

**GCSE**

**Classical Greek**

Unit **J292/02** Classical Greek prose literature A

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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)		Sardis / Lydia / Croesus' court, palace, treasury, house	AO2 1	
1	(b)	(i)	(He is known for) his wisdom / he is (famously) wise [1] He has travelled (widely). [1]	AO2 2	
1	(c)	(ii)	Croesus (himself)	AO2 1	Accept potentially ambiguous response, such as 'Croesus assumed that he was.'
1	(d)		<b>Either:</b> οὐδὲν ὑποθωπεύσας [1] not flattering (at all) [1] <b>Or:</b> τῷ ὄντι χρησάμενος [1] telling the truth [1]	AO2/ AO3 1+1	One mark for selecting an appropriate Greek phrase [AO3], one for translation [AO2].  Translation must match the Greek phrase quoted.
1	(e)		Accept any <b>three</b> of:  Tellus had handsome / noble / fine sons [1] he saw children born to all of them [1] they all survived [1] he had a (most) distinguished end to his life [1]	AO2 3	

Question	Answer	Mark	Guidance						
2	<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="443 309 1240 647"> <tr> <td data-bbox="454 328 510 360">2</td> <td data-bbox="521 328 1240 432">expresses a valid point based on a relevant aspect of content <b>or</b> aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td data-bbox="454 464 510 496">1</td> <td data-bbox="521 464 1240 568">expresses a valid point, but is not fully supported by an appropriate selection of content <b>or</b> aspect of literary style <b>or</b> reference to the Greek</td> </tr> <tr> <td data-bbox="454 600 510 632">0</td> <td data-bbox="521 600 1240 632">Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• ἔδει πάντως: emphasis on the obligation which the young men accept without question</li> <li>• οἱ δὲ βόες...οἱ δὲ νεανίαι: parallel phrases at start of consecutive sentences depict the young men taking the place of the oxen</li> <li>• ὑποδύντες αὐτοὶ: use of αὐτοὶ stresses how the young men <b>themselves</b> took on the role of the oxen</li> <li>• Imperfect tense / use of εἶλκον to express duration (or inceptive force?)</li> <li>• Repetition of 'wagon' ἄμαξαν / ἀμάξης (polyptoton) underlines the physical feat of pulling the wagon with their mother on it (μήτηρ delayed for emphasis)</li> <li>• σταδίους...πέντε καὶ τετταράκοντα: an impressive distance (approximately 8km); emphatic placement</li> </ul>	2	expresses a valid point based on a relevant aspect of content <b>or</b> 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 <b>or</b> aspect of literary style <b>or</b> 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 <b>or</b> 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 <b>or</b> aspect of literary style <b>or</b> reference to the Greek								
0	Point is not valid, or none are drawn								
3	(a)	AO2 2	Men <b>and</b> strength needed for first mark Women <b>and</b> mother needed for second mark						
	The (Argive) men congratulated the young men on / the young men's / their strength. [1] The (Argive) women congratulated their mother (on being possessed of such fine children) [1]								

**Guidance on applying the marking grids for the 5-mark set text translation**

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.

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

0 = No response or no response worthy of credit.

Question		Answer	Mark	Guidance
3	(b)	<p><b>Assess against criteria in the 5-mark AO2 grid (see above)</b></p> <p>ἡ δὲ μήτηρ περιχαρῆς οὔσα τῷ τε ἔργῳ καὶ τῇ φήμῃ, σταῖσα ἀντίον τοῦ ἀγάλματος εὐχετο τὴν θεὸν δοῦναι Κλέοβει τε καὶ Βίτωνι ὃ ἀνθρώπῳ τυχεῖν ἄριστόν ἐστι.</p> <p><b>Suggested translation:</b> (And) (the)ir mother, delighted at what was (both) done and said / the deed and the fame, stood before the image (of the goddess) and prayed that the goddess give (both) Cleobis and Biton the best blessing / thing / fortune that can happen to a person / for a person to obtain / meet (with) / receive / get.</p>	AO2 5	<p><i>Accept:</i> 'report' / 'reputation' / 'speech' for τῇ φήμῃ 'god' for τὴν θεὸν</p> <p><i>Inconsequential error:</i> Lack of coordination between σταῖσα and εὐχετο 'he' following 'the god' (τὴν θεὸν) 'gods' for τὴν θεὸν τυχεῖν: translated as 'have' or 'ask for' ἄριστόν: translated as 'greatest' περιχαρῆς: failure to render force of prefix περι-</p> <p><i>More serious error:</i> Omission or mistranslation of δοῦναι</p>

