

GCSE

Classical Greek

J292/04: Verse Literature A

General Certificate of Secondary Education

Mark Scheme for June 2024

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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 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** 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 40% 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 or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:















- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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 e-mail.
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
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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
	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-mark AO3 question
	Weaker content point / 1-mark point in 4-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

Question			Answer	Mark	Guidance
1	(a)		They poured libations (1) And drank as much as their heart/spirit wanted / as much as they could/wished / a lot (1).	AO2 2	Do not accept Alcinous as the subject of the verbs.
1	(b)		One mark for relevant observation, eg: <ul style="list-style-type: none"> • he uses an imperative. • he addresses them respectfully as leaders and advisors. • he makes them curious about what he is thinking. • he suggests this is his personal opinion. Second mark for appropriate and accurate Greek.	AO3 2	Accept 'he tells them to listen'. Accept valid alternatives.

Question			Answer	Mark	Guidance
2	(a)		Odysseus / the visitor is one of the immortals / gods / from heaven.	AO2 1	Accept 'one of the immortals has come from heaven'.
2	(b)		Any three : they always used to appear to them (1) openly / not in disguise (1) whenever the Phaeacians made sacrifices to them (1) and join their banquets/ sat with them (1).	AO2 3	

Question		Answer	Mark	Guidance						
3	(a)	Sympathy (1) He has suffered many troubles / emphasis on the number of woes / he has been at the whim of the gods (1).	AO3 2	Accept valid alternatives.						
3	(b)	Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. <table><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> Answers may include: <ul style="list-style-type: none">there is nothing worse than it οὐ γάρ τι ... κύντερον ἄλλο ἔπλετο.use of strong verbs ἐκέλευσεν and κέλεται (it <u>orders</u> one to remember it/eat and drink).use of ἀνάγκη (by compulsion/necessity).it does this even if someone is suffering (μάλα τειρόμενον ... πένθος ἔχοντα).it never stops doing this (αἰεῖ).	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	οὐ γάρ τι στυγερῇ ἐπὶ γαστέρι κύντερον ἄλλο ἔπλετο, ἢ τ' ἐκέλευσεν ἔο μνήσασθαι ἀνάγκη καὶ μάλα τειρόμενον καὶ ἐνὶ φρεσὶ πένθος ἔχοντα, ὥς καὶ ἐγὼ πένθος μὲν ἔχω φρεσίν, ἢ δὲ μάλ' αἰεὶ ἐσθέμεναι κέλεται καὶ πινέμεν' 'For there is nothing else more base than the wretched stomach, which demands that someone remembers it by necessity even when they are very worn out and have grief in their heart, just as I have grief in my heart, but [my stomach] always orders me to eat and drink.'
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									
3	(c)	Forget everything he has suffered.	AO2 1							

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.

Marks	Description
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 worthy of credit.

Question		Answer	Mark	Guidance
4		<p>Assess against criteria in the 5-mark AO2 grid (see above)</p> <p>τοῖσιν δ' Ἀρήτη λευκώλενος ἄρχετο μύθων· ἔγνω γὰρ φᾶρός τε χιτῶνά τε εἶματ' ἰδοῦσα καλά, τὰ ῥ' αὐτὴ τεῦξε σὺν ἀμφιπόλοισι γυναιξί· καί μιν φωνήσας' ἔπεα πτερόεντα προσηύδα.</p> <p>Suggested translation:</p> <p>White-armed Arete began to speak amongst/ to them; for when she saw the cloak and tunic and fine clothes she recognised them as ones which she herself made with her serving women; and she addressed him speaking winged words.</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Accept ἀμφιπόλοισι γυναιξί - maids ἔγνω... ἰδοῦσα - She saw ...and recognised</p> <p>Inconsequential error Omission of γὰρ Translating μιν as 'them'</p> <p>More serious error Wrong agreement of καλά Omission of αὐτή Omission of μιν</p>

Question		Answer	Mark	Guidance						
5	(a)	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table><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">• ἐὺπλόκαμος (lovely-haired).• juxtaposition/contrast of ἐὺπλόκαμος, δεινὴ.• several verbs in quick succession suggest how much Calypso went out of her way to charm Odysseus (λαβοῦσα ἐφίλει ἔτρεφεν ἔφασκε).• use of frequentative (ἔφασκε).• she tries to bribe him with immortality and agelessness / tautology (ἀθάνατον καὶ ἀγήραον).	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	<p>For full marks, response must include at least one style point.</p> <p>‘δεκάτη δέ με νυκτὶ μελαίνῃ νῆσον ἐς Ὀγυγίην πέλασαν θεοί, ἔνθα Καλυψὼ ναίει ἐὺπλόκαμος, δεινὴ θεός, ἥ με λαβοῦσα ἐνδυκέως ἐφίλει τε καὶ ἔτρεφεν ἡδὲ ἔφασκε θήσειν ἀθάνατον καὶ ἀγήραον ἥματα πάντα.’</p> <p>‘On the tenth black night the gods brought me to the island of Ogygia, where lovely-haired Calypso lives, a terrible goddess, who took me in, loved and nourished me considerably, and who kept saying she would make me immortal and ageless for all time.’</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									
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									
5	(b)	She didn’t persuade him.	AO2 1							

Question			Answer	Mark	Guidance
6	(a)	(i)	When the 8 th year came round / after 7 years.	AO2 1	
6	(a)	(ii)	Because of a message from Zeus (1) Her feelings changed (1).	AO2 2	
6	(b)	(i)	ἡδύ (1) pleasant / sweet (1).	AO2 2	
6	(b)	(ii)	Any two : she sent him on / gave him a well-bound raft (1). she gave him many things/gifts (1). she clothed him in immortal/imperishable clothes (1). she sent a gentle/warm/favourable wind (1).	AO2 2	

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>

0 = No response worthy of credit.

