



**GCSE**

**Classical Greek**

Unit **J292/06** Classical Greek literature and culture

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	Marks	Guidance
1	<b>Accept any one of:</b> <ul style="list-style-type: none"> <li>Take part in the Assembly / <i>Ekklesia</i> (1)</li> <li>Play a role in the Council or 500 / <i>Boule</i> if chosen by lot (1)</li> <li>Act as Jurors in the Athenian law courts (1)</li> <li>Take on position of magistrates if selected by lot (1)</li> <li>Perform a liturgy if sufficiently wealthy and over the age of 40 (1)</li> </ul>	AO2 1	Any one
2	<b>Accept any two of:</b> <ul style="list-style-type: none"> <li>Supervising slaves (1)</li> <li>Tending to sick slaves (1)</li> <li>Weaving at the loom (1)</li> <li>Allocating wool to slaves to spin / weave (1)</li> <li>Making clothes for the household (1)</li> <li>Cooking (1)</li> <li>Supervising the safe storage of food (1)</li> <li>Collecting water (1)</li> </ul>	AO2 2	Any two
3	<b>Accept any three of:</b> <ul style="list-style-type: none"> <li>To make them physically fit &amp; strong (1)</li> <li>To remove effeminacy (1)</li> <li>So that their children might mature better (see Source 4(i)) (1)</li> <li>So that they could produce strong sons (1)</li> <li>So that they were strong enough to withstand pregnancy (1) &amp; childbirth (1)</li> </ul>	AO2 3	Physical advantages of fitness max 2 marks
4	<ul style="list-style-type: none"> <li>The 'Athenians' are jurors (1)</li> </ul>	AO2 1	Accept references to acting as judges or voting if specific word 'juror' is not mentioned
5	<b>Assess against criteria in the 6-mark AO3 grid</b> <ul style="list-style-type: none"> <li>Possibly loveless: '<i>when I decided to get married and took my wife to my home</i>' suggests that the husband merely made a decision and selected a suitable wife rather than anything more romantic</li> </ul>	AO3 6	Accept any reasonable response with direct reference to the source

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <i>'I neither harassed her nor gave her too much freedom'</i> implies that the couple were not close, hinting that the husband was unsure how to treat his new bride</li> <li>• <i>'I watched over her'</i> implies some degree of supervision rather than warmth</li> <li>• <i>'When my child was born'</i>: there was clearly some degree of intimacy in the relationship</li> <li>• <i>'I began to trust her and I handed over everything that I had to her'</i> suggests that the husband trusted his wife, but only after a long period of time</li> <li>• <i>'I handed over everything I had to her, thinking this to be the greatest indication of our closeness'</i>: like other ancient Greek husbands, he considered one of her primary roles to be that of guardian of his property</li> <li>• <i>'She was the best of all women, for she was an intelligent &amp; thrifty housekeeper'</i>: her ability to manage the household accounts is a quality that the husband admires in her</li> <li>• <i>'(He) managed to corrupt her with his clever talk...'</i> The fact that the wife was seduced by another man suggests that she was not entirely devoted to her husband</li> </ul>		
6	<p><b>'Women enjoyed some degree of freedom in ancient Greece' Do you agree with this statement?</b></p> <p><b>Assess against criteria in the 8-mark essay grid</b></p> <p><b>Candidates may agree or disagree with the statement</b></p> <p><b>Possible arguments may include (AO3):</b></p> <p>(References are given to the prescribed sources booklet and the insert):</p> <p><b>Yes, women enjoyed some freedom</b></p> <ul style="list-style-type: none"> <li>• Spartan girls were encouraged to do sport (running, javelin, wrestling, discus) and could enter women-only athletic competitions such as the Heraean Games (Source B);</li> </ul>	<p><b>8</b> made up of  <b>AO2 = 4</b>  <b>&amp;</b>  <b>AO3 = 4</b></p>	<p>An AO2-heavy response may focus on details from the ancient sources but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>the fact that this was celebrated in works of art suggests that it was taken seriously</li> <li>Wives were entrusted with all of their husband's possessions and were also responsible for bringing up the next generation (Source C)</li> <li>Women were allowed to attend religious festivals and events such as weddings and funerals (Source C) which suggests some degree of freedom and the chance to enjoy life</li> <li>Slave girls would go shopping for the household (Source C), showing that the restrictions tended to apply to citizen women rather than slaves of metic women who could enjoy a greater degree of autonomy</li> <li>Vase paintings of women at home such as A3(iii) show women working at the loom in groups, which might have been a sociable experience</li> </ul> <p><b>No, women enjoyed very little freedom</b></p> <ul style="list-style-type: none"> <li>A wife's role was to look after her husband's house and property (Source A); this was how a woman could show her true virtue</li> <li>The awkwardness at the start of the marriage described in Source C includes references to the husband watching over his wife and not allowing her too much freedom. See also A2(iv) and A3 (ii)</li> <li>Husbands felt that the greatest sign of trust was to hand over the responsibility for the household to their wives, which gives them a great deal of work to do on a daily basis (Source C) and A2(i)</li> <li>In A1(iii), Aristophanes shows a wife threatened by her husband for asking questions about the political decisions reached in the Ekklesia that day</li> </ul>		
7	<ul style="list-style-type: none"> <li>Hecuba was the former Queen of Troy, Greece's enemy</li> <li>A master may wish to possess her in her reduced state to humiliate her in front of guests and friends</li> <li>A Greek may want to own the former Trojan Queen so that he can show off his own power, both to her and to others</li> <li>A Greek may like to be able to emphasise Greek superiority over the Trojans</li> <li>Hecuba was the mother of Hector, the pre-eminent prince of Troy who was Achilles' great rival in battle; a Greek master might wish to make a point of enslaving her as a patriotic gesture</li> </ul>	AO2 2	Any <b>two</b> sensible points

