and concern (<i>ἠπόρουν καὶ</i> 		<p>Answers should be marked in line with the assessment grid for 15 mark questions. Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify their points.</p>

Question	Answer	Marks	Guidance
	<p>ἔδεδοίκεσαν μὴ, ἐφοβοῦντο μάλιστα τοὺς Λακεδαιμονίους);</p> <ul style="list-style-type: none"> • the threat of impending winter (χειμῶν τὴν φυλακὴν ἐπιλάβοι); • geographical challenges of the situation (τὴν περὶ τὴν Πελοπόννησον κομιδὴν ἀδύνατον ἐσομένην); • challenges relating to provisions (οἷοί τε ὄντες ἱκανὰ περιπέμπειν, τὸν τε ἔφορμον χωρίων ἀλιμένων ὄντων οὐκ ἐσόμενον) with subsequent details; • number of negatives in the passage • worry that the Spartans might survive the siege or get away by boat (both “success” words) • climax in last sentence “of all they feared most” • regret about previous decisions (καὶ μετεμέλοντο τὰς σπονδὰς οὐ δεξάμενοι). 		

Question		Answer	Marks	Guidance
2	(a)	<p>The intellectual interests of these sophists were: Gorgias – rhetoric; Prodicus – philosophy, ethics, politics, linguistics; Hippias – poetry, grammar, history, maths, astronomy, polymath acceptable</p> <p>More general argument on the interests of sophists is also an acceptable way to answer the question.</p>	3	Accept any 3 details.
2	(b)	<p>For each of these [men] going to each of the cities, O men, is able - they persuade these young men – who can associate with whomsoever of their fellow citizens they want – to leave the company of those men, and to be with them, whilst giving them money, and being grateful [into the bargain].</p>	5	<p>Answer marked according to the 5-mark grid found in Appendix 1</p> <p>Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid in Appendix 1.</p>
2	(c)	<ul style="list-style-type: none"> Any one wishing to train a horse would look for an expert [1] who could improve the horse in the excellence that is appropriate for a horse [1] since Evenus has sons [humans or people fine as alternatives] [1] he must know who can do likewise for a human [1] An explanation saying something along the lines of ‘you can train a human like you could a colt or a calf’ can be given (1) 	4	Accept any four points.
2	(d)	<p>The answer should address ‘how effectively’: candidates may choose to emphasis points which might annoy the jury or the opposite. Evidence which can be used includes the following:</p> <ul style="list-style-type: none"> Reference should be made to the court circumstances within which Socrates is speaking, and the charges against him to help assess effectiveness; Reference to οἱ νέοι μοι ἐπακολουθοῦντες: there were 		<p>Answers should be marked in line with the assessment grid for 15 mark questions.</p> <p>Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify their points.</p>

Question	Answer	Marks	Guidance
	<p>young people following him, and they were wealthy;</p> <ul style="list-style-type: none"> • references to the leisure of the youth, and their wealth: <i>μάλιστα σχολή ἐστιν, οἱ τῶν πλουσιωτάτων.</i> • the young people having fun at others' expense (and inspired by Socrates: <i>πολλάκις ἐμὲ μιμοῦνται</i>): <i>χαίρουσιν ἀκούοντες ἐξεταζομένων τῶν ἀνθρώπων.</i> Note choice of verbs. • Exposing the ignorance of others, and suggesting in court that possibly respected people knew little or nothing (<i>εἰδότην δὲ ὀλίγα ἢ οὐδέν</i>); • Explains anger against him, but could also be taken as an admission of guilt (<i>ἐντεῦθεν οὖν οἱ ὑπ' αὐτῶν ἐξεταζόμενοι ἐμοὶ ὀργίζονται</i>): should the young be questioning their elders in this way? • References to the charges; • Notion that his accusers are falling back on stock charges; • notion that accusers do not speak the truth (<i>τὰ γὰρ ἀληθῆ οἶομαι οὐκ ἂν ἐθέλοιεν λέγειν, ὅτι κατάδηλοι γίνονται προσποιούμενοι μὲν εἰδέναί, εἰδότες δὲ οὐδέν.</i>) • discussion of choices of verbs with ideas of pretence and not knowing outlined above. 		

