

GCSE

Classical Greek

J292/05: Verse Literature B

General Certificate of Secondary Education

Mark Scheme for June 2024

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2024

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.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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
- 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
	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

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1	(a)		Untie his hands / let him go / release him/ let go of his hands.	AO2 1	
1	(b)		Any two : he is not unattractive / is attractive (1). his hair is long (1). the curls fall/flow across/down his cheek (1). his hair is full of desire / seductive (1).	AO2 2	
1	(c)		No, he is concerned that the stranger is trying to seduce / corrupt the women of Thebes (1) ὥς ἐς γυναῖκας (1). No, he is being sarcastic (1). ὥς ἐς γυναῖκας / πόθου πλέως (1).	AO3 2	Allow 2 marks for valid alternative explanation and Greek.

Question			Answer	Mark	Guidance
2	(a)		Any two of: they are not to be told (1) to non-Bacchants (1) to know (1).	AO2 2	
2	(b)		ἐκιβδήλευσας (1) you have tricked / played a trick (1).	AO2 2	Insist on 'you'.
2	(c)		The rites (of the god) hate (1) someone who practises disrespect (1).	AO2 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.

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
3		<p>Assess against criteria in the 5-mark AO2 grid (see above)</p> <p>Pentheus τὰ δ' ἱερὰ νύκτωρ ἢ μεθ' ἡμέραν τελεῖς; Dionysus νύκτωρ τὰ πολλά· σεμνότητ' ἔχει σκότος. Pentheus τοῦτ' ἐς γυναικάς δόλιόν ἐστι καὶ σαθρόν. Dionysus καὶν ἡμέρα τό γ' αἰσχρὸν ἐξεύροι τις ἄν.</p> <p>Suggested translation:</p> <p>Pentheus Do you perform the holy rituals at night or by day? Dionysus Mostly at night. Darkness has solemnity/dignity. Pentheus This is treacherous and unhealthy for women. Dionysus Even during the day, someone might find (out) shameful.</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Accept Rites/ holy rites/ rituals</p> <p>Inconsequential error Ceremonies Omission of ἄν</p> <p>More serious error Omission of τις</p>

Question			Answer	Mark	Guidance
4			<p>Pentheus asks where Dionysus is / says he can't see Dionysus (1) but Dionysus is standing in front of him (1)</p> <p>Or</p> <p>The stranger says Dionysus is where he is (1) but Pentheus doesn't realise he means he actually is Dionysus (1).</p>	AO3 2	

Question		Answer	Mark	Guidance						
5		<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">imperative <i>λάζυσθε</i> suggests Pentheus has had enough of listening to the stranger.strong vocabulary <i>καταφρονεῖ</i>.Pentheus accuses the stranger of despising the whole city, not just him personally (<i>με καὶ Θήβας</i>).delayed <i>ὅδε</i> could be considered quite pointed.repetition of <i>σωφρονῶν</i> / <i>σώφροσιν</i> shows Dionysus' dismissiveness towards Pentheus and his guards; link to theme of being in one's right mind.implied repeated structure of <i>αὐδῶ</i> / <i>δεῖν</i> in the following line suggests Pentheus is trying to be forceful in asserting control.Pentheus feels the need to tell Dionysus he is more powerful (<i>κυριώτερος σέθεν</i>); could be argued this undermines his authority.	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>P: <i>λάζυσθε· καταφρονεῖ με καὶ Θήβας ὅδε.</i> D: <i>αὐδῶ με μὴ δεῖν σωφρονῶν οὐ σώφροσιν.</i> P: <i>ἐγὼ δὲ δεῖν γε, κυριώτερος σέθεν.</i> D: <i>οὐκ οἶσθ' ὅ τι ζῆς, οὐδ' ὁ δρᾶς, οὐδ' ὅστις εἶ.</i></p> <p>P: Seize him! This man despises me and Thebes. D: I forbid you to bind me, since I am in my senses and you are not.</p> <p>P: And I tell them to bind you, as I have more power than you. D: You don't know what your life is, nor what you are doing, nor who you are.</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									

Question			Answer	Mark	Guidance
6			Pentheus' name / the word <i>πενθος</i> means 'suffering' (1), so it is appropriate for him (1).	AO2 2	

Question			Answer	Mark	Guidance						
7			Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.	AO3 4	P: ἀπόρῳ γε τῷδε συμπεπλέγμεθα ξένῳ, ὃς οὔτε πάσχων οὔτε δρῶν σιγήσεται. D: ὦ τᾶν, ἔτ' ἔστιν εὖ καταστήσαι τάδε. P: τί δρῶντα; δουλεύοντα δουλείαις ἐμαῖς; P: I have been entangled with this unmanageable stranger, who will not be silent whatever he suffers or does. D: My good sir, it is still possible (for you) to settle these matters well. P: By doing what? By being enslaved to my slaves?						
			<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>			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
			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					
Answers may include:											
<ul style="list-style-type: none">• ἀπόρῳ emphasises his frustration at the cunning of the stranger.• συμπεπλέγμεθα suggests he feels like he is wrestling with an opponent.• possible acknowledgement of stranger's courage or perseverance (πάσχων).• frustration/weariness at the stranger's perseverance (ὃς οὔτε πάσχων οὔτε δρῶν σιγήσεται).• questioning in line 4 might suggest confusion or contempt (τί δρῶντα; δουλεύοντα δουλείαις ἐμαῖς).• contempt towards the stranger and those advising him to cooperate with him (δουλεύοντα δουλείαις - polyptoton).											

