

GCE

Classical Greek

H444/03: Prose literature

A Level

Mark Scheme for June 2024

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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 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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
	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)

12. Subject Specific Marking Instructions**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 $\mu\epsilon\nu\ldots \delta\epsilon$)

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.

15-mark grid for the extended response question			AO3 = 15 marks = Critically analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance	
5	13–15	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. <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i>	
4	10–12	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. <i>The response is logically structured, with a well-developed and clear line of reasoning.</i>	
3	7–9	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. <i>The response presents a line of reasoning which is mostly relevant and has some structure.</i>	
2	4–6	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 <i>The response presents a line of reasoning but may lack structure.</i>	
1	1–3	very limited engagement with the question expresses points which are of little relevance and supported with little evidence from the passage <i>The information is communicated in an unstructured way.</i>	

0 = No response or no response worthy of credit.

Question		Answer	Mark	Guidance
1	(a)	Any three : The Athenians would be deterred / turn away from the expedition (1) due to the scale / magnitude of what needed to be done (1) or if he was forced to make the expedition (1) he would sail out with the greatest safety (1)	AO2 3	
1	(b)	<p>Assess against criteria in the 15-mark AO3 grid (see above).</p> <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"> Nicias intended to put the Athenians off, but this did not happen, and he gave them confidence that the expedition could be successful if sufficiently well prepared. οἱ δὲ emphasises contrast of what he wanted with what actually happened (allow reference to ὁ μὲν from line 1) choices of vocabulary throughout emphasise the Athenians' emotional, rather than rational, decision - making (eg ἐπιθυμοῦν, ἔρως, πόθω, εὐέλπιδες, ἐπιθυμίαν) choices of vocabulary also suggest their confidence in the preparations for expedition (eg ἀσφάλεια πολλή) Thucydides emphasises that the everyone is affected by the same passion, both older (πρεσβυτέροις) and younger (ἐν τῇ ἡλικίᾳ) similarly he uses words such as πολὺς ὄμιλος and στρατιώτης in the singular to suggest this was near enough a unanimous feeling he gives different reasons and motivations for each group described, including the younger generation's desire for sightseeing, as if on a holiday rather than a campaign (τῆς τε ἀπούσης πόθω ὄψεως καὶ θεωρίας). 	AO3 15	<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 the points being made.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> similarly, the soldiers are motivated by financial gain, rather than considering the risks of the expedition (ὁ δὲ πολὺς ὄμιλος... ὑπάρξειν). thus the minority who agreed with Nicias kept quiet, in case they seemed disloyal (δεδιῶς μὴ ἀντιχειροτονῶν κακόνους δόξειεν εἶναι τῇ πόλει ἡσυχίαν ἦγεν) their silence is due to the excessive enthusiasm of the majority (ἄγαν), the very opposite of what Nicias had expected. 		
1	(c)		<p>Any four:</p> <p>He is challenged by an unnamed/unimportant citizen (τις τῶν Ἀθηναίων) (1)</p> <p>The citizen tells him what 'must' (χρεῖναι) now happen (1)</p> <p>The citizen is dismissive of him 'making excuses' (προφασίζεσθαι) / delaying (διαμέλλειν) (1)</p> <p>The citizen criticises him publicly / 'in front of everyone' (ἐναντίον πάντων) (1)</p> <p>The citizen demands to know what action needed to be taken / what preparation the Athenians should vote for (ἥντινα ... ψηφίσωνται) (1)</p> <p>He was forced to discuss matters quietly/openly he didn't really want to (ἄκων / καθ' ἡσυχίαν etc) (1)</p>	AO2 4	<p>Greek is not required but is given in the mark scheme to indicate the source of the answers.</p> <p>Where a candidate gives a straightforward translation of these lines, pick out and credit the points in the mark scheme opposite.</p>
1	(d)		<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>ὅσα μέντοι ἤδη δοκεῖν αὐτῷ, τριήρεσι μὲν οὐκ ἔλασσον ἢ ἑκατὸν πλευστέα εἶναι (αὐτῶν δ' Ἀθηναίων ἔσεσθαι ὀπιταγωγούς ὅσαι ἂν δοκῶσι, καὶ ἄλλας ἐκ τῶν ξυμμάχων μεταπεμπτέας εἶναι), ὀπίταις δὲ τοῖς ξύμπασιν Ἀθηναίων καὶ</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute a 'slight' or 'major' error.</p> <p>Individual slight errors: Incorrect number of thousands of hoplites Omission of τι Individual major errors:</p>

