

# **MARKSCHEME**

**May 2006**

**CLASSICAL GREEK**

**Higher Level**

**Paper 2**

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**SECTION A****[30 marks]****1. (a):**

- (i) Penelope has just told the suitors not to forbid the stranger from attempting the bow **[1 mark]**. Telemachus **[1 mark]** who is striving to exert his own authority over the suitors **[1 mark]** and his mother **[1 mark]**.
- (ii) **[2 marks]** for a correct answer or an answer with no more than one minor error (tense, number *etc.*). Answers with two or three minor errors or one major error should be awarded **[1 mark]**. Otherwise, no mark.
- (iii) Mark only for length of syllables. **[1 mark]** per line if all correct, no mark otherwise.
- (iv) Her acknowledgement of her son's maturity **[1 mark]** and her continued love for her husband **[1 mark]**. Other ideas on their merits.

**1. (b):**

- (i) Phemius **[1 mark]**. He is afraid because he has been singing for the suitors and he thinks that, as a result, Odysseus might kill him **[1 mark]**. Homer is naturally interested in bards **[1 mark]**.
- (ii) That if Phemius is killed Odysseus will have no bard to entertain him **[1 mark]** Also that his playing for the suitors was under duress **[1 mark]**. That he is self-taught **[1 mark]**.
- (iii) **[2 marks]** for a correct answer or an answer with no more than one minor error (tense, number *etc.*). Answers with two or three minor errors or one major error should be awarded **[1 mark]**. Otherwise, no mark.
- (iv) Mark only for length of syllables. **[1 mark]** if all correct, no mark otherwise.

**2. (a):**

- (i) Creon **[1 mark]** whom she despises as a fool **[1 mark]**.
- (ii) Mark only for length of syllables. **[1 mark]** per line if all correct, no mark otherwise.
- (iii) **[2 marks]** for a correct answer or an answer with no more than one minor error (tense, number etc.). Answers with two or three minor errors or one major error should be awarded **[1 mark]**. Otherwise, no mark.
- (iv) Setting fire to the bed chamber **[1 mark]** or breaking in and stabbing the marriage party **[1 mark]**. She thinks that either policy would be likely to lead to her apprehension **[1 mark]** which would make her a laughing stock, a wholly unacceptable fate **[1 mark]**.

**2. (b):**

- (i) There is a wide choice **[3 marks]**.
- (ii) Mark only for length of syllables. **[1 mark]** per line if all correct, no mark otherwise.
- (iii) **[2 marks]** for a correct answer, or for an answer with no more than one minor error (tense, number etc.). Answers with two or three minor errors or one major error should be awarded **[1 mark]**. Otherwise, no mark.
- (iv) Abandoning his wife and children and marrying another **[2 marks]**. The only possible excuse would have been her childlessness, but she was not childless **[1 mark]**.

**3. (a):**

- (i) **[2 marks]** for a correct answer, or for an answer with no more than one minor error (tense, number etc.). Answers with two or three minor errors or one major error should be awarded **[1 mark]**. Otherwise, no mark.
- (ii) Insomnia **[1 mark]**, dreaming about water clocks **[1 mark]**, he wakes from sleep with fingers locked into the position for carrying voting pebbles **[1 mark]**.
- (iii) It was customary for lovers to declare their love by writing on walls *etc.* the name of the beloved with the word *καλός* **[1 mark]**. When Philocleon saw such writing praising a well known handsome youth called Demos **[1 mark]** he would substitute *κῆμον* .., the word for a mussel shell used as a voting pebble **[1 mark]**. There are other interpretations *οἰκῆμον* , but the essential point is that it must refer to judging.
- (iv) On leaving office, magistrates were obliged to submit to a scrutiny of their actions in office **[1 mark]**. Philocleon believes that men who were likely to fail in the scrutiny had bribed the cock to be silent so that Philocleon could not wake up to attend the court **[1 mark]**.

**3. (b):**

- (i) Judging **[1 mark]**. The conflict is resolved by persuading Philocleon to judge at home **[1 mark]**.
- (ii) That slave girls were normally not permitted to leave the house **[1 mark]**.
- (iii) Mark only for length of syllables. **[1 mark]** per line if all correct, no mark otherwise.
- (iv) There are four there; **[1 mark]** each and **[1 mark]** extra if all correct.

**4. (a):**

- (i) The Mysians had asked Croesus to send his son against a wild boar *[1 mark]*; Croesus had refused *[1 mark]*.
- (ii) He knew that the Mysians wanted his help against the wild boar *[1 mark]*. He knew that his father had forbidden him to go *[1 mark]*. He did not know that his father had been warned in a dream about his son's early death from iron *[1 mark]*.
- (iii) *[2 marks]* for a correct answer or an answer with no more than one minor error (tense, number *etc.*). Answers with two or three minor errors or one major error should be awarded *[1 mark]*. Otherwise, no mark.
- (iv) There is plenty to report.

