



Oxford Cambridge and RSA

**GCE**

**Classical Greek**

**H444/03: Prose literature**

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:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - 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
	Benefit of Doubt
	Point whose relevance is debatable or which is hard to understand
	Incorrect answer; invalid point
	Major error
	Minor error
	Correct answer; valid point
	Omission mark
	Noted but no credit given
	Additional credit, e.g. for well-developed and/or detailed point
	Consequential error
	To divide sections of a translation, etc.
	AO1
	AO2
	AO3
	Candidate has mistranslated or shown misunderstanding of text (though point may still be valid)

**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.

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.

### **Guidance on applying the marking grids for the 15-mark extended response**

This question focuses on candidates' ability to select relevant examples of content and language from the passage and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a **best-fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.



<b>15-mark grid for the extended response question</b>		<b>AO3 = 15 marks = Critically analyse, evaluate and respond to literature</b>
<b>Level</b>	<b>Marks</b>	<b>Characteristics of performance</b>
<b>5</b>	<b>13–15</b>	<p>very good engagement with the question expresses a range of perceptive points, with very good development, leading to convincing conclusions, based on a range of well selected, accurate and precise examples from the passage.</p> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
<b>4</b>	<b>10–12</b>	<p>good engagement with the question expresses a range of relevant points, with good development, leading to sound conclusions, based on well selected examples from the passage.</p> <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
<b>3</b>	<b>7–9</b>	<p>some engagement with the question expresses reasonable points, with some development, leading to tenable conclusions, based on a selection of some examples from the passage.</p> <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
<b>2</b>	<b>4–6</b>	<p>limited engagement with the question expresses limited points, with little development, leading to a weak conclusion, which is occasionally supported by examples from the passage</p> <p><i>The response presents a line of reasoning but may lack structure.</i></p>
<b>1</b>	<b>1–3</b>	<p>very limited engagement with the question expresses points which are of little relevance and supported with little evidence from the passage</p> <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question		Answer	Mark	Guidance
1	(a)	<p>Answers should include an analysis of both the style and content of the passage. Elements which might be included are as follows:</p> <ul style="list-style-type: none"> <li>• His declaration of action on behalf of his father and the Persians (ὕπερ τε ... Περσέων), showing loyalty to both family and country</li> <li>• Alliteration and litotes in οὐ πρότερον παύσομαι πρὶν emphasising his determination</li> <li>• Xerxes paints the enemy as morally in the wrong (ἄδικα ποιεῦντες), again reminding the Persians of their offence against πατέρα τὸν ἕμῳν</li> <li>• The speech is not solely emotive but gives evidence for his claims (πρῶτα ... πάντες)</li> <li>• He is sure to include the Athenians' hubris (ἐνέπρησαν ... τὰ ἰρά)</li> <li>• δεύτερα ... πάντες: he refers in a roundabout way to Marathon, assuring his audience that he feels the same pain</li> <li>• ἀνάσσημι can be interpreted as a strong declaration of resolve/determination</li> <li>• As well as revenge Xerxes also proposes the expedition for gain (ἀγαθὰ)</li> <li>• τοὺς τούτοισι ... νέμονται χώρην: Xerxes ambitiously suggests they can conquer the Spartans as well as the Athenians</li> <li>• τῷ Διὸς αἰθέρι ὁμοῦρέουσσαν: Xerxes paints a picture in which the Persians rule the whole of the known world</li> <li>• This is reinforced by totalising phrases eg μίαν χώρην / πάσης τῆς Εὐρώπης.</li> </ul>	<p><b>AO3</b> <b>15</b></p>	<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>
1	(b)	<p>Any <b>two</b>:</p> <p>Mardonius has agreed with Xerxes (1)</p> <p>Everyone else was silent (1)</p> <p>Nobody dared to disagree with Xerxes / Mardonius (1)</p>	<p><b>AO2</b> <b>2</b></p>	

1	(c)	If he doesn't hear the opposing opinion (1) he can't make the best choice (1) In the same way, the purity of gold can only be found (1) by rubbing it [against a touchstone] / testing it out (1)	<b>AO2</b> <b>4</b>	
1	(d)	Translation to be agreed at standardisation.  Suggested translation: I also advised your father, and my brother, Darius, not to march against the Scythians, who had no city in any part of the land to live in. But he, hoping to subdue the roaming Scythians, was not persuaded by me, and having advanced to battle he came back after losing many good men from his army.	<b>AO2</b> <b>5</b>	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.