Question		Answer	Marks	Guidance
3	(a)	The Messenians had been crushed by the Spartans and were held in subjection under them [1]; they were therefore keen to support Athens in attacks on Sparta [1]	2	
3	(b)	[But] when there was no end to it, the general of Messenians went up to Cleon and Demosthenes and said that they were struggling in vain; [and] if they wanted to give him a part of their archers and light-armed troops , so as to go round in their rear by whatever route he himself could find, he thought that he would force the approach.	5	Answer marked according to the 5-mark grid found in Appendix 1 Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid in Appendix 1.
3	(c)	<ul style="list-style-type: none"> • At the battle of Thermopylae [1], as here, the Spartans were attacked from behind by the Persians. [1] • The Persians had been given information by a deserter, who enabled them to pass behind the Spartan forces, and attack them. [1] • The route was along the steep cliffs, along an unguarded route – ie. he chose a route which the Spartans thought unnecessary to guard (or similar explanation) [1], sudden appearance struck panic into the Spartans (and gave confidence to the Athenians). [1] . As at Thermopylae, so here the Spartans are attacked from two directions at the same time, [1]and are overwhelmed by much greater numbers [1] 	6	Accept any six points. Do not require all the detail given opposite for full marks.
3	(d)	<p>Answers should focus on the challenges which Demosthenes' plans will present for the Spartans:</p> <ul style="list-style-type: none"> • his choice of land to be taken (τὰ μετεωρότατα); • ὅτι πλείστη ἀπορία ἦ, with the superlative and discussion of ἀπορία; • the situation for the enemy being encircled on all sides (τοῖς πολεμίοις πανταχόθεν κεκυκλωμένοις); 	15	Answers should be marked in line with the assessment grid for 15 mark questions. Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify their points.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • not knowing where to attack: μή ἔχωσι πρὸς ὅτι ἀντιτάξωνται; • being exposed on both sides – ἀμφίβολοι γίνωνται; • careful balance of “if they attacked those in front, being shot at by those behind, but if....by those on either side” – and there is no third choice. • Position of κατὰ νώτου τε αἰεὶ at start and ψилоὶ καὶ οἱ ἀπορώτατοι at end • range of different weapons: τοξεύμασι καὶ ἀκοντίοις καὶ λίθοις καὶ σφενδόνας; position of ek pollou (at a distance) • impossibility of attacking back: οἷς μηδὲ ἐπελθεῖν οἷόν τε ἦν. • Careful balance of the last sentence – two participles and two imperfects – again there is no third possibility – if the enemy flee, they still win, if the Spartans retreat, the enemy attack them 		

Question		Answer	Marks	Guidance
4	(a)	The suggestion is that he should live a quiet life [1] which would be to disobey the god [Apollo] [1]. He believes that he is doing the greatest good for man [1] by asking questions daily about ἀρετή [virtue/excellence] [1], for the unexamined life is not worth living [1].	5	Accept answers which show a knowledge of the proposal and Socrates' arguments against it, although they may not use the precise wording of the text. The answer should be based on this passage, not other sections of the text.
4	(b)	This is so, as I say, o men, but it is not easy to persuade you. At the same time, I also am not accustomed to think myself worthy of any evil. For if I had money, I would pay as much as I was likely to be able to pay off; in no way would I have been harmed by this. For, as it is, I have no money, unless in fact you want to fix as my penalty the amount which I might be able to pay off.	5	Answer marked according to the 5-mark grid found in Appendix 1 Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid in Appendix 1.
4	(c)	If he had the money, he would have suggested a fine of as much as he could afford without being harmed [1]. But he does not have it [1], but they could put a fine at what he could afford, namely one mina [1].	3	Accept any three points.
4	(d)	Socrates' speech at this point focuses on contrasting the future fates of himself and the jury, and questioning who has the better situation. His response to the jury is one of confidence in his own situation, but Plato also continues to characterise his teacher as an inquiring man, with questions about life after death. Socrates' skill as an orator might also be commented on, not least in the light of his comments early on in the <i>Apology</i> . Key phrases for analysis might include: <ul style="list-style-type: none"> • Socrates still telling the jury what to do (ὕμᾱς χορή); • Notion of hopeful in relation to death (εὐέλπιδας εἶναι πρὸς τὸν θάνατον); • Socrates' notion that death is the better option for him (ὅτι ἤδη τεθνάναι καὶ ἀπηλλάχθαι πραγμάτων 	15	Answers should be marked in line with the assessment grid for 15 mark questions. Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify their points. Candidates might like to place this discussion in the context of Greek views of the afterlife, but this should not be required.