Question		Answer	Mark	Guidance
		<p>τῶν συμμάχων πεντακισχιλίων μὲν οὐκ ἐλάσσοσιν, ἣν δέ τι δύνωνται, καὶ πλέοσιν·</p> <p>Suggested translation: but as far as he could see [at the moment], they would have to sail with no less than 100 triremes (of which there should be as many Athenian ones which could carry troops as they thought right, and others from their allies must be sent for), and also with all the hoplites from the Athenians and the allies, which should be no less than 5000, and more than that if they could.</p>		<p>Omission of ὀπλιταγωγούς</p> <p>Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid.</p>

Question			Answer	Mark	Guidance
2	(a)		<p>Any four:</p> <p>He cut people in half (1)</p> <p>just as people cut (sorb) apples* in half (1)</p> <p>or cut eggs in half with hair (1)</p> <p>The examples can be related to people's experiences (1)</p> <p>Cutting eggs in half with hair emphasises the power of Zeus / the ease with which he cut people in half (1)</p>	AO2 4	<p>* Allow 'eggs' for both ὄα and ῥα due to text printed in anthology.</p> <p>Candidates may also answer this question by analysing Aristophanes' techniques. They may be awarded 2 marks for relevant references to the text and 2 marks for relevant explanation.</p>
2	(b)		<p>Any three:</p> <p>To turn around (each person's) face / half (of their) neck towards the cut (1)</p> <p>... so that they would be better behaved (1)</p> <p>... as they could see their own cut (1)</p> <p>To heal them (1)</p>	AO2 3	
2	(c)		<p>Assess against criteria in the 15-mark AO3 grid (see above).</p> <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"> • candidates may choose to approach the account seriously or less seriously • Apollo following Zeus' instructions, demonstrating hierarchy of the gods • imagery of the human body being manipulated into the shape ordered by Zeus (eg ὁ δὲ τό τε πρόσωπον μετέστρεφε) • interesting descriptions of how familiar parts of the body came into being (candidates might give examples eg γαστέρα) 	AO3 15	<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 the points being made.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • forms of καλέω emphasise the relatability of these descriptions • further comparisons also add to the relatability of the description, eg draw-string purses (τὰ σύσπαστα βάλαντια) • imperfect tense verbs (eg ἀπέδει) indicate the number of times Apollo had to do the same thing • comparing Apollo smoothing the wrinkles and moulding the chest with a shoe-maker's tool again adds relatability but also emphasises his skill and care in crafting the human body (καὶ τὰς μὲν ἄλλας ῥυτίδας τὰς πολλὰς ... τὰς τῶν σκυτῶν ῥυτίδας) • the exception of the 'wrinkles' on the stomach, a comic touch, but also sending a message of divine power (ὀλίγας δὲ κατέλιπε... τοῦ παλαιοῦ πάθους) • the fanciful idea of the original two halves longing to be with each other, our 'natural' state finding the separation challenging (ἡ φύσις δίχα ἐτμήθη) • sexual double entendre of συνήει • repetition of -συν prefix emphasising the need for halves to be together • the apparent sadness of the outcome, with the two halves clinging together so tightly that they forget their basic needs and die (ἐπιθυμοῦντες συμφῶναι ... ποιεῖν) 		
2	(d)		<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>καὶ ὅποτε τι ἀποθάνοι τῶν ἡμίσεων, τὸ δὲ λειφθεῖη, τὸ λειφθὲν ἄλλο ἐζήτει καὶ συνεπλέκετο, εἴτε γυναικὸς τῆς ὅλης ἐντύχοι ἡμίσει, ὃ δὴ νῦν γυναιῖκα καλοῦμεν, εἴτε ἀνδρός· καὶ οὕτως ἀπώλλυντο. ἐλεήσας δὲ ὁ Ζεὺς ἄλλην</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute a 'slight' or 'major' error.</p> <p>Accept 'they died out'</p> <p>Individual slight errors: Omission of δὴ</p>