Question		Answer	Mark	Guidance
2	(a)	Simmiias laughs / smiles (1) as Socrates has pointed out that philosophers spend their lives preparing for death (1), so it would be strange/silly* for them to resent it when it arrives (1)	AO2 3	*For 3/3, the cause of Simmiias' amusement must be at least implied in the explanation.  Accept valid alternatives to the answer given opposite.
2	(b)	He cheered up [in response to Socrates] / Socrates' positivity has worn off on him	AO2 1	Insist on answer that demonstrates his <b>change</b> of mood, ie <b>not just</b> 'he is laughing/smiling/happy'. Accept a translation / summary of the Greek ie that he was not expecting to laugh (under the circumstances).
2	(c)	Translation to be agreed at standardisation.  Suggested translation:  'And they might speak the truth, Simmiias, except of course the part about them not being unaware. For they aren't aware in what way philosophers are anticipating death and deserving of death, and the kind of death of which they are worthy. Let us then discuss,' he said, 'amongst ourselves, and never mind about them.'	AO2 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.  Accept in the area of 'knowing well/understanding' for 'not being unaware'.
2	(d)	That death is something / exists / it is possible to define death etc (1) It is the separation of the soul from the body (1)	AO2 2	
2	(e)	Answers should include an analysis of both the style and content of the passage. Elements which might be included are as follows: <ul style="list-style-type: none"> <li>• Socrates' use of questioning to elicit Simmiias' agreement</li> <li>• Examples of concepts which Simmiias can relate to eg τι δίκαιον something just</li> <li>• Simmiias does not challenge this, so Socrates does not explore or justify these concepts, which are the basis of the later argument</li> <li>• Logic of argument that if Simmiias cannot see or sense these concepts with perceptions, but still wants to know about them, he must examine them with his mind or intellect</li> </ul>	AO3 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.

			<ul style="list-style-type: none"><li>• Implication that senses trail behind the intellect through strong vocabulary eg ἐφέλων (senses being dragged behind) and polyptoton of εἰλικρινεῖ ... εἰλικρινές (the concepts being pure ie uncluttered by perceived examples)</li><li>• Similar implications that the body holds back the mind through vocabulary eg ταραττοντος throw into confusion</li></ul>		
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Question		Answer	Mark	Guidance
3	(a)	<p>Answers should include an analysis of both the style and content of the passage. Elements which might be included are as follows:</p> <ul style="list-style-type: none"> <li>• Artabanus is said to have given independent advice to Xerxes, suggesting his courage (ὄς τὸ ... ἐπὶ τὴν Ἑλλάδα)</li> <li>• Respectful ᾧ βασιλεῦ</li> <li>• Emphatic ὡς πολλὸν</li> <li>• Xerxes' changeable emotions emphasised with contrast and emphatic placements of μακαρίσας and δακρύεις</li> <li>• δακρῦσαντα ... δακρύεις repetition</li> <li>• Reflective tone of Xerxes' response to Artabanus, acknowledging this change and making a philosophical observation (contrasts sharply with his brutality elsewhere)</li> <li>• Artabanus' response demonstrates greater depth and thought, suggesting greater wisdom and experience of the world. He challenges assumptions about life.</li> <li>• αἶ τε γὰρ συμφοραὶ προσπίπτουσαι καὶ αἶ νοῦσοι συνταράσσουσαι: long compounded verbs add to the feeling of sorrow and the length of a life troubled by misfortunes</li> <li>• repetition of forms of ζόη and βίος throughout Artabanus' speech</li> <li>• Artabanus is seen to be respectful of divine oversight of mortals' lives</li> </ul>	<p><b>AO3</b> <b>15</b></p>	<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> <p>Answers may relevantly acknowledge the likelihood that this is a 'dramatisation' by Herodotus, and therefore the characterisation here may not be historically accurate! This could be supported with the formulaic repetition of μακαρίσας and δακρύεις from the previous chapter.</p>
3	(b)	<p>Translation to be agreed at standardisation.</p> <p>Suggested translation:</p>	<p><b>AO2</b> <b>5</b></p>	<p>Answer marked according to the 5-mark grid found in Appendix 1.</p>

