# MARK SCHEME for the May/June 2010 question paper for the guidance of teachers 

## 9787 CLASSICAL GREEK

9787/03
Paper 3 (Unseen Translation), maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

## 1 Translate into English.

Xenophon Anabasis, IV. i. 11-18

$$
\begin{array}{lllll}
1 & 1 & 2 & 1 & 1
\end{array}
$$



$$
\begin{array}{lllllllll}
1 & 1 & 1 & 1 & 1 & 1 & 1 & 1
\end{array}
$$

 $\begin{array}{lllll}1 & 1 & 1 & 1 & 2\end{array}$
 $\begin{array}{llllllll}1 & 1 & 1 & 2 & 1 & 1 & 1 & 1\end{array}$
 $\begin{array}{lllllll}2 & 1 & 1 & 2 & 1 & 2 & 1\end{array}$
 $\begin{array}{llllllll}1 & 1 & 1 & 1 & 1 & 1 & 1 & 1\end{array}$


$$
\begin{array}{llllllll}
1 & 2 & 1 & 2 & 2 & 1 & 1 & 1
\end{array}
$$



$$
\begin{array}{llllllll}
1 & 1 & 2 & 2 & 1 & 1 & 1
\end{array}
$$


$\begin{array}{lllllll}2 & 1 & 1 & 1 & 2 & 1 & 1\end{array}$

$\begin{array}{llllllllll}1 & 1 & 1 & 2 & 1 & 1 & 1 & 2 & 1 & 1\end{array}$
 $\begin{array}{lllllll}1 & 2 & 1 & 2 & 1 & 2 & 1\end{array}$
 $\begin{array}{lllll}2 & 1 & 1 & 1 & 2\end{array}$
 $\begin{array}{llllll}2 & 1 & 1 & 1 & 2 & 1\end{array}$
 $\begin{array}{llllllll}2 & 2 & 1 & 1 & 2 & 1 & 1 & 1\end{array}$
 $\begin{array}{llllll}1 & 2 & 2 & 2 & 2 & 1\end{array}$
 1
$\sigma \tau \rho \alpha \tau \varepsilon \cup ́ \mu \alpha \tau \circ \varsigma$.

Total for Prose Unseen Translation $=135$ marks $\div 3=45$
Add a maximum of 5 marks to the total out of 50 for quality of English in line with the marking grid below.

If there is no mark over a word, then it is ignored. In general, a word must be translated wholly correctly (e.g. as object, as plural), and in the correct syntactic relation to other words, to gain the mark.

| Page 3 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
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Prose Unseen Translation: Style mark descriptors

| 5 | Comprehensively fluent and idiomatic. |
| :--- | :--- |
| 4 | Judicious recasting of the Classical Greek with good choice of vocabulary in accordance <br> with English idiom and register. |
| 3 | Some attempt to move beyond the literal to an idiomatic rendering of the text through use of <br> a range of grammatical structures. |
| 2 | Some evidence of recognition of use of idiom. |
| 1 | Very literal translation with only occasional attempt to capture appropriate idiom. |
| 0 | Very literal translation with no attempt to capture appropriate idiom. |


| Page 4 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
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## 2 (a) Translate in English.

Euripides Alcestis 935-953
$\begin{array}{llll}1 & 1 & 1 & 2\end{array}$

$\begin{array}{llllll}2 & 1 & 1 & 1 & 2 & 1\end{array}$

$\begin{array}{llllll}1 & 1 & 1 & 1 & 2 & 1\end{array}$

$\begin{array}{llll}1 & 1 & 1 & 2\end{array}$

$\begin{array}{lllllll}1 & 1 & 1 & 1 & 1 & 2 & 1\end{array}$

$\begin{array}{lllll}1 & 2 & 2 & 1 & 1\end{array}$
$\lambda v \pi \rho o ̀ v ~ \delta ı \alpha ́ \xi \omega$ ßíotov• $\alpha \rho \tau \imath ~ \mu \alpha \nu \theta \alpha ́ v \omega$.
$\begin{array}{llll}1 & 2 & 1 & 2\end{array}$

