

Markscheme

May 2023

Classical Greek

Higher level

Paper 2

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Section A

Option A — Homer

Extract 1 Homer, *Odyssey* 22.260–280

1. (a) Award **[3]** if the meaning has been fully communicated, and vocabulary and grammar are rendered correctly. Award **[2]** if the meaning has been partially 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.
- (b) The (rest of the) suitors retreat (μνηστῆρες δ' ἀνεχώρησαν) **[1]**. Odysseus and his men leap forward (τοὶ δ' ἄρ' ἐπήϊξαν) **[1]** and retrieve their spears (ἔγχε' ἔλοντο) **[1]**.
- (c) Mark only for length of syllables. Award **[1]** per line if all correct; **[0]** otherwise.
- (d) Telemachus was wounded on the hand at the wrist (χεῖρ' ἐπὶ καρπῷ) **[1]**; Eumaios was wounded on the shoulder (ὤμων) **[1]**.

Total: **[10]**

Option A — Homer

Extract 2 Homer, *Odyssey* 19.203–219

2. (a) He had pity in his heart (θυμῷ μὲν ἐλέαιρε) **[1]** but maintained his composure (ὀφθαλμοὶ δ' ἔστασαν ἐν βλεφάροισι) / he hid his emotions/tears (δάκρυα κεῦθεν) **[1]**.
- (b) Award **[1]** each up to **[2]** for any of the following answers: what he was wearing (ὀπποῖ ἄσσα περὶ χροῖ εἴματα); what kind of man he was (αὐτός θ' οἷος ἔην); who his companions were (ἐταίρους, οἳ οἱ ἔποντο).
- (c) Homer portrays Penelope's sorrow through a variety of stylistic features. Accept a range of substantiated answers, awarding **[1]** each up to **[4]** for any point supporting the argument and up to **[2]** for the coherence and clarity of the argument: **[2]** if very coherent and well argued; **[1]** if coherent and well argued; **[0]** if incoherent and poorly argued or if no details from the text are given. Points, which must address the question, may be taken from anywhere in the extract. They may include:
 - simile: ὡς δὲ χιῶν κατατήκετ'.
 - parallelism: ῥέε δάκρυα, τήκετο δὲ χρώς.
 - monosyllabic line end: χρώς.
 - repetition of τήκ* and δάκρ*.
 - juxtaposition of Odysseus's apparent absence and actual presence: κλαιούσης ἐὼν ἄνδρα παρήμενον. αὐτὰρ Ὀδυσσεὺς.
 - variety of diction indicating grief: δάκρυα, γόωσαν, κλαιούσης, δάκρυ χεύσης.

Total: **[10]**

Option B — History**Extract 3 Thucydides, *The Peloponnesian War* 7.73–74**

3. (a) The soldiers could pack the most useful things (ξυσκευάσαιντο χρησιμώτατα) [1]; leave behind everything (τὰ μὲν ἄλλα πάντα καταλιπεῖν) [1]; except what was needed for survival (ἀναλαβόντες δὲ αὐτὰ ὅσα περὶ τὸ σῶμα ἐπιτήδεια) [1].
- (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) So that they might stop the Athenians (ὡς κωλύσοντες) [1]; where it seemed best (ἣ ἔδοκει) [1].
- (d) They burned some (ἐνέπρησαν ὀλίγας) [1]; and took the rest (to town) (ἀπὸ τοῦ αἰγιαλοῦ ἀφεῖλκον / ἐκάστην ἀναδησάμενοι ἐκόμιζον) [1].

Total: [10]

Option B — History**Extract 4 Thucydides, *The Peloponnesian War* 6.47–48**

4. (a) They would require the Egestans to outfit 60 ships (ταῖς ἑξήκοντα ναυσὶν διδόναι τροφήν) [1]; and settle the dispute (with the Selinuntines) (διαλλάξαι αὐτοῖς) [1].
- (b) If they could aid the Leontines (ἢ Λεοντίνους οἳοί τε ὦσιν ὠφελῆσαι) [1] or subvert other cities (ἢ τῶν ἄλλων τινὰ πόλεων προσαγαγέσθαι) [1].
- (c) Thucydides emphasizes Athenian power through various stylistic features. Accept a range of substantiated answers, awarding [1] each up to [4] for any point supporting the argument and up to [2] for the coherence and clarity of the argument: [2] if very coherent and well argued; [1] if coherent and well argued; [0] if incoherent and poorly argued or if no details from the text are given. Points, which must address the question, may be taken from anywhere in the extract. They may include:
- juxtaposition of the strength of Athens and the force of its support for allies: ἐπιδείξαντας μὲν τὴν δύναμιν τῆς Ἀθηναίων πόλεως, δηλώσαντας δὲ τὴν ἐς τοὺς φίλους καὶ ξυμμάχους προθυμίαν.
 - hendiadys: αἰσχροῦς καὶ ἀπράκτους.
 - parallel structures with variation: οἱ μὲν Ἐγεσταίοις ξυμβαίνωσιν, οἱ δὲ Λεοντίνους ἕως κατοικίξειν.
 - tricolon: ἐπικηρυκεύεσθαι ... πειρᾶσθαι ... δὲ φίλους ποιεῖσθαι.
 - contrast: ἢ βία ἢ ξυμβάσει.