		He/Artabanus replied, saying, “Oh king, nobody who has intelligence would find fault with this army, nor the number of ships; but if you were to gather more, the two things I speak of become all the more hostile. These two things are the land and the sea.”		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)	There is no harbour anywhere (1) which would receive/save the fleet/boats (1) if a storm arose (1). There should be such harbours all along the mainland (1). Thus events control men, not men events / the Persians would have no control over their fate (1)	AO2 5	
3	(d)	Any <b>four</b> : Artabanus suggests the Persians might march on land unopposed (1), which we might assume would make the job easier (1), but in fact the risks increase the further on the Persians march (1). An army never knows what lies beyond where they are (1); they also might run out of supplies (1).	AO2 4	

Question	Answer	Mark	Guidance
4 (a)	<p>Answers should include an analysis of both the style and content of the passage. Elements which might be included are as follows:</p> <p>Commentators find the passage unclear at times, as presumably does Cebes, who asks <i>πῶς λέγεις</i>; – despite Socrates’ confident assertion that it is <i>οὐδὲν χαλεπὸν</i>, an almost ironic double negative.</p> <p>To reinforce his argument, Socrates uses a number of techniques, including:</p> <ul style="list-style-type: none"> <li>• the simile <i>ὡσπερ εἰ κύκλω περιμόντα</i>, along with the repetition of cyclical wording, to emphasise the notion of the cycle of life</li> <li>• the pleonasm and metaphor of a charioteer coming round the turning point <i>καὶ μὴ ἀνακάμπτοι ... μηδὲ καμπὴν ποιοῖτο</i> is intended to make the idea more relatable</li> <li>• the questioning <i>οἶσθ’ ὅτι</i> points to a logical conclusion</li> <li>• reference to the mythical sleeper Endymion, who would be <i>λήρον</i> - of no significance – if everything in the world ended up asleep</li> <li>• added gravitas with reference to the philosopher-scientist Anaxagoras</li> </ul> <p>The fundamental logic of the argument: if living things die, and do not ‘come to be’ again, then all would cease from coming to be. The conclusion is that everything would ultimately be dead.</p> <p>The comparisons to other ‘opposites’, such as going to sleep and waking up, might seem a fair analogy. However:</p>	<b>AO3</b> <b>15</b>	<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>



		<ul style="list-style-type: none"> <li>we might ask whether all opposites necessarily conform to this cyclical notion (since being young and being old appear not to)</li> <li>we might ask whether the concept of a 'perpetually dormant universe' (Gallop) is necessarily absurd in itself, and whether Socrates feels this proves the related point that a world where everything is dead cannot be plausible</li> <li>we might ask whether the only source of life must necessarily be those things previously departed</li> </ul>		
4	(b)	<p>When someone sees something (1) and realises that it is like / trying to be like another of these things / the Form of that thing (1), they realise it is inferior to / falls short of it / the Form (1). This means that someone must have previous knowledge of the Form / what that object or idea is like (1).</p>	<b>AO2 4</b>	Accept a summary of this argument which refers to the Forms (even though the Forms are not directly referred to in this passage).
4	(c)	<p>They were discussing the equals / equal itself / equality etc (1) Therefore they must previously have understood the equal (itself) / the Form of equal before they saw an example of it (1)</p>	<b>AO2 2</b>	Any mention of the equals / equal itself / equality in the answer should earn the first mark.
4	(d)	<p>Translation to be agreed at standardisation.</p> <p>Suggested translation: 'But we also agree on this, that we haven't thought of it, nor would it be possible to think of it, from anywhere else, other than from seeing or touching or some other of the senses; I speak of all these as the same thing.' 'For they are the same, Socrates, in respect of what the discussion wishes to show.'</p>	<b>AO2 5</b>	<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>
4	(e)	It is from sense perceptions that we think examples of things are trying to be like other things / the Forms / the equal itself (1)	<b>AO2 3</b>	