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
8*	<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <p>Pentheus:</p> <ul style="list-style-type: none"> Pentheus' overall change of attitude, from threatening violence in line 1 to showing his impatience to see the Bacchantes in line 11. Pentheus' initial forcefulness highlighted by the imperative ἐκφέρετέ. Pentheus' willingness to pay to see (δοὺς χρυσοῦ σταθμόν). Pentheus' apparent certainty as to what he wants (eg implied by the imperative σάφ' ἴσθι). repetition of ἀλλ' and immediate climbdown with ἐμφανῶς shows Dionysus is controlling his thinking. his apparent rush to see (ὡς τάχιστα) and frustration at the delay (τοῦ ... φθονῶ). <p>Dionysus:</p> <ul style="list-style-type: none"> Dionysus' interjection of ἄ and questions (especially the first one βούλη ... ἰδεῖν) to distract Pentheus from his threats and get him talking. appealing to Pentheus' curiosity. persuading Pentheus to go openly (ἀλλ' ... λάθρα). inclusive jussive subjunctive ἄγωμεν suggests Dionysus is helping Pentheus to do what he wants. 	AO3 8	<p>P: ἐκφέρετέ μοι δεῦρ' ὄπλα, σὺ δὲ παῦσαι λέγων. D: ἄ· βούλη σφ' ἐν ὄρεσι συγκαθημένας ἰδεῖν; P: μάλιστα, μυρίον γε δοὺς χρυσοῦ σταθμόν. D: τί δ' εἰς ἔρωτα τοῦδε πέπτωκας μέγαν; P: λυπρῶς νιν εἰσίδοιμ' ἂν ἐξωνωμένας. D: ὅμως δ' ἴδοις ἂν ἡδέως ἅ σοι πικρά; P: σάφ' ἴσθι, σιγῇ γ' ὑπ' ἐλάταις καθήμενος. D: ἀλλ' ἐξιχνεύσουσίν σε, κἂν ἔλθης λάθρα. P: ἀλλ' ἐμφανῶς· καλῶς γὰρ ἐξεῖπας τάδε. D: ἄγωμεν οὖν σε κἀπιχειρήσεις ὁδῶ; P: ἄγ' ὡς τάχιστα· τοῦ χρόνου δέ σοι φθονῶ.</p> <p>P: Bring me my weapons here! And you, stop speaking! D: Ah! You want to see them seated on the mountains? P: Certainly, I would give an immense weight of gold. D: Why have you fallen into a great desire for this? P: I would be distressed to see them very drunk. D: Nonetheless you would willingly see something which is bitter for you? P: Know it clearly, sitting in silence under the pine trees. D: But they will track you down, even if you go secretly. P: Openly then; for you have spoken these things well. D: And so am I to lead you, and will you make a start on the road? P: Come on, as quickly as possible; I resent your delay.</p> <p>At least one style point required for L3 At least two style points required for L4</p>

Question			Answer	Mark	Guidance
9	(a)		Go into the palace (1) and dress Pentheus (1).	AO2 2	
9	(b)		He doesn't want to wear women's clothes (1); he would feel ashamed (1).	AO2 2	Accept answers with equivalent ideas to 'he doesn't want to wear' e.g. 'it might involve wearing women's clothing'

Question	Answer	Mark	Guidance
10*	<p>‘Pentheus is a foolish and arrogant king.’ 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 agree with the description of Pentheus. He often shows traits of being dictatorial and dismissive towards both his subjects and those who challenge him. This may be short-sighted if he relies on his subjects’ support.</p> <p>Pentheus might be seen as not giving due time and consideration to what the stranger is telling him, dismissing him and the god, thus unwisely risking hubris.</p> <p>Pentheus assumes his superiority simply from his royal bloodline, without understanding that he is facing a much greater authority and intellect. This becomes very obvious in the second part of the text, when he is easily persuaded to go along with the scheming of Dionysus.</p> <p>On the other hand, some may feel that ‘foolish and arrogant’ is an over-simplification and consider Pentheus’ reasoning for being wary about the stranger’s arrival. In the cultural context of the time, his resistance might be seen as an attempt to protect his city. He also does ask the stranger many questions to find out more (even if there is an underlying tone of hostility).</p> <p>Some might also understand Pentheus’ frustration with the stranger’s avoidance of certain questions.</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><i>Supporting evidence from the prescribed text (AO2).</i> <i>(<u>underlined</u> = sections outside those printed on the QP):</i></p> <ul style="list-style-type: none"> • <u>the servant feels shame on trying to arrest the compliant stranger, suggesting his loyalty to Pentheus is not unconditional.</u> • <u>Pentheus often believes he has ‘trapped’ Dionysus, whereas the reality is vice versa.</u> • Pentheus asks about the rites which the stranger brings and a number of other questions. • Dionysus antagonises Pentheus by refusing to tell him information as he is not initiated and implying his foolishness. • Pentheus seems genuinely concerned with the protection of his city against the stranger’s intention to corrupt the women. • <u>Pentheus threatens to cut the stranger’s sacred hair and imprison him and the bacchants.</u> • Pentheus states that he has more power and authority than Dionysus. • <u>when Dionysus suggests going to Mt Cithaeron, Pentheus suspects trickery.</u> • however, he is quickly persuaded and shows a desire to get moving fast to the mountain. • he is initially ashamed to dress according to Dionysus’ instructions, but soon agrees. • <u>he declares that the stranger is wise and has been all the time.</u> 		

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.