



GCSE

Classical Greek

Unit **J292/03** Classical Greek prose literature B

General Certificate of Secondary Education

Mark Scheme for June 2018

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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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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)	<p>Either: The father/parent was allowed to rear it/it could be reared. [1]</p> <p>Or It was assigned a lot of land / one of the 9000 lots of land [1]</p>	AO2 1							
1	(b)	<p>Accept any two of:</p> <p>A child not well endowed [1] right from the start / with (good) health / strength [1] was no better off living [1] either for itself or for the state. [1]</p>	AO2 2	Any two details to make a coherent explanation.						
1	(c)	(i) Babies were bathed (by their mothers) in wine. [1]	AO2 1							
1	(c)	(ii) (the strength of) their constitutions [1]	AO2 1	Accept 'whether they were sickly or epileptic' – detail from the text following this passage.						
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="437 913 1246 1238"> <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"> • οὐκ ἐπὶ ὀνητοῖς οὐδὲ μισθίοις...παιδαγωγοῖς: repeated negatives stress rejection of usual child-rearing within the family 	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
		<ul style="list-style-type: none"> οὐδ' ἔξῆν ἐκάστῳ τρέφειν ... ώς ἐβούλετο: disregarded individual wishes πάντας εὐθὺς ἐπταετεῖς: emphatic detail – no exceptions allowed αὗτὸς stresses Lycurgus's responsibility for the Spartan education system Repeated συν- prefix (συννόμους, συντρόφους, συμπαίζειν, συσχολάζειν.) emphasises collective ideal μετ' ἀλλήλων: reinforces emphasis on collaboration 		
3	(a)	(i) letters / writing / reading [1]	AO2 1	
3	(a)	(ii) Accept any two of: to be ruled / obey commands (well) [1] to be strong in enduring hardship / to persevere with hard work [1] to be victorious in fighting [1]	AO2 2	
3	(b)	Accept any three of: increased exercise [1] skin-head haircuts [1] got used to going barefoot [1]; usually played naked [1]	AO2 3	
3	(c)	Either: ἀνευ χιτῶνος [1] without a tunic [1] Or: λουτρῶν / καὶ ἀλειμμάτων ἀπειροι [1] without experience of baths / ointments [1]	AO2/ AO3 1+1	One mark for selecting an appropriate Greek phrase [AO3], one for translation [AO2]. Translation must match the Greek phrase quoted.

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
4		<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>τῶ δὲ ἀλόντι ζημία πληγαὶ καὶ τὸ πεινῆν</i>: promotion of 'the one caught' and elipsis of verb suggest swift, uncompromising punishment • <i>πληγαὶ καὶ τὸ πεινῆν</i>: vivid details, alliteration • <i>γλίσχον...δεῖπνον</i>: scanty meals provided incentive to steal (emphatic position of <i>γλίσχον</i>) • <i>ἀναγκάζωνται τολμᾶν καὶ πανουργεῖν</i>: they had no choice but to be bold and cunning • <i>οὕτω...πεφροντισμένως...ῶστε</i>: result clause ('so earnestly that') language conveys strong motivation and suggests that an extreme illustration will follow • <i>σκύμνον ἀλώπεκος...περιστέλλων</i>: precise, matter-of-fact description • <i>σπαρασσόμενος...τοῖς ὄνυξι καὶ τοῖς ὄδούσι</i>: grisly details evoke sense of horror at the trauma endured; reinforced by sibilance • <i>ὑπὸ τοῦ θηρίου</i>: emphasises inhumane treatment • <i>ἀποθανεῖν</i>: final word, in weighty position, brings home the boy's tragic end, all in a bid not to be caught (<i>ὑπὲρ τοῦ λαθεῖν</i>). 	AO3 8	

Question		Answer	Mark	Guidance
5	(a)	Accept any two of: exerting themselves / jumping up as if running [1] while staying in the same place / running on the spot [1] leaping upwards together [1] kicking the air [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 or no response worthy of credit.