**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.

<b>8-mark grid for the extended response question AO3 = 8 marks = Analyse, evaluate and respond to literature</b>		
<b>Level</b>	<b>Marks</b>	<b>Description</b>
4	7–8	<ul style="list-style-type: none"> <li>• very good engagement with the question</li> <li>• 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</li> </ul> <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"> <li>• good engagement with the question</li> <li>• 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</li> </ul> <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3–4	<ul style="list-style-type: none"> <li>• some engagement with the question</li> <li>• 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</li> </ul> <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"> <li>• little engagement with the question</li> <li>• expresses points which are of little relevance and are supported with little evidence from the set text</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>

Question	Answer	Mark	Guidance
4	<p><b>Assess against criteria in the 8-mark AO3 grid (see above).</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• polite but direct, personal address to Croesus: ὦ Κροῖσε</li> <li>• Solon draws attention to his awareness of divine envy and disruptive behaviour (φθονερόν τε καὶ ταραχῶδες – emphasised by intensifier πάν)</li> <li>• promotion of accusative phrase ἐπιστάμενόν με to stress his understanding</li> <li>• Solon notes that Croesus is pressing him for an answer (ἐπερωτᾶς)</li> <li>• Solon acknowledges that Croesus is clearly very rich and powerful (πλουτεῖν μὲν μέγα φαίνει, καὶ βασιλεὺς πολλῶν εἶναι ἀνθρώπων). Use of μέγα and πολλῶν underlines this.</li> <li>• εὐδαίμονα δὲ οὐπω σε ἐγὼ λέγω: frank and direct. οὐπω (not yet) mitigates the force but Solon is not afraid to be personal – note juxtaposed pronouns (σε ἐγὼ)</li> <li>• πρὶν ἂν τελευτήσαντά σε καλῶς τὸν αἰῶνα πύθωμαι: wise words. Solon requires a broader view of the whole of a man's life</li> <li>• σκοπεῖν δὲ χρῆ: authoritative tone</li> <li>• Variety of words for enquiry, investigation and understanding (ἐπιστάμενόν, πύθωμαι, σκοπεῖν) depicting Solon as a wise thinker whose words have authority</li> <li>• τελευτήσαντά... τελευτήν: repetition of related words adds weight to Solon's emphasis on the <b>end</b> of a man's life</li> <li>• Final sentence a chilling warning about mutability of human fortune: prefix ὑπο- in ὑποδείξας implies something of brief duration, gradual or secret; ends with violent-sounding words προορίζους ἀνέτρεψε (gnomic aorist - wisdom).</li> </ul>	AO3 8	

Question		Answer	Mark	Guidance						
5	(a)	<p>Accept any <b>two</b> of:</p> <p>The Persians / Cyrus captured Sardis / Lydia / Croesus' kingdom [1]  They took Croesus prisoner [1]  They took him to Cyrus [1]</p>	AO2 2	Accept background notes from Bloomsbury p.94 (eg. Croesus tried to attack Persia.)						
5	(b)	<p>Accept any <b>two</b> of:</p> <p>Croesus was put (by Cyrus) on a pyre / to be burned alive [1]  bound in chains [1]  along with 14 (2 x 7) (Lydian) children / sons (of Lydians) [1]</p>	AO2 2							
5	(c)	<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="443 751 1249 1090"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content <b>or</b> 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 <b>or</b> aspect of literary style <b>or</b> reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• 'Close-up' on Croesus standing on the pyre: τῶ δὲ Κροίσῳ, ἐστῶτι ἐπὶ τῆς πυρᾶς</li> <li>• εἰσηλθε: single word to express realisation dawning</li> <li>• καίπερ ἐν κακῶ ὄντι τοσοῦτω: κ- alliteration and choice of words (κακῶ...τοσοῦτω) stress the dire situation in which he finds himself</li> </ul>	2	expresses a valid point based on a relevant aspect of content <b>or</b> 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 <b>or</b> aspect of literary style <b>or</b> reference to the Greek	0	Point is not valid, or none are drawn	AO3 4	
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0	Point is not valid, or none are drawn									

