



**GCSE (9–1)**

**Classical Greek**

**J292/05: Verse Literature B**

General Certificate of Secondary Education

**Mark Scheme for June 2019**

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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 |
|    | <b>Unclear</b>   |
|    |                  |
|    |                  |
|    |                  |
|    |                  |
|    | Harmful addition |
|    | Omission mark    |
|    |                  |
|    |                  |
|   |                  |
|  |                  |

| Question |     | Answer  | Mark     | Guidance                  |
|----------|-----|---|----------|---------------------------|
| 1        | (a) | Any <b>two</b> of the following:<br>She is putting Admetus' life before her own (1)<br>(She has decided that) Admetus should live (1)<br>She wishes to honour her husband (1) | AO2<br>2 |                           |
| 1        | (b) | She is upset/annoyed/bitter/not entirely happy about sacrificing her life (1)<br>To show what she is giving up for Admetus (1)  | AO3<br>1 | Accept valid alternatives |

| 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="398 304 1122 616"> <tr> <td data-bbox="398 304 506 440">2</td> <td data-bbox="506 304 1122 440">Expresses a valid point based on a relevant aspect(s) 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="398 440 506 576">1</td> <td data-bbox="506 440 1122 576">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="398 576 506 616">0</td> <td data-bbox="506 576 1122 616">Point is not valid, or none are drawn.</td> </tr> </table> <p>Answers may include:</p> <ul data-bbox="448 687 1122 1070" style="list-style-type: none"> <li>• Alcestis' (premature) death was not inevitable, as it would have made more sense for Admetus' parents to volunteer (μόνος ... τέκνα)</li> <li>• promotion of μόνος emphasises the obligation on his parents / the logic of them volunteering</li> <li>• polysyndeton (καγώ ... ὠρφάνευες) shows how much better things could have been</li> <li>• repetition of words suggesting isolation (μόνος, μονωθεις, ὠρφάνευες) creates pathos.</li> </ul> | 2    | Expresses a valid point based on a relevant aspect(s) 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<br>4 |  |
| 2        | Expresses a valid point based on a relevant aspect(s) 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.  |  |      |   |   |   |   |  |          |  |

**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  |
|----------|---|----------|---|
| 3        | <p><b>Assess against criteria in the 5-mark translation grid (see above).</b></p> <p>Suggested translation:</p> <p>Allow these (children) to be in charge of my house and do not marry again a stepmother to these children, one who, being a worse wife than me because of her envy, will lay her hand on/strike your and my children. So don't do these things, I beg of you.</p> | AO2<br>5 | <p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p><b>Inconsequential error</b><br/>τεκνοις - ‘child’ (singular for plural)</p> <p><b>More serious error</b><br/>Omission of ‘these’ (τοῑσδε)</p> |

| Question |   | Answer  | Mark     | Guidance  |   |   |   |  |          |                            |
|----------|---|---|----------|---|---|---|---|--|----------|----------------------------|
| 4        | (a)   | οὐκ ἐτήσιον (1)<br>not [just] for a year (1)<br><b>or</b><br>ἔστ' ἂν αἰὼν οὐμὸς ἀντέχη (1)<br>[as long as] my life lasts (1)  | AO2<br>2 | Accept valid alternative translations.  |   |   |   |  |          |                            |
| 4        | (b)   | <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"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect(s) 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> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>strong vocabulary (στυγῶν, ἐχθαίρων), especially when unexpectedly describing his parents</li> <li>στυγῶν, ἐχθαίρων also promoted to the start of their clauses</li> <li>μὲν ... δ' highlights the hatred of both parents</li> <li>enjambement of πατέρα</li> <li>contrast of their love for him being in word only, not in deed (λόγῳ γὰρ ἦσαν οὐκ ἔργῳ φίλοι)</li> <li>reducing the concept of mother to the phrase ἡ μ' ἔτικτεν</li> </ul> | 2        | expresses a valid point based on a relevant aspect(s) 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<br>4 | Accept valid alternatives. |
| 2        | expresses a valid point based on a relevant aspect(s) 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.  |   |          |   |   |   |   |  |          |                            |