Question		Answer	Mark	Guidance						
5	(b)	<p>Assess against criteria in the 5-mark AO2 grid (see above)</p> <p>ταῦτα οὖν ἐθέλω εἰδέναι τίνος ἀγαθοῦ ἢν εἴη ποιεῖν· ὡς ἔμοιγε μανίᾳ μᾶλλον ἐοικέναι δοκεῖ τὸ πρᾶγμα, καὶ οὐκ ἔστιν ὅστις ἢν ὁρδίως μεταπείσειέ με ὡς οὐ παραπαίουσιν οἱ ταῦτα δρῶντες.</p> <p>Suggested translation: I want to know, therefore, what good it could be to do (all this), because to me (at least) the thing looks more like insanity, and there is no one who could easily change my mind / convince me that people who do these things are not out of their minds.</p>	AO2 5	<p>Accept: μᾶλλον rather/instead ὡς since/for/as</p> <p><i>Inconsequential error:</i> Omission of οὖν Failure to render optative sense of ἢν + εἴη / μεταπείσειέ Omission of ἔστιν ('no one could')</p>						
6	(a)	Solon [1]	AO2 1							
6	(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="437 817 1246 1151"> <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"> Assurance that these activities are not expressions of madness or brutality: repeated negatives in οὐ γὰρ μανία τὰ γιγνόμενά ἔστιν οὐδὲ ἐφ' ὕβρει παίουσιν...κυλίουσιν...ἐπιπάττουσιν: list of verbs, summarising variety of activities Anacharsis has observed 	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
		<ul style="list-style-type: none"> ἀλλ' ἔχει τινὰ χρείαν: ἀλλ' introduces a correction – there <u>is</u> a purpose to it all οὐκ ἀτερπῆ: it is ‘not unpleasant’ (ie enjoyable) – litotes ἀκριὴν οὐ μικρὰν: provides ‘no small (ie much) strength’ – litotes again ἐπάγει τοῖς σώμασιν: physical benefit 		
6	(c)	<p>Teasing tone may be inferred from:</p> <ul style="list-style-type: none"> Solon's recognition that Anacharsis is on alien turf / he finds these activities strange [1] Solon's assertion, probably with a wry smile, that <ul style="list-style-type: none"> if Anacharsis spends some time in Greece [1] he will soon be joining in with such [shocking/distasteful] activities [1] wallowing in mud or covered in dust [1] he will find it delightful / profitable [1] it will no longer seem peculiar to him [1] 	AO3 3	<p>Greek quotation is not required but answer must show understanding and interpretation of the Greek.</p> <p>Accept any three of these, or other convincing points relevant to the question.</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 this question ('*The ancient Greeks had an unnecessarily cruel approach to education and physical training.*' *How far do the accounts of Plutarch and Lucian support this view?*) details about the education and physical training described by Plutarch and Lucian would be evidence of **AO2**, whilst using this evidence to evaluate the statement in the question would be evidence of **AO3**.

10-mark grid for the extended response question		
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 occasional 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 worthy of credit.

Question		Answer	Mark	Guidance
7		<p>'The ancient Greeks had an unnecessarily cruel approach to education and physical training.' How far do the accounts of Plutarch and Lucian support this view?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Both texts describe practices which appear(ed) cruel to the outsider / the modern reader. Both also offer evidence to argue that these practices were not <i>unnecessarily</i> cruel or not considered cruel at all:</p> <ul style="list-style-type: none"> • Plutarch explains the rationale behind the Spartan education system established by Lycurgus: to create an efficient and conformist state fighting machine • Lucian has Solon assure Anacharsis that the strange athletic pursuits he witnesses are enjoyable, beneficial and willingly undertaken. <p>Some features of our own education system and physical activities may appear cruel to the outsider (eg. boarding school; boxing). All ancient Greek societies regarded physical fitness as a crucial part of life, indeed a duty, for young men, who might be expected to fight often for their city.</p> <p><i>Supporting evidence – of apparently cruel practices, and their justification – from the prescribed text (AO2). (<u>underlined</u> = sections outside those printed on the QP):</i></p>	10 made up of AO2 = 5 & AO3 = 5	

Question	Answer	Mark	Guidance
	<p>A Spartan Childhood</p> <ul style="list-style-type: none"> • Unhealthy babies put to death by the state • <u>No-nonsense approach of Spartan nurses (eg. no swaddling of babies or indulgence of whingeing) valued by other Greeks</u> • Removal of boys from their family at age of 7 • <u>Insistence, at all stages of education, upon obedience; purpose of Spartan education was to train Spartiates to endure hardship and win battles</u> • <u>Encouragement of fighting between peers</u> • Harsh physical conditions: skin-head haircuts, going barefoot, only 1 cloak per year; <u>baths only a few times a year; slept on beds of rushes gathered with bare hands</u> • Punishment for stealing: flogging and going hungry; only scanty meals provided, to promote self-reliance (by stealing); grisly fox story <p>Anacharsis and Athletics</p> <ul style="list-style-type: none"> • <u>Athletes tripping each other up, throttling and twisting each other</u> • <u>Picking up by legs, throwing to ground, shoving down into mud; 'victim' slapping on shoulder begging him to stop</u> • <u>Athletes hitting and kicking each other: mouth full of blood & sand after punch on jaw; official urges on, 'praising the one who struck the blow'</u> • Solon explains that Anacharsis is witnessing a variety of accepted athletic pursuits, <u>such as wrestling and the pancration.</u> 		

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

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Head office
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Facsimile: 01223 552553

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