

Markscheme

May 2024

Classical Greek

Higher level and standard level

Paper 2

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Markbands for Option A, question 2 / Option B, question 4 / Option C, question 6 /Option D, question 8

The extended response questions are marked using the criteria and markbands below. These have been reproduced from the *Classical languages guide*.

Paper 2 – Extended response

Criterion A: Knowledge, understanding, and use of evidence

In relation to the prompt, how much knowledge and understanding of the prescribed core text does the response demonstrate?

How meaningfully and relevantly does the response incorporate evidence from sources beyond the core text?

Marks	Description
0	<ul style="list-style-type: none"> • The response does not meet the standard described below.
1-2	<ul style="list-style-type: none"> • The response demonstrates little knowledge and understanding of the core text and its contexts in relation to the prompt. • The response does not meaningfully incorporate evidence from sources beyond the core text.
3-4	<ul style="list-style-type: none"> • The response demonstrates some knowledge and understanding of the core text and its contexts in relation to the prompt. • The response incorporates evidence from sources beyond the core text with some relevance to the prompt.
5-6	<ul style="list-style-type: none"> • The response demonstrates good knowledge and understanding of the core text and its contexts in relation to the prompt. • The response meaningfully incorporates evidence from sources beyond the core texts; examples have direct relevance to the prompt.

Criterion B: Analysis and evaluation

To what extent does the response include analysis and evaluation of how the choices of language, technique, style, and/or broader authorial choices shape meaning and create effect?

Marks	Description
0	<ul style="list-style-type: none"> • The response does not meet the standard described below.
1-2	<ul style="list-style-type: none"> • The response is descriptive and/or contains little relevant analysis of textual features and/or the broader authorial choices. • The response contains no meaningful evaluation of how such features and/or choices shape meaning or create effect.
3-4	<ul style="list-style-type: none"> • The response contains some appropriate analysis of textual features and/or broader authorial choices but is reliant on description. • There is some evaluation of how such features and/or choices shape meaning or create effect.
5-6	<ul style="list-style-type: none"> • The response contains appropriate and at times convincing analysis of textual features and/or broader authorial choices. • There is effective evaluation of how such features and/or choices shape meaning or create effect.

Option A

Prescribed core text: Verse — Homer, *Iliad* 22.182–207

1. (a) Mark only for length of syllables. Award **[1]** per line if all correct; **[0]** otherwise.
- (b) Award **[1]** up to **[4]** for any of the following: he tells her to take heart (θάρασει); he refers to her as a beloved child (φίλον τέκος); says he does not speak in earnest (οὐ νύ τι θυμῷ πρόφρονι μυθέομαι); he wants to please her (έθέλω δέ τοι ήπιος εἶναι); he tells her she can do what she likes (έρξον όπη δή τοι νόος έπλετο) and not hold back any longer (μή δ' έτ' έρώει).
- (c) Achilles is like a hound (κύων) **[1]**, Hector is like a fawn (νεβρόν) **[1]**, just as the fawn tries to hide but keeps being discovered (τόν δ' εἰ πέρ τε λάθησι καταπτήξας υπό θάμνω, αλλά τ' άνιχνεύων θέει έμπεδον, όφρα κεν εύρη), **[1]** so Hector can't hide from Achilles (ώς Έκτωρ ού λήθε ποδώκεα Πηλεΐωνα) **[1]**. Also accept other valid points of comparison between the simile and the situation on the battlefield.
- (d) While Hector is hoping for the protection of the walls and his comrades there/is being helped by Apollo/is trying to flee, **[1]** Achilles doesn't want his comrades to help by shooting Hector **[1]**.
- (e) Homer portrays Hector's fate as inevitable by showing the gods as caring about the outcomes for mortals as well as interfering in their affairs, but nevertheless not being able to overturn Hector's fate.

Accept a range of varied and substantiated answers, awarding **[1]** up to **[4]** for each plausible point of analysis and **[1]** up to **[4]** for a relevant supporting quotation.

