



2011 Classical Greek

Standard Grade General/Credit Interpretation

Finalised Marking Instructions

© Scottish Qualifications Authority 2011

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Delivery: Exam Operations Team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Delivery: Exam Operations Team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

Interpretation

Detailed Marking Instructions

General Principles

- a Assessment should be positive: attention should be directed to parts of an answer which are both correct and relevant.
- b The score awarded should reflect the overall adequacy of the answer. A list has been provided of the various points which candidates might be expected to cover, but it may not be necessary for a candidate to cover all points listed in order to gain the highest score available for the question. Any relevant points made should be taken into account in the assessment, even if these points are not listed in the assessment instruction.
- c Similarly, in longer answers, candidates may be awarded a high score **either** if they mention an adequate number of relevant points or if they develop more fully one or two of the more important points (depending on the question).
- d Where comment is called for, candidates who reason sensibly from the facts they can be expected to know, must receive favourable consideration, even if their conclusions would not be acceptable to an adult expert.
- e Answers are generally expected to be in continuous prose; however, in the assessment instructions, an asterisk indicates where an answer in a single word or phrase is acceptable.

General Level

1. Herodotus

(a) yes:

- he was entertained in the palace (1)
- he was allowed a few days before any “business” was pressed on him (1)
- he was given a personal tour of the royal treasures (1)
- any other valid reason (1)

no:

- each valid reason (1) **2**

(b) • he had heard about • his wisdom (1)

• his travels (1)

- any other valid reason (1) **2**

2. Herodotus

yes:

- he had fine sons (1)
- who had surviving children (1)
- he died gloriously (1)
- he died routing enemy (1)
- buried where he fell (1)
- buried by state (1)
- honoured by fellow citizens (1)
- any other valid reason (1)

no:

- each valid reason (1)

1 mark for each valid reason or very good expansion.

4

3. Plato

(a) • courteous/civilised/other valid translation

1

(b) • he came to see him during his time in jail (1)

• he spoke with him (1)

• he was very kind (1)

• he wept for Socrates (1)

• any other valid reason (1)

2

(c) • the man should be obeyed (1)

• if ready, the poison should be brought in (1)

• if not, the poison should be prepared (1)

2

(d) yes:

- he is co-operating with his own executioners (1)
- he is hurrying on his own death (1)
- he shows no fear (1)
- any other valid reason (1)

no:

- he is a rational philosopher (1)
- he wants to die without fuss (1)
- he accepts his fate (1)
- any other valid reason (1)

also accept one reason for “yes” and one for “no”.

2

4. Sophocles

- for each of two valid statements by Haemon (1)
- for each of two valid explanations (1)

Accept any statement as “mad” as long as a reasonable justification is given. For example an insult or threat, in the circumstances, might be seen as mad.

4

5. Menander

(a) • bones/(light) dust (any one)

1

(b) • kings (1)
• tyrants (1) (accepted “rulers”)
• wise men (1)
• those vaunting their birth (1), wealth (1), reputation (1) or looks (1)

3

(c) • to emphasise the transient nature of worldly advantages (1)
• to make us consider what is of real value (1)
• to show we all come to the same thing in the end (1)
• any other valid reason (1)

2

(25)

Credit Level

1. Herodotus

(a) yes:

- we admire great physical feats (1)
- we are obsessed by “celebrities” (1)
- we can appreciate the brothers’ desire to help their mother (1)
- we like to commemorate people and events (1)
- any other valid reason (1)
- for very good expansion on a reason (1)
- for each valid reference (1)

no:

- they could have made an effort to get other oxen/been better organised (1)
- instead of applauding the brothers, the other men could have helped (1)
- in a more secular society, we may not appreciate the religious importance of what was done (1)
- we would not consider death a “reward” (1)
- any other valid reason (1)
- for very good expansion on a reason (1)
- for each valid reference (1)

4

(b) yes:

- life doesn’t always turn out as you expect (1)
- be careful what you wish/pray for in life (1)
- any other valid reason (1)

no:

- for each valid reason (1)

2

2. Plato

- (a)
- he plans carefully for the future (sending away the women) (1)
 - he has definite ideas about how he wants to die (ἐν εὐφημῶν) (1)
 - he is very calm/brave (no fear or panic in his words – he is calming the others) (1)
 - any other valid point (1)
 - any very good expansion on a point (1)

3

- (b)
- they were ashamed (1)
 - they stopped crying (1)
 - they didn’t like to be compared to women (1)
 - they didn’t want to disregard Socrates’ wishes (1)
 - they initially thought about their own loss, rather than Socrates himself (1)
 - any other valid point (1)
 - any very good expansion on a point (1)

3

3. Sophocles

- (a) • for each valid statement (1)
Anything said by Antigone in lines 20–34 is acceptable. **3**
- (b) • for each valid statement (1)
Anything said by Creon in lines 19–33 is acceptable. **3**
- (c) • for valid description of atmosphere (eg tense, heated, charged) (1)
• use of stichomythia (term not required) (1)
• neither side gives way at all (1)
• Antigone emphasises equality, Creon difference (1)
• Creon resorts to threat and insult (1)
• any other valid point (1) **3**

4. Simonides

- yes • use of positive words:

εὐκλεης

καλος

βωμος

μναστις

ἐπαινος

ἀγαθων

εὐδοξίαν

ἀρετας

κλεος (max 2)

- time will not affect them in a negative way (1)
- they are associated with the glory of Greece (1)
- praise for Leonidas – high reputation for valour (1)
- his glory will never die (1)
- any other valid point (1)

- no • for each valid point (1) **4**

(25)

[END OF MARKING INSTRUCTIONS]