



L-Università
ta' Malta

MATSEC
Examinations Board



Marking Scheme IM Classical Studies

First Session 2021

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Marking schemes published by the MATSEC Examination Board are not intended to be standalone documents. They are an essential resource for markers who are subsequently monitored through a verification process to ensure consistent and accurate application of the marking scheme.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with the MATSEC Examinations Board when in doubt.

SECTION A:

1. In around 350 words, discuss the debt Alexander the Great owed his father, Philip II of Macedon.

<p>Range 16-20</p>	<ul style="list-style-type: none"> ▪ Excellent knowledge of the subject matter. ▪ Clear writing and structure. ▪ Able to identify specific historical events, personalities (e.g. Antipater, Parmenion) and major battles which helped secure domination in Southern Greece (e.g. Battle of Chaeronea) and relevant dates (e.g. 338 B.C.E). ▪ Discusses MANY of the following points: <ul style="list-style-type: none"> • the securing of other geographical areas (e.g. Thrace, Illyria, Epirus), the military and the diplomatic means by which this was done (e.g. marriage); • the military reforms of Philip; • the political and economic stability of Macedon, especially in relation to its previous insecurity; • the plans for Persian conquest by Philip of Macedon; and • the relationship between father and son.
<p>Range 10-15</p>	<ul style="list-style-type: none"> ▪ Adequate knowledge of the subject matter. ▪ Adequate writing and structure. ▪ Unable to mention specific battles or historical events, but shows adequate understanding of the larger picture (e.g. the major challenges of Philip such as the location/identity of his enemies). ▪ Mentions only FEW of the following points: <ul style="list-style-type: none"> • the securing of other geographical areas (e.g. Thrace, Illyria, Epirus), the military and the diplomatic means by which this was done (e.g. marriage); • the military reforms of Philip; • the political and economic stability of Macedon, especially in relation to its previous insecurity; • the plans for Persian conquest by Philip of Macedon; and • the relationship between father and son.
<p>Range 5-9</p>	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter. ▪ Unable to mention any specific events. ▪ Generalities about Philip’s activities. ▪ The answer is limited to ONE of the following points: <ul style="list-style-type: none"> • the securing of other geographical areas (e.g. Thrace, Illyria, Epirus), the military and the diplomatic means by which this was done (e.g. marriage); • the military reforms of Philip; • the political and economic stability of Macedon, especially in relation to its previous insecurity; • the plans for Persian conquest by Philip of Macedon; and • the relationship between father and son.
<p>Range 1-4</p>	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter. ▪ Unable to mention any specific details.

	<ul style="list-style-type: none"> ▪ Mentions NONE of the points below: <ul style="list-style-type: none"> • the securing of other geographical areas (e.g. Thrace, Illyria, Epirus), the military and the diplomatic means by which this was done (e.g. marriage); • the military reforms of Philip; • the political and economic stability of Macedon, especially in relation to its previous insecurity; • the plans for Persian conquest by Philip of Macedon; and • the relationship between father and son.
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2. In around 350 words, discuss how the First Punic War led directly to the Second Punic War.

Range 16-20	<ul style="list-style-type: none"> ▪ Excellent knowledge of the subject matter. ▪ Clear writing and structure. ▪ Able to identify specific personalities (e.g. Barcids), treaties (e.g. Rome's treaty with Hasdrubal, Rome's alliance with Saguntum) and major battles (e.g. Hannibal's siege of Saguntum) relevant to the outbreak of the Second Punic War. ▪ Discusses MANY of the following points: <ul style="list-style-type: none"> ▪ Carthage's loss of Sicily and its previous importance for Carthage; ▪ the economic and military repercussions for Carthage's defeat (e.g. the indemnity, the loss of the fleet); ▪ the Mercenary Revolt (arising out of these economic repercussions); ▪ the Capture of Sardinia by Rome; ▪ the Carthaginian expansion into Hispania; ▪ the Barcids political and economic fortunes in Hispania; and ▪ the special role of Hannibal.
Range 10-15	<ul style="list-style-type: none"> ▪ Adequate knowledge of the subject matter. ▪ Adequate writing and structure. ▪ Unable to mention specific battles or historical events, but shows adequate understanding of the larger economic/political and military picture (e.g. political and diplomatic relationship between Rome and Carthage before the war). ▪ Identifies the major spheres of importance/influence (e.g. Sicily, Spain). ▪ Mentions only FEW of the following points: <ul style="list-style-type: none"> • Carthage's loss of Sicily and its previous importance for Carthage; • the economic and military repercussions for Carthage's defeat (e.g. the indemnity, the loss of the fleet); • the Mercenary Revolt (arising out of these economic repercussions); • the Capture of Sardinia by Rome; • the Carthaginian expansion into Hispania; • the Barcids political and economic fortunes in Hispania; and • the special role of Hannibal.
Range 5-9	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter. ▪ Unable to mention any specific figures/events and limits answer to the generalities or irrelevant points about the Punic Wars.