Points may include, but are not limited to:

- The gods themselves are intervening, their power stressed by their epithets (νεφεληγερέτα Ζεύς, Τριτογένεια).
 - Athena's keen desire to intervene is stressed by the words that describe her: μεμαυῖαν, άίξασα.
 - Simile of the hound and fawn emphasizing the discrepancy in their power and the inevitability of capture for Hector (with specific quotation).
 - Correlatives (όσσάκι ... τοσσάκι) start their lines highlighting no matter how often Hector tried to get away, he simply could not.
 - Conditional highlighting that Hector's hoped-for protection did not materialize (εἰ πως οἷ καθύπερθεν άλάλκοιεν βελέεσσι).
 - Hector and Achilles are only evenly matched because Apollo has intervened (Έκτωρ κήρας ύπεξέφυγεν θανάτοιο, ... ήντετ' Απόλλων έγγύθεν).
 - Rhetorical question asking how Hector had escaped his fate (πώς δέ κεν Έκτωρ κήρας ύπεξέφυγεν θανάτοιο, εἰ μή οἱ πύματόν τε και ύστατον ήντετ' Απόλλων έγγύθεν, ός οἱ έπώρσε μένος λαιψηρά τε γούνα;).
 - Even with Apollo's influence, this chase will still be Hector's last, emphasized with hendiadys of (πύματόν τε και ύστατον).
2. (a) Mark in accordance with the markbands on page 3 and 4.
 2. (b) Mark in accordance with the markbands on page 3 and 4.

Option B

Prescribed core text: Verse — Euripides, *Alcestis* 293–319

3. (a) Award **[1]** up to **[3]** for any of the following: he would live the remainder of his life with his wife (κάγώ τ' ἄν ἔζων καὶ σὺ τὸν λοιπὸν χρόνον); he would not be grieving (οὐκ ἔστενες); and be forsaken by his wife (μονωθεὶς σῆς δάμαρτος); and raising his children as orphans (παῖδας ὠρφάνευες).
- (b) Apollo **[1]**; then award **[1]** for any valid reason supported by an understanding of the text and its context, such as: it is taboo to speak ill of a god; she is worried about incurring his wrath; the name might be painful to her/Admetus to hear, etc.
- (c) She does not ask for the repayment her act deserves (αἰτήσομαι γὰρ σ' ἄξιαν μὲν οὔποτε) **[1]**; because nothing is more valuable than life (ψυχῆς γὰρ οὐδὲν ἔστι τιμιώτερον) **[1]**.
- (d) Mark only for length of syllables. Award **[1]** per line if all correct; **[0]** otherwise.
- (e) The stepmother would be worse/less noble than Alcestis **[1]**; she might lay a hand on the children out of envy **[1]**; stepmothers are hateful to stepchildren **[1]**.
- (f) Through taking care of their families, are essential to the family's success, especially for the daughters. Important though a mother is, she also believes that it is her role to sacrifice herself for her husband. Bad mothers (which includes all stepmothers) on the other hand, are harmful to their husband's children.

Accept a range of varied and substantiated answers, awarding **[1]** up to **[4]** for each plausible point of analysis and **[1]** up to **[4]** for a relevant supporting quotation.

Points may include, but are not limited to:

- Strong relationship with their husband; parallel structure of κάγώ τ' ἄν ἔζων καὶ σὺ emphasizing their shared life.
 - Word choice of μονωθεὶς σῆς δάμαρτος suggesting how her husband would be forsaken without his wife.
 - Partnership with her husband to raise and love their children: τούσδε γὰρ φιλεῖς οὐχ ἦσον ἢ ἄγὼ παῖδας (hyperbaton to stress parallel role of both parents); τοῖς σοῖσι κάμοις παισὶ (use of pronouns to suggest joint ownership of the children, rather than a simple form of ἡμέτερος).
 - Particular responsibility of a mother to her daughter: breaking off from speech to address her daughter (σὺ δ', ὦ τέκνον μοι).
 - A series of rhetorical questions (πῶς κορευθήσῃ καλῶς; etc), expressing dismay about how she will grow up without her mother.
 - Series of negations (οὐ γὰρ οὔτε νυμφεύσει ποτὲ οὔτ' ἐν τόκοισι σοῖσι θαρσυνεῖ) stressing the importance of a mother's presence at a woman's most important events in life: marriage and childbirth; emphatic placement of εὐμενέστερον to highlight the importance of the presence of a woman's mother during labour.
 - Stepmothers are maligned: they are hated by children (ἐχθρὰ, emphatic placement) and no kinder than a viper ἐχίδνης οὐδὲν ἠπιωτέρα (metaphor).
 - Alcestis's concern about their bad influence stressed by the repeated prohibitions (μὴ ἴπιγήμες ... μὴ δῆτα δράσης ταῦτά) and the strength of her appeal (αἰτοῦμαί σ' ἐγώ).
4. (a) Mark in accordance with the markbands on page 3 and 4.
4. (b) Mark in accordance with the markbands on page 3 and 4.

