



Oxford Cambridge and RSA

GCSE (9–1)

Classical Greek

J292/04: Verse Literature A

General Certificate of Secondary Education

Mark Scheme for November 2020

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

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Annotations

Annotation	Meaning
	Valid style point (8-marker) / AO3 point (10-marker)
	Unclear/dubious point
	Benefit of doubt
	Consequential / repeated error
	Incorrect translation or interpretation or factual error
	Major error
	Minor error / SPAG
	Harmful addition
	Correct / positive mark / additional evidence (10-marker)
	Good content point (8-mark & 10-mark question) / 2-mark point in 4-mark AO3 question
	Weaker content point / 1-mark point in 4-mark AO3 question
	Omission mark
highlight	Harmless addition
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Noted but no credit given

Question		Answer	Mark	Guidance
1	(a)	They were set in order / marshalled / arranged (1) with / under their leaders (1)	AO2 2	
1	(b)	(i) A storm / winter (1) and endless rain (1)	AO2 2	Insist on 'endless' or similar adj.
1	(b)	(ii) Any two from: towards the streams of the Ocean (1) bringing death / destruction to the Pygmies (1) early in the morning / high in the sky (1) starting / causing / launching their (evil) strife / battle / conflict (1)	AO2 2	Do not accept e.g. 'with loud cries' (κλαγγῆ). κακῆν not required.

Question		Answer	Mark	Guidance						
2	(a) (i)	He leapt from his chariot (1) either to the ground or with his weapons / armour (1)	AO2 2							
2	(a) (ii)	Any two of: He was shaken to his heart/core (1) He shrank back among / into (the mass of) his companions (1) avoiding death (1)	AO2 2	Accept valid alternative translations.						
2	(b)	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • simile comparing Menelaus with a snake (δράκοντα) • juxtaposition of παλίνορσος ἀπέστη emphasises the sudden movement back from the snake • vulnerability emphasised by words such as ὑπό and τρόμος • Paris wants to be invisible in the crowd (καθ' ὄμιλον) • juxtaposition of Ἀτρέος υἱὸν Ἀλέξανδρος 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 4	
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek									
0	Point is not valid, or none are drawn									

Guidance on applying the marking grids for the 8-mark extended response

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

8-mark grid for the extended response question AO3 = 8 marks = Analyse, evaluate and respond to literature		
Level	Marks	Description
4	7–8	<ul style="list-style-type: none"> • very good engagement with the question • expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> • good engagement with the question • expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3–4	<ul style="list-style-type: none"> • some engagement with the question • expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <p><i>The information is communicated in an unstructured way.</i></p>

Question		Answer	Mark	Guidance
3		<p>Assess against criteria in the 8-mark AO3 grid.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • long rhetorical question (lines 1-5), challenging Paris to deny what he's done • dismissive tone of τοιόσδε (l.1) • series of participles detailing Paris' harmful actions ἐπιπλώσας / ἀγείρας / μιχθεις • tricolon (crescendo) of πατρί / πόληϊ / παντί δήμῳ in line 5: Paris has hurt so many people by his actions • plosive alliteration in line 5 <u>π</u>ατρί τε σῶ μέγα <u>π</u>ῆμα <u>π</u>όληϊ <u>τ</u>ε <u>π</u>αν<u>τ</u>ί τε <u>δ</u>ήμῳ • chiasmus in line 6 (δυσμενέσιν / χάσμα / κατηφείην / σοὶ αὐτῶ) emphasises that Paris has pleased only the Trojans' enemies • rhetorical question in line 7 suggests Paris' reluctance to fight Menelaus • ἀρηϊφίλον reminds Paris the kind of man Menelaus is • Μενέλαον delayed for effect • γνοίης ... παράκοιτιν implies criticism that Paris did not consider the consequences of his actions • Hector points out that Paris' qualities (playing the lyre, good looks etc) are no use on the battlefield against Menelaus (οὐκ ἄν ... μιγείης / ἀρηϊφίλον Μενέλαον ll. 9-10) • vivid image of Paris 'lying in the dust' (ἐν κονίησι μιγείης), which Hector considers to be Paris' own fault • sexual innuendo from the word μιγείης 	AO3 8	

Question		Answer	Mark	Guidance
4	(a)	Paris	AO2 1	Accept Alexandros / Alexander
4	(b)	The winner would take Helen (1) and all (her) possessions (1)	AO2 2	Insist on 'Helen' (allow Menelaus' wife). Do not accept 'the woman'. Insist on 'all'.
4	(c)	Any two from: The two sides get to swear oaths of friendship (1). Paris suggests that after the duel everybody goes home (1). Both armies might like this because... ...they might be tired of fighting (1) ...they would prefer peace to war (1) ...they might be missing their homes/families (1)	AO3 2	Accept any valid alternatives. Note: some reference to both armies required for full marks.