Question			Answer	Mark	Guidance
			<p>μηχανὴν πορίζεται, καὶ μετατίθησιν αὐτῶν τὰ αἰδοῖα εἰς τὸ πρόσθεν·</p> <p>Suggested translation:</p> <p>And whenever one of the halves died and the other was left behind, the one left behind sought another and joined together, whether it met with half of a female whole, it being the half we now call female, or that of a man. And because of this, they were dying out. Zeus then took pity and provided another means, and placed their genitals in a different place at the front.</p>		<p>Individual major errors: Omission of words important to sense of story Wrong tense that changes sense</p> <p>Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid.</p>

Question			Answer	Mark	Guidance
3	(a)		Any two : setting out with such a (powerful) force (1) but then returning/leaving shamefully (1) and without having done/achieved anything (1)	AO2 2	
3	(b)		Any four : Most of his suggestions involved preparation/persuasion/ strategy rather than force <i>vel sim</i> (1) He suggested trying to get some of the Sicels to revolt (1) and others to become friendly/allies (1) ...which would bring them food/troops (1) They should persuade Messina (1) ... as its harbour was the best place for the army to wait (1)	AO2 4	Where a candidate gives a straightforward translation of these lines, pick out and credit the points in the mark scheme opposite. Allow Sicilians for Sicels
3	(c)		When the cities had been brought over (to their side) (1) When they knew who would fight with whom <i>vel sim</i> (1)	AO2 2	
3	(d)		Assess against criteria in the 5-mark AO2 grid (see above). Λάμαχος δὲ ἀντικρυς ἔφη χρῆναι πλεῖν ἐπὶ Συρακούσας καὶ πρὸς τῇ πόλει ὥς τάχιστα τὴν μάχην ποιεῖσθαι, ἕως ἔτι ἀπαράσκευοί τε εἰσὶ καὶ μάλιστα ἐκπεπληγμένοι. τὸ γὰρ πρῶτον πᾶν στράτευμα δεινότατον εἶναι· ἣν δὲ χρονίῃ πρὶν ἐς ὄψιν ἔλθεῖν, τῇ γνώμῃ ἀναθαρσοῦντας ἀνθρώπους καὶ τῇ ὄψει καταφρονεῖν μᾶλλον. Suggested translation: Lamachus (on the other hand) said that they should sail straight to Syracuse and make war right by the city as quickly as possible, while they were still unprepared and entirely	AO2 5	The following examples are intended to exemplify what might constitute a 'slight' or 'major' error. Individual slight errors: Omission of μᾶλλον Individual major errors: Omission of words important to sense of story Wrong tense that changes sense Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid.

Question			Answer	Mark	Guidance
			stricken with fear. For every army is the most terrible/terrifying at the beginning; but if there is a delay before it is seen, men regain their courage and spirit, and scorn the actual sight of it more.		
3	(e)		<p>Assess against criteria in the 15-mark AO3 grid (see above).</p> <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"> • (according to Thucydides) the Athenians recall and worry about tyranny (and oligarchy) • it might be considered unlikely that the Athenians have the story of Hippias and Hipparchus in their mind (ἐνθυμούμενος), but Thucydides is suggesting their concern at the threat to democracy • Thucydides uses politically significant vocabulary eg ὁ δῆμος in contrast to ὀλιγαρχικῇ καὶ τυραννικῇ • he uses vocabulary to emphasise their uncertainty and unreasoned approach eg ξυνωμοσία, ὀργιζομένων • already high ranking individuals had been imprisoned (ἀξιόλογοι ἄνθρωποι ἤδη ἐν τῷ δεσμοτηρίῳ ἦσαν) • it looked as if this suspicion and thirst for arrests would continue to get worse for some time (καὶ οὐκ ἐν παύλῃ ἐφαίνετο, ἀλλὰ καθ' ἡμέραν ... ἔτι ξυλλαμβάνειν) • use of eg καθ' ἡμέραν, the comparative τὸ ἀγριώτερόν and πλείους all emphasise the worsening situation 	AO3 15	<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 the points being made.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> the plan for immunity devised by the informer Andocides and his friend suggests the Athenians simply needed scapegoats, rather than truth indeed, the pair saw the truth as irrelevant to their own interests (εἴτε ἄρα καὶ τὰ ὄντα μηνῦσαι εἴτε καὶ οὐ) and Thucydides cannot confirm or deny it either (ἐπ' ἀμφοτέρω γὰρ εἰκάζεται) παρούσης ὑποψίας: the outcome of this one informer's decision is significant not only for him but also for ending the climate of suspicion in Athens significance or urgency added by alliteration of τὴν πόλιν τῆς παρούσης ὑποψίας παῦσαι 		

