



Oxford Cambridge and RSA

GCSE

Classical Greek

J292/04: Verse Literature A

General Certificate of Secondary Education

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor.
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING














1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
- If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or email.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	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.
	Benefit of doubt
	Valid style point (8-marker) / AO3 point (10-marker)
	Unclear/dubious point
	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
highlight	Harmless addition
	Noted but no credit given

Question		Answer	Mark	Guidance						
1	(a)	<p>Paris kidnapped / eloped with Helen (1)</p> <p>plus one further detail which explains the conflict e.g. Helen was already married to Menelaus / a Greek king, Helen was from Greece, Agamemnon agreed to help Menelaus get revenge etc (1)</p>	AO2 2	Accept any reasonable 2 nd point Accept Paris/Alexander/Alexandros. Helen must be named for the 1 st mark.						
1	(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" data-bbox="398 544 1122 887"> <tbody> <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> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> the noise as they march κλαγγή τ' ἐνοπιῆ simile ὄρνιθες ὡς repetition/polyptoton of κλαγγή emphasises the noise description of stormy weather χειμῶνα ... καὶ ἀθέσφατον ὄμβρον pairing/tautology/strong vocabulary of φόνον καὶ κῆρα 	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	Answers should only receive full marks if they include a point explaining how (e.g. choice of vocabulary, emphatic word position) dramatic description is achieved. Answers that simply give two examples of dramatic description (+ Greek) should not receive full marks.
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									

Question		Answer	Mark	Guidance
2	(a)	Greek word: προμαχίζεν (1) Translation: fought in front, came forward as champion (1)	AO2 2	προ prefix must be conveyed for translation mark. There must be some sense of fighting/championing.
2	(b)	Leopard skin / animal skin (1) Bow (1) Sword (1)	AO2 3	Allow 'bows'.
2	(c)	Intimidate/scare/provoke them /appear brave (1) He was brandishing his spears / he had two spears / his spears were tipped with bronze / he challenged the bravest of the Greeks (Argives) / he was happy to fight single-handed / in deadly combat (1)	AO3 2	Accept any reasonable first point. No Greek required.

Question		Answer	Mark	Guidance						
3	(a)	That Hector's criticisms are fair / not unfair (1)	AO2 1							
3	(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"> • he uses the simile of an axe πέλεκυς ὥς • delayed position of ἀτειρής ('unyielding') • idea of 'cutting' (ἐκτάμνησιν) suggests Hector is being hurtful/sharp in his criticism • choice of vocabulary e.g. ἀτειρής, ἀτάρβητος ('without fear') 	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									

Question		Answer	Mark	Guidance
4	(a)	<p>Any two of the following:</p> <p>Paris is saying that his appearance was gifted to him by Aphrodite / as a divine gift (1)</p> <p>Yes; e.g.: it was important to acknowledge the gifts of the gods (1) criticising Paris' gifts might be seen as criticising Aphrodite / hubris (1)</p> <p>No; e.g.: in a warlike society/culture it's more likely they would agree with Hector (1) as they would value courage over good looks (1)</p>	AO3 2	

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
5		<p>Assess against criteria in the 5-mark translation grid (see above).</p> <p>Suggested translation:</p> <p>He calls upon the other Trojans and all the Achaeans to put aside their fine armour on the much-nourishing earth, and for him and war-loving Menelaus to fight alone in the middle for Helen and all her possessions.</p>	<p>AO2</p> <p>5</p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error κέλεται - ‘he asks’ πουλυβοτειρη - ‘nourishing’</p> <p>More serious error Omission of οϊους ‘alone’</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.