Question	Answer	Marks	Guidance
	<p>βέλτιον ἦν μοι);</p> <ul style="list-style-type: none"> • Socrates' adamantly sticking to his ideas about good conduct and its consequences, even in the face of an approaching execution (ὅτι οὐκ ἔστιν ἀνδρὶ ἀγαθῷ κακὸν οὐδὲν οὔτε ζῶντι οὔτε τελευτήσαντι); • Socrates' continued interest in truth (ἀληθές) and faith in the oracle (ἐμὲ οὐδαμοῦ ἀπέτρεψεν τὸ σημεῖον); • Socrates' reliance on the good will or justice of the gods (οὐδὲ ἀμελεῖται ὑπὸ θεῶν τὰ τούτου πράγματα) – which might be contrasted with charges which he faces; • The address to the jurors as such (ὦ ἄνδρες δικασταί), in contrast to earlier in the speech, showing that he is precise about such terms; • Socrates' seeming equanimity towards the accusers, in the light of the divine context in which he sees these events (ἔγωγε τοῖς καταψηφισαμένοις μου καὶ τοῖς κατηγοροῖς οὐ πάνυ χαλεπαίνω), but his discontent at their wishing him harm (τοῦτο αὐτοῖς ἄξιον μέμφεσθαι.); • His concern for his sons and their future (τοὺς υἱεῖς μου, ἐπειδὴν ἠβήσωσι, τιμωρήσασθε) and in particular their virtue/excellence (ἀρετή); • Appealing to the sense that he has looked after Athens, so his sons should be looked after. • Use of connecting particles to highlight the logic of his thought; • Calling on the jury frequently to draw attention to his message; • Use of personal pronouns to call and first person verbs to personalise what is being said, and draw in the jury 		

Question	Answer	Marks	Guidance
	<p>(e.g. ὥσπερ ἐγὼ ὑμῖν);</p> <ul style="list-style-type: none">• Use of connectives and choice of the verb in this sense to give greater emotive charge to the sentence: τοςόνδε μέντοι αὐτῶν δέομαι.		