Question	Answer	Marks	Guidance
8	<b>Accept two from:</b> <ul style="list-style-type: none"> <li>• Even elderly slaves were expected to do manual labour</li> <li>• Tasks did not necessarily suit the age or ability of the slave</li> <li>• Tasks assigned to slaves were boring and menial</li> <li>• Slaves were expected to sleep on the floor</li> <li>• Slaves would be dressed in rags</li> </ul>	<b>AO2</b> <b>3</b>	The question focuses on the way in which slaves were treated, not specifically what their tasks were
9	Slaves would vary in price according to factors such as <ul style="list-style-type: none"> <li>• Age</li> <li>• Appearance</li> <li>• Looks</li> <li>• Height &amp; size</li> <li>• Strength</li> <li>• Gender</li> <li>• Experience</li> <li>• Specialist skills (literacy, dancing, music)</li> <li>• Levels of health &amp; fitness</li> </ul>	<b>AO2</b> <b>2</b>	Accept <b>one</b> valid point (1) with an explanation (1)
10	<b>Accept three reasonable points</b> <ul style="list-style-type: none"> <li>• The Greeks did not treat their slaves as people but as objects to be bought and sold</li> <li>• Unlike free citizens, slaves are valued in monetary terms rather than for their intrinsic worth</li> <li>• Slaves are categorised by gender, nationality and price, but nothing more significant about them as people</li> <li>• The reference to the Carian infant suggests that even very young children could be bought and sold; in the list there is no reference to a potential Syrian parent which suggests that the infant may be alone</li> <li>• Slaves could be valued at different prices for a range of reasons</li> </ul>	<b>AO2</b> <b>3</b>	

Question	Answer	Marks	Guidance
11	<p><b>Assess against criteria in the 6-mark AO3 grid</b></p> <p><b>Answers may include:</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The building project is extremely expensive – references to valuable commodities like gold, ivory, ebony &amp; expensive metals</li> <li>• Certain materials such as ivory, ebony &amp; gold must have been imported from great distances, which adds to their value and the lavishness of the project</li> <li>• Some craftsmen work on a huge, heavy scale (stone, cypress-wood), while others do very close work (working with ivory or gold, painting, embroidery)</li> <li>• Range of different materials suggest a huge variety and wealth of resources available</li> <li>• Wide range of skilled craftsmen &amp; workers that seem to work outwards from the central project</li> <li>• Animals are involved in the building work as well as people</li> <li>• The work involves working on land and sea, which extends its scope and importance; materials are also mined from beneath the earth</li> <li>• Plutarch stresses the speed with which the buildings were constructed – adds to sense of urgency &amp; importance of the project</li> </ul> <p><b>The language he uses</b></p> <ul style="list-style-type: none"> <li>• Lists (materials, types of craftsmen, types of tradesmen) stress the huge range of skills and resources needed to realise Pericles' plans</li> <li>• '<i>So the buildings arose...</i>' personification of the buildings adds to their imposing nature</li> <li>• '<i>The artists strove to excel themselves in the beauty of their workmanship</i>': Plutarch introduces the sense of rivalry to add to the idea of speed, importance and effect of the project</li> <li>• '<i>Created in so short a span, and yet for all time</i>': Use of contrast throughout for effect; clear to the reader that the buildings are imposing and of great importance</li> </ul>	<p><b>AO3</b> <b>6</b></p>	<p>Candidates cannot access Level 4 marks if they do not include discussion of the writer's use of language</p>