Option C

Prescribed core text: Prose — Thucydides, *History of the Peloponnesian War* 2.64.3–6

5. (a) Athens has a very great name among all men [1] for not yielding to disasters [1], expending the most men and effort in war [1], acquiring the greatest power known [1].
- (b) Ruling very many Greeks (Ἑλλήνων ... πλείστων δὴ ἥρξαμεν) [1], withstanding them/enemies in very great wars (πολέμοις μεγίστοις ἀντέσχομεν) [1] and inhabiting a very well-resourced and large city (πόλιν τε ... εὐπορωτάτην καὶ μεγίστην ὠκίσαμεν) [1].
- (c) Award [1] up to [3] for any of the following: hatred is short-lived; it is what all those who aspire to rule of others experience; whoever understands this is deliberating correctly (or similar); the resultant glory will be everlasting.
- (d) Award [1] up to [2] for any of the following or any other reasonable answer: the plague, the raids of Archidamus/the Spartans in Attica, the failure of Hagnon and Cleopompus at Potidaea.
- (e) In this passage, Pericles is finishing his last speech in which he seeks to renew the resolve of the Athenians in fighting the war against the Spartans. In this extract specifically, Pericles (successfully) invokes the glory associated with being the pre-eminent state in Greece to renew the Athenians' appetite to continue the war with the Spartans. The speech is divided into three sections, the first boasting of Athenian power, the second dealing with hostility towards the Athenian empire and the last exhorting the Athenians not to give in.

Accept a range of varied and substantiated answers, awarding [1] up to [4] for each plausible point of analysis and [1] up to [4] for a relevant supporting quotation.

Points may include, but are not limited to:

- Athens' glory is known among all men (ἐν ἅπασι ἀνθρώποις), suggesting that Athenian power is unsurpassed and worth fighting to preserve.
- In an extremely long first sentence of the excerpt, Pericles lists all the ways in which Athenian power is shown. This exhaustive list is effective in creating the impression in the audience that the Athenians are pre-eminent and hold supremacy among all Greeks. (insist on specific reference to the text to support this point).
- The first sentence contains only superlative adjectives (μέγιστον, πλεῖστα, μεγίστην, πλείστων, μεγίστοις, εὐπορωτάτην, μεγίστην), with alternating forms of "biggest" and "most" creating a clear picture of the Athenians' unparalleled power and the need to preserve it.
- Pericles invokes the topos of posterity (ἐς αἴδιον τοῖς ἐπιγιγνομένοις, μνήμη καταλείψεται) to emphasize the uniqueness of Athens' power.
- In stating that the Athenians have ruled the greatest number of their fellow Greeks, Pericles emphasizes Athenian excellence, evoking a sense of superiority/patriotism, etc., reinforced by polyptoton and the inclusive ἥρξαμεν (Ἑλλήνων τε ὅτι Ἕλληνας πλείστων δὴ ἥρξαμεν).
- Detractors of the empire are characterized as motivated by blame (ταῦτα ὁ μὲν ἀπράγμων μέμψαιτ' ἄν), ambition (ὁ δὲ δρᾶν τι καὶ αὐτὸς βουλόμενος ζηλώσει) and disappointment (εἰ δέ τις μὴ κέκτηται, φθονήσει), but no matter the reason for their hostility (variously referred to as τὸ μισεῖσθαι, λυπηροὺς εἶναι, τὸ ἐπίφθονον and μῖσος), this is less intense and of shorter duration (οὐκ ἐπὶ πολὺ ἀντέχει) than the glory of empire.
- The audience is encouraged to act with "immediate zeal" (τῷ ἤδη προθύμῳ), highlighting the need to act to preserve Athenian glory.

- The double prohibition/exhortation is intended to reaffirm Pericles's strategy and renew the Athenians' resolve (Λακεδαιμονίοις μήτε ἐπικηρυκεύεσθε μήτε ἔνδηλοι ἔσθε τοῖς παροῦσι πόνοις βαρυνόμενοι).
6. (a) Mark in accordance with the markbands on page 3 and 4.
6. (b) Mark in accordance with the markbands on page 3 and 4.