Question		Answer	Marks	Guidance
5	(a)	Therefore, perhaps someone would say in response to these things that Socrates should not have taught his associates politics before teaching them to be self-controlled. In response to this, I do not deny this: I see that all those who teach show themselves to their pupils in the way they themselves do what they teach and persuade them through argument.	5	Answer marked according to the 5-mark grid found in Appendix 1 Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid in Appendix 1.
5	(b)	Xenophon claims that Socrates was setting an example by being excellent himself (καλὸν καγαθὸν ὄντα) [1] and by discussing in a most beautiful way [1] virtue (ἀρετῆς) and other human affairs [1]	3	Translation of both aspects of καλὸν καγαθὸν ὄντα is necessary for 1 mark.
5	(c)	<ul style="list-style-type: none"> • Xenophon claims personal experience (οἶδα) (1) • Presentation of the well-known cases of Alcibiades and Critias and attempts to teach them restraint (κάκείνω σωφρονοῦντε) (1) • Development of this point (1) • Objection presented that learning cannot be undone (1) (with examples of the just man becoming unjust etc.) (1) • Xenophon faces the preceding objection with the analogy of people not training for physical work (1) compared to those who do not train for the work of the soul (1). 	5	Accept any four points which are related to the text given with suitable development of the analogy of physical work.
5	(d)	<p>Socrates is faced with the opposition of two key figures in the regime, who remind him of the ban on the teaching of rhetoric (τόν νόμον). Socrates is also being told not to associate with the young (τοῖς νέοις ἀπειπέτην μὴ διαλέγεσθαι). The latter, in particular, struck at the core of what he valued. This sets the scene for his response:</p> <ul style="list-style-type: none"> • Socrates starts with a question to them (ἐπήρετο) in characteristic style; 	15	Answers should be marked in line with the assessment grid for 15 mark questions. Answers should focus on detail from the passage, and choose a range of examples from the set lines to exemplify their points.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Socrates' interest in the published laws (τῶν προαγορευομένων) and the theme on not knowing (ἀγνοοῖτο); • Further interest in not breaking the laws through ignorance (μὴ δι' ἄγνοιαν λάθω τι παρανομήσας); • His adamant statement that he would obey the laws (παρεσκεύασμαι μὲν πείθεσθαι τοῖς νόμοις), recalled in first person direct speech (ἐγὼ... παρεσκεύασμαι; βούλομαι); • Socrates' desire to know clearly what the situation is (τοῦτο βούλομαι σαφῶς μαθεῖν παρ' ὑμῶν), with particular reference to the word σαφῶς; • Socrates' clarity of questioning is striking in the light of his difficult situation; • Response from Socrates with a question which attempts to tease out further detail from the law (πότερον τὴν τῶν λόγων τέχνην σὺν τοῖς ὀρθῶς λεγομένοις εἶναι νομίζοντες ἢ σὺν τοῖς μὴ ὀρθῶς ἀπέχεσθαι κελεύετε αὐτῆς.): such questioning is typical of Socrates; • Socrates' response to his own question suggesting that the law is untenable; • Socrates' play on words, in particular in relation to ὀρθῶς in the concluding sentences. 		

Question	Answer	Marks	Guidance
6	<p>Answers should consider how good Thucydides is at explaining the causes of the events which he narrates. They should include relevant detail from the book to support their answer, and use these details to illustrate their arguments. Reference must be made to the parts read in English, i.e. in total all of chapters 1 -40 Examples which might be used include:</p> <p>c.3 the reasons why Demosthenes first landed at Pylos c.8 – the strategy of the Spartans, to block the entrances of the harbour and to occupy Sphacteria, so that the Athenians could not occupy it. Then the Athenian position would be hopeless, without any base. cc 11-12 reasons for the failure of the Sp. to dislodge the A.s. cc 21-22 reasons for the A. rejection of the truce; 26-27 reasons for demoralization among the Athenians at Pylos and in Athens</p> <ul style="list-style-type: none"> • the reasons for Cleon’s expedition to Pylos; events in the Assembly which led up to the expedition, maybe including discussion that T. has maybe down played evidence of planning on the part of Cleon • Thucydides’ portrayal of democracy as based on the Assembly scene, and the role of the people; • c. 29-30 Thucydides’ very thorough explanation of the earlier obstacles to an assault, and why the fire made all the difference; • c. 32 very careful explanation of D’s strategy on the island – positioning of troops, aim is to surround them from higher ground and wear them down at a distance, NOT to fight a hand-to-hand battle; 	20	<p>Answers should be marked using the grid in Appendix 3. The content given opposite is indicative only, and should be used as a guide. Other relevant examples should also be rewarded.</p> <p>Answers should be in response to the question: How good is Thucydides at explaining the causes of the events which he narrates?</p> <p>Candidates should make reference to specific incidents in the prescribed books, both the sections which they have read in Greek and in English.</p> <p>Answers which argue for or against the proposition should be equally rewarded. Examiners should look for the quality of argument and the use of evidence within the argument, as well as evidence for a clear range of relevant examples.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none">• C.33 reasons why the Sp cannot get an advantage – a battle of heavy-armed v. light-armed mobile troops.• C.34 reasons for Sp defeat – worn down by an unfamiliar way of fighting.		

