GCE

Classical Greek

H444/02: Prose composition or comprehension

A Level

Mark Scheme for June 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

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 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 posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to RM Assessor and mark the **required number** of practice responses ("scripts") and the **number of required** 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 40% 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 or the RM Assessor messaging system, or by email.

5. Crossed Out Responses
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions
Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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.   Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0 'if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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 e-mail.

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

Descriptor	Award mark
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
BP	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
SEEN	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
BOD	Benefit of doubt
CON	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

Question			Answer	Mark	Guidance
1			Examine (1) the possibilities/what is likely (1)	2	*For all comprehension questions, ensure that the wording of the response answers the question, and/or presents the relevant information clearly.* Accept 'look at'
2	(a)		I/he put to sea/set sail (1) to/for Aenus (1)	2	
2	(b)		No-one (1) accused/blamed Euxitheus (1)	2	
2	(c)		Because the prosecution/these men (1) had (already) heard/learned (1) about the news (1)	3	'They/the men' insufficient for first mark. Sequence of events must be clear for second mark.
3	(a)		That Herodes/the man died on land (1) and that I/Euxitheus struck him with a stone (1) on the head (1)	3	
3	(b)		He says that he did not get out (at all) (1) from the boat (1)	2	
4			To explain/show (1) how Herodes/the man/he disappeared (1)	2	
5	(a)		(Somewhere) near (1) the harbour (1)	2	'Somewhere' (που) not required
5	(b)		Since Herodes/the man was drunk (1) and because he left the boat (1) at night (1)	3	

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 μέν... δέ)

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

Question			Answer	Mark	Guidance
6			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.
			ζητουμένου δὲ τοῦ ἀνδρὸς δύο ἡμέρας, οὔτε <u>ὀπτὴρ</u> οὐδεὶς ἐφάνη οὔθ᾿ αἷμα οὔτ᾿ ἄλλο σῆμα οὐδέν. (And) after the man/Herodes had been searched for, for two days, no eyewitness appeared/was found, nor did/was (any/some) blood nor any other sign/evidence at all.	5	Accept a rendering of the genitive absolute in the active with a supplied 'they' or similar. Slight error: ἐφάνη 'showed'

Question			Answer	Mark	Guidance
			ἀλλ' ἐγὼ συγχωρῶ τῷ τούτων λόγῳ, παρεχόμενος τοὺς μάρτυρας ὡς οὐκ ἐξέβην ἐκ τοῦ πλοίου: But I agree with the argument/speech of these men/the prosecution, and I have/having provided witnesses (as to / who say) that I did not get out from the boat.	5	λόγῳ: accept 'story', 'word' Accept any reasonable translation of παρεχόμενος. Accept additional wording (as exemplified) to explain ὡς. Slight error: συγχωρῶ 'I will agree'
7	(a)		That Herodes/the man could vanish (1) and escape notice/not be found/remain hidden (1)	2	
7	(b)		If Herodes did not go (1) far from the sea (1)	2	
8	(a)		(Present) (active) imperative	1	
8	(b)		Present (active) indicative 3rd person plural	1	
9	(a)		*ἐκβαίνω*	1	
9	(b)		*ζητέω*	1	Accept ζητῶ
9	(c)		*λανθάνω*	1	

Question			Answer	Mark	Guidance
10	(a)		Genitive (1) : after verb $\kappa\alpha\tau\eta\gamma o\rho\acute{\epsilon}\omega$ (1).	2	
10	(b)		Genitive (1) : after preposition $\dot{\epsilon}\gamma\gamma\acute{\nu}\varsigma$ (1).	2	
10	(c)		Accusative (1) : agrees with $\tau\grave{o}\nu$ $\ddot{\alpha}\nu\theta\rho\omega\pi o\nu$ **and/or** : the accusative of the acc/inf construction (indirect statement) after $\delta\nu\nu\alpha\tau\grave{o}\varsigma$ $\ddot{\eta}\nu$ (1).	2	Accept accurate translation: 'it was [not] possible that the man, having/when he had disappeared' (1).
11	(a)		Infinitive (1) after $\pi\rho\acute{\iota}\nu$ + inf. (meaning 'before') (1) ignore mention of 'accusative & infinitive'	2	Accept translation literal/accurate enough to convey understanding of the grammar: 'before I put out to sea/set sail' (1). If explanation and translation are contradictory, mark as incorrect.
11	(b)		Genitive (masculine, plural) participle (1), part of a genitive absolute construction (1).	2	Accept translation literal/accurate enough to convey understanding of the grammar: 'When/since/although they/these men/the prosecution had heard/learned' (1). 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 νομίζω and other verbs of knowing and perceiving. Participles after such verbs should be rewarded with consideration for style marks.

Question			Answer	Mark	Guidance
			Some possible alternatives are suggested, but there are many other acceptable possibilities. Words in **bold** require vigilance because easily omitted, or because the suggested translation would achieve +.		Annotate any creditable style points with $+$, and enter the total under **12 (x)** 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. Annotate potential style points that are unsuccessful due to error with SEEN. Annotate accepted alternatives that might not be obvious (eg a tense that is not strictly correct) with ✔ and add appropriate annotation.
12	(i)		Long ago the Athenians often sent young men and young girls to Crete, *πάλαι δὲ οἱ Ἀθηναῖοι πολλάκις ἔπεμπον νεανίας καὶ κόρας πρὸς τὴν Κρήτην,* Alternatives: νεὰς παῖδας, παρθένους	5	+ connecting δέ + τε… καί with appropriate word order + ἔπεμπον imperfect Accept: ἔπεμψαν (aorist) use of article for 'young men/girls' Major error: omission of either time word
12	(ii)		since, according to the words of their gods, they had to pay a penalty to the king there *διότι (αὐτοὺς) ἔδει/ἐχρῆν κατὰ τοὺς **τῶν ἑαυτῶν** θεῶν λόγους δίκην δοῦναι τῷ **ἐνταῦθα** βασιλεῖ,*	5	+ genitive sandwich for 'words of their gods' + σφετέρων + positioning 'there' between article and noun. Major error: omission of word for 'their'

