



2012 Classical Greek

Advanced Higher Interpretation

Finalised Marking Instructions

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Advanced Higher Classical Greek

2012 Marking Scheme- Interpretation

Section A: Greek Religion

1. **The candidate should include the following:**

- Throughout Iliad Athena is protector of Achilles i.e. on Greek side
- Achilles has special relationship to gods as is son of goddess Thetis
- Athena needs Achilles to defeat Hector to help bring war to an end
- Disguised as Deiphobus she tricks Hector
- Athena and Apollo defer to Zeus
- Impartiality of Zeus
- Apollo is protector of Hector i.e. on Trojan side
- Fate is for Hector to die(weighed in Zeus' scales)
- This will help hasten the end of the war and bring the Greeks victory
- Any other relevant point

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 15

2. **The candidate should include the following:**

- Gods and poets corrupt the young
- Gods are portrayed as doing evil deeds by poets e.g. fighting in war
- This portrayal corrupts the young and should be banned as they are not capable of distinguishing between good and evil
- Hesiod and Homer composed false stories which they told to us and as a result should be condemned cf. portrait painter-image no resemblance to model
- Story of Uranus and Cronos is greatest lie
- These stories ought not to be told to young
Fits in with rest of passage where Plato mentions:
- True quality of God should be portrayed
- God/Zeus is responsible for good not evil
- Discusses whether God is good or evil
- Discusses whether they change their form
- Those writers who mislead should not be taught
- It would be better if the young did not read them
- Any other relevant point

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 15

3. **The candidate should include the following:**

- Women act on instruction of Bacchus
- Rushed forward and hurled rocks and pine branches at him like javelins just as men would do
- Agave, P's mother urged them on
- Together the Bacchae tore down the tree in which P sat
- This led to his fatal injuries
- Agave started to tear off his limbs
- Others joined in and tore off his flesh
- Any other relevant point

Did P deserve this fate?

- Did not deserve this fate
- Suffered this terrible fate for his failure to accept the new god Dionysus
- Came about as result of his curiosity about Dionysus

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 15

4. **Essay**

The candidate will be given credit for:

- mention of relevant point
- development of point
- quotation in Greek or English
- sustained argument

a) Homer Plato and Euripides

The following are the attitudes which the three authors reveal to us:

- All believe in the gods to greater or lesser extent
- The gods intervene in all aspects of the Greeks' daily lives
- They behave like humans e.g. argue
- Agree they are powerful
- In Homer they influence the lives of humans
- Homer mentions superiority of Zeus
- They decide the fate of humans e.g. life or death
- They deceive humans
- Talk about clasp of knees in supplication e.g. Thetis in Homer/Pentheus in Bacchae
- Their actions are not always beneficial-Homer/Euripides/Plato
- Mention ritual sacrifice-Homer/Plato
- Plato is concerned about bad influence on children-through poets
- Plato has some doubts about them-not all Greeks strong believers
- People are punished for non belief e.g. Pentheus
- Euripides concerned with D's bad influence on women-they commit crime for him
- Not all the actions of the Maenads are positive
- Dionysus manipulates Pentheus
- They do not tell us much about the worship of the god by ordinary citizens
- Any other relevant point

Candidate must state which one they are most in sympathy and why with reasons and examples to obtain a pass in the essay as a whole

b) Homer

- Homer believes in the gods and goddesses
- They behave like humans and have human characteristics (anthropomorphic)
- Thinks they control the fate of people
- Believes that the gods influence the lives of humans
- Accepts that the gods are powerful
- Gods decide the fate of humans e.g. Hector
- Believes in the power of Zeus
- Homer was always being read and quoted by ancient Greeks
- Children were taught his stories and it was an important part of their education
- Any other relevant point

c) Euripides

He is concerned about:

- People being open-minded and willing to accept new gods
- Non-acceptance leads to punishment
- Disapproves of women's irrational behaviour
- Dionysus is god of ecstasy in religion and exists
- Dionysus should be accepted into the Olympian family
- Explores Greeks' xenophobia - unwilling to accept foreign gods
- Any other relevant point

