

# Markscheme

**May 2017**

**Classical Greek**

**Standard level**

**Paper 1**

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
	Award 0 – automatically awards zero for a given response	Alt+0
	Tick 1 – automatically awards one point for a given response	Alt+1
	Incorrect point	Alt+2
	Ellipse that can be expanded	Alt+3
	Horizontal wavy line that can be expanded	Alt+4
	Highlight tool that can be expanded	Alt+5
	On page comment	Alt+6
	Unclear content or language	Alt+7
	SEEN - every scanned page must be annotated or marked as SEEN	Alt+8
	Good Response/Good Point	Alt+9
	Caret – indicates omission	n/a
	Vertical wavy line that can be expanded	n/a

You **must** make sure you have looked at all pages. Please put the  annotation on any blank page, to indicate that you have seen it.

When using the *On Page Comments* annotation, please keep the following in mind:

- Avoid covering the candidate’s own writing. This can be done by writing your comments in the margins then running the arrow attached to the ‘on-page comment’ annotation to the appropriate place.
- Provide all comments in the target language.

The translation is assessed in its basic units of clause and sentence. To this end, the original text is chunked in a fixed number of sections (or “sense units”), 15 at SL and 30 at HL. Every section is awarded two separate marks according to the two descriptors outlined below.

Each section is awarded 0 to 3 marks for descriptor A (Meaning) and 0 to 3 marks for descriptor B (Vocabulary & Grammar).

The range of marks for each section is therefore 0 to 6, while the maximum number of marks for the whole text is 90 at SL (15 sections × 6 marks).

Criterion A (Meaning) assesses how well the meaning of each sense unit has been communicated.

Criterion B (Vocabulary & Grammar) assesses how correctly vocabulary and grammar have been rendered in relation to each sense unit. The term “grammar” here includes syntax and accidence.

As a guideline, criterion A tends to look at the translation as a whole (*eg* stylistic, literal and idiomatic meanings conveyed), while criterion B tends to assess the conformity of the single section with the original text (*eg* grammatical accuracy of translation, apparent understanding of source language syntax and vocabulary).

While it may not always be possible to give the full range of marks for a single sense unit, the range of marks necessary for differentiation is present over the whole exam.

By way of example, the marking of different translations of the sense unit οὐ θαυμάζω ὅτι μὲν ὀργίζεσθε, ὧ ἄνδρες στρατιῶται found in a Xenophon passage (SL specimen papers), would be as follows:

- “I am not surprised that you are angry, o soldiers”: A=3, B=3.
- “I am not surprised there is anger, o citizen men”: A=2 (the meaning has been partially communicated; errors impair the translation), B=3.
- “We are not surprised that you would become angry, o soldiers”: A=3, B=2 (some vocabulary and grammar are rendered appropriately).
- “Anger is among you, soldiers, and I would be unsurprised”: A=2 (the meaning has been partially communicated), B=1 (limited grammar is rendered accurately).
- “We do not understand why you are so sad, o citizens”: A=1 (the translation conveys some meaning), B=1 (limited grammar is rendered accurately).

Square brackets [ ] indicate that the words in the sense unit have been inserted out of the order of the text.

<b>(A) Meaning</b>	
<b>How well has the student communicated the meaning of each sense unit?</b>	
<b>Marks</b>	<b>Level descriptors</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	<b>The meaning has not been communicated adequately.</b> The translation conveys some meaning; errors impair the translation significantly.
<b>2</b>	<b>The meaning has been partially communicated.</b> The translation is mostly logical; errors impair the translation.
<b>3</b>	<b>The meaning has been fully communicated.</b> The translation is logical; errors do not impair the translation.

<b>(B) Vocabulary &amp; Grammar</b>	
<b>How correctly has the student rendered vocabulary and grammar in relation to each sense unit?</b>	
<b>Marks</b>	<b>Level descriptors</b>
<b>0</b>	The work does not reach a standard described by the descriptors below.
<b>1</b>	<b>Vocabulary and grammar are not rendered adequately.</b> Limited vocabulary is rendered appropriately for the context. Limited grammar is rendered accurately.
<b>2</b>	<b>Vocabulary and grammar are rendered adequately despite inaccuracies.</b> Some vocabulary is rendered appropriately for the context. Some grammar is rendered accurately and effectively.
<b>3</b>	<b>Vocabulary and grammar are rendered correctly.</b> Most vocabulary is rendered appropriately for the context. Most grammar is rendered accurately and effectively.

Text	A	B
1. διδάσκουσι δὲ καὶ ἐγκράτειαν γαστρὸς καὶ ποτοῦ·		
2. μέγα δὲ καὶ εἰς τοῦτο συμβάλλεται		
3. ὅτι ὀρώσι τοὺς πρεσβυτέρους		
4. οὐ πρόσθεν ἀπιόντας		
5. γαστρὸς ἕνεκα		
6. πρὶν ἂν ἀφῶσιν οἱ ἄρχοντες,		
7. καὶ ὅτι ... σιτοῦνται οἱ παῖδες,		
8. οὐ παρὰ μητρὶ		
9. ἀλλὰ παρὰ τῷ διδασκάλῳ,		
10. ὅταν οἱ ἄρχοντες σημήνωσι.		
11. φέρονται δὲ οἴκοθεν σίτον μὲν ἄρτον,		
12. ὄψον δὲ κάρδαμον,		
13. πιεῖν δέ, [κώθωνα,]		
14. ἣν τις διψῇ,		
15. ὡς ἀπὸ τοῦ ποταμοῦ ἀρύσασθαι.		
	45	45
<b>Total</b>	<b>90</b>	