			So we must have known the equal itself before we used sense perceptions (1) if we are relating examples of equal to equality itself (1)		
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Question		Answer	Mark	Guidance
5	(a)	The Taochians were throwing rocks down on the Greeks as they approached (1) Callimachus ran out and back to his hiding place / under the tree several times (1) This meant the Taochians threw their rocks at him and wasted them / ran out (1)	AO2 3	Accept other valid details or explanations.
5	(b)	Translation to be agreed at standardisation.  Suggested translation: But when Agasias saw the whole army was watching what Callimachus was doing, and afraid that he might not be the first to run up to the enemy position / stronghold, without calling either on Aristonymus, although he was close by, or on Eurylochus of Luci, even though they were his friends, or on anyone else, he set off on his own, and he overtook everyone else.	AO2 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	(c)	It enabled them to capture the stronghold (1) as once they ran in the rocks stopped coming down (1)	AO2 2	
5	(d)	Women threw their children and themselves from the hilltops (1) and the men did the same (1). Aeneas / one of the commanders saw a man about to do this and grabbed hold of him to stop him (1), but the man pulled him over the cliff with him (1).	AO2 4	
5	(e)	Answers should include an analysis of both the style and content of the passage. Elements which might be included are as follows: <ul style="list-style-type: none"> <li>• (The interpreter is a former slave, showing that Xenophon is not above using those of lower status for important roles of negotiation)</li> <li>• Xenophon's openness to negotiation through his interpreter, asking the Macronians why they are attacking (ἐρώτα ... εἶναι)</li> <li>• ὅτι καὶ ... ἔρχεσθε: the report of the reply could be seen as acknowledgement of Greek aggression, though this is more of a modern</li> </ul>	AO3 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.

			<p>interpretation, and the Greeks may have liked the 'assertiveness' of the Macronian army.</p> <ul style="list-style-type: none"><li>• The Greek negotiation is respectful and observes ancient customs, with the symbolic exchange of spears, calling on the gods as witnesses</li><li>• Emphasis on the Greeks and Macronians agreeing and working together through subtle use of language, e.g. delay of ἀμφοτέρω, placement of ἀναμεμιγμένοι in the middle of ἐν μέσοις ... τοῖς Ἑλλησι</li><li>• The Greeks do not take advantage of the Macronians, buying their goods (implied by ἀγορὰν)</li><li>• In the course of the incident the Macronians started an enemy and are now an ally and working to help the Greeks, showing the negotiation skills of the leaders</li></ul>		
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**Guidance on applying the marking grids for the 20-mark extended response**

**Two** Assessment Objectives are being assessed in Questions 6, 7, and 8 – **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 14 made up of AO2 = 11 and AO3 = 3.

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(s) as well as the social, historic and cultural context for the set text.

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.

<b>20-mark grid for the extended response question</b>		<b>AO2 = 10 marks = Demonstrate knowledge and understanding of literature</b> <b>AO3 = 10 marks = Critically analyse, evaluate and respond to literature</b>
<b>Level</b>	<b>Marks</b>	<b>Characteristics of performance</b>
5	17–20	<p>very detailed knowledge and a thorough understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)</p> <p>an excellent response to the question containing a wide range of relevant points, which are very well supported by examples selected with precision from the material studied, leading to cogent conclusions (AO3)</p> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	13–16	<p>detailed knowledge and a sound understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)</p> <p>a good response to the question containing a range of relevant points, which are well supported by examples from the material studied, leading to appropriate conclusions (AO3)</p> <p><i>The response is logically structured, with a well-developed and clear line of reasoning</i></p>
3	9–12	<p>some knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)</p> <p>a reasonable response to the question containing some relevant points, which are generally supported by examples from the material studied, leading to tenable conclusions (AO3)</p> <p><i>The response presents a line of reasoning which is mostly relevant and has some structure</i></p>
2	5–8	<p>a limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)</p> <p>a limited response to the question containing some points, which may be narrow in scope, which are occasionally supported by examples from the material studied or are unsupported assertions, leading to a limited conclusion (AO3)</p> <p><i>The response presents a line of reasoning but may lack structure</i></p>
1	1–4	<p>very limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)</p> <p>little or no engagement with the question and any points made are of little or no relevance (AO3)</p> <p><i>The information is communicated in an unstructured way</i></p>

0 = No response or no response worthy of credit.