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
6*	<p>Assess against criteria in the 8-mark AO3 grid.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • impressive epithet βοὴν ἀγαθὸς • assertive imperative κέκλυτε • delayed ἐμεῖο / emphatic νῦν, καὶ, μάλιστα/ enjambement of θυμὸν ἐμόν all highlight Menelaus' personal distress • repeated use of verb διακρινθήμεναι, διακρινθεῖτε – Menelaus wants the conflict to be over for the armies • inclusive Ἀργείους καὶ Τρῶας • plosive / alliterative πολλὰ πέπασθε emphasises the suffering of the armies • clear assignment of blame εἶνεκ' ἐμῆς ἔριδος καὶ Ἀλεξάνδρου ἔνεκ' ἀρχῆς • fight to the death emphasised through θάνατος ... μοῖρα ... τεθναίη • enjambement of τεθναίη • assertive imperative οἴσετε • offerings to the gods engage their piety, especially tricolon Γῆ Ἥελίω Διὶ 	AO3 8	

Question		Answer	Mark	Guidance
7	(a)	Priam must swear the oaths (himself) (1); (Menelaus thinks) Priam's sons are arrogant (1) and untrustworthy (1); so that the oaths of Zeus are not broken/transgressed (1)	AO2 4	
7	(b)	The minds of younger men are unstable (1) but an older man looks forwards and backwards (1) and (considers) what is best for both sides (1)	AO2 3	

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 occasional 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
8*	<p><i>'Menelaus and Agamemnon are more impressive as leaders than Paris and Hector.'</i> How far would 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></p> <p>Candidates may well discuss the confidence and attempts at intimidation shown by the named warriors. Paris comes forward as a champion for the Trojans, wanting perhaps to atone for his part in causing the conflict. He is quickly outshone by Menelaus, the man he wronged.</p> <p>Much of Hector's speech is a reminder that actions have consequences, and his criticisms of Paris indicate that it was proper to face these consequences with courage. His rejection of Paris' good looks may not necessarily be seen as a rejection of Aphrodite (despite Paris' claims), instead simply despair at his cowardice. The strictness of the speech itself suggests Hector's own strength as a leader, that he is not afraid to reprimand his brother so harshly for the sake of their family and of the Trojans. At the same time it does highlight Paris' own failings, that even his brother rebukes him so sternly.</p> <p>Paris' initial fear of Menelaus is perhaps understandable, while his proposal of the duel meets with admiration from leaders and soldiers on both sides. It shows some courage and also an acknowledgement that the conflict can be ended fairly in this way.</p> <p>Both Greeks and Trojans respond to their leaders' requests to listen. Agamemnon is commanding over his Greek troops and at the same time respectful of Hector.</p> <p>Candidates may or may not see the opening of Menelaus' speech as admirable. This either endorses the purpose of the duel, since it accepts the premise that the quarrel is between himself and Paris personally, or it may be seen as self-pitying. The sacrifices which must be made demonstrate the importance of oaths and piety. Menelaus' request for the personal attendance of Priam suggests the perceived value of age, wisdom and experience.</p>	<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>

	<p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <p>Candidates might consider the characteristics and values of Paris, Hector, Agamemnon and Menelaus. They may also draw some conclusions from the actions and behaviour of the assembled soldiers.</p> <p>Paris</p> <ul style="list-style-type: none"> • wears symbols of courage and conflict • confident stride • shrinks back when he sees Menelaus, 'as if chancing upon a snake' • acknowledges the truth (and strictness) of Hector's criticisms • on reconsidering, proposes a duel with Menelaus, so all other soldiers can return home to their families <p>Menelaus</p> <ul style="list-style-type: none"> • pleased at sight of Paris, 'like a hungry lion' • leaps from his chariot to face Paris • glad at Paris' proposal of the duel, announces his personal feelings of loss from the abduction of Helen • trusts the older Priam over his younger sons • emphasises the importance of keeping to oaths <p>Hector</p> <ul style="list-style-type: none"> • critical of his brother's actions ('evil'/'ill starred Paris') • does not want the Trojans to be mocked for Paris' failings • does not want Paris to bring shame and sorrow upon Priam and Troy • wonders what he expected to happen after stealing Helen away • glad at his brother's proposal of the duel <p>Soldiers</p> <ul style="list-style-type: none"> • Trojan advance noisy (community spirit? attempt to be intimidating?) • Greek advance silent but high spirited (also community spirit? well organised?) • respectful of their own and enemy leaders when they speak 		
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