



Oxford Cambridge and RSA

GCSE

Classical Greek

J292/05: Verse Literature B

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)	(Electra wants to know) if there is (any) news (1) from her brother/Orestes (1)	AO2 2	Allow 'what message/word?' Not 'from him' – understanding of 'brother' must be in response.
1	(b)	She / her body is thin / haggard / wasted (away) / gaunt (1) Her head/hair is shaved (1)	AO2 2	
1	(c)	Any two : What has happened to her brother (1) Her father's death (1) Her brother and father are very dear to her (1)	AO2 2	'Her brother distresses her' insufficient for mark; must be suggested that he is absent / she doesn't know what's happened to him, vel sim.

Question	Answer	Mark	Guidance						
2	<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="398 344 1122 687"> <tr> <td data-bbox="398 344 506 480">2</td> <td data-bbox="506 344 1122 480">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 data-bbox="398 480 506 616">1</td> <td data-bbox="506 480 1122 616">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="398 616 506 687">0</td> <td data-bbox="506 616 1122 687">Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul data-bbox="443 762 1106 1385" style="list-style-type: none"> • Framing of line with ἐγημάμεσθ' and γάμον; the marriage dominates her thoughts • hyperbolic description of the marriage as θανάσιμον • πατήρ: emotional reference to her father, who had hoped for better for her • dismissive tone of ἐν τοῖσδ' especially as δόμοις delayed • dismissive tone of ἐκείνου • τηλορὸς and its position emphasise her isolation • prominent placement of πένης • γενναῖος ἔς τ' ἔμ' εὐσεβής: although she thinks the farmer is a decent man, the description is almost as an afterthought at the end 	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								

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>Assess against criteria in the 5-mark translation grid (see above).</p> <p>Suggested translation:</p> <p>Orestes: And how, after making such a marriage, has he not taken pleasure in it? Electra: He considers that the one who gave me away was not entitled (to do so), stranger. Orestes: I understand; in case some day he is punished by Orestes. Electra: This is exactly what he fears; and in addition he is also by nature self-controlled.</p>	<p>AO2 5</p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error Omission of καὶ (l.4)</p> <p>More serious error Omission of λαβῶν</p>

Question		Answer	Mark	Guidance
4	(a)	<p>Any two:</p> <p>Women love their husbands/men not their children (1)</p>	<p>AO3 2</p>	Accept any reasonable point

			Clytemnestra doesn't care about Electra / Orestes (1) Clytemnestra focuses on (her relationship with) Aegisthus (1)		
4	(b)		ὕβρις(ε) (1) (he) insulted (1)	AO2 2	Allow 'treated outrageously' vel sim.
4	(c)		Any two : To marry her to a poor man / farmer (1) so that any children would be weak/powerless (1) and not (want to) take revenge (1)	AO2 2	

Question		Answer	Mark	Guidance						
5	(a) (i)	Whether he obtained a burial / was buried in a tomb	AO2 1							
5	(a) (ii)	Either He got what he got Or He / his body was thrown out of the house	AO2 1	Allow any reasonable interpretation of ἔκυρσεν ὡς ἔκυρσεν						
5	(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"> <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"> • Exclamation of οἴμοι • Implied disbelief from τόδ' οἶον • αἴσθησις τῶν θυραίων πημάτων δάκνει βροτούς: philosophical aside stresses Orestes' concern and generalises his personal distress • Imagery of δάκνει • Strong vocabulary πημάτων • λέξον imperative reveals shocked desire to hear more. • The words are ἀτεροπεῖς and therefore potentially shocking 	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									

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*	Assess against criteria in the 8-mark AO3 grid.	AO3	

		<p>Answers may include:</p> <ul style="list-style-type: none"> • ἵκετεύω: the woes are so terrible that she has to beg the stranger to tell Orestes • harsh alliteration of κ- in κακείνου κακά • πρῶτον indicates a list of hardships to follow • dismissive οἴοις • ἀλίζομαι 'I am stalled' • strong vocabulary πίνω • dismissive οἴαισι highlights the contrast of 'this house' with βασιλικῶν (ἐκ) δωμάτων, which is what she used to before • she describes her life of drudgery, simply to provide for herself ἐκμοχθοῦσα κερκίσιν πέπλους • the alternative is to go without στερήσομαι • promotion of γυμνὸν emphasises discomfort • repeated αὐτὴ encourages disbelief at her situation • πηγὰς ποταμίους φορουμένη: again a tedious task, the plosive alliteration adding to her despair • chiasmus ἀνέορτος ἰερῶν / χορῶν τητωμένη highlighting her isolation from public life • tricolon of participles/descriptions φορουμένη / ἀνέορτος / τητωμένη enhancing the effect of a list of woes 	8	
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Question		Answer	Mark	Guidance
7	(a)	His blood has congealed/rotted (black/dark) (1)	AO2 1	

7	(b)		He has got into the chariot (1) / to drive around (like Agamemnon) (1)	AO2 2	
7	(c)		Any two : Aegisthus has taken Agamemnon's sceptre/power (is now king) (1) and is behaving in an undignified way / is glorying in his crime (1) Aegisthus murdered her father/the rightful king (1) Aegisthus has humiliated her / her father (1)	AO3 2	

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) <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"> 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) <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"> 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) <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"> limited knowledge and understanding of the set text (AO2) a limited response to the question which is occasionally supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
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) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
8*	<p>‘It is difficult to like or admire Electra or Orestes in Euripides’ <i>Electra</i>.’ How far do you agree?</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 consider that ‘admiring’ and ‘liking’ can be quite different ideas. They may for example find Electra herself quite unlikeable due to the glee with which she considers killing her mother (and Aegisthus), while at the same time admiring certain qualities she possesses, such as courage in the face of adversity. Others may simply put this down to anger and a desire for revenge.</p> <p>Orestes could be said not to develop much of a strong character in the section of text we have read, although candidates may form an opinion on him from his disguise (perhaps admiring his cunning or disapproving of his trickery), his understandable concern for his sister and his attitude towards the farmer as it develops.</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <p><i>Electra</i></p> <ul style="list-style-type: none"> • lamenting at the start of the prescribed section • breaks off from this in fear of the strangers • misses her brother and is concerned for his well being • haggard and wasting away • forced into a loveless marriage with few prospects (although treated with respect by her husband) • planning revenge on her mother and Aegisthus • would die happy if she managed to spill her mother’s blood • suggests her father had been shown dishonour by being cast out • describes in detail her poverty, especially in contrast to her previous wealth • has to work hard just to get by 	<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>

	<ul style="list-style-type: none">• is angry towards Aegisthus both for what he did and his arrogant manner <p><i>Orestes</i></p> <ul style="list-style-type: none">• reassuring towards Electra when she is frightened of him (as ‘the stranger’)• conceals his identity from Electra throughout• also wants to kill his mother, but perhaps shows less glee than his sister		
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