



Oxford Cambridge and RSA

**GCE**

**Classical Greek**

**H444/02: Prose composition or comprehension**

A Level

**Mark Scheme for June 2022**

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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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

#### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or email.













9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:

<b>Descriptor</b>	<b>Award mark</b>
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning
	Blank page: this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response
	Noted but no credit given
	Specific improvement to be rewarded with a style mark (language); or creditable development of a point (literature)
	Division between sections of translation
	Unclear
	Benefit of doubt
	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

## 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 they were about to / intending (1) make/conclude (1) peace/a peace agreement (1) in private/separately (1).	4	
1	(b)	To get / having taken gold / a bribe (1); from Philip (1) / without him (Demosthenes) (1).	2	First point, plus either of the second two
2	(a)	If he was left out from (1) any taking of bribes/bribery (1).	2	Insist on 'any' or equivalent
2	(b)	He jumped up (1) in the assembly (1).	2	Insist on 'up'
2	(c)	Because no one was saying (1) (either) (that) it was necessary to make peace with Philip (1) or that it was not (necessary) (1).	3	
3		That he would grab him by the hair (1) and lead him away (1) into prison (1).	3	Accept 'hairs' (technically genitive plural) Accept 'take them to prison'
4		In the war (1) against the Lacedaemonians/Spartans (1).	2	

### 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 Greek; or meaning conveyed
0	No response or no response worthy of credit

5		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>ὡς δ' οὐ προσεῖχον αὐτῷ οἱ ἄρχοντες οἱ ἐν ταῖς Θήβαις, ἀλλὰ καὶ τοὺς στρατιώτας τοὺς ὑμετέρους πάλιν ἀνέστρεψαν</p> <p>But when those in charge in Thebes did not pay attention to him, but even turned back your soldiers again</p>	5	<p>Slight error: omission of καὶ which could be rendered as ‘even’, ‘also’ or ‘too’</p> <p>Accept omission of πάλιν as long as the sense of “turned back” is clear (as it provides emphasis of ἀνα-)</p>
		<p>ἐξεληλυθότας, ἵνα βουλευέσθε περὶ τῆς εἰρήνης, ἐνταῦθ' ἤδη παντάπασιν ἔκφρων ἐγένετο</p> <p>when/even though they had set out, in order that you should plan/take counsel about the peace, then at that point he became completely frenzied/out of his mind</p>	5	Slight error: omission of ἤδη

Question		Answer	Mark	Guidance
6	(a)	Being traitors/betrayers of the Greeks (1).	1	
6	(b)	That you send ambassadors/envoys to Thebes (1) to ask the Thebans (1) for passage/a way through against Philip (1).	3	Accept 'to send (you as) ambassadors'
7		They were ashamed (1) that/lest they might seem (1) truly/in reality to be traitors/betrayers (of the Greeks) (1).	3	προδόται: Be alert to repeated error from 6(a)
8	(a)	Aorist participle	1	
8	(b)	Aorist (middle) infinitive	1	
8	(c)	Aorist indicative (3 <sup>rd</sup> person singular)	1	
9	(a)	ἡγέομαι	1	Accept contracted form
9	(b)	γίγνομαι	1	
10	(a)	Genitive (1) : after verb αἰσθόμενος (1).	2	Accept translation literal/accurate enough to convey understanding of the grammar: 'perceiving/noticing these things' (1) If explanation and translation are contradictory, mark as incorrect
10	(b)	Genitive (1) : part of genitive absolute (1).	2	Accept translation literal/accurate enough to convey understanding of the grammar: 'when/since/though no one (of men) was speaking' (1) If explanation and translation are contradictory, mark as incorrect
10	(c)	Dative (1) : after preposition ἐν (1).	2	Accept translation literal/accurate enough to convey understanding of the grammar: 'those in charge in Thebes' (1) If explanation and translation are contradictory, mark as incorrect

<b>11</b>	<b>(a)</b>		(Present middle) infinitive (1), after verb μέλλειν / 'about/intending to make (peace)' (1).	<b>2</b>	If explanation and translation are contradictory, mark as incorrect
<b>11</b>	<b>(b)</b>		Future (active) participle (1), (agreeing with πρέσβεις) denoting purpose / '(in order) to ask the Thebans' (1).	<b>2</b>	If explanation and translation are contradictory, mark as incorrect

## 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

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.**

**For indirect statement accept ὅτι + indicative even after νομιζω and other verbs of knowing and perceiving. Participles after such verbs should be rewarded with consideration for style marks.**