Total: [10]

Option C — Tragedy**Extract 5 Sophocles, *Philoctetes* 865–888**

5. (a) 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.
- (b) Award **[1]** up to **[2]** for any of the following: that Neoptolemus would endure his pain with pity (τληῆναί σ' ἐλεινῶς); remain at his side (μεῖναι); and help him (ξυνωφελοῦντά μοι)
- (c) to lift him (μ' αὐτὸς ἄρον) **[1]**; and set him on his feet (σύ με κατάστησον) **[1]**; so that they may leave (the cave and sail away) (ὀρμώμεθ' / μηδ' ἐπίσχωμεν τὸ πλεῖν) **[1]**.
- (d) to get up himself (ἄρξε σαυτόν) **[1]**; or to be carried (οἴσουσί σ' οἶδε) **[1]**.

Total: **[10]****Option C — Tragedy****Extract 6 Sophocles, *Ajax* 101–130**

6. (a) Mark only for length of syllables. Award **[1]** per line if all correct; **[0]** otherwise.
- (b) Odysseus will be bound to a pillar (δεθεῖς πρὸς κίον') **[1]**; and whipped (until dead) (μάστιγι πρῶτον νῶτα φοιχιθεῖς) **[1]**.
- (c) Sophocles highlights Athena's deception through word choice and stylistic features. Accept a range of substantiated answers, awarding **[1]** each up to **[4]** for any point supporting the argument and up to **[2]** for the coherence and clarity of the argument: **[2]** if very coherent and well argued; **[1]** if coherent and well argued; **[0]** if incoherent and poorly argued or if no details from the text are given. Points, which must address the question, may be taken from anywhere in the extract. They may include:
- repetition (πρὶν ἄν) highlights Athena's superior knowledge.
 - irony (μὴ δῆτα τὸν δύστηνον ὧδέ γ' αἰκίση) emphasizes the trap Athena has set for Ajax.
 - alliteration (eg χρῶ χειρί) emphasizes the cruelty of reversal.
 - contrast between Athena's treatment of Odysseus and Ajax (eg τοὺς δὲ σώφρονας θεοὶ φιλοῦσι καὶ στυγοῦσι τοὺς κακοὺς) emphasizes her power to harm.
 - metaphor (ἄτη συγκατέζευκται κακῆ) highlights Ajax's delusion.

Total: **[10]**

Option E — Women**Extract 7 Euripides, *Iphigenia at Aulis* 1391–1415**

7. (a) It is not necessary that he fight for the sake of a woman (οὐ δεῖ τόνδε διὰ μάχης μολεῖν γυναικὸς εἴνεκ') [**1**]; nor die (οὐδὲ καθθανεῖν) [**1**]; one man is worth more than a thousand women, or similar (εἷς γ' ἀνὴρ κρείσσων γυναικῶν μυρίων) [**1**].
- (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) Mark only for length of syllables. Award [**1**] per line if all correct; [**0**] otherwise.
- (d) He desires her more (as a bride) (πόθος μ' ἐσέρχεται) [**1**]; he grieves (at the thought of her death) (ἄχθομαί) [**1**]. Accept other reasonable answers supported by Greek quotations.

Total: [**10**]**Option E — Women****Extract 8 Euripides, *Medea* 267–291**

8. (a) She must take both children (λαβοῦσαν δισσὰ σὺν σαυτῇ τέκνα) [**1**] and leave immediately (καὶ μή τι μέλλειν) [**1**].
- (b) Award [**1**] each up to [**2**] for any of the following answers: She is a clever woman (σοφῆ); she is capable of evil deeds (κακῶν πολλῶν ἴδρις); who has been mistreated (λυπῆ ἔστερημένη).
- (c) Euripides represents Medea's cleverness and power through word choice and stylistic features. Accept a range of substantiated answers, awarding [**1**] each up to [**4**] for any point supporting the argument and up to [**2**] for the coherence and clarity of the argument: [**2**] if very coherent and well argued; [**1**] if coherent and well argued; [**0**] if incoherent and poorly argued or if no details from the text are given. Points, which must address the question, may be taken from anywhere in the extract. They may include:
- diction (eg ἀνήκεστον κακόν) highlights the power of Medea's actions.
 - tricolon (τὸν δόντα καὶ γήμαντα καὶ γαμουμένην) highlights the reach of her power.
 - alliteration of πρὶν παθεῖν φυλάξομαι highlights the threat she poses.
 - word placement in metrical line (σοφῆ ... ἴδρις) emphasizes her cleverness.
 - enjambment (δράσειν τι) highlights her ability to fulfil plans.
 - vivid language (σε γαίας τερμόνων ἔξω βάλω) highlights the threat she represents.