	Question			Answer	Mark	Guidance
12	**(iii)**			to ward off every kind of disease and evil. *ἵνα πασᾶν νόσον καὶ (πᾶν) κακὸν ἀμύνωσιν.* Alternatives: ὅπως, middle voice (present or aorist)	**5**	A short section: **all errors will be major**. + τε… καί (unless previously credited) + παντοίας νόσους + ἀμύνοιεν, ἀμύναιεν/ἀμύνειαν (optative in sequence) Accept sensible alternatives for 'ward off' Accept ἑαυτῶν 'ward off from themselves'
12	**(iv)**			Most people believe that these youths, when they had been brought onto the island, *οἱ δὲ πλεῖστοι νομίζουσι τούτους νεανίας,* **εἰσενεχθέντας** *εἰς τὴν νῆσον* Alternative construction: *…ὅτι οὗτοι νεανίαι, εἰσενεχθέντες…*	**5**	+ οἱ πολλοί or any other expression that avoids ἄνθρωποι + variation of: 'youths' compared to (i) + participle of 'bring' instead of temporal clause. Accept φέρω or other compounds Accept participle construction after 'believe'
12	**(v)**			either were killed by the Minotaur in the <u>labyrinth</u>, or wandered about in that place alone, *ἢ φονενέσθαι ὑπὸ τοῦ Μινωταύρου ἐν τῷ λαβυρίνθῳ ἢ μόνους περὶ ἐκείνου τοῦ τόπου* **βαδίζοντας** Alternative construction continued: *… ἢ ἐφονεύοντο… ἢ μόνοι…* **βαδίζοντες**	**5**	+ use of form of emphatic verb such as *διαφθείρω* or *ἀπόλλυμι*. + subordination of 'wandered… and…' as shown + compounding of βαδίζειν Accept ἐβάδιζον/βαδίζειν… καί (no subordination)

	Question			Answer	Mark	Guidance
12	(vi)			and died when they could not find a way off the island. *ἀποθνήσκειν ἐπεὶ οὐκ ἐδύναντο ὁδὸν ἐκ τῆς νήσου εὑρισκεῖν.* Alternative construction continued: … *ἀπέθανον…*	5	A short section: **all errors will be major**. + rephrasing to use verb 'escape' + rendering the temporal clause with with a participle + ἀποθανεῖν (aorist infinitive) + ἐπεὶ οὐδεμίαν ὁδόν (check order of negatives; no + if double-negative spoils sense) + ἔξοδος Accept εὑρεῖν (aorist infinitive)
12	(vii)			The guard of the labyrinth was a beast with the nature of a man and a bull. Soon Theseus, the son of the Athenian king, *ὁ γὰρ τοῦ λαβυρίνθου φύλαξ ἦν θηρίον (σὺν) τῇ φύσει ἀνθρώπου καὶ ταύρου. δι᾽ ὀλίγου ὁ Θησεύς, ὁ υἱός ὁ τοῦ τῶν Ἀθηναιῶν βασιλέως,*	5	+ genitive sandwich ('guard' and 'nature of man and bull'); use of + ἔχον τὴν φύσιν, etc + τε… καί (unless previously credited) + ἅμα (various possible constructions) + genitive sandwich (unless previously credited) Accept any sensible connecting particle
12	(viii)			was troubled by the citizens' anger towards his father, who they blamed. *ἠπόρησεν/ἠπόρει διὰ τὴν τῶν πολιτῶν ὀργὴν ἐπὶ τὸν πατέρα, ὃν ᾐτιασάντο.*	5	+ ὅτι οἱ πολῖται ὠργίζοντο τῷ πατρί + (ὑπὸ) τῶν πολιτῶν ὀργιζομένων (participle or genitive absolute) Accept ἠθύμησε τῇ χολῇ / ὀργῇ / τῷ χολῷ Accept ἐπί + dat. for 'towards'

Question			Answer	Mark	Guidance
12	(ix)		He volunteered to be sent to Crete, and so was admired by the citizens for his courage and eagerness to serve his country. ὁ ʼδ ἤθελεν πρὸς τὴν Κρήτην πέμπεσθαι · ἐθαυμάζετο οὖν ὑπὸ τῶν πολιτῶν διʼὅτι ἀνδρεῖος ἦν καὶ πρόθυμος θεραπεύειν τὴν πατρίδα. Alternatives: ἀνδρεῖος τε ὢν καὶ πρόθυμος θεραπεύειν… διὰ τὴν ἀνδρείαν καὶ τὴν προθυμίαν **τοῦ** θεραπεύειν…	5	+ connection between this and previous sentence including μέν…δέ + ὥστε ἐθαυμάζετο + ἀνδρεῖος τε ὤν… + ἅτε ἀνδρεῖος ὤν… + … προθυμίαν **τοῦ** θεραπεύειν… with genitive article; other cases or no article = slight error + ὑπηρετεῖν

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

ocr.org.uk/qualifications/resource-finder

ocr.org.uk

Twitter/ocrexams

/ocrexams

/company/ocr

/ocrexams