



2015 Classical Greek

Intermediate 2 – Interpretation

Finalised Marking Instructions

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Part One: General Marking Principles for: Classical Greek Intermediate 2 - Interpretation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Classical Greek Intermediate 2 - Interpretation

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

Thucydides

| Question | | Expected Answer/s | Max Mark | Additional Guidance |
|----------|-----|--|----------|---------------------|
| 1. | (a) | <ul style="list-style-type: none"> the only gate that had been open was now closed it had been closed by a Plataean closed with a spear 1 mark for each point, up to 2 | 2 | |
| | (b) | some threw themselves over the city wall <ul style="list-style-type: none"> and were mostly killed some found an unguarded gate cut through the bar with an axe supplied by a woman they were seen only a few got away 1 mark for each point, up to 3 | 3 | |
| | (c) | he describes actions by individuals, the Plataean man and woman <ul style="list-style-type: none"> he creates a feeling of pity for the Thebans' predicament (eg their throwing themselves over the wall in desperation) 1 mark for each point, up to 2 | 2 | |
| 2. | | he builds up tension from the late, slow start of the relief force <ul style="list-style-type: none"> to their receiving news on the way to their hurrying he lists the factors impeding their progress - distance, rain, river in flood 1 mark for each point, up to 3 | 3 | |

| Question | | Expected Answer/s | Max Mark | Additional Guidance |
|----------|--|---|----------|---------------------|
| 3. | | <ul style="list-style-type: none"> • he had personal experience of the plague • gives lots of facts (possible sources, progress of disease) • gives precise details (symptoms, effects of plague) • narrates/describes from different angles, so balanced analysis • is objective (details of negotiations, details of fighting) • any other valid point <p>1 mark for each general point and 1 mark for each detailed reference to the text, up to 5</p> | 5 | |

Homer

| Question | | Expected Answer/s | Max Mark | Additional Guidance |
|----------|-----|---|----------|---------------------|
| 4. | (a) | <p>Cyclops shown as caring for his ewes and lambs</p> <ul style="list-style-type: none"> • details of routine • shown as orderly and efficient <p>1 mark for each point, up to 2</p> | 2 | |
| | (b) | <p>repeated lines a feature of oral poetry</p> <ul style="list-style-type: none"> • they emphasise the Cyclops' routine • any other valid point <p>1 mark</p> | 1 | |
| | (c) | <p>the Cyclops puts a huge stone over the mouth of the cave as if putting a lid on a quiver</p> <ul style="list-style-type: none"> • effective: well expresses his superhuman strength <ul style="list-style-type: none"> • refers to a familiar article • neat and short, reflecting the ease with which he moves the stone • not effective: quiver and lid nothing like cave and stone <ul style="list-style-type: none"> • quiver not familiar to us now, so simile meaningless <p>1 mark for each point, up to 3</p> | 3 | |
| 5. | (a) | <p>he has finished his meal</p> <ul style="list-style-type: none"> • he can see what kind of wine Odysseus has brought on his ship • it is a drink offering • Odysseus hopes the Cyclops will have pity <p>1 mark for each point, up to 2</p> | 2 | |
| | (b) | <p>he likes the wine</p> <ul style="list-style-type: none"> • he asks for more • he offers a guest gift in return <p>1 mark for each point, up to 2</p> | 2 | |

| Question | | Expected Answer/s | Max Mark | Additional Guidance |
|----------|--|---|----------|---------------------|
| 6. | | <p>story exciting, with violence and a savage monster</p> <p>Yes – satisfying: a clever human being outwits an ogre</p> <ul style="list-style-type: none"> – full of suspense: will Odysseus get away with it? – escape neither easy nor straightforward, so there is tension – plenty of graphic detail – visual and aural aspects – any other valid point <p>1 mark for each general point and 1 mark for each detailed reference to the text, up to 5</p> <p>No: candidates may answer “No” any reasonable points will be accepted.</p> <p style="text-align: right;">maximum 5</p> | 5 | |

[END OF MARKING INSTRUCTIONS]



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Intermediate 2 – Translation

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Part One: General Marking Principles for Classical Greek Intermediate 2 Translation

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

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GENERAL MARKING ADVICE: Classical Greek Intermediate 2 Translation