Question		Answer	Mark	Guidance
4	(a)	<p>Diotima disputes Socrates' suggestion ... that what is not beautiful/fine is ugly/shameful (1) ... and that what is not good is bad (1) Thus although Love is neither beautiful nor good, it is not necessarily the case that he is ugly and bad (1) but might be somewhere in the middle (1)</p>	AO2 4	
4	(b)	<p>Any four:</p> <p><u>Arguments</u> When Socrates talks about 'everyone' agreeing that Love is an (important) god (1), Diotima asks whether he means literally 'everyone' or 'all experts / people who know' (1) Diotima says Socrates cannot deny Love is a god and then call him an (important) god (1) as this is obviously illogical / inconsistent (1)</p> <p><u>Persuasive techniques</u> Diotima uses questions to make Socrates think about what he has said (1) Diotima picks up on specific words Socrates uses (eg 'all') and makes him elaborate / insists on detail (1) Diotima smiles so that she does not seem rude or aggressive / so that it appears she had anticipated Socrates' answer (1)</p>	AO2 4	Candidates can approach the question either from the perspective of Diotima's arguments or from that of her techniques
4	(c)	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>“τίνες οὗτοι;” ἦν δ' ἐγώ. “εἷς μὲν,” ἔφη, “σύ, μία δ' ἐγώ.” καὶ γὰρ εἶπον, “πῶς τοῦτο,” ἔφην, “λέγεις;”</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute a 'slight' or 'major' error.</p> <p>Individual slight errors:</p> <p>Individual major errors: Omission of words important to sense of story Wrong tense that changes sense</p>

Question			Answer	Mark	Guidance
			<p>καὶ ἡ, “ῥαδίως,” ἔφη. “λέγε γάρ μοι, οὐ πάντας θεοὺς φῆς εὐδαίμονας εἶναι καὶ καλοὺς; ἢ τολμήσεις ἄν τινα μὴ φάναι καλὸν τε καὶ εὐδαίμονα θεῶν εἶναι;”</p> <p>“μὰ Δί’ οὐκ ἔγωγ’,” ἔφη.</p> <p>Suggested translation:</p> <p>‘Who are these people?’ I said. ‘You are one,’ she said, ‘and I am another.’ And I said, ‘How can you say this?’* And she said, ‘Easily. For tell me, do you deny that all gods are blessed and beautiful? Or would you dare to say that any of the gods is not beautiful and blessed?’ ‘By Zeus, no I would not!’ I said.</p>		<p>*do not insist on both εἶπον and ἔφην. Accept εἶπον as an imperative eg ‘tell me’ / ‘do explain’ inside the direct speech, as per anthology.</p> <p>Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid.</p>
4	(d)		<p>Assess against criteria in the 15-mark AO3 grid (see above).</p> <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"> the thrust of the argument is that those who are wise (eg gods) and those who are ignorant do not love the pursuit of knowledge, since the wise already have sufficient knowledge, and the ignorant see no need to better themselves. Love joins those in the middle who are attracted to knowledge – as we might expect, since Love is bound to be attracted to something as beautiful as knowledge. Candidates may express a general opinion on the overall argument here. 	AO3 15	<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 the points being made.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • candidates may note that, even though Diotima is placing Love between two end points (wisdom and ignorance), and is encouraging Socrates not to be simplistic, she explains throughout with reference to apparently (!) straightforward concepts for Socrates to understand: eg σοφὸς, ἀμαθεῖς, καλὸν καὶ γαθὸν etc • candidates may discuss whether a mortal who is ‘wise’ rejects the further pursuit of wisdom (θεῶν οὐδεὶς φιλοσοφεῖ ... οὐ φιλοσοφεῖ). They might consider the philosophical definition of ‘wisdom’ being used, and its completeness. • however, the use of the hypothetical εἴ τις suggests that Diotima discretely dismisses the notion of any human truly being wise, in that same way that an ‘all knowing’ god would be. • emphatic οὐ following οὐδ adds force to the argument that the wise do not chase wisdom • undeniable truth of certain statements eg οὐκ οὐκ οὐκ ἐπιθυμεῖ ὁ μὴ οἰόμενος ἐνδεὴς εἶναι οὐ ἂν μὴ οἴηται ἐπιδεῖσθαι • Diotima’s sharp and somewhat dismissive put down, claiming even a child could follow her point, disarms Socrates from challenging what she is saying (δῆλον δὴ ... παιδί) • emphasis added: δὴ, γε, ἤδη, καὶ • candidates may observe the underlying principle that Diotima relies on Love being a lover of something attractive (here, knowledge), rather than the object of love (ἔστι γὰρ ... Ἔρωτα φιλόσοφον εἶναι), as she discusses elsewhere • Diotima ends by continuing the story of Love’s parentage, born to the wise and resourceful Plenty 		