Question		Answer	Mark	Guidance
5	(a)	Agamemnon is respectful, using the epithet 'of the gleaming helmet' (1) κορυθαίολος (1) or Agamemnon is respectful, telling the Greeks to stop attacking, so they can hear what Hector has to say (1) Any appropriate supporting Greek earns (1)	AO3 2	
5	(b)	ἔσχοντο [μάχης] (1) they stopped [fighting] / ceased [from battle] (1) or ἄνεώ τ' ἐγένοντο (1) they became silent (1)	AO2 2	English translation must match the Greek quoted, otherwise only 1 mark eg ἔσχοντο - they stopped fighting 1/2 but allow ἔσχοντο - they stopped (fighting) 2/2 Ignore inclusion/omission of τ' / 'and'

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2. A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Greek and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres. A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.
0	No response or no response worthy of credit.

Question		Answer	Mark	Guidance
6		<p>Assess against criteria in the 5-mark translation grid (see above).</p> <p>Suggested translation:</p> <p>'Hear now from me too; for pain reaches my heart especially, and I think it right that Argives and Trojans are now separated, since you have suffered many evils because of my quarrel and on account of Paris starting it.'</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error: omission of γὰρ</p> <p>More serious error: omission of μάλιστα</p>

Question	Answer	Mark	Guidance						
7	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="398 268 1126 611"> <tr> <td data-bbox="398 268 510 403">2</td> <td data-bbox="510 268 1126 403">expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td data-bbox="398 403 510 539">1</td> <td data-bbox="510 403 1126 539">expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td data-bbox="398 539 510 611">0</td> <td data-bbox="510 539 1126 611">Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul data-bbox="443 691 1126 1233" style="list-style-type: none"> • the sacrifice is of two lambs, highlighted by the repetition of ἔτερον / ἑτέρην (note also the dual form ἄρν') • Menelaus names a tricolon crescendo of gods, all close together in the text (Γῆ τε καὶ Ἥελίω· Διὶ) • Menelaus insists on Priam's presence as King of Troy, calling on his 'might'/'force' (βίην) • Menelaus emphasises the need for Priam's age and wisdom, dismissing his sons as ὑπερφίαλοι καὶ ἄπιστοι • the repeated ὑπερ prefix in lines 4 and 5 reminds mortals to know their place before the gods 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek	0	Point is not valid, or none are drawn	AO3 4	Note that candidates are required to show <u>how</u> emphasis is achieved, not merely give examples of emphasis.
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek								
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek								
0	Point is not valid, or none are drawn								

Guidance on applying the marking grids for the 10-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid.

Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. It is impossible to get a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text.

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question 'To what extent is Odysseus presented as a heroic character in the text you have studied?', details of the terrible fear Odysseus elicited in the suitors would be evidence of **AO2**, whilst concluding that for a Greek audience such a reaction would be evidence of Odysseus' heroism, as it depicts him as strong and a formidable opponent, would be evidence of **AO3**.

10-mark grid for the extended response question		
AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature		
Level	Marks	Characteristics of performance
5	9–10	<ul style="list-style-type: none"> detailed knowledge and excellent understanding of the set text (AO2) well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i>
4	7–8	<ul style="list-style-type: none"> good knowledge and sound understanding of the set text (AO2) a good response to the question which is supported by some well-selected examples from the set text (AO3) <i>The response is logically structured, with a well-developed and clear line of reasoning.</i>
3	5–6	<ul style="list-style-type: none"> some knowledge and understanding of the set text (AO2) a reasonable response to the question which is supported by some examples from the set text (AO3) <i>The response presents a line of reasoning which is mostly relevant and has some structure.</i>
2	3–4	<ul style="list-style-type: none"> limited knowledge and understanding of the set text (AO2) a limited response to the question which is occasionally supported by reference to the set text (AO3) <i>The response presents a line of reasoning but may lack structure.</i>
1	1–2	<ul style="list-style-type: none"> very limited knowledge and understanding of the set text (AO2) a very limited response to the question with very limited reference to the set text (AO3) <i>The information is communicated in an unstructured way.</i>

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
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8*	<p><i>'It is difficult to admire anything about Paris.'</i> From the section of Iliad Book 3 you have read, how far do you agree with this statement?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i> Candidates may agree with the statement, as it is Paris' actions which have led to the war. Many have died, and many are suffering. Menelaus feels aggrieved by him. Paris' brother, Hector, is very critical of him as a result, calling him a womaniser and dismissing his talents. Candidates may however disagree, on the grounds that he responds with dignity to his brother's taunts. He shows courage in proposing a duel with Menelaus, since Homer makes it clear that the Spartan King is by far Paris' superior in battle. Not only that, Paris is aware of the effect that the war is having on troops on both sides, and he intends the duel to end the fighting. Successful answers are likely to consider both sides of the argument.</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <ul style="list-style-type: none"> • Paris is described as a warrior, carrying weapons and panther skin as a challenge to any Achaean to fight him • However, as soon as he emerges from the crowd, Menelaus catches sight of him and views him as a prey • Paris' reaction is one of fear, and he dives back under cover of the Trojan forces • It takes Hector's rebuke to make him realise that his actions have caused this war • Hector scolds him for not being prepared to face the husband of the woman he spirited away • Paris does accept Hector's criticism • Paris suggests single combat between himself and Menelaus • After this, he suggests the winner takes the spoils and both sides return home to live in peace • Menelaus accepts, but views Paris as young and irresponsible, so he insists that Priam also swears the oath. 	<p>10 made up of AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level.</p>
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