

GCE

Classical Greek

H444/02: Prose Composition or Comprehension

Advanced GCE

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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1. Annotations

| Annotation | Meaning |
|---|---|
|  | Specific improvement to be rewarded with a style mark |
|  | Division between sections of a translation |
|  | Unclear |
|  | Benefit of doubt |
|  | 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 |
|  | 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, or (for prose composition) alternative accepted as correct |
|  | Noted but no credit given |

| Question | | Answer | Mark | Guidance |
|----------|-----|--|------|--|
| 1 | (a) | The whole of it/Greece (1) was humiliated and corrupted (1). | 2 | |
| 1 | (b) | They were giving bribes (to men) (1) against their own/native countries (1). | 2 | |
| 2 | (a) | That the/our city needed a man/leader (1) and that all of Greece needed a city (1) which was able to take up/assume (1) the leadership (1). | 4 | Accept other renderings for “take up/assume” such as “stand at the front of” |
| 2 | (b) | He gave himself to his country (1) and gave the city to the Greeks (1) for freedom (1). | 3 | |
| 3 | | He became leader of the citizen army (1), defeated those first opposing (1) the freedom of the Greeks (1) and their other allies (1), fighting in Boeotia (1). | 5 | Accept “rest of” as an alternative for “other” |
| 4 | | That the barbarians (previously) marched against the Greeks (1) through it (1). | 2 | |
| 5 | | He prevented his march against Greece (1) and he captured him (in those places) (1), he defeated him in battle (1) and shut him into Lamia (1) and besieged him (1). | 5 | Accept alternatives for “his march” such as “him from journeying” Accept “these” as an alternative for “those” Accept alternative renderings for “shut into” e.g. “enclosed” |
| 6 | | He took leadership of them (1) willingly/with their consent (1). | 2 | |

Guidance on applying the marking grids for translating into English

The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved.

One approach for each section is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the Greek – the crucial consideration being the extent to which every Greek word is satisfactorily rendered in some way in the English.

The determination of what a “slight” error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the only consideration. The term “major” error has been used here to determine an error which is more serious than a “slight” error.

The classification below should be seen only as a general guide, the intention of which is to maintain standards year-on-year. Lead markers should consider each instance on its own merits in the context of the passage and the section.

It is likely that some of the errors below may be regarded as “major” if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a “slight” error.

The sort of errors that we would generally expect to be considered as “slight” errors would be:

- a single mistake in the translation of a verb, for example incorrect person or tense
- vocabulary errors that do not substantially alter the meaning
- omission of particles that does not substantially alter the meaning (although in certain cases the omission of a particle may not count as an error at all, most especially with $\mu\epsilon\nu\dots\delta\epsilon$)

The sort of errors that we would generally expect to be considered as “major” errors would be:

- more than one slight error in any one verb
- vocabulary errors that substantially alter the meaning
- omission of a word or words, including alteration of active to passive if the agent is not expressed
- missed constructions
- alteration in word order that affects the sense

The final decisions on what constitutes a ‘slight’ and ‘major’ 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 to the meaning of the Greek |

0 = No response or no response worthy of credit.

| Question | Answer | Mark | Guidance |
|----------|--|------|---|
| 7 | 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. | | |
| | <p><i>δίκαιον δ' ἐστὶν μὴ μόνον ὧν Λεωσθένης ἔπραξεν ἀεὶ χάριν ἔχειν αὐτῷ πρώτῳ, ἀλλὰ καὶ τῆς ὕστερον γενομένης μάχης</i></p> <p>It is right/just that Leosthenes always receives thanks first, not only for what he did, but also for the battle which took place later</p> | 5 | Accept other renderings for “receives thanks” such as “has our thanks” |
| | <p><i>μετὰ τὸν ἐκείνου θάνατον, καὶ τῶν ἄλλων ἀγαθῶν τῶν ἐν τῇ στρατείᾳ ταύτῃ συμβάντων τοῖς Ἑλλησιν.</i></p> | 5 | Accept other renderings for “benefits for the Greeks which came about” such as “good things which happened to the Greeks” |

