



Oxford Cambridge and RSA

**GCSE (9–1)**

**Classical Greek**

**J292/05: Verse Literature B**

General Certificate of Secondary Education

**Mark Scheme for Autumn 2021**

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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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## 1. 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 or 6-mark AO3 question
	Weaker content point / 1-mark point in 4 or 6-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

**2. Subject Specific Marking Instructions**

Question			Answer	Mark	Guidance
1	(a)		Orestes (1) Pylades (1)	AO2 2	
1	(b)	(i)	Any <b>two</b> : She is afraid of being attacked (1) She is trying to protect the other women (1) Greek women are not supposed to meet men outside the family (1)	AO3 2	Accept valid alternatives.
1	(b)	(ii)	κακούργους (1) harmful / bad / evil (1)	AO2 2	

Question		Answer	Mark	Guidance
2	(a)	The stranger/Orestes (says he) brings news of her brother	AO2 1	
2	(b)	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <p>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</p> <p>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</p> <p>0 Point is not valid, or none are drawn</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>Initially Electra's attitude is hostile, negative etc. ἀπελθε / μὴ ψαῦ' / πῶς . . . λοχᾶς</li> <li>Then she becomes more friendly / engages with him, calling him 'most dear' ὦ φίλτατ' (superlative) / wishing him good fortune εὐδαιμονοίης</li> </ul>	AO3 4	

**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>Electra: Women are in love with their husbands, stranger, not with their children.</p> <p>Orestes: Why did Aegisthus insult you in this way?</p> <p>Electra: He wanted me to give birth to helpless children, by giving me to a man like this.</p> <p>Orestes: So that of course you would not bear children who would take revenge?</p> <p>Electra: He planned it like this. May he pay the price to me for these things!</p>	<p><b>AO2</b> <b>5</b></p>	<p>Allow omissions of δὲ in this passage.</p> <p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p><b>Inconsequential error</b> ὦν ἐμοὶ δοίη δίκην (1.5) not translated accurately as a wish e.g. ‘He will pay . . .’</p> <p><b>More serious error</b> Omission of τὰδε (1.2)</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>Assess against criteria in the 8-mark AO3 grid.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Stichomythia, with relevant examples and explanation of impact</li> <li>• Exclamatory φεῦ</li> <li>• Dramatic irony of Orestes' wish that Orestes was there in person (line 1)</li> <li>• Dramatic irony of ὦ ξέν'</li> <li>• Dramatic irony of Electra's comment that she wouldn't recognise Orestes (line 2)</li> <li>• νέα ... νέου (line 3): polyptoton and framing of the line emphasises their youth when they were separated</li> <li>• εἷς ... μόνος (line 4): repetition (of 'one' idea) and promotion emphasises only one person would know Orestes, as it has been so long</li> <li>• ἀρχαῖος γέρον (line 6) juxtaposed and delayed, emphasising only someone very old would know Orestes, as it has been so long</li> <li>• Repetition of ἔκυρσεν (line 8) shows it is too late to change what happened</li> <li>• Physical verb ἐκβληθεῖς (line 8)</li> <li>• Some may point out that ἐκβληθεῖς δόμων is misleading, as Agamemnon was given a tomb, but Electra is distressed by the whole chain of events</li> <li>• Exclamatory οἴμοι (line 9)</li> <li>• αἴσθησις ... βροτούς contains dramatic irony, as it is still Orestes' own troubles, but also shows that it is a distressing story.</li> </ul>	AO3 8	

Question		Answer	Mark	Guidance
5	(a)	They say they <u>want</u> to find out / βούλωμαι κάγω μαθεῖν (1) Contrast of not knowing with wanting to find out in line 2 (1) / Greek references (1)	AO3 2	
5	(b)	<b>Either:</b> Electra addresses Orestes as ξένε / stranger (1), but he is in fact her brother (1) <b>Or:</b> Electra says 'report to Orestes' (1) when she is in fact speaking directly to Orestes (1)	AO3 2	
5	(c)	Any <b>three</b> :  the state of her clothes (1) her filthy living conditions (1) her squalid home (1) her work at the loom (1) fetching water (1) unable to celebrate sacred rites (1) or join in the dancing (1) deprived of female company (1)	AO2 3	