|   |     |  |  |          |  |
|---|-----|--|--|----------|--|
|   |     |  |  |          |  |
| 4 | (c) |  | Any <b>two</b> of:<br>She has given up the things dearest (to her) (1)<br>and saved him (1)<br>by dying in his place (1) | AO2<br>2 |  |

| Question |     | Answer   | Mark   | Guidance |                               |
|----------|-----|--|--|----------|-------------------------------|
| 5        | (a) | Any <b>five</b> of:<br>An image of Alcestis' body will be fashioned (1)<br>by a skilled [hand of a] craftsman (1)<br>and laid out on the bed (1)<br>He will kneel at / fall upon it (1)<br>and embrace it (1)<br>calling her name (1)<br>and he will think he has his wife (in his arms) (1) | AO2<br>5   |          |                               |
| 5        | (b) | (i)  | Alcestis is meant to feel pity/sympathy for Admetus <b>or</b><br>Admetus is letting her know he is suffering too (1)                         | AO3<br>1 | Accept any valid alternatives |
| 5        | (b) | (ii)   | <b>Either</b> he describes it as a 'cold' (1) comfort/enjoyment (1)<br><b>Or</b> he says it will 'lighten' the 'weight' (1) of his heart (1) | AO3<br>2 | Accept any valid alternatives |



| Question |     | Answer  | Mark     | Guidance               |
|----------|-----|---|----------|------------------------|
| 6        | (a) | Any <b>two</b> of:<br>He will not take a new wife (1)<br>over the children (1)<br>nor will he dishonour her (1) | AO2<br>2 |                        |
| 6        | (b) | He calls the children a [dear] gift (1)   | AO2<br>1 |                        |
| 6        | (c) | He will have to take on the role of mother [to the children] (1)  | AO2<br>1 | ἀντ' ἐμοῦ not required |

**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.

| Question | Answer   | Mark     | Guidance  |
|----------|--|----------|---|
| 7        | <p><b>Assess against criteria in the 8-mark grid (see above).</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Stichomythia enhances their immediate responses to each other in the dialogue</li> <li>• In particular, they interrupt each other's thoughts in line 7 onwards, suggesting a climax of emotions</li> <li>• Admetus' desperate appeal to Fate ὦ δαῖμον</li> <li>• συζυγού potentially emotional choice of word suggesting a powerful bond</li> <li>• Admetus' apparent change of mind as he asks Alcestis not to leave the children (μὴ λίπης παῖδας σέθεν)</li> <li>• reference to the children by both Alcestis and Admetus (παῖδας, τέκνα)</li> <li>• repetition of 'farewell' by Alcestis to the children and then to her husband (χαίρετ', χαῖρ')</li> <li>• repetition of βλέψον by Admetus, desperately wanting her to look at her children and decide to stay</li> <li>• strong vocabulary in final line (ἀπωλόμην τάλας)</li> </ul> | AO3<br>8 | Set edition does not give the speaker for line 391, although it must be Admetus (τάλας is masculine). Allow for misunderstanding. |

### **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

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.

|          | <b>Answer</b>   | <b>Mark</b>   | <b>Guidance</b>   |
|----------|---|---|---|
| <b>8</b> | <p><b>“Admetus and his family are all victims and are deserving of equal sympathy.” To what extent do you agree with this statement?</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>Candidates may well agree with the statement that the whole family are victims of Fate’s plans. They may suggest that Apollo’s intervention, while well intentioned, has created a very awkward situation. It has caused a rift between Admetus and his parents and led to Alcestis’ noble decision to accept an early death herself, even though she need not have done so.</p> <p>Perhaps the most important word in the question is ‘equal’. Candidates are likely to sympathise most with Alcestis, but may also feel that it was an unfair position for Admetus and his parents to find themselves in. Alternatively all three of them might be seen as cowardly. Candidates can of course express any view on this they wish, if supported with evidence.</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <p>The refusal of Admetus’ parents to die in his place is a sad background to the extract studied. Clearly neither Admetus nor Alcestis is very impressed with this, and it leaves them too with a very hard decision to make.</p> <p>The situation does not only affect them, but also their children, who will grow up without their mother.</p> <p>Alcestis’ dignity and calmness may be considered to be adding to the sympathy we feel towards her.</p> | <p>10 made up of</p> <p>AO2 = 5<br/>&amp;<br/>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> |

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