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

| Block | Expected Answer/s | Max Mark | Additional Guidance |
|-------|---|----------|---------------------|
| 1 | <p><i>ὁ Ζεὺς ποτε ἐβουλετο καταστησαι βασιλεα των ὀρνιθων</i></p> <p>Essential idea: Zeus wanting a king of the birds</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |
| 2a | <p><i>ἐκκλησιαν οὖν αὐτοῖς ἔταξεν</i></p> <p>Essential idea: declaring an assembly</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |
| 2b | <p><i>ἵνα τον καλλιστον παντων ζητηση</i></p> <p>Essential idea: seeking the handsomest</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |
| 2c* | <p><i>και τον Ἑρμην ἐπεμψεν</i></p> <p>Essential idea: sending Hermes</p> <p>Award 2 for:</p> | | |
| 2d | <p><i>ὡς ἀγγελουντα αὐτοῖς την τεταγμενην ἡμεραν της ἐκκλησιας</i></p> <p>Essential idea: announcing the appointed day</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |
| 3a | <p><i>οἱ δ' οὖν ὀρνιθες παντες βουλομενοι ἐξαιρεθηγαι</i></p> <p>Essential idea: birds eager to be chosen</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |
| 3b | <p><i>προς τον ποταμον προστρεχοντες εὐθυσ ἀπενιζοντο</i></p> <p>Essential idea: birds bathing</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |

| Block | Expected Answer/s | Max Mark | Additional Guidance |
|-------|---|----------|---------------------|
| 4a | <p>ὁ δε κοραξ ἐπισταμενος αὐτος πανυ αἰσχυρος ὦν</p> <p>Essential idea: crow realising ugliness</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |
| 4b | <p>τα ἀποπιπτοντα πτερα των ἄλλων ὀρνιθων συλλεξαμενος</p> <p>Essential idea: crow collecting others' feathers</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |
| 4c | <p>ἐαυτω περιεθηκε και προσεκολλησε</p> <p>Essential idea: crow clothing himself in feathers</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |
| 5 | <p>και εὐθυς ἐγενετο εὐειδεστατος</p> <p>Essential idea: crow handsomest/very handsome</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |
| 6 | <p>τη δε τεταγμενη ἡμερα ἦλθον οἱ ὀρνιθες παντες προς τον Δια</p> <p>Essential idea: all birds gathering</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |
| 7a | <p>ὁ δε Zeus πολλους των ὀρνιθων ἐθαυμαζε</p> <p>Essential idea: Zeus admiring birds</p> <p>Award 3 for :</p> <p>Award 2 for:</p> | | |
| 7b* | <p>τον μεν αἰετον δια το σθενος αὐτου</p> <p>Essential idea: eagle for strength</p> <p>Award 2 for:</p> | | |

| Block | Expected Answer/s | Max Mark | Additional Guidance |
|-------|--|----------|---------------------|
| 7c* | <i>την δε ἀηδονα δια την φωνην αὐτης</i> Essential idea: nightingale for voice Award 2 for: | | |
| 7d* | <i>την δε χελιδονα δια την ταχυτητα</i> Essential idea: swallow for speed Award 2 for: | | |
| 8a | <i>τελος δε . . . οἱ ἄλλοι ὄρνιθες σφοδρα ὠργισαντο</i> Essential idea: birds furious Award 3 for: Award 2 for: | | |
| 8b | <i>του Διου μελλοντος χειροτονησαι βασιλευα αὐτοις τον κορακα δια την εὐπρεπειαν</i> Essential idea: Zeus preferring crow for beauty Award 3 for: Award 2 for: | | |
| 8c | <i>και ἕκαστος τον κορακα προσβαλλων</i> Essential idea: birds attacking crow Award 3 for: Award 2 for: | | |
| 8d | <i>τα ἴδια πτερα ἀφειλετο</i> Essential idea: birds taking back own feathers Award 3 for: Award 2 for: | | |
| 9 | <i>ὁ οὖν κοραξ οὕτως ἀπογυμνωθεις παλιν αἰσχρος ἐγενετο</i> Essential idea: crow ugly again Award 3 for: Award 2 for: | | |

| Block | Expected Answer/s | Max Mark | Additional Guidance |
|-------|---|----------|---------------------|
| 10a* | <p><i>και ο Ζευς μεταγιγνωσκων</i></p> <p>Essential idea: Zeus changing his mind</p> <p>Award 2 for:</p> | | |
| 10b | <p><i>ἐξειλετο βασιλεα των ορνιθων τον αιετον</i></p> <p>Essential idea: eagle chosen king</p> <p>Award 3 for:</p> <p>Award 2 for:</p> | | |

18 blocks of 3 = 54

5 blocks of 2 = 10

Total: 64 marks

[END OF MARKING INSTRUCTIONS]