Question			Answer	Mark	Guidance
			and Poverty, who is neither. Candidates may comment on both the slightly comical notion and the logic of Diotima's conclusion that Love would end up in the middle of the two.		

Question			Answer	Mark	Guidance
5	(a)		The incident was not planned / prepared (1) He heard / asked about the cause of the noise/cheering/applause of the Athenians (1) He found out there was a contribution of money to the state (1) so he went up to make a contribution as well (1)	AO2 4	
5	(b)		The crowd was applauding/shouting/making a noise or Alcibiades forgot about the quail he had / was holding (1) the quail flew away in fright (1) the Athenians joined the hunt for it (1) Antiochus caught it and gave it back (1)	AO2 4	
5	(c)		<p>Assess against criteria in the 15-mark AO3 grid (see above).</p> <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"> Alcibiades already had some advantages not all of which were necessarily derived from skill, but the tricolon does suggest he was ideally suited to public service (τοῦ τε γένους καὶ τοῦ πλούτου τῆς τε περὶ τὰς μάχας ἀνδραγαθίας) clearly able to maintain good relationships with other important contacts (φίλων τε πολλῶν καὶ οἰκείων ὑπαρχόντων) he planned how to gain influence over the people (ἀπ' οὐδενὸς ... ἐν τοῖς πολλοῖς) he was capable in speech (δυνατὸς ἦν εἰπεῖν) this is confirmed even by comic poets (οἳ τε κωμικοὶ) 	AO3 15	<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 the points being made.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • ... and by Demosthenes, a professional orator, whose authority is demonstrated by the superlative (τῶν ῥητόρων ὁ δυνατώτατος) • Plutarch references a specific speech to lend authenticity to the compliment (ἐν τῷ κατὰ Μειδίου) • superlative description of his ability in speaking (δεινότατον) • passing acknowledgement of other abilities too (πρὸς τοῖς ἄλλοις) • fulsome commendation of Theophrastus (ἀνδρὶ φιληκόῳ καὶ ἱστορικῷ παρ' ὄντιν' οὖν τῶν φιλοσόφων) adds validity to his praise of Alcibiades • superlative ἱκανώτατος • praise of Alcibiades' adaptability to specific situations (εὐρεῖν ... ὁ Ἀλκιβιάδης) • repetition of δεῖ shows Alcibiades' awareness of the importance of correct speech • neat techniques/structures such as repetition of δεῖ / δέ and use of μὴ μόνον ... ἀλλὰ καὶ demonstrate the standard of speech Alcibiades aimed for • however, Plutarch suggests a flaw in Alcibiades' speaking (οὐκ εὐπορῶν) – perhaps limitations to his vocabulary or rhetorical techniques • this caused embarrassing moments in the middle of speech where he stumbled over his words (ἐσφάλλετο) • tricolon of verbs highlights his embarrassment of pausing mid-speech (ἐσφάλλετο ἀπεσιώπα διέλειπε) 		