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| | | | after his death, and for the other benefits for the Greeks which came about in this campaign. | | |
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| Question | | Answer | Mark | Guidance |
|----------|-----|---|------|--|
| 8 | (a) | Aorist (active) infinitive | 1 | |
| 8 | (b) | (Aorist) middle participle | 1 | |
| 9 | (a) | <i>ἐπιδίδωμι</i> | 1 | |
| 9 | (b) | <i>ἔρχομαι</i> | 1 | |
| 9 | (c) | <i>πορεύομαι</i> | 1 | |
| 10 | (a) | Genitive (1) : after verb <i>δεομένην</i> . | 2 | Accept accurate translation: '(a city) lacking/in need of a man/leader' (1) If translation and explanation disagree, assess the translation and disregard the explanation. |
| 10 | (b) | Dative (plural) (1) : as indirect object after <i>ἐπέδωκεν</i> . | 2 | Accept accurate translation: '(he) handed over (the city) to the Greeks' (1) If translation and explanation disagree, assess the translation and disregard the explanation. |
| 10 | (c) | Dative (singular) (1) : after verb <i>ἀντιταξαμένους</i> . | 2 | Accept accurate translation: '(those first) opposed to freedom' (1) If translation and explanation disagree, assess the translation and disregard the explanation. |
| 11 | (a) | (Present active) participle (1), agreeing with object (<i>τὴν πόλιν</i>) in indirect statement construction introduced by <i>ὄρων</i> / a word meaning "see/realise" (1). | 2 | |
| 11 | (b) | Adjective in genitive with <i>ἡγεμῶν</i> , 'leader of the citizen [army]' (1), agreeing with the word 'army' (<i>δύναμεως</i>) which is understood / borrowed from the preceding <i>μὲν</i> clause (1). | 2 | If "adjective" is not identified, accept explanation that implies it e.g. "it picks up the word <i>δύναμιν</i> in the previous phrase" |

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.

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”.

The determination of what a “slight” error is 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 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.

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 |

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

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.

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|----|-------|--|---|--|
| 12 | (i) | <p><i>When the Persian army suddenly marched down to the sea,</i> <i>ὡς δέ ὁ τῶν Περσῶν στρατός πρὸς τὴν θάλασσαν</i> <i>ἐξαίφνης ἐπορεύθησαν,</i></p> | 5 | <p>Also could use <i>κατά</i> as preposition Accept alternative renderings for “marched down” e.g. <i>κατηλθον</i> Possible style points include: using a genitive absolute construction; genitive sandwich; use of <i>ὁ πεζός</i></p> |
| | (ii) | <p><i>Cimon thought it a difficult undertaking to force his ships <u>to land</u> and to lead the Greeks against so many enemies.</i> <i>ὁ Κίμων ἐνόμισε χαλεπὸν/μέγα ἔργον εἶναι</i> <i>ἀναγκάζειν τὰς ναῦς ἀποβαίνειν καὶ τοὺς Ἕλληνας</i> <i>κατὰ τοσοῦτους πολέμους ἄγειν.</i></p> | 5 | <p>Accept future infinitive as alternative for <i>εἶναι</i> Possible style points include: ‘it seemed difficult to Cimon’ using <i>ἐδόκει vel sim</i>; use of articular infinitive for ‘to force’; combining the last two statements into one through a participle, ‘lead the landed Greeks’; use verb <i>ἡγέομαι</i> + dative correctly</p> |
| | (iii) | <p><i>But he saw his men were confident from their previous victory, and were eager to attack the barbarians,</i> <i>ὁ δὲ εἶδε τοὺς στρατιώτας θαρροῦντας τῇ πρότερον</i> <i>νίκη καὶ ὄντας προθύμους προσβάλλειν τοῖς</i> <i>βαρβάροις,</i></p> | 5 | <p>Possible style points include: participle <i>ὄρων</i>; rendering ‘men’ just with the masculine accusative plural forms of the adjectives and participle; using connection between sentences with use of <i>καὶ... καὶ</i> or equivalent; good rendering of ‘previous victory’ such as use of articular infinitive</p> |
| | (iv) | <p><i>therefore <u>he landed</u> his hoplites who were still <u>energised by the sea-battle</u>, and they advanced on the run.</i> <i>ἀπέβαινε οὖν τοὺς ὀπίτας, οἳ τῇ ναυμαχίᾳ ἔτι</i> <i>θερμούς ἦσαν, καὶ ἐχώρουν τρέχοντες.</i></p> | 5 | <p>Accept alternative renderings for “advanced” e.g. <i>προχωρησαν</i> Possible style points include: use of root aorist form <i>ἀπέβη</i>; connection between sentences by avoiding relative clause with just adjective; possible use of <i>μέν... δέ</i>; idiom of <i>δρόμῳ</i></p> |
| | (v) | <p><i>The Persians received the attack bravely, and they fought an equal battle, in which many brave Athenian men fell.</i> <i>τῶν δὲ Περσῶν τοὺς προσβάλλοντας ἀνδρείως</i> <i>δεξαμένων, ἴσην μάχην ἐμάχοντο, ἐν ἣ τῶν Ἀθηναίων</i> <i>ἄνδρες πολλοὶ καὶ ἀγαθοὶ ἔπεσον.</i></p> | 5 | <p>Accept alternative renderings for “attack” e.g. <i>την προσβολην</i> Accept <i>πολλοὶ ἀνδρειοὶ Ἀθηναῖοι</i> Possible style points include: impersonal construction for ‘there was an equal battle/an equal battle happened’; use of adverb ‘equally’; idiom of ‘good’ for ‘brave’; omission of word for ‘men’; use of <i>ἀπέθανον</i></p> |