Option D

Prescribed core text: Prose — Antiphon, *On the Murder of Herodes* 31–34

7. (a) Award **[1]** up to **[4]** for any of the following: he is hoping for freedom (ἐλευθερίαν ὑπέσχοντο or ἦν μὲν ἐλευθερίαν ἐλπίσας); he wants to be released from torture (παύσασθαι κακούμενον or τῆς δὲ βασάνου εἰς τὸ παραχρῆμα βουλόμενος ἀπηλλάχθαι); only the prosecution can offer him freedom/release from torture (τοῦτο δ' ἐπὶ τούτοις ἦν); the tortured witness tends to be biased towards the torturers (πρὸς τούτων εἰσὶν οἱ βασανιζόμενοι λέγειν); it is easy to lie when the victim is not present (κἂν μὴ παρόντες τυγχάνωσιν ὧν ἂν καταψεύδωνται).
- (b) Award **[3]** if the meaning has been fully communicated and vocabulary and grammar are rendered correctly. Award **[2]** if the meaning has been communicated and vocabulary and grammar are rendered adequately despite inaccuracies. Award **[1]** if the meaning has not been communicated adequately and vocabulary and grammar are not rendered adequately. Award **[0]** if the work does not reach a standard described by the descriptors above.
- (c) The enslaved man began to tell the truth **[1]**, saying that he had been persuaded to lie about the speaker **[1]**, when he learned that he would be killed **[1]**.
- (d) The prosecution killed the slave **[1]** despite him being their informer against the speaker **[1]**.
- (e) The speaker seeks to discredit the prosecution in this extract by calling into question the procedural regularity of their interrogation of the slave and, by extension, their motives.

Accept a range of varied and substantiated answers, awarding **[1]** up to **[4]** for each plausible point of analysis and **[1]** up to **[4]** for a relevant supporting quotation.

Points may include, but are not limited to:

- The speaker engages in speculation over what the prosecution could have done to induce the slave to give a favourable testimony (ἴσως οὗτοι τοῦτο μὲν ἐλευθερίαν ὑπέσχοντο).
- He also highlights their ability to stop the torture of the slave (τοῦτο δ' ἐπὶ τούτοις ἦν παύσασθαι κακούμενον αὐτόν) and the effect of that inducement (ἴσως ὑπ' ἀμφοῖν πεισθεὶς κατεψεύσατό μου).
- The repetition of ἴσως adds an air of plausibility to the speaker's points.
- The speaker makes frequent references to lying, using different forms of the same verb, reinforcing the message to the jurors that the prosecution's case is based on false testimony (κατεψεύσατό, καταψεύδωνται, ...).
- The frequent references to torture alongside the references to lying reinforce the message that torture produces false testimony, further discrediting the main piece of evidence produced by the prosecution.
- The speaker highlights the unreliability of testimony obtained by torture, and by extension the potential unreliability of the prosecution's evidence (οἱ βασανιζόμενοι λέγειν ὅ τι ἂν* ἐκείνοις μέλλωσι χαριεῖσθαι).
- The direct address to the jurors (οἶμαι δ' ὑμᾶς ἐπίστασθαι τοῦτο) suggests that reasonable people know this/assumes the jurors' agreement with the speaker/the implausibility of the prosecution's position.
- He highlights his own absence from the interrogation (ἄλλως τε κἂν μὴ παρόντες τυγχάνωσιν ὧν ἂν καταψεύδωνται), calling into question the purpose of the interrogation and/or the prosecution's motives.
- The speaker highlights the fact that the same people, i.e., the prosecution were both interrogators and "assessors" (αὐτοὶ ἦσαν καὶ βασανισταὶ καὶ ἐπιτιμηταὶ), thereby calculating their own interests to secure evidence against him.

- The prosecution killed the slave (ἀπέκτειναν ἄγοντες τὸν ἄνδρα – assonance to highlight the shocking nature of this act), their sole informant against the speaker (τὸν μηνυτήν, ᾧ πιστεύοντες ἐμὲ διώκουσι), seemingly to remove the possibility of the slave giving testimony in the speaker’s favour.
 - The reference to the slave as τὸν ἄνδρα humanizes him and evokes pathos, with the asyndeton with τὸν μηνυτήν adding an air of disbelief.
 - The speaker uses the common courtroom accusation of acting in a manner contrary to the norm (τούναντίον ποιήσαντες ἢ οἱ ἄλλοι ἄνθρωποι) to suggest some nefarious purpose for disposing of the slave.
8. (a) Mark in accordance with the markbands on page 3 and 4.
8. (b) Mark in accordance with the markbands on page 3 and 4.
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