Question	Answer	Marks	Guidance
7	<p>Answers should include an evaluation of the statement in the question, with clear reference to evidence from Plato's <i>Apology</i>. They should also include a reasoned argument as to whether Socrates' behaviour <i>fully</i> explains the verdict at the trial. Answers might include:</p> <ul style="list-style-type: none"> • Socrates' patronising tone (e.g. telling the jury not to make an uproar); • Socrates' presentation of the 'earlier charges' and suggestion that the jury is already biased against him – suggesting therefore their incompetence; • story of Chaerophon, and the claim to be the wisest sanctioned by Apollo/Delphi; • Socrates' suggestion that he is doing a great service to Athens, including the Olympic victor analogy and the gadfly analogy; • Socrates' final comments on death, and suggestion that his death is merely the consequence of following the instructions of god; • Socrates' association with the sophists and his presentation of the charges against him as being like those against Anaxagoras; • Socrates' complex language and stories (e.g. Evenus); • Socrates' contempt of the court process in relation to proposing a penalty; • the narratives within the text which suggest his guilt (e.g. description of those gathering around him and copying his questioning techniques); • Socrates' involvement with political events, including his description of the episode of the trial of the generals after Arginusae and that with Leon and the implications of both for his involvement in difficult episodes in recent politics; • discussion of whether Socrates addresses the charges as 	20	<p>Answers should be marked using the grid in Appendix 3. The content given opposite is indicative only, and should be used as a guide. Other relevant examples should also be rewarded.</p> <p>Answers should be in response to the question: "Socrates' behaviour in the <i>Apology</i> fully explains why the jury found him guilty." To what extent do you agree with this view.</p> <p>Candidates should make reference to specific incidents in the prescribed books, both the sections which they have read in Greek and in English.</p> <p>Answers which argue for or against the proposition should be equally rewarded. Examiners should look for the quality of argument and the use of evidence within the argument, as well as evidence for a clear range of relevant examples.</p>

Question	Answer	Marks	Guidance
	given properly.		

Question	Answer	Marks	Guidance
8	<p>Answers should consider whether the evidence from the <i>Memorabilia</i> suggests that the Athenians did the wrong thing in putting Socrates to death. They should use the evidence from the text, as well as any relevant contextual knowledge, to argue for their own conclusion.</p> <p>The following examples might be used:</p> <ul style="list-style-type: none"> • Socrates' clear practical devotion to and worship of the gods of Athens as shown through his sacrificing etc.; • Explanation of Socrates' connections with Critias and Alcibiades; • Tackles some of the political dimensions to Socrates' trial which could not be spoken of at the time due to the amnesty; • Sense of realism in Xenophon's writings about the limits of Socrates' own power through teaching – especially in relation to the actions of his pupils (e.g. analogies of flute-teachers or fathers); • Presentation of some of Socrates' aims in teaching, especially in relation to <i>arete</i> and the exercise of the soul; • Explanation of why some of his followers behaved as they did; • Addresses the question of whether Socrates earned money from teaching; • Xenophon argues for his points and presents evidence for each of them; • Shows Socrates' behaviour in the face of challenges from influential figures such as Charicles and Critias; • Discussion of Xenophon's relationship with Socrates as a pupil, and question of whether he (like Plato) is simply biased, and therefore this account shows little. 	20	<p>Answers should be marked using the grid in Appendix 3. The content given opposite is indicative only, and should be used as a guide. Other relevant examples should also be rewarded.</p> <p>Answers should be in response to the question: "To what extent does Xenophon's account in the <i>Memorabilia</i> show that the Athenians were wrong to put Socrates to death?"</p> <p>Candidates should make reference to specific incidents in the prescribed books, both the sections which they have read in Greek and in English.</p> <p>Answers which argue for or against the proposition should be equally rewarded. Examiners should look for the quality of argument and the use of evidence within the argument, as well as evidence for a clear range of relevant examples.</p>

APPENDIX 1: MARKING GRIDS FOR TRANSLATION

For each set text, an extract of the set text will need to be translated. The extract will be marked according to following marking grid based on the proportion of sense of the translation.

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.