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| | (vi) | <p><i>But after a long struggle the Athenians defeated the barbarians and slaughtered them.</i> <i>ἀλλά οἱ Ἀθηναῖοι τοὺς βαρβάρους μετὰ πολὺν ἀγῶνα ἐνίκησαν καὶ ἀπέκτειναν.</i></p> | 5 | Possible style points include: use of ‘much’ rather than ‘long’ in line with Greek idiom; connection between sentences using a participle for ‘defeated’ or ‘having defeated’ νικήσαντες; impersonal expression of ‘slaughter’, e.g. φονός ἐγένετο vel sim.; use of ἐφονευσαν; use of τε...καὶ |
| | (vii) | <p><i>Then they captured the rest and their camp, which <u>was full</u> of all sorts of treasure.</i> <i>ἔπειτα δὲ ἔλαβον τοὺς λοιποὺς καὶ τὸ στρατόπεδον πάντων θησαυρῶν γέμον.</i></p> | 5 | Possible style points include: connection between sentences, possibly making this part of the previous sentence; use of compound verb for ‘captured’; use of τε...καὶ; participle instead of relative clause; using a general word for a specific one, such as χρημάτων; use of a form of παντοῖως |
| | (viii) | <p><i>After hearing that other triremes had arrived after the battle,</i> <i>τέλος δὲ ὁ Κίμων ἤσθετο ἄλλας τριήρεις μετὰ τὴν μάχην ἀφικομένας,</i></p> | 5 | Possible style points include: bringing Cimon (subject) forward; connection to the previous sentence; vocabulary for perception (as opposed to ἀκουσας); use of appropriate participle |
| | (ix) | <p><i>Cimon quickly sailed against their commanders, who knew nothing about the larger force.</i> <i>καὶ τάχα/ταχέως ἔπλευσεν ἐπὶ τοὺς στρατηγούς αὐτῶν εἰδότας οὐδὲν περὶ τῆς μείζονος δυνάμεως.</i></p> | 5 | Possible style points include: use of compound verb for ‘sail against’; participle in place of relative clause; use of τοὺς ναυάρχους; correct form of strong aorist form of ‘know |

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