$\begin{array}{lllll}1 & 2 & 1 & 2 & 1\end{array}$

$\begin{array}{lllll}1 & 2 & 1 & 1 & 2\end{array}$

$1 \begin{array}{lllll}1 & 1 & 2 & 2\end{array}$
 $\begin{array}{llll}1 & 1 & 2 & 1\end{array}$

$\begin{array}{llllll}1 & 1 & 1 & 2 & 1 & 1\end{array}$

$\begin{array}{lllll}1 & 1 & 1 & 1 & 1\end{array}$

$\begin{array}{lllll}2 & 2 & 1 & 1 & 1\end{array}$

$\begin{array}{llllll}2 & 1 & 1 & 1 & 1\end{array}$
$\sigma \tau \varepsilon v \omega \sigma \iota \nu$ oí $\alpha \nu \varepsilon \kappa<\delta \partial \mu \omega \nu \dot{\alpha} \alpha \pi \omega \lambda \varepsilon \sigma \alpha \nu$.
$\begin{array}{lllll}1 & 2 & 1 & 1 & 1\end{array}$

$\begin{array}{llll}1 & 2 & 1 & 1\end{array}$


```
        2 1 1 2
```

 $\begin{array}{llll}1 & 2 & 1 & 2\end{array}$


Total for Verse Unseen Translation $=120$ marks $\div 3=40$
Add a maximum of 5 marks for style in line with the marking grid below.
If there is no mark over a word then it is ignored. In general, a word must be translated wholly correctly (e.g. as object, as plural) and in the correct syntactic relation to other words, to gain the mark

| Page 5 | Mark Scheme: Teachers' version | Syllabus | Paper |
| :---: | :---: | :---: | :---: |
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Verse Unseen Translation: Style mark descriptors

| Mark | Descriptor |
| :--- | :--- |
| 5 | Comprehensively accurate and fluent. Highly appropriate vocabulary used <br> throughout; subtleties of language are replicated. Candidate captures the sense of <br> the poetry through sensitive phrasing and strong appreciation of sentence structure. |
| 4 | Candidate conveys an understanding of the poem that goes well beyond a good <br> translation. Use of well-chosen vocabulary and appropriate phrasing are regular <br> features. An appreciation of the form, structures and conventions of poetry is evident. |
| 3 | There are frequent, if not always successful, attempts to render the translation into <br> elegant English. A good spread of felicitous translation of individual words or short <br> phrases, but these tend to be isolated rather than building up a sense of fluency. <br> Some success is achieved in replicating literary devices (e.g. alliteration, sibilance, <br> etc.). |
| 2 | There are regular attempts to use vocabulary and phrases that are in keeping with <br> the tone of the passage. A reasonable range of individual words and phrases are <br> handled sensitively; however, there is inconsistency in the translation as a whole. <br> There is some success in capturing the emotional tone of the poem. |
| 1 | There are occasionally successful attempts at capturing a sense of poetry through <br> appropriately chosen words and phrases and some limited appreciation of the <br> passage as a piece of poetry is communicated in, for example, attention to the effects <br> of punctuation and appropriate use of tenses. |
| 0 | The translation may be literally accurate but there is no attempt to capture a sense of <br> style, structure and idiom. Understanding of the subtleties of vocabulary is very <br> limited; there is little if any sense of the emotional tone of the passage being <br> communicated through the translation. |

(b) Write out and scan lines 5 and 6 marking in the quantities.

10 marks for feet (one mark off for each incorrect foot) excluding the final foot.
Again divide by 2 for a mark out of 5 .

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\cup-1 \cup -1 - -1 \cup -I \cup - /( }\cup\cup
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-     - / $\cup-/-\cup \cup / \cup-/ \cup-/(\cup-)$