Question	Answer	Mark	Guidance
7*	<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • use of κέ ('would have') - Odysseus anticipates and avoids problems. • dramatic vocabulary e.g. βύσαστο, βαλόν. • admiration for his physical and mental strength (ἀναχασσάμενος νῆχον πάλιν etc). • careful planning (τῇ δὴ μοι εἰσάτο χῶρος ἄριστος). • balanced ABAB structure of λεῖος πετράων σκέπας ἀνέμοιο also suggests careful planning. • lengthy section devoted to his sleep, reflects his exhaustion and need for it. • ἐκ δ' ἔπεσον (I tumbled out) θυμηγερέων (gathering my spirits) shows Odysseus' need for rest. • enjambement ἦλυθ'. • enjambement ἠφυσάμην. • several references to the length of his sleep suggest his exhaustion (ἀπείρονα, παννύχιος, ἐπ' ἡῶ καὶ μέσον ἡμαρ). • repetition of φύλλοισι and φύλλα (leaves) emphasises resourcefulness in desperation. 	<p>AO3 8</p>	<p>ἐνθα κέ μ' ἐκβαίνοντα βύσαστο κῦμ' ἐπὶ χέρσου, πέτρης πρὸς μέγαλῃσι βαλὼν καὶ ἀτερπέϊ χώρῳ· ἄλλ' ἀναχασσάμενος νῆχον πάλιν, ἦος ἐπῆλθον ἐς ποταμόν, τῇ δὴ μοι εἰσάτο χῶρος ἄριστος, λεῖος πετράων, καὶ ἐπὶ σκέπας ἦν ἀνέμοιο. ἐκ δ' ἔπεσον θυμηγερέων, ἐπὶ δ' ἀμβροσίῃ νύξ ἦλυθ'. ἐγὼ δ' ἀπάνευθε διπτετέος ποταμοῖο ἐκβὰς ἐν θάμνοισι κατέδραθον, ἀμφὶ δὲ φύλλα ἠφυσάμην· ὕπνον δὲ θεὸς κατ' ἀπείρονα χεῦεν. ἐνθα μὲν ἐν φύλλοισι, φίλον τετιμημένος ἦτορ εὖδον παννύχιος καὶ ἐπ' ἡῶ καὶ μέσον ἡμαρ.</p> <p>'There, if I tried to climb out onto the shore, a wave would have driven and hurled me against great rocks and that inhospitable place; but I drew back and swam on again, until I came to the river, where it seemed to me to be the best place, it was free from rocks and there was shelter from the wind. I tumbled out, gathering my spirits, and divine night came on. Having gone away from the heaven-sent river, I fell asleep in the bushes, and heaped the leaves around myself; the god poured unlimited sleep upon me. There among the leaves, sorrowful in my own heart, all night long I slept, until dawn and the middle of the day.'</p> <p>At least one style point required for L3. At least two style points required for L4.</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. For example, you should not be able to achieve 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.

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 worthy of credit.

Question	Answer	Mark	Guidance
8*	<p>‘A masterpiece of storytelling.’ To what extent do you agree with this view of the section of <i>Odyssey</i> Book 7 you have read?</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 enjoy the drama of the stories told here, experiencing various emotions towards Odysseus in particular. Divine interference has hindered his progress and it seems his life has constantly been under threat. It is a classic tale of perseverance against adversity and resistance of temptation.</p> <p>Candidates may engage with Homer’s characterisation, from the hero himself to the kindness of Alcinous, Arete and Nausicaa. They may however feel that Arete’s role is limited and could have been developed.</p> <p>Any relevant lines of discussion relating to being a good story-teller (eg. building suspense, structure, use of language) should be credited.</p> <p><i>Supporting evidence from the prescribed text (AO2). (<u>underlined</u> = sections outside those printed on the QP):</i></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>

Question	Answer	Mark	Guidance
	<p>Drama and Odysseus' trials:</p> <ul style="list-style-type: none"> • <u>Odysseus' ships are smashed to pieces by Zeus and he loses all his companions.</u> • <u>Calypso tries to seduce Odysseus and keep him prisoner.</u> • <u>Poseidon stirs the winds against Odysseus; his raft is destroyed and he even struggles to get onto the shore.</u> • The drama is enhanced by a section being told by Odysseus in the first person, which makes it more personal but also introduces an element of doubt into the story. <p>Characterisation:</p> <ul style="list-style-type: none"> • Alcinous, Arete and Nausicaa demonstrate <i>xenia</i> by warmly giving their guest lodgings and sustenance, and Alcinous compliments him by suggesting the possibility he is a god. • Odysseus humbly rejects the idea in response, before explaining his troubles, during which he displays qualities such as perseverance and courage. • the Phaeacians are respectful to the gods through sacrifice and libations, as is Odysseus during his story, although at times he also indicates his fear and horror at what they can do. • <u>the Phaeacians immediately offered help showing their generous nature.</u> • <u>Odysseus' kind words about Nausicaa.</u> 		

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