Question	Answer	Mark	Guidance
6	<p>Answers should consider the nature of the <i>Histories</i> and how Herodotus makes it interesting and engaging. This might include:</p> <ul style="list-style-type: none"> <li>• Herodotus' genre of 'inquiry' and how this manifests itself in the prescribed text</li> <li>• The political aftermath of Darius' death, with the rivalry over who should succeed him</li> <li>• Speeches adding to characterisation, especially the changeable moods of Xerxes</li> <li>• Bizarre incidents such as the whipping of the sea</li> <li>• Horrific punishments such as the beheading of the engineers and the execution of Pythius' son</li> <li>• The courage of some in giving Xerxes objective advice, and Xerxes' receptiveness towards it, eg his jovial response to Demaratus</li> <li>• Details from the text which may give us insight into Persian life eg religious observance</li> </ul> <p>For higher marks answers should analyse the contribution of Herodotus' skills in story-telling and characterisation towards the account (rather than simply the events themselves). Answers may criticise aspects of this if supported with examples.</p>	<p><b>20</b> made up of  <b>AO2 = 10</b>  <b>&amp;</b>  <b>AO3 = 10</b></p>	<p>Answers should be marked using the grid above. 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 successfully does Herodotus make <i>Histories</i> Book 7 an interesting and engaging account?</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	Mark	Guidance
7	<p>Answers should consider the role of the characters other than Socrates in the <i>Phaedo</i>. This will require them to give details of what is happening and the impending death of Socrates, and then discuss ways in which that scene is used to develop philosophical arguments. This might include:</p> <ul style="list-style-type: none"> <li>• the wish of the friends to give Socrates comfort and support, especially as his death had just been ordered and this would be their last meeting</li> <li>• the relationship between Socrates and his friends as it appears in the text</li> <li>• the desire of Socrates to be kept engaged in philosophical discussions (rather than being pitied)</li> <li>• The friends sometimes query Socrates where he may be being unclear eg Simmias and Cebes asking whether Socrates is urging Evenus to commit suicide</li> <li>• The friends could be seen to be reflecting our own responses to Socrates' argument, confirming or denying the logic of a statement and giving us a brief chance to reflect on it ourselves</li> <li>• The friends do sometimes express their own opinions in more depth, eg Cebes arguing against the suggestion that a philosopher should be content to die or explaining the common fear that the soul may not be immortal</li> <li>• It might be thought that a lecture would be less interesting and that, given the weight of the topics discussed, the interactive element is quite important</li> </ul> <p>Despite the above, candidates may nonetheless conclude by agreeing with the statement, if they feel the content of the discussion is mostly proposed or opposed by Socrates himself.</p>	<p><b>20</b> made up of  <b>AO2 = 10</b>  <b>&amp;</b>  <b>AO3 = 10</b></p>	<p>Answers should be marked using the grid above. 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: 'The friends of Socrates might as well have stayed at home, as they add nothing substantial to the discussion.' How far do you agree with this opinion?</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	Mark	Guidance
8	<p>Answers should consider the extent of Xenophon's self-promotion in the text, along with other possible objectives he may have had in writing the <i>Anabasis</i>. These could include a straightforward narrative, a celebration of Greek values, an effort to reingratiate himself with the Athenians, or a depiction of the Persians as weak and vulnerable.</p> <p>Details might include:</p> <ul style="list-style-type: none"> <li>• Leadership skills demonstrated by Xenophon, eg success in various conflicts, negotiation and decision making</li> <li>• The explanations given for Xenophon's decisions throughout the text</li> <li>• Observance of religious practice throughout the text</li> <li>• His use of others' greater experience, eg on his initial confusion at the fainting of various men due to hunger in 4.5</li> <li>• The suffering of the troops described eg the effects of the snow in 4.5</li> <li>• The relationship and discussions between Xenophon and the other leaders eg in the meeting in 4.6</li> <li>• Accounts of the courage and intelligence of others as well as himself eg Callimachus in 4.7</li> <li>• The defeat of the Colchians in 4.8</li> </ul> <p>Answers may offer subjective opinions on the above as long as they are supported by reference to the text.</p>	<p><b>20</b> made up of  <b>AO2 = 10</b>  <b>&amp;</b>  <b>AO3 = 10</b></p>	<p>Answers should be marked using the grid above. The content given opposite is indicative only, and should be used as a guide. Other relevant examples should also be rewarded.</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>

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