Question		Answer	Mark	Guidance
				<p>Annotate any creditable style points with + , and enter the total under <b>12 (x)</b> to a maximum of 5. If two style points are awarded for the same word or words (eg for good vocabulary and a special construction), indicate the number of points awarded with the same number of annotations.</p> <p>Annotate accepted alternatives that might not be obvious (eg a tense that is not strictly correct) with ✓ .</p>
12	(i)	<p>These were the affairs of Cicero in Rome.</p> <p>ταύτα δ' ἦν τὰ τοῦ Κικέρωνος ἐν τῇ Ῥώμῃ.</p>	5	<p>A short section: <b>all errors will be major.</b></p> <p>+ connection to link sense to what would have been previous, e.g. δε or οὖν, but slight error if word order not correct</p> <p>+ idiomatic expression such as οὕτως εἶχε τῷ Κικέρωνι</p> <p>Accept rough or smooth breathing on Ῥώμῃ</p>
12	(ii)	<p>Those plotting against Caesar did not trust Cicero to be their ally, believing that he was not brave.</p> <p>οἱ δ' (ἄνδρες) ἐπιβουλεύοντες τῷ Καίσαρι οὐκ ἐπίστευον τὸν Κικέρωνα εἶναι σύμμαχον (αὐτῶν), νομίζοντες αὐτὸν οὐκ ἀνδρεῖον εἶναι.</p>	5	<p>Accept: οἱ βουλεύοντες ἐπὶ τὸν Καίσαρα (+ if sandwich word order)</p> <p>Accept: dative after ἐπίστευον</p> <p>+ vocabulary: use of ἐπιβουλεύοντες τῷ Καίσαρι</p> <p>+ sandwich word order in such a participle phrase</p> <p>+ connection between this and (i) by connecting to 'Cicero/him'</p>
12	(iii)	<p>When Caesar had been killed, his friends came together to fight against the murderers</p> <p>ὡς δ' ὁ Καῖσαρ ἀπέθανεν, οἱ φίλοι (αὐτοῦ) συνῆλθον ὡς μαχεσόμενοι πρὸς τοὺς (αὐτὸν) φονεύσαντας</p> <p>Alternative: μαχεσόμενοι/μαχοῦμενοι</p>	5	<p>+ construction to reduce number of main verbs, using a participle ('the friends of Caesar-having-been-killed...') or a genitive absolute for connection</p> <p>+ avoidance of repeating name 'Caesar', e.g. 'his'; genitive sandwich</p> <p>+ alternative word for 'against' compared to (ii)</p> <p>+ φονέας (noun)</p> <p>+ placement of object noun between noun and participle</p>

12	(iv)	<p>and everyone feared that the city would be gripped by war again.</p> <p>καὶ πάντες ἐφοβοῦντο μὴ ἡ πόλις αὖθις ληφθεῖη τῷ πόλεμῳ.</p> <p>Alternative: μὴ ὁ πόλεμος αὖθις λάβοι τὴν πόλιν.</p>	5	<p>Accept any reasonable verb for “grip” (award + for an apt choice)</p> <p>Accept other re-casting as appropriate (eg “that those in the city might suffer war”)</p> <p>Accept subjunctive in fearing clause</p>
12	(v)	<p>Antony gathered the council and said a few words about peace, while Cicero spoke at length,</p> <p>ὁ μὲν Ἀντώνιος τὴν βουλὴν ἀθροίσας εἶπεν ὀλίγους λόγους περὶ (τῆς) εἰρήνης, ὁ δὲ Κικέρων πολλούς,</p>	5	<p>+ connection via use of participle</p> <p>+ vocabulary: use of συνεκάλεσε or συγκαλέσας</p> <p>+ use of μέν...δέ to balance the speeches of Antony and Cicero</p> <p>+ neuter plural with omission of ‘words’ (e.g. ὀλίγα and πολλά)</p> <p>+ use of adverbs such as βραχέως vel sim. or μακρῶς (or neuter plurals βράχεια or μάκρα)</p>
12	(vi)	<p>persuading them <u>to imitate</u> the Athenians and not force their enemies to suffer the greatest punishment.</p> <p>πειθὼν αὐτοὺς μιμεῖσθαι τοὺς Ἀθηναίους καὶ μὴ ἀναγκάζειν τοὺς πολεμίους τὴν μεγίστην δίκην δίδόναι.</p>	5	<p>+ Aorist infinitives</p> <p>+ ‘imitate’ could be expressed as a participle</p>
12	(vii)	<p>But none of this happened and the people pitied Caesar.</p> <p>ἀλλὰ οὐδὲν τούτων ἐγένετο καὶ ὁ δῆμος οἰκτεῖρων τὸν Καίσαρα,</p>	5	<p>+ connection bringing out the sense, e.g. τέλος δέ</p> <p>+ use of a genitive absolute for connection</p> <p>+ combining ‘pitied’ and ‘they grew very angry’ in next section</p> <p>Accept ὤκτειρον as main verb, and new phrase in next section (remember to check for connection; slight error if missing)</p>
12	(viii)	<p>When they saw his body being carried through the market-place, and the blood and the wounds, they grew very angry</p> <p>ἐπεὶ εἶδε τὸ σῶμα διὰ τῆς ἀγορᾶς φερόμενον καὶ τὸ αἷμα καὶ τὰ τραύματα, μάλα ὠργίσθη</p>	5	<p>+ use of genitive absolute construction for what was seen</p> <p>+ participle for ‘seeing’</p> <p>+ placement of preposition + noun between noun and participle</p> <p>+ use of τε... καὶ</p> <p>+ adverbial phrase such as εἰς μέγιστον</p> <p>Accept switch from singular noun for ‘people’ to 3<sup>rd</sup> person plural in verbs</p>

12	(ix)	<p>and looked for those responsible. They ran to their houses, carrying fire, with the intention of setting them on fire.</p> <p>καὶ ἐζήτει τοὺς αἰτίους. ἔδραμε δὲ πρὸς τοὺς οἴκους, τὸ πῦρ φερῶν, μέλλων τοὺς οἴκους καύσειν.</p> <p>Alternative: καύσειν/καίειν</p>	<p>5</p> <p>+ combining the last sentence with participles  + οἴκαδε  + link between 'houses' as objects  + use of purpose clause for 'with the intention of' (eg. καύσοντες)</p> <p>Accept present or aorist infinitive after 'intend'  Accept switch from singular noun for 'people' to 3<sup>rd</sup> person plural in verbs</p>
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