

GCSE

Classical Greek

Unit **J292/05** Classical Greek verse literature B

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
	Blank Page
	Benefit of Doubt
	Unclear
	
	
	
	
	Harmful Addition
	Omission Mark
	
	
	
	

Question		Answer	Mark	Guidance
1	(a)	(Alcestis did not want to) live apart/be separated from Admetus/her husband (1) with her children orphaned (1)	AO2 2	
1	(b)	She didn't begrudge/spare her youth or didn't mind losing it (1)	AO2 1	Accept: 'she gave up her youth'
1	(c)	Feeling = annoyance / she thinks they are selfish (1) Explanation: they could have saved Admetus / they were old and close to death anyway / it would have been glorious to die on his behalf (1)	AO3 2	Accept any valid alternative feelings

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.

- 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
2		<p>Suggested translation:</p> <p>(For) I shall never ask you the favour I deserve - for nothing is more prized than life - but I shall ask for fair things, as you will agree; for you love these children no less than I do, (at least) if you are sensible.</p>	<p>AO2 5</p>	<p>Assess against criteria in the 5-mark translation grid (see above).</p> <p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error Tense error e.g. "I ask for fair things"</p> <p>More serious error Omission of 'children'</p>

Question		Answer	Mark	Guidance
3	(a)	(what kind of) the stepmother the children might have / (what kind of) the new wife Admetus might have (1) she might spoil her daughter's reputation/cast shameful rumour on daughter (1) she might ruin her daughter's marriage (prospects) (1)	AO2 3	
3	(b)	to see her married / give her in marriage (1) to attend / support / encourage her when she gives birth (1)	AO2 2	
3	(c)	αὐτίκ' (1) immediately / straight away / at once / (right) now (1)	AO2 2	Accept αὐτίκα

Question		Answer	Mark	Guidance
4	(a)	reassuring / compliant / he agrees to the favour she asked (1) ἔσται τάδ', ἔσται (1) or reassuring / he tells her not to worry (1) μὴ τρέσῃς (1)	AO3 2	
4	(b)	(He says) she alone will remain his wife (1) and no Thessalian bride will take her place (1)	AO2 2	If only 'he will not remarry' = 1 out of 2

Question	Answer	Mark	Guidance						
5	<p>Answers may include:</p> <ul style="list-style-type: none"> listing of joyous activities which Admetus will no longer take part in, emphasised by polysyndeton of $\theta', \tau\epsilon$ prominent position of negatives $\text{o}\acute{\upsilon}$ and $\text{o}\ddot{\upsilon}\tau'$ emphasise the end of these activities cumulative effect of $\text{o}\acute{\upsilon} \dots \pi\omicron\tau' \dots \xi\tau\iota$ emphasises that this will never happen again emphatic placement of $\beta\acute{\iota}\omicron\upsilon$ shows how much this will affect his life 	AO3 4	<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="1312 344 2029 699"> <tbody> <tr> <td data-bbox="1323 352 1346 379">2</td> <td data-bbox="1429 352 2000 488">expresses a valid point based on a relevant aspect(s) of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek.</td> </tr> <tr> <td data-bbox="1323 504 1346 531">1</td> <td data-bbox="1429 504 1955 639">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="1323 655 1346 683">0</td> <td data-bbox="1429 655 1906 687">Point is not valid, or none are drawn.</td> </tr> </tbody> </table>	2	expresses a valid point based on a relevant aspect(s) 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.
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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	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. The response is logically structured, with a well-developed, coherent line of reasoning.
3	5–6	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. The response is well structured with a clear line of reasoning.
2	3–4	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. The response presents a line of reasoning which is mostly relevant but may lack structure.
1	1–2	Little engagement with the question □ expresses points which are of little relevance and are supported with little evidence from the set text. The information is communicated in an unstructured way.
	0	No response or no response worthy of credit.