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> frustrating implication that that he knew what he wanted to say but words eluded him (διαφυγούσης) thus he expressed himself more carefully when he began speaking again, enhanced by the couplet of verbs (ἀναλαμβάνων καὶ διασκοπούμενος) 		
5	(d)		<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>αἱ δ' ἵπποτροφίαι περιβόητοι μὲν ἐγένοντο καὶ τῷ πλήθει τῶν ἀρμάτων· ἑπτὰ γὰρ ἄλλος οὐδεὶς καθῆκεν Ὀλυμπίασιν ἰδιώτης οὐδὲ βασιλεύς, μόνος δὲ ἐκεῖνος. καὶ τὸ νικῆσαι δὲ καὶ δεύτερον γενέσθαι καὶ τέταρτον, ὡς Θουκυδίδης φησὶν, ὁ δ' Εὐριπίδης τρίτον, ὑπερβάλλει λαμπρότητι καὶ δόξῃ πᾶσαν τὴν ἐν τούτοις φιλοτιμίαν.</p> <p>Suggested translation:</p> <p>His breeding of horses was famous, especially for the large number of his chariots; for nobody else, not private citizen nor even king, entered seven for racing at the Olympic games, just that man alone. And his victory, second, and fourth as Thucydides says, or third according to Euripides, surpasses in brilliance and reputation all ambition in these matters.</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute a 'slight' or 'major' error.</p> <p>Individual slight errors:</p> <p>Individual major errors: Omission of words important to sense of story Wrong tense that changes sense</p> <p>Note that the translation given is only for guidance. Any accurate translation should be accepted, and marked in line with the grid.</p>

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.

20-mark grid for the extended response question AO2 = 10 marks = Demonstrate knowledge and understanding of literature AO3 = 10 marks = Critically analyse, evaluate and respond to literature		
Level	Marks	Characteristics of performance
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>‘A clear demonstration of the strengths of Athenian democracy, debate and decision-making.’ How well does this summarise the sections of Thucydides’ Histories which you have read?</p> <p>Assess against criteria in the 20-mark grid (see above).</p> <p>Arguments may include (AO3):</p> <ul style="list-style-type: none"> • Candidates may discuss the importance of adversarial debate, where both sides have the opportunity to put forward their point of view and rebuff that of their opponents. • However, they may also observe that in this case, the Athenians are persuaded by the wrong arguments to continue with the expedition. • They may also suspect that some Athenians are driven more by short-term self-interest than the logic of the cases presented by their leaders. • Debates are held in the generals’ conference before the expedition, with the proposal of different approaches and a majority decision made. • Candidates may contrast aspects of the presentation of democracy with that of tyranny, to which Athenians did not want to return. <p>Supporting evidence may include (AO2):</p> <ul style="list-style-type: none"> • aspects of the speeches made by Nicias and Alcibiades in particular, as they debate the reasons for and against the expedition • the personal nature of some of these speeches (eg Nicias’ remarks about Alcibiades’ youth, inexperience and need for money) 	<p>20 made up of AO2 = 10 & AO3 = 10</p>	<p>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>

