GCSE (9–1)

Classical Greek

J292/02: Prose Literature A

General Certificate of Secondary Education

Mark Scheme for June 2019

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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.

Annotations

Annotation	Meaning
➕	Valid style point (8-marker) / AO3 point (10-marker)
❓	Unclear/dubious point
BOD	Benefit of doubt
C	Consequential / repeated error
✖	Incorrect translation or interpretation or factual error
▭	Major error
〰	Minor error / SPAG
HA	Harmful addition
✔	Correct / positive mark / additional evidence (10-marker)
✔+	Good content point (8-mark & 10-mark question) / 2-mark point in 4-mark style & content question
✔?	Weaker content point / 1-mark point in 4-mark style & content question
⌃	Omission mark
highlight	Harmless addition
BP	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.
SEEN	Noted but no credit given

Question			Answer	Mark	Guidance
1	**(a)**		Tellus / Tellos	AO2 1	
1	**(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: • τελευτὴ τοῦ βίου λαμπροτάτη: superlative ('most distinguished') • βοηθήσας καὶ τροπὴν ποίησας: emphasis upon his personal involvement in a glorious Athenian victory, at the cost of his own life • ἀπέθανε κάλλιστα: superlative again ('most nobly') • δημοσίᾳ τε ἔθαψαν: public recognition of his death in service to the city • ἧπερ ἔπεσε: right where he fell – detail adds emphasis • ἐτίμησαν μεγάλως: use of μεγάλως and emphatic final position underline the high esteem in which he was held after his death	AO3 4	Note possible consequential error from 1(a): incorrect name in 1(b) should not be penalised. To earn full marks on this question accompanied by an English translation, at least **one** point must be made about style. Indicate this with the ✚ annotation.
1	**(c)**		He asked Solon whom he saw as second (after Tellus) [1] +	AO2 2	1 mark for detail about Croesus's second question

			thinking that he would (at least) win second place [1] he was disappointed / unsatisfied with Solon's first answer [1]		1 mark for a sensible suggestion about why he asks it (eg he wants Solon to acknowledge his wealth & power)
2	(a)		She asked for Cleobis and Biton/her sons/them to be given the best blessing/thing [1] (that can happen to/befall a person)	AO2 1	Superlative ('best'/ ἄριστόν) required
	(b)		Possible arguments: **Yes**: her sons went to sleep (in the temple) and never woke up / they died peacefully [1] they were honoured (by the Argives) with statues at Delphi [1] in recognition of the fact that they were 'the very best of men' [1] **No**: her sons went to sleep (in the temple) and never woke up / died [1] she lost both her sons [1] she might have been hoping for something different [1]	AO3 4 (2+2)	Evaluation (1 mark) and supporting evidence (1 mark) required for each point. Greek quotation **not** required. Accept yes / no / yes-and-no evaluation provided that the response demonstrates detailed understanding of the Greek. Credit sensible ideas about what she might have hoped for instead (eg. money, fame)
3	(a)		**One of**: (to judge him fortunate) he would need to know that Croesus had ended his life well [1] / it is necessary to consider how the end of everything will turn out [1] + **One of:** to many men god gives brief happiness before destroying them [1] good fortune is mutable/temporary [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
3	(b)		**Assess against criteria in the 5-mark AO2 grid (see above)** ταῦτα λέγων τῷ Κροίσῳ οὔ πως ἐχαρίζετο ὁ Σόλων· λόγου δὲ αὐτὸν ποιησάμενος οὐδενος ἀποπέμπεται ὁ Κροῖσος, κάρτα δόξας ἀμαθῆ εἶναι, ὃς τὰ παρόντα ἀγαθὰ μεθεὶς τὴν τελευτὴν παντὸς χρήματος ὁρᾶν ἐκέλευε. **Suggested translation:** In saying these things/this, Solon in no way pleased Croesus; (and) considering him of no importance, Croesus sent him / had him sent away, very much thinking that/a man (to be) foolish who disregarded present prosperity and told (him) to look to the end of every matter.	AO2 5	**Accept:** • τῷ Κροίσῳ as indirect object of λέγων instead of ἐχαρίζετο • omission of δὲ • Accept κάρτα as modifying either δόξας or ἀμαθῆ • causal translation of ὃς • 'of no worth'/'worthy of nothing' for λόγου… οὐδενος • παντὸς χρήματος: 'of all matters' • ὁρᾶν: 'wait and see' **Inconsequential**:

						- λέγων: 'having said' - ταῦτα λέγων: 'with these words' / 'Solon's words' - omission of πως - οὐδενος as 'no more' - μεθεὶς: 'disrespecting' or 'throwing away' - omission of ὃς - ἐκέλευε as 'demanded' [to see] **Serious:** - Mistranslation of λόγου …οὐδενος - Omission of any word other than a particle or πως
4	**(a)**		Croesus groaning (aloud) / calling (three times) upon Solon [1]	AO2 1	Accept 'the name Solon'
	(b)	**(i)**	He did not speak the same language as Croesus.	AO2 1	Accept any sensible suggestion for why Cyrus might have needed linguistic interpreters (τοὺς ἑρμηνέας).
		(ii)	who(m) he was calling upon / to his aid	AO2 1	

Question			Answer	Mark	Guidance
4	(c)		τέως (μὲν) σιγὴν εἶχεν [1] for a while he kept silent [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. • word only, correctly translated: 1 mark • incomplete phrase + correct translation: 1 • incorrect phrase + correct translation: 0 Allow σιγὴν εἶχεν + translation for full marks
4	(d)		A summary of the Greek, for example: Solon had come / visited him/seen all his wealth [1] and dismissed/ disregarded his wealth [1] everything had turned out for him just as Solon had said [1] applied not just to him but to all mankind [1] (especially) those who considered themselves fortunate [1]	AO2 4	Accept four points to make a coherent explanation. Must include reference to Croesus' wealth (ὄλβον) **and** humankind in general.

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	• 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 *The response is logically structured, with a well-developed, coherent line of reasoning.*
3	5–6	• 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 *The response is well structured with a clear line of reasoning.*
2	3–4	• 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 *The response presents a line of reasoning which is mostly relevant but may lack structure.*
1	1–2	• little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text *The information is communicated in an unstructured way.*

Question	Answer	Mark	Guidance
5	**Assess against criteria in the 8-mark AO3 grid (see above).** Answers may include: • μαθὼν τὴν Κύρου μετάγνωσιν: Cyrus's change of mind prompts emotional reaction from Croesus • ἐπεβοήσατο τὸν Ἀπόλλωνα: desperate entreaty • ἐπικαλούμενος παραστῆναι καὶ ῥύσασθαι: calls upon Apollo to come to his aid; desperation underlined by repeated prefix (ἐπ-) and variety of words denoting 'rescue' • ἐκ τοῦ παρόντος κακοῦ: Croesus still feels the danger in spite of Cyrus's *volte face* • δακρύων ἐπεκαλεῖτο: emotive detail (weeping) and repetition of verb – ἐπεκαλεῖτο in imperfect tense suggesting repeated invocation • ἐκ δὲ αἰθρίας τε καὶ νηνεμίας συνέδραμεν ἐξαπίνης νέφη: sudden – ie dramatic – supernatural intervention; clouds appearing in a clear sky = portentous; delay of νέφη to end of clause creates suspense • τε καὶ (passim): polysyndeton and paratactic sentence structure suggest rapid chain of events • χειμών τε κατερράγη (repetition + onomatopoeia) and ὗσεν ὕδατι (figura etymologica / cognate words) underline the force of the sudden downpour • λαβροτάτῳ: superlative ('most violent') • κατεσβέσθη τε ἡ πυρά: repetition of prefix (κατ-) to convey **down**pour; conclusive ending: the fire (emphatic final position) was extinguished	AO3 8	ἐνταῦθα Κροῖσος, μαθὼν τὴν Κύρου μετάγνωσιν, ἐπεβοήσατο τὸν Ἀπόλλωνα ἐπικαλούμενος παραστῆναι καὶ ῥύσασθαι αὐτὸν ἐκ τοῦ παρόντος κακοῦ. ὁ μὲν δακρύων ἐπεκαλεῖτο τὸν θεόν· ἐκ δὲ αἰθρίας τε καὶ νηνεμίας συνέδραμεν ἐξαπίνης νέφη, καὶ χειμών τε κατερράγη καὶ ὗσεν ὕδατι λαβροτάτῳ, κατεσβέσθη τε ἡ πυρά. Then Croesus, having learned of Cyrus' change of mind, cried aloud to Apollo, calling upon him to come to his aid and rescue him from his present misfortune. Thus with weeping he invoked the god; and from a clear and windless sky clouds suddenly gathered, and a storm burst forth and it rained with a most violent deluge, and the pyre was extinguished.
6	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></table>	AO3 4	

| | | | 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:

- δωρεῖται χρυσῷ τοσούτῳ ὅσον ἂν δύνηται τῷ ἑαυτοῦ σώματι ἐξενέγκασθαι εἰσάπαξ: result clause sets up the precise terms of Alcmaeon's 'challenge'.
- εἰσάπαξ: 'in one go' – emphatic final position in sentence
- ἐνδὺς… καταλιπόμενος… ὑποδησάμενος: three participles (tricolon) describing Alcmaeon's preparations, as though arming himself for battle
- μέγαν… βαθὺν… εὐρυτάτους: three adjectives expressing size (the third a superlative) suggest he is keen to get as much as possible and is taking Croesus at his word
- ἤει εἰς τὸν θησαυρόν: simple, finite clause to end the paragraph – sense of anticipation.
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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 (*How does Herodotus balance positive and negative characteristics in his portrayal of Croesus?*) details about how Herodotus characterizes Croesus would be evidence of **AO2,** whilst using this evidence to evaluate the question 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	• 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) *The response is logically structured, with a well-developed, sustained and coherent line of reasoning*
4	7–8	• 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) *The response is logically structured, with a well-developed and clear line of reasoning.*
3	5–6	• 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) *The response presents a line of reasoning which is mostly relevant and has some structure.*
2	3–4	• 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) *The response presents a line of reasoning but may lack structure.*
1	1–2	• 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) *The information is communicated in an unstructured way.*

0 = No response worthy of credit.

Question			Answer	Mark	Guidance
7			***How does Herodotus balance positive and negative characteristics in his portrayal of Croesus?*** **Assess against criteria in the 10-mark essay grid (see above).** *Arguments may include (AO3):* Herodotus could have chosen to paint a wholly negative portrait of Croesus, who traditionally had a reputation for excessive	10 made up of AO2 = 5 & AO3 = 5	If Alcmaeon story is omitted: max 8

wealth, luxuriance and hubris. His characterisation of Croesus is not, however, one-dimensional, for he balances the negative aspects of his character with positive, redeeming features. Certainly, Herodotus uses Croesus as an illustration of how money does not guarantee happiness, and how human complacency can have catastrophic results, but he includes humane and humanising elements to flesh out his character: Croesus's generosity, good humour and his *anagnorisis* counterbalance his arrogance and complacency.

Supporting evidence from the prescribed text (AO2).
(underlined = sections outside those printed on the QP):

IX. Solon and Croesus

Negative characteristics:
- Boastful: when Solon visited Croesus in Sardis, Croesus instructed his servants to lead Solon around all his treasures, drawing attention to the splendour of his situation.
- Manipulative: flatters Solon by citing his wisdom and travels
- Complacent: Croesus asked Solon who was the 'most blessed' person he had ever seen, confident that Solon would name Croesus himself.
- Complacent: Croesus was surprised by Solon's first reply (Tellus) and asked him a second choice, confident once again that this would be him.
- Arrogant: Croesus was angered by Solon's response (Cleobis and Biton), saying 'is our prosperity really considered so worthless that you regard us not even worth as much as common men?'
- Intransigent: not satisfied with Solon's explanation ('call no man happy until he is dead') Croesus dismissed him, "thinking that person to be very foolish who disregarded present prosperity and told him to look instead to the end of every matter".
- Hubristic: Herodotus tells us that 'divine retribution ensnared Croesus' – suggesting that he got what he deserved.

Positive elements:

- Generous: Croesus welcomed Solon and entertained him for several days.
- *Anagnorisis*: he eventually recognised the wisdom of Solon's words when he faced death on a pyre as a captive of Cyrus.
- Divine forgiveness: His invocation to Apollo is answered and he is rescued

XIVa. How Alcmaeon was enriched by Croesus

Although his great wealth is further stressed in this story, the characterisation of Croesus is positive:

- Diplomatic: Croesus invited Alcmaeon to Sardis, grateful for the help Alcmaeon had previously given to his Lydian legates
- Generous: He presented him with as much gold as he could carry away in one go on his person.
- Humour & generosity: Alcmaeon took him at his word and emerged from the treasury stuffed full of gold: Croesus laughed, gave him all he had brought out and the same amount again.

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