To maximum 20

**Section A total: 65
(scaled to 100)**

Section B : War

1. The candidate should include the following:

- Gyllippus was a Spartan
- He was sent to assist Syracusans against Athenians who had invaded Sicily
- Gyllippus was accused of letting Athenians escape
- He decided to pursue them
- Gyllippus the Spartan made a decisive victory over Demosthenes whose troops were surrounded and surrendered with his men
- They were 6000 in number, gave up their money and were taken to Syracuse
- Next day they caught up with Nicias, the other Athenian general
- N did not hesitate to give back Sicilians money they had spent but Gyllippus and Syracusans refused
- Nicias and Demosthenes lost their lives
- This surrender led to the end of the events in Sicily
- Some escaped at the time, others were enslaved and later found refuge in Catana

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 15

2. The candidate should include the following:

- Lamachus is taken down a peg by comic hero Dikaiopolis
- Dikaiopolis complaining about fighting on front line when so old
- His complaint is that Lamachus is away from the action and does not earn his money
- Lamachus was an Athenian general
- He led the Athenian force to Sicily
- He was overruled and his strategy rejected
- Lamachus appealed to his patriotism
- Any other relevant point

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 15

3. The candidate should include the following:

- Athene and Poseidon disapprove of the Greeks' attitude to victory-their 'hybris'
- Athene seeks help for Troy from Poseidon to make Greeks suffer
- Poseidon is surprised as she always supported the Greeks
- Athene explains that she is insulted because Aias dragged Cassandra from the sanctuary of her temple and rapes her
- Athene plans trouble for the Greeks on their way home
- Pride before loyalty is a concern of Athene
- Poseidon finds this difficult but agrees to give her the help she requests

Credit will be given for development of the above

Credit will be given for relevant quotations in Greek or English

Credit will be given for any other relevant point

To maximum 15

4. Essay

The candidate will be given credit for:

- mention of relevant point
- development of point
- quotation in Greek or English
- sustained argument

a) Aristophanes, Euripides and Thucydides

- all are critical of the effects of war
- Arist emphasises discomfort and difficulty of war, Thuc the failure to carry out policy effectively, trusting affairs to the wrong leaders and subjection to the whims of popular opinion while Eur has sympathy for the sufferings even of the enemy and the oppression of conquered people
- Aristophanes deals with the point of view of the non-combatant citizen and caricatures Lamachus
- Should give some concrete examples of these from the text
- Should mention the different mode of presentation in comedy, history and tragedy
- Dehumanising effect of war
- Thucyd-War is an extension of politics
- Thucyd-War gives varying fortunes to winners and losers-bit of a gamble
- Eurip-loss is inflicted on those who are helpless bystanders
- Any other relevant point

b) Thucydides

- Vivid portrayal of conflict and suffering
- Should learn from their mistakes e.g. trusting affairs to wrong leaders and their subjection to the whims of popular opinion
- Passage 11 Nicias' letter bringing bad news like messenger speech
- Passage 12 downfall of Nicias and his troops because of his shortcomings i.e. teaching the consequences of having poor leaders
- Passage 13-cruel treatment of Athenians by Syracusans
- Any other relevant point

c) Euripides

- Women lament their situation
- They are the perennial victims of war
- Do not wish to become the possessions of the victors
- Sorrowful at the loss of their husbands/brothers
- Want vengeance for their losses at the hands of the Greeks e.g. Cassandra says she will kill Agamemnon
- Andromache desires vengeance as her son Astyanax is to die and she curses the Greeks
- Hecuba maligns Helen to Menelaus as he blames her for evils of Troy
- Seeks retribution by asking Menelaus to put her to death
- Any other relevant point

To maximum 20

Section B total: 65 (scaled to 100)

[END OF MARKING INSTRUCTIONS]