	<ul style="list-style-type: none"> ▪ Answer limited to only ONE of the following: <ul style="list-style-type: none"> • Carthage’s loss of Sicily and its previous importance for Carthage; • the economic and military repercussions for Carthage’s defeat (e.g. the indemnity, the loss of the fleet); • the Mercenary Revolt (arising out of these economic repercussions); • the Capture of Sardinia by Rome; • the Carthaginian expansion into Hispania; • the Barcids political and economic fortunes in Hispania; and • the special role of Hannibal.
<p>Range 1-4</p>	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter. ▪ An unclear portrayal of the general picture of the Wars. ▪ Mentions NONE of the following points: <ul style="list-style-type: none"> • Carthage’s loss of Sicily and its previous importance for Carthage; • the economic and military repercussions for Carthage’s defeat (e.g. the indemnity; the loss of the fleet); • the Mercenary Revolt (arising out of these economic repercussions); • the Capture of Sardinia by Rome; • the Carthaginian expansion into Hispania; • the Barcids political and economic fortunes in Hispania; • the special role of Hannibal.

SECTION B

Each translation is marked by the following scheme (2 marks each):

<p>2</p>	<ul style="list-style-type: none"> ▪ Sentence correctly translated into English. ▪ Identifies the meaning of EACH word and its grammatical function in the sentence.
<p>1.5</p>	<ul style="list-style-type: none"> ▪ ONE grammatical error (e.g. tense of the verb; case of the noun). ▪ Identifies the meaning of ALL words.
<p>1</p>	<ul style="list-style-type: none"> ▪ TWO grammatical errors (e.g. tense of the verb; case of the noun). ▪ Identifies the meaning of MOST words.
<p>0.5</p>	<ul style="list-style-type: none"> ▪ THREE grammatical errors. ▪ Identifies the meaning of SOME words.
<p>0</p>	<ul style="list-style-type: none"> ▪ No evidence of understanding.

SECTION C

1. In around 350 words, describe the sequence of events that led to Heracles' death and apotheosis. In your opinion, what is the significance of this transformation?

<p>Range 16-20</p>	<ul style="list-style-type: none"> ▪ Relevant details of the Heracles myth. ▪ Clear writing and structure. ▪ Able to identify specific and relevant figures (e.g. Nessus, Deianeira) and/or refer to literary or artistic evidence of the myth (e.g. Sophocles' <i>Woman of Trachis</i>). ▪ Discusses MANY of the following points: <ul style="list-style-type: none"> • the opposition of gods and mortals in Greek myth; • the virtually unique position of Heracles as god and hero; • the mode of Heracles' death; • the afterlife of Heracles; and • the sequence of events. ▪ Able to give a plausible interpretation of the myth and its significance.
<p>Range 10-15</p>	<ul style="list-style-type: none"> ▪ Adequate knowledge of the myth. ▪ Adequate writing and structure. ▪ Unable to mention specific figures but shows adequate understanding of the general myth. ▪ Mentions only FEW of the following points; <ul style="list-style-type: none"> • the opposition of gods and mortals in Greek myth; • the virtually unique position of Heracles as god and hero; • the mode of Heracles' death; • the afterlife of Heracles; and • the sequence of events. ▪ Answer depicts myth as a story and shows little evidence of its significance.
<p>Range 5-9</p>	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter. ▪ Unable to mention any specific events. ▪ Limited to generalities and irrelevant details. ▪ Contains minor/missing errors in the details of the myth. ▪ No interpretation of the myth is given.
<p>Range 1-4</p>	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter. ▪ Unable to explain the general myth and its significance.