**4. (b):**

- (i) Cyrus was very pleased *[1 mark]* because Croesus had persuaded him that the plunder from defeated Lydia was his and not the Persians' *[1 mark]* and shown him a way to acquire it *[1 mark]*. Not all that detail required for full marks.
- (ii) His chains *[1 mark]* to Apollo *[1 mark]*.
- (iii) 'The answers from the oracles', 'the response to his offerings', 'that he had been persuaded by the oracle to attack the Persians'; other suggestions on their merits.
- (iv) *[2 marks]* for a correct answer or an answer with no more than one minor error (tense, number *etc.*). Answers with two or three minor errors or one major error should be awarded *[1 mark]*. Otherwise, no mark.

**5. (a):**

- (i) People are angry with Socrates **[1 mark]** because the young men have imitated his style to prove that their elders know nothing **[1 mark]**. The suggestion is that it is this anger that has prompted the prosecution, not any fault in Socrates **[1 mark]**.
- (ii) They do not like Socrates, but they also do not know him; so they accuse him of the sort of teaching associated with philosophers, the group in their eyes that most resembles Socrates **[1 mark]**. They are mistaken and unjustified **[1 mark]**.
- (iii) **[2 marks]** for a correct answer or an answer with no more than one minor error (tense, number etc.). Answers with two or three minor errors or one major error should be awarded **[1 mark]**. Otherwise, no mark.
- (iv) There is a good supply **[3 marks]**.

**5. (b):**

- (i) Anger **[1 mark]** because Socrates refuses to bring in relatives *etc.* in a search for pity **[1 mark]**. If some members of the jury had, in the past, resorted to that strategy **[1 mark]** they might feel particularly insulted **[1 mark]**.
- (ii) It makes the further point that although Socrates had the opportunity to introduce screaming relatives **[1 mark]** he still chose not to **[1 mark]**.
- (iii) **[2 marks]** for a correct answer or an answer with no more than one minor error (tense, number *etc.*). Answers with two or three minor errors or one major error should be awarded **[1 mark]**. Otherwise, no mark.
- (iv) **[1 mark]** for correctly describing what he does say, **[1 mark]** for what the audience will make of it.

**SECTION B**

***[10 marks]***

**A** Knowledge and Understanding

Achievement  
Level

- |          |  |
|----------|--|
| <b>0</b> | The candidate has not reached level 1.   |
| <b>1</b> | The candidate has demonstrated limited knowledge and understanding of the prescribed topic. The essay shows little evidence of wider reading and little familiarity with the texts studied.  |
| <b>2</b> | The candidate has demonstrated some knowledge and understanding of the prescribed topic. The essay shows some evidence of wider reading as well as some familiarity with the texts studied. Where appropriate, the candidate has shown only a little awareness of authors' techniques and styles, and/or has made few connections with other, non-literary, features of Roman civilization.  |
| <b>3</b> | The candidate has demonstrated satisfactory knowledge and understanding of the prescribed topic. The essay draws on a satisfactory range of literary knowledge as well as familiarity with the texts studied. Where appropriate, the candidate has shown some awareness of authors' techniques and styles, and/or has made connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown some understanding of the topic from ancient and modern perspectives.  |
| <b>4</b> | The candidate has demonstrated good knowledge and understanding of the prescribed topic. The essay draws on a wide range of literary knowledge as well as considerable familiarity with the detail of the texts studied. Where appropriate, the candidate has commented on authors' techniques and styles, and/or has made relevant connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown a degree of understanding of the topic from ancient and modern perspectives.                        |
| <b>5</b> | The candidate has demonstrated excellent knowledge and understanding of the prescribed topic. The essay draws on a very wide range of literary knowledge as well as great familiarity with the detail of the texts studied. Where appropriate, the candidate has made perceptive comments on authors' techniques and styles, and/or has made relevant connections with other, non-literary, features of Roman civilization. Where appropriate, the candidate has shown a high degree of understanding of the topic from ancient and modern perspectives. |



**B**                    Quality of Argument

Achievement  
Level

- |          |   |
|----------|---|
| <b>0</b> | The candidate has not reached level 1.  |
| <b>1</b> | The essay is poorly structured, with arguments either incoherent or unsupported by examples or quotations. The overall impression is very weak.   |
| <b>2</b> | The essay has some organization but arguments are supported by few examples or quotations. The overall impression is weak.  |
| <b>3</b> | The essay is adequately structured, with an argument satisfactorily supported by examples and quotations. The overall impression is sound.  |
| <b>4</b> | The essay is well structured, with a clear line of argument well supported by appropriate examples and quotations. The overall impression is solid and carefully argued.                      |
| <b>5</b> | The essay is very well structured, with a clear, strong line of argument supported by highly appropriate examples and quotations. The overall impression is powerful, precise and persuasive. |
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