Question	Answer	Marks	Guidance
12	Money from the allies (1) Delian League (1)	AO2 1	Any one
13	<p><b>‘The advantages of living in 5th century BC Athens outweighed the disadvantages.’ To what extent do you agree?</b></p> <p><b>Access against criteria in the 12-mark essay grid</b></p> <p><b>AO2 Responses</b></p> <p>Candidates should show a good level of understanding of the city of Athens including subject areas such as</p> <ul style="list-style-type: none"> <li>• Candidates must recognise that the lifestyles of the men and women in the city contrasted strongly with one another</li> <li>• The other major consideration is status – male citizens and metics could live exciting lives with a lot of freedom, whereas slaves would in general lead very restricted lives</li> <li>• Candidates should show an understanding of the limitation of the sources and the fact that any piece of evidence will provide the modern historian with some answers but not all</li> </ul> <p>Possible discussion could include the following points (References are given to the prescribed sources booklet and the insert):</p> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>• Democracy and its workings, which gave the male citizens an unusual degree of autonomy and power (B3 (i) – (ix))</li> <li>• The types of people that lived in the city, including slaves and metics (B2(ii)–(iv)) would make it a dynamic and cosmopolitan place to live</li> <li>• The dynamism and metropolitan feel of a city where its people come from around the known world</li> </ul>	12 made up of AO2=6 & AO3=6	<p>12 separate points are not required, provided that detail is given from the sources</p> <p>For higher levels, candidates should offer detail from specific sources</p> <p>Explanation of reference to sources: Topic A: Women in Ancient Greece Topic B: Athenian Society</p> <p>Candidates that argue both sides of the question are likely to achieve higher marks in AO3 than ones who do not</p> <p>Some candidates may wish to compare Athens with Sparta: this is acceptable but should not distract from the main focus of the question, which is Athens.</p> <p>Reference to sources must be as detailed as possible; candidates are expected to use sources that are both in the Insert and others they have learned</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• The fact that the city was a centre for art, trade, culture, literature and creativity and attracted people from far-flung parts of the world</li> <li>• The pride that Athenians had in their city (particularly visible in source B3(x) and the influence of the Acropolis)</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• The role of slaves in particular (B.2 (iv)) suggests that not everyone in Athens lived lives that were exciting and powerful; metics can be included in this also to some degree as their influence was restricted by Athenian legislation</li> <li>• However, the idea that life was exciting and powerful does not apply to the citizen women who would have lived very quiet lives of domestic drudgery and child-bearing.</li> <li>• Sources such as A1(i) &amp; (ii) indicate clearly that women and slaves in particular were considered to be inferior</li> <li>• Sources such as Lysistrata (A1(iii)) are exciting and entertaining but do not fully reflect the nature of the lives that real women led in the oikos, suggesting that the women in Athens did not live particularly dynamic or powerful lives by our standards</li> <li>• The role of women as described by Demosthenes in A2(i) or Xenophon in A2(iv) &amp; A3(ii) shows that women were expected to produce children and guard the oikos, but had little more in store for them</li> <li>• Vase paintings such as A3(iii) suggest that certain women lived lives of relative plenty, but this would not have been the case in real life; the tasks expected of them were not particularly exciting</li> <li>• The tone of many of the Prescribed Sources on women in Athens is often derogatory and patronising; women would not have enjoyed a great deal of power within the city, although they would probably have controlled their households on a much smaller level.</li> </ul>		

### Guidance on applying the marking grids for the 6-mark extended response

This question focuses on candidates' selecting examples from the ancient source material which has been included the Question Paper Insert and expressing conclusions based on the selected examples in relation to the question posed. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected.

The expectation is that candidates will base their answer **solely** on the material they can glean from the source material provided.