2. In around 350 words, discuss the major similarities and differences of ancient Greek and contemporary heroes. In your discussion refer to TWO examples of each.

<p>Range 16-20</p>	<ul style="list-style-type: none"> ▪ Excellent knowledge of the examples discussed. ▪ Clear writing and structure. ▪ Answer refers to the major qualities of Greek heroes (e.g. strength, courage, political and religious function) and discusses important themes of heroic myths (e.g. trial, victory, death). ▪ Able to identify some similarities between Greek and modern heroes (e.g. strength, courage, trial). ▪ Able to identify some differences between Greek and modern heroes (e.g. gender, social position, moral goodness, the importance of friendship in some hero narratives) and themes (e.g. the underdog, the everyday hero). ▪ Able to reflect on possible causes of these differences and/or the influence of Greek heroes on contemporary ones.
<p>Range 10-15</p>	<ul style="list-style-type: none"> ▪ Adequate knowledge of the relevant examples provided. ▪ Adequate writing and structure. ▪ Able to identify only a few similarities and differences between Greek and modern heroes. ▪ Little relevance to the qualities and importance of Greek heroic myths. ▪ Shows some reflection of these differences and/or the influence of Greek heroic myth.
<p>Range 5-9</p>	<ul style="list-style-type: none"> ▪ Poor use of examples. ▪ Unable to mention the major characteristics of Greek or modern heroes or to compare and contrast them. ▪ Errors in the examples chosen to illustrate the argument. ▪ Poor reflection.
<p>Range 1-4</p>	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter. ▪ Poor reflection.

SECTION D

1. In around 50 words, describe the events that led Oedipus to become King of Thebes.

<p>4</p>	<ul style="list-style-type: none"> ▪ A very good understanding of the relevant parts of the myth of Oedipus. ▪ Good reference to specific details including: <ul style="list-style-type: none"> • relevant figures (e.g. Cleon, Iocasta); • his exile from Corinth; • the plight of Thebes (the Sphinx); • the solving of the riddle; and • reference to the larger myth (e.g. the identity of the previous King and Queen, and Oedipus' upbringing in Corinth).
<p>3</p>	<ul style="list-style-type: none"> ▪ Adequate understanding of Oedipus' myth and some of its specifics.

	<ul style="list-style-type: none"> ▪ Answer covers SOME, but not all, of the points below: ▪ relevant figures (e.g. Cleon, Iocasta); ▪ his exile from Corinth; ▪ the plight of Thebes (the Sphinx); ▪ the solving of the riddle; and ▪ reference to the larger myth (e.g. the identity of the previous King and Queen, and Oedipus' upbringing in Corinth).
2	<ul style="list-style-type: none"> ▪ An adequate general picture but a poor knowledge of specifics is provided.
1	<ul style="list-style-type: none"> ▪ A vague picture of the sequence of events and of the main features of the myth is provided.

2. In around 50 words, discuss Oedipus' search for the 'slayers of Laius' in the context of the play.

4	<ul style="list-style-type: none"> ▪ Answer correctly identifies the slayer of Laius and explains the motivation of Oedipus' search. ▪ Good knowledge of the sequence of events. ▪ Good knowledge of the important themes (e.g. the irony of Oedipus' search) and/or reference to the 'search' in the context of Greek drama (e.g. recognition scene).
3	<ul style="list-style-type: none"> ▪ Adequate description of the 'search' and sequence of events. ▪ Little reflection on the thematic aspects of Oedipus' search or its place in Greek drama.
2	<ul style="list-style-type: none"> ▪ A general overview with no specific engagement to the question.
1	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter.

3. In around 50 words, describe how Teiresias responds to Oedipus' request, and discuss the major themes of the conversation that follow this excerpt between the two characters.