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• σὺν θεῷ εἰρημένον: realisation that Solon's words were divinely inspired</li> <li>• “μηδένα εἶναι τῶν ζώντων ὄλβιον.”: dramatic ‘quotation’ of Solon's words</li> <li>• ἀνενεγκάμενος δὲ καὶ ἀναστενάξας: repeated prefix (ἀνα-) shows him coming-to after revelation</li> <li>• ἀναστενάξας ἐκ πολλῆς ἡσυχίας: groans aloud after a long silence – moving detail</li> <li>• (εἰς) τοὺς ὄνομασε Σόλωνα: calling upon Solon (in emphatic final position) as he faces execution</li> </ul>		
6	(a)	Alcmaeon's	AO2 1	
6	(b)	<p>Entertaining details include:</p> <ul style="list-style-type: none"> <li>• he fell upon a heap of gold-dust (undignified lack of restraint) [1]</li> <li>• stuffed his boots / alongside his calves with gold [1]</li> <li>• filled (the fold of) his tunic with gold [1]</li> <li>• sprinkled gold on his hair [1]</li> <li>• filled his mouth / mouth was bulging [1]</li> <li>• amusing image of how he emerged: dragging boots / struggling to walk [1]</li> <li>• looking inhuman [1]</li> <li>• everything was swollen [1]</li> </ul>	AO3 3	<p>Greek quotation is <b>not</b> required but answer must show understanding and interpretation of the Greek.</p> <p>Accept any <b>three</b> of these, or other convincing points relevant to the question.</p>

**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. For example, you should not be able to achieve 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.

In relation to this question ('Herodotus is clearly not impressed by the wealth of a ruler like Croesus.' How far do you agree?), details from Herodotus's account of Croesus's wealth would be evidence of **AO2**, whilst using this evidence to evaluate the statement in the question would be evidence of **AO3**.

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

1	1–2	<ul style="list-style-type: none"> <li>• very limited knowledge and understanding of the set text (AO2)</li> <li>• a very limited response to the question with very limited reference to the set text (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>
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0 = No response worthy of credit.

Question	Answer	Mark	Guidance
7	<p><b><i>‘Herodotus is clearly not impressed by the wealth of a ruler like Croesus.’ How far do you agree?</i></b></p> <p><b>Assess against criteria in the 10-mark essay grid (see above).</b></p> <p><i>Arguments may include (AO3):</i></p> <p>In the prescribed set text Herodotus narrates two visits to an eastern ruler, Croesus, by Greeks: those of Solon and Alcmaeon respectively, offering a contrasting picture of these visitors’ reactions to Croesus’ wealth. Since Solon’s supposed visit to Croesus was not possible chronologically, we may infer that Herodotus had a particular purpose in writing the story – perhaps to suggest that a great sage like Solon would have been above material concerns. It is also reasonable to infer that Solon represents the views of Herodotus himself. In the shorter, historically plausible anecdote of Alcmaeon, Herodotus tells of Croesus’ generosity and Alcmaeon’s eagerness to be enriched by him, to comic effect.</p> <p><i>Supporting evidence from the prescribed text (AO2). (<u>underlined</u> = sections outside those printed on the QP):</i></p> <p><b>IX. Solon and Croesus</b></p> <ul style="list-style-type: none"> <li>• <u>When Solon visited Croesus in Sardis, Croesus got his servants to lead Solon around all his treasures, drawing</u></li> </ul>	<p>10 made up of AO2 = 5 &amp; AO3 = 5</p>	

Question	Answer	Mark	Guidance
	<p><u>attention to the splendour of his situation.</u></p> <ul style="list-style-type: none"> <li>• Expecting Solon to be impressed by all he had been shown, Croesus asked him who was the ‘most blessed’ person he had ever seen. Solon named a humble Athenian, Tellus.</li> <li>• <u>Croesus was taken aback and pressed Solon for a second choice. Solon still failed to oblige with the desired answer, volunteering Cleobis and Biton. He went on to explain his choice and his criterion for happiness.</u></li> <li>• <u>Displeased by Solon’s response, Croesus dismissed him, “thinking that person to be very foolish who disregarded present prosperity and told him to look instead to the end of every matter”.</u></li> </ul> <p><b>XIVa. How Alcmaeon was enriched by Croesus</b></p> <ul style="list-style-type: none"> <li>• <u>Croesus welcomed Alcmaeon, a distinguished Athenian, in Sardis.</u></li> <li>• <u>He offered him as much gold as he could carry away at one time on his person.</u></li> <li>• Alcmaeon took him at his word and piled in with abandon</li> <li>• <u>Croesus laughed at the sight of Alcmaeon emerging bulging with gold; he gave him everything he had gathered and doubled it.</u></li> </ul>		

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