Level	Marks	Description
4	5–6	<ul style="list-style-type: none"> <li>very good engagement with the question</li> <li>draws and expresses a range of relevant points, with development, based on a range of well selected aspects from the stimulus material, with well thought out discussion</li> </ul>
3	3–4	<ul style="list-style-type: none"> <li>good engagement with the question</li> <li>draws and expresses sound points, with some development, based on a range of well selected aspects from the stimulus material, with sound discussion</li> </ul>
2	2	<ul style="list-style-type: none"> <li>some engagement with the question</li> <li>draws and expresses some points based on a rather limited range of aspects from the stimulus material, with some discussion</li> </ul>
1	1	<ul style="list-style-type: none"> <li>little or no engagement with the question</li> <li>draws and expresses points which are of little relevance and are supported with little evidence from the stimulus material</li> </ul>

0 = No response or no response worthy of credit.

### Guidance on applying the marking grids for the 8-mark extended response

**Two** Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of ancient sources) and **AO3** (Analyse, evaluate and respond to ancient sources). The two Assessment Objectives are **equally weighted**. Examiner 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 should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 6 made up of AO2 = 5 and AO3 = 1.

Marks for **AO2** should be rewarded for the detail and accuracy of the knowledge of the ancient sources they deploy in their answer and the candidate's understanding of these ancient sources, including their interpretation and an understanding of their limitations.

Marks for **AO3** should be awarded for how well the response is addressing the question / argued, for candidates selecting relevant examples from the ancient sources 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 make and the range and quality of the examples they have selected.

8-mark grid for the extended response question			AO2 = 4 marks = Demonstrate knowledge and understanding of ancient sources AO3 = 4 marks = Analyse, evaluate and respond to ancient sources
Level	Marks	Description	
4	7–8	<ul style="list-style-type: none"> <li>detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2)</li> <li>well-argued response to the question which is supported by a range of well-selected examples (AO3)</li> </ul> <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"> <li>some knowledge and with some interpretations of the ancient sources and some understanding of their limitations (AO2)</li> <li>a good response to the question which is supported by a range of relevant examples (AO3)</li> </ul> <p><i>The response is well structured with a clear line of reasoning.</i></p>	
2	3–4	<ul style="list-style-type: none"> <li>limited knowledge and with limited interpretations of the ancient sources and limited understanding of their limitations (AO2)</li> <li>a reasonable response to the question which is supported by a few relevant examples (AO3)</li> </ul> <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"> <li>very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2)</li> <li>a very limited response to the question with very limited reference to the ancient sources (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>	

0 = No response or no response worthy of credit.

### Guidance on applying the marking grids for the 12-mark extended response

**Two** Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of ancient sources) and **AO3** (Analyse, evaluate and respond to ancient sources). The two Assessment Objectives are **equally weighted**. Examiner 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 should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 10 made up of AO2 = 8 and AO3 = 2.

Marks for **AO2** should be rewarded for the detail and accuracy of the knowledge of the ancient sources they deploy in their answer and the candidate's understanding of these ancient sources, including their interpretation and an understanding of their limitations. Knowledge of the modern world does *not* count towards AO2, but may be used to support and explain arguments for AO3.

Marks for **AO3** should be awarded for how well the response is addressing the question / argued, for candidates selecting relevant examples from the ancient sources 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 make and the range and quality of the examples they have selected.

12-mark grid for the extended response question			AO2 = 6 marks = Demonstrate knowledge and understanding of ancient sources
			AO3 = 6 marks = Analyse, evaluate and respond to ancient sources
Level	Marks	Description	
4	10–12	<ul style="list-style-type: none"> <li>detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2)</li> <li>well-argued response to the question which is supported by a range of well-selected examples (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>	
3	7–9	<ul style="list-style-type: none"> <li>some knowledge and with some interpretations of the ancient sources and some understanding of their limitations (AO2)</li> <li>a good response to the question which is supported by a range of relevant examples (AO3)</li> </ul> <p><i>The response is well structured with a clear line of reasoning.</i></p>	
2	4–6	<ul style="list-style-type: none"> <li>limited knowledge and with limited interpretations of the ancient sources and limited understanding of their limitations (AO2)</li> <li>a reasonable response to the question which is supported by a few relevant examples (AO3)</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>	

1	1–3	<ul style="list-style-type: none"><li>• very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2)</li><li>• a very limited response to the question with very limited reference to the ancient sources (AO3)</li></ul> <p><i>The information is communicated in an unstructured way.</i></p>
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0 = No response or no response worthy of credit

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