Question		Answer	Mark	Guidance
6	(a)	She is [sitting] on a throne (1)among Trojan spoils (1)	AO2 2	
6	(b)	Any <b>three</b> :  They are from Asia (1) Her father / Agamemnon took / plundered them (1)* They are wearing Trojan cloaks (1) fastened with golden clasps (1)	AO2 3	*Accept: they are captives of war  Accept: they are standing by the throne

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> <p>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</p> <p>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</p> <p>0 Point is not valid, or none are drawn</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• μέθη δὲ βρεχθεῖς: he is drunk / she uses the word 'soaked' to show how drunk he is</li> <li>• sarcastic use / enjambement of κλεινός</li> <li>• his unseemly behaviour eg jumping on a tomb ἐνθρόσκει τάφῳ and pelting it with rocks πέτροις τε λεύει</li> <li>• she uses the word πατρός as a reminder that Agamemnon was a father (makes her description more personal)</li> <li>• she repeats words for 'tomb' three times: τάφῳ, μνήμα, τύμβῳ to add emphasis that Aegisthus' behaviour is an insult to the dead</li> <li>• τολμᾶ implies the outrageousness of what he is saying</li> <li>• His taunts are sickening as he gloats that the tomb is defenceless</li> </ul>	<p><b>AO2</b> <b>4</b></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. 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**.

<b>10-mark grid for the extended response question</b>		
<b>AO2</b> = 5 marks = Demonstrate knowledge and understanding of literature <b>AO3</b> = 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>

0 = No response or no response worthy of credit.

Question	Answer	Mark	Guidance
8*	<p><b><i>‘Electra’s feelings towards the other members of her family are perfectly understandable.’ From the section of Electra you have read, 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>Candidates should discuss Electra’s positive <b>and</b> negative feelings.</p> <p>Her mother’s actions, notably the murder of her father, have made both her children helpless: Electra married off to a poor peasant and Orestes abroad for his own protection. Candidates may agree with Electra that it is shocking for a mother to accept the impoverishment of her own children while she lives as a queen.</p> <p>Candidates may nonetheless feel that there is a strong bond between Orestes and Electra as brother and sister, and even though they were separated a long time ago, they still desire to be back together. Some might argue that this connection is all the stronger because of their common hatred of their mother and of Aegisthus, rather than a family bond as such.</p> <p>Furthermore, perhaps much of their anger is derived from bitterness that they do not have the family relationships which those in the Greek world might be expected to have.</p> <p>The question might lead candidates to observe that, being a tragedy, this is not in any way a ‘typical’ family. Euripides is not saying her feelings are ‘normal’, but that under the circumstances we can understand them.</p>	<p><b>10 made up of</b>  <b>AO2 = 5</b>  <b>&amp;</b>  <b>AO3 = 5</b></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>



Question	Answer	Mark	Guidance
	<p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <ul style="list-style-type: none"> <li>• Electra doesn't recognise her brother (she points out later that she wouldn't, as it was so long ago she saw him)</li> <li>• Electra shows genuine interest in the welfare of Orestes by questioning the stranger about his situation</li> <li>• Electra shows passionate desire to avenge her father (easy to understand)</li> <li>• Electra shows passionate desire to murder her mother (less easy to understand)</li> <li>• Electra explains the contrast of living situation between herself and her mother</li> <li>• Electra is disgusted at the treatment of her father's tomb at the hands of Aegisthus (to whom she is also related)</li> <li>• Some candidates may observe the loyalty/respect of Electra towards her husband</li> <li>• Some candidates may observe the prevalence of vocabulary related to family throughout the text ('father', 'mother', 'children' etc)</li> </ul>		

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