Question	Answer	Mark	Guidance
6	<p>Answers may include:</p> <ul style="list-style-type: none"> • he would have gone to the underworld to get her if he had the musical skill of Orpheus (εἰ δ' Ὀρφέως ... κατῆλθον ἄν) • isolation of κατῆλθον (ἄν) • he would have faced Persephone and Hades (ὥστ' ἦ ... λαβεῖν) • neither ὁ Πλούτωνος κύων nor ψυχοπομπὸς Χάρων would have stopped him • pairing of Persephone & Hades/Cerberus & Charon to emphasise the challenges he would face • two imperatives in two lines (7-8): προσδόκα ('wait for' me in the underworld) and ἐτοίμαζ' ('make ready' a home for us to live in together) • suggests he wants to return to a simple/ domestic existence in the underworld through συνουκίησυσά (share a house) 	AO3 8	Assess against criteria in the 8-mark grid (see above).

Question		Answer	Mark	Guidance
7	(a)	Grief / sorrow / pity	AO2 1	Do not allow 'sympathy', but allow 'worthy/deserving'
7	(b)	Not to re-marry (1) Not to dishonour her (1)	AO2 2	

Question	Answer	Mark	Guidance						
8	<p>Answers may include:</p> <ul style="list-style-type: none"> Alcestis addressing the children as she laments (ὦ τέκν') stark contrast between being alive (ζῆν) and dead (ἀπέρχομαι κάτω) Admetus' exclamations of οἶμοι, πρὸς θεῶν and ὦ δαῖμον Alcestis refers to herself as the dead being nothing (οὐδέν ἐσθ' ὁ κατθανών) Admetus' rhetorical question τί δράσω Alcestis saying her death is enough (ἀρκοῦμεν ἡμεῖς οἱ προθνήσκοντες) Admetus begs his wife to take him with her i.e. let him die with her (ἄγου ... κάτω), emphasised by repetition of ἄγου 	AO3 4	<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="1310 339 2033 699"> <tbody> <tr> <td data-bbox="1310 339 1415 491">2</td> <td data-bbox="1415 339 2033 491">expresses a valid point based on a relevant aspect(s) of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek.</td> </tr> <tr> <td data-bbox="1310 491 1415 643">1</td> <td data-bbox="1415 491 2033 643">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="1310 643 1415 699">0</td> <td data-bbox="1415 643 2033 699">Point is not valid, or none are drawn.</td> </tr> </tbody> </table> <p>Accept any other valid response.</p>	2	expresses a valid point based on a relevant aspect(s) 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.
2	expresses a valid point based on a relevant aspect(s) 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 AOs 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.

Level	Marks	Characteristics of performance
5	9–10	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). The response is logically structured, with a well-developed, sustained and coherent line of reasoning.
4	7–8	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). The response is logically structured, with a well-developed and clear line of reasoning.
3	5–6	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). The response presents a line of reasoning which is mostly relevant and has some structure.
2	3–4	Limited knowledge and understanding of the set text (AO2) □ a limited response to the question which is occasional supported by reference to the set text (AO3). The response presents a line of reasoning but may lack structure.
1	1–2	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). The information is communicated in an unstructured way.
	0	No response or no response worthy of credit

Answer	Mark	Guidance
<p>9 What impression of Admetus does Euripides create in the text you have studied?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Candidates may argue that Admetus is a sympathetic character, as he is losing his wife whom he loves. He shows distress that she will take with her all the joy from his life.</p> <p>They may also comment on his personal qualities and/or failings, as they see them.</p> <p>Candidates may feel unsympathetic towards Admetus since Alcestis nobly volunteered to die when Admetus was saved by Apollo and his parents refused to take his place.</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <p>Alcestis states her high regard for Admetus, and says that she would not have wanted to be left without him. This perhaps provides a more sympathetic picture of Admetus, as Alcestis feels it was right for him to stay alive.</p> <p>The Chorus feel able to speak their mind in front of the king, showing he is open to their advice.</p> <p>Admetus is kind and loving towards Alcestis, reassuring her that she will always be his only wife, and that his grief will be genuine and heartfelt. He says that he would rescue her from the underworld if he could, and will join her when he dies, asking to be buried in the same coffin.</p> <p>His distress is clear as he exclaims his uncertainty for the future and how he will manage without her. He even begs to go down to the underworld with her.</p>	<p>10 made up of</p> <p>AO2 = 5</p> <p>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 at which this work can be rewarded.</p>

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

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Telephone: 01223 553998

Facsimile: 01223 552627

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