APPENDIX 2: MARKING GRIDS FOR 15 MARK QUESTION

For the analysis questions in Section A and Section B, the answers will be assessed using the following marking grid.

Level	Marks	Level of response grid for analysis question
5	13–15	Highly perceptive, well supported analysis leading to convincing conclusions Very well balanced evaluation based on clear engagement with source/task Argument incisive, very well structured and developed Technical terms, where appropriate, accurately and effectively used Sustained control of appropriate form and register Legible, fluent and technically very accurate writing, conveying meaning well
4	10–12	Perceptive, generally well supported analysis leading to sound conclusions Balanced evaluation based on clear engagement with source/task Argument clear, well-structured and developed Technical terms, where appropriate, accurately and effectively used Good control of form and register Legible and technically accurate writing, conveying meaning well
3	7–9	Careful analysis with some support, leading to generally tenable conclusions Evaluation present and based on some engagement with source/task Argument coherent if possibly cumbersome and/or underdeveloped Some technical terms, where appropriate, accurately and effectively used Sound control of form and register Legible and generally accurate writing, conveying meaning clearly
2	4–6	Attempts at analysis with some support, leading toward acceptable conclusions Limited evaluation but some engagement with source/task Argument discernible if very cumbersome or underdeveloped Some technical terms, where appropriate, accurately used Some appropriate control of form and register Legible, generally accurate writing, conveying meaning

1	1–3	Occasional analysis with little support, indicating toward some acceptable conclusions Little evaluation and little engagement with source/task Argument difficult to discern Some accurate use of simple technical terms Some basic control of form and register Legible, generally accurate writing, clarity not obscured
	0	Nothing relevant or creditworthy

APPENDIX 3: MARKING GRIDS FOR 20 MARK ESSAY

For the essay questions in Section C, the answers will be assessed using the following marking grid.

Level	Marks	AO2 description	Marks	AO3 description
5	9–10	Specific factual knowledge, selected with care Fully relevant to the question throughout Well supported with evidence and reference where required Strong awareness of context where appropriate	9–10	Highly perceptive, well supported analysis leading to convincing conclusions Very well balanced evaluation based on clear engagement with source/task Argument incisive, very well structured and developed Technical terms, where appropriate, accurately and effectively used Sustained control of appropriate form and register Legible, fluent and technically very accurate writing, conveying meaning well
4	7–8	Detailed, well-chosen factual knowledge Generally relevant to the question Mostly supported with evidence and reference where required Sound awareness of context where appropriate	7–8	Perceptive, generally well supported analysis leading to sound conclusions Balanced evaluation based on clear engagement with source/task Argument clear, well-structured and developed Technical terms, where appropriate, accurately and effectively used Good control of form and register Legible and technically accurate writing, conveying meaning well
3	5–6	Generally well-chosen factual knowledge with some detail Mostly relevant to the question Some supporting evidence and reference where required Some awareness of context where appropriate	5–6	Careful analysis with some support, leading to generally tenable conclusions Evaluation present and based on some engagement with source/task Argument coherent if possibly cumbersome and/or underdeveloped Some technical terms, where appropriate, accurately and effectively used Sound control of form and register Legible and generally accurate writing, conveying meaning clearly
2	3–4	Some appropriate factual knowledge, not always well chosen Partially relevant to the question Limited supporting evidence and reference where required Limited awareness of context where appropriate	3–4	Attempts at analysis with some support, leading toward acceptable conclusions Limited evaluation but some engagement with source/task Argument discernible if very cumbersome or underdeveloped Some technical terms, where appropriate, accurately used Some appropriate control of form and register Legible, generally accurate writing, conveying meaning
1	1–2	Restricted selection of factual knowledge, possibly with some inaccurate details Little material of relevance to the question Little supporting evidence and reference where required Context occasionally or very superficially indicated	1–2	Occasional analysis with little support, indicating toward some acceptable conclusions Little evaluation and little engagement with source/task Argument difficult to discern Some accurate use of simple technical terms Some basic control of form and register Legible, generally accurate writing, clarity not obscured
	0	Nothing relevant or creditworthy	0	Nothing relevant or creditworthy

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