4	<ul style="list-style-type: none"> ▪ Answer refers to specific sequence of events of the conversation. ▪ Answer discusses the themes (e.g. speaking truth to power; Teiresias' prophesy; Oedipus' attack on prophesy) and their relationship to the conversation and the play.
3	<ul style="list-style-type: none"> ▪ Answer refers to specific sequence of events. ▪ Little reflection on the thematic importance of this conversation is provided.
2	<ul style="list-style-type: none"> ▪ A general picture of the conversation is provided.
1	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter.

4. In around 50 words, considering that the play is commonly dated to the early 420s B.C.E., what is the significance of the plague in the context of the then-current events of Athenian history?

4	<ul style="list-style-type: none"> ▪ Answer demonstrates knowledge of the plague of Athens and reflects on what this reference tells us about Greek tragedy.
3	<ul style="list-style-type: none"> ▪ Answer demonstrates knowledge of the plague of Athens but shows little/no reflection on the meaning of this reference.

2	▪ Answer refers only to generalities.
1	▪ Poor knowledge of the subject matter.

5. In around 80 words, discuss some of the main characteristics of the production, performance, and setting of Greek tragedy.

4	<ul style="list-style-type: none"> ▪ Detailed knowledge of the nature and of Greek tragedy. ▪ Reference to several important aspects of the production (e.g. the <i>Choregus</i>, liturgies, training of choruses), performance (masks, actors, chorus, the entry of the Chorus) and the setting (the structure of the theatre, the religious setting) are evidenced.
3	▪ Answer mentions only some of the points mentioned above.
2	▪ Answer refers only to generalities.
1	▪ Poor knowledge of the subject matter.

SECTION E

1. What is the name of the sculpture shown in the photograph and who is the sculptor?

2	Both answers are correct.
1	Only one correct answer.

2. With reference to the characteristics shown in the photo, evaluate and explain whether the photo's subject is the original Greek statue.

4	<ul style="list-style-type: none"> ▪ Answer refers to: <ul style="list-style-type: none"> • sculptor's preference for bronze; and • the presence of the supporting strut. ▪ May also refer to the popularity of Roman copies / the presence of other copies or makes other relevant points.
3	▪ Answer refers to only ONE of the points mentioned above.
2	▪ Answer refers only to generalities.
1	▪ Poor knowledge of the subject matter.

3. What is the significance of the nudity of this figure?

4	<ul style="list-style-type: none"> ▪ Answer refers to: <ul style="list-style-type: none"> • cultural importance of public nudity among Greeks as a cultural marker; • the practice of nudity among athletes; and • the exploration of male beauty and its cultural and political background in the Greek world.
3	▪ Answer refers to SOME , but not all, of the points mentioned above.
2	▪ Answer refers only to generalities.

1	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter.
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4. Discuss the importance of artistic values represented in this sculpture.

5	<ul style="list-style-type: none"> ▪ Answer mentions MANY of the following points: <ul style="list-style-type: none"> • contrapposto; • mathematical idealism; • balance; • symmetry; • emotionless face; and • walking stance. ▪ May also refer to other relevant points.
4	<ul style="list-style-type: none"> ▪ Answer refers only to THREE of the above points.
3	<ul style="list-style-type: none"> ▪ Answer refers only to TWO of the above points
2	<ul style="list-style-type: none"> ▪ Answer refers only to generalities.
1	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter.

5. Discuss some of the heroic traits that the figure illustrates.

5	<ul style="list-style-type: none"> ▪ Answer mentions MANY of the following points: <ul style="list-style-type: none"> • masculinity; • youth; • strength and muscularity; • spear; and • original bronze; ▪ May also refer to other relevant points.
4	<ul style="list-style-type: none"> ▪ Answer refers only to THREE of the above points.
3	<ul style="list-style-type: none"> ▪ Answer refers only to TWO of the above points.
2	<ul style="list-style-type: none"> ▪ Answer refers only to generalities.
1	<ul style="list-style-type: none"> ▪ Poor knowledge of the subject matter.