Total: [**10**]

Option G — Barbarians**Extract 9 Herodotus, *The Histories* 2.43**

9. (a) The name came from Egypt to Greece (Ἑλληνες μᾶλλον παρ' Αἰγυπτίων) [1]; and specifically to those Greeks who say Herakles is the son of Amphitryon (Ἑλλήνων οὗτοι οἱ θέμενοι τῷ Ἀμφιτρύωνος γόνῳ) [1]; the name did not come from Greece to Egypt, it came from Egypt to Greece (οὐ παρ' Ἑλλήνων Αἰγύπτιοι) [1].
- (b) The parents are Egyptian by descent (Ἀμφιτρύων καὶ Ἀλκμήνη γεγονότες τὸ ἀνέκαθεν ἀπ' Αἰγύπτου) [1] the Egyptians do not know Poseidon or the Dioscuri (Αἰγύπτιοι οὔτε Ποσειδέωνος οὔτε Διοσκούρων τὰ οὐνόματα φασὶ εἶδέναι) [1].
- (c) 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.
- (d) 17,000 years (ἕτεα ἐστὶ ἐπτακισχίλια καὶ μύρια) [1] before the reign of Amasis (ἐς Ἄμασιν βασιλεύσαντα) [1].

Total: [10]

Option G — Barbarians**Extract 10 Euripides, *Medea* 446–464**

10. (a) Mark only for length of syllables. Award [1] per line if all correct, [0] otherwise.
- (b) Award [1] up to [2] for any of the following: By patiently enduring (κούφως φερούση); the wishes of those in power (κρεισσόνων βουλευμάτα); and not saying rash things (λόγων ματαίων).
- (c) Euripides represents Jason's perspective by means of a variety of stylistic features. Accept a range of substantiated answers, awarding [1] each up to [4] for any point supporting the argument and up to [2] for the coherence and clarity of the argument: [2] if very coherent and well argued; [1] if coherent and well argued; [0] if incoherent and poorly argued or if no details from the text are given. Points, which must address the question, may be taken from anywhere in the extract. They may include:
- Juxtaposition of first and second person (eg κάμοι μὲν οὐδὲν πρᾶγμα· μὴ παύση) highlights Jason's reaction to Medea's choices/actions.
 - Repetition such as τυράννουσ highlights Jason's proximity to power as his point of reference for action.
 - Parallel structures μήτ' ἀχρήμων σὺν τέκνοισιν ἐκπέσης μήτ' ἐνδείης του emphasize Jason's understanding of his actions.
 - Parallelism (τραχεῖαν ὀργὴν ὡς ἀμήχανον κακόν) highlights Jason's point of view on matters.
 - Juxtaposition of Jason's and Medea's emotions (eg καὶ γὰρ εἰ σύ με στυγεῖς, οὐκ ἂν δυναίμην σοὶ κακῶς φρονεῖν ποτε) emphasizes Jason's perceived independence.

Total: [10]

Section B

Instructions

Section B is assessed by the assessment criteria found below and published in the subject guide.

Criterion A (Range of evidence) assesses to what extent the evidence represents both prescribed passages and supplementary reading. A candidate is expected to:

- use relevant examples from the prescribed passages to support the response (candidates are not expected to provide exact quotes)
- demonstrate knowledge of historical, political and cultural contexts beyond those embedded in the prescribed passages.

Criterion B (Understanding and argument) assesses how well the response demonstrates understanding of the chosen option. Ideally, a candidate will:

- build a critical analysis that responds directly to the prompt in a clear, logical and imaginative way
- fully address the contexts and background knowledge pertinent to the examples related to the chosen option.

Total: **[12]**

Criterion A: Range of evidence

- To what extent does the evidence represent both prescribed passages and supplementary reading?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The response includes weak evidence from the prescribed passages only.
2	The response includes specific evidence from the prescribed passages only.
3	The response includes evidence from both the prescribed passages and supplementary reading.
4	The response includes specific evidence from both the prescribed passages and supplementary reading.

Criterion B: Understanding and argument

- How well does the response demonstrate understanding of the chosen option?
- How well is the argument constructed?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The response demonstrates a limited understanding of the chosen option without addressing contexts and background knowledge pertinent to the examples. The argument has limited focus, coherence and development.
3–4	The response demonstrates limited understanding of the contexts and background knowledge pertinent to the chosen examples. The argument has focus but has limited coherence and is not developed.
5–6	The response demonstrates an understanding of the chosen option by addressing contexts and background knowledge pertinent to the examples in a limited way. The argument has focus and coherence but is not developed.
7–8	The response demonstrates an understanding of the chosen option by addressing contexts and background knowledge pertinent to the examples. The argument has focus and coherence, and is developed.