	<ul style="list-style-type: none">• sometimes the 'correct' viewpoint being held by those unable to communicate it effectively, eg Nicias intending to convey the impracticality of the expedition, but instead convincing the Athenians of its likely success with sufficient preparation• the interests of individuals eg younger soldiers wanting to travel• the proposals of Nicias, Alcibiades and Lamachus for the expedition, and the relative strategic planning behind each• Alcibiades' and others' accountability for offences despite his standing, called back to Athens while on active service• contrast to the rule of tyranny where the behaviour of Hipparchus would have gone unpunished without the plot of Harmodius and Aristogeiton• Thucydides' argument that the Athenians were terrified of a return to tyranny• the fear and tension in Athens as accusations are thrown around• Alcibiades' disappearance and the Athenians' condemnation of him in his absence		
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Question	Answer	Mark	Guidance
7	<p>“Plato’s <i>Symposium</i> contains sensible and well argued philosophy.’ To what extent do you agree with this view?’ To what extent do you agree with this view?</p> <p>Assess against criteria in the 20-mark grid (see above).</p> <p>Arguments may include (AO3):</p> <ul style="list-style-type: none"> • Candidates may point out the context of the <i>Symposium</i>, ie the speeches of individuals, not necessarily experts in philosophy, giving different opinions at a banquet - and constructed by Plato! • Candidates may argue that much of the philosophy is rooted in ancient religion and mythology, so may well have appeared more sensible and relatable to an ancient audience than a modern one, although some principles could be adapted to a modern context. • Candidates may also pick up on numerous comical aspects from the text, which cast doubt on whether serious ideas are being put forward. The views of some characters such as Aristophanes seem to be designed to entertain and romanticise. • Some characters such as Diotima do not seem to be challenged very much, so candidates may feel the argument is incomplete. • Candidates will have their own opinions on the coherence and logic of the ideas proposed and should feel free to discuss a suitable range of these. <p>Supporting evidence may include (AO2):</p> <ul style="list-style-type: none"> • Aristophanes’ assertion of three genders, explained through divine ancestry 	<p>20 made up of AO2 = 10 & AO3 = 10</p>	<p>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>

	<ul style="list-style-type: none">• his description of humans being cut in half and their genitals being moved (to fit with both modern and ancient anatomy)• his subsequent explanation of sexuality• Aristophanes' conclusions eg that love is essential for happiness and that it guides humans towards their soulmates• Socrates and Diotima's discussion of opposites and the middle ground between them• the placement of love in between beautiful and ugly• the unlikely-sounding birth of Love to Plenty and Poverty• the discussion of those most likely to seek wisdom• the purpose of love• Diotima's ladder of love• Diotima's patronising answers to Socrates, 'like a sophist', confidently repeating ideas with different examples rather than necessarily giving further proof• mythological reference as 'proof' eg Alcestis and Admetus / Achilles and Patroclus		
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Question	Answer	Mark	Guidance
8	<p>‘Plutarch’s main aim in his <i>Life of Alcibiades</i> was to entertain, rather than to write accurate and balanced biography.’ How far do you agree?</p> <p>Assess against criteria in the 20-mark grid (see above).</p> <p>Arguments may include (AO3):</p> <ul style="list-style-type: none"> • Candidates may comment on ‘entertaining’ parts of the text, whether little anecdotes, moments designed to shock or highlight the less trustworthy aspects of Alcibiades’ behaviour, or gossip about Alcibiades’ lovers • Candidates may comment on aspects of the texts which demonstrate Plutarch’s biographical approach, such as the focus throughout on Alcibiades, the structure or the sources/evidence provided for his assessment of Alcibiades • Candidates may discuss Plutarch’s balance, considering his presentation of Alcibiades’ skills and qualities, as well as his failings and errors • Candidates may consider the role of historical details or cultural context, which could be seen as either entertaining or biographical <p>Supporting evidence may include (AO2):</p> <ul style="list-style-type: none"> • Any anecdotes • Stories designed to shock eg violence in his youth, infidelity, kidnap, treatment of the dog • Stories of Alcibiades’ untrustworthiness eg the Spartan embassy • Stories of Alcibiades’ lovers eg Anytus, Socrates 	<p>20 made up of AO2 = 10 & AO3 = 10</p>	<p>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>

	<ul style="list-style-type: none">• Structure: broadly chronological approach in 1-16, although difficult to date every specific incident; Plutarch's admission that including the Battle of Delium and subsequent events was out of sequence with other incidents described suggests he was attempting to follow chronology; however some other incidents were also out of order• Use of sources eg Eupolis confirming Phaeax's limitations in public debate, or Thucydides and Euripides' differing accounts of the outcome of chariot races• Examples of Alcibiades' positive traits, influence over people and individual successes		
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