



GCSE (9–1)

Classical Greek

J292/03: Prose Literature B

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.

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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) | | They would bathe them in wine (rather than water) [1] as a test of their health / constitutions / to toughen them up / strengthen them [1] | AO2 2 | | | | | | | |
| 1 | (b) | | <div>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</div> <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> <div>Answers may include:<ul style="list-style-type: none">ἐπιμέλεια τις μετὰ τέχνης: nurses took care and skill to promote these qualitiesἄνευ σπαργάνων: ‘without swaddling clothes’; ἄνευ highlights rejection of traditional childcare practicesὥστ’ ...τοῖς μέλεσι καὶ τοῖς εἵδεσιν ἐλευθέρια ποιεῖν: explicit purpose (ὥστ’) was to allow freedom of movementκαὶ...καὶ...καὶ: polysyndeton stresses list of qualities they wanted to discouragerepeated negatives (especially α- privatives) to describe the behaviours they sought to eliminate: ἄσικχα...ἄθαμβῇ ἄφοβα...ἄπειρα δυσκολίας ἀγεννοῦςἄθαμβῇ...ἄφοβακαὶ: variety of words for ‘fearless’</div> | 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 | 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. |
| 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 | | | | | | | | | | |

| | | | | | |
|---|-----|--|--|----------|--|
| 1 | (c) | | They used to buy Spartan nurses (to look after their children) | 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 or no response worthy of credit.

| Question | | | Answer | Mark | Guidance |
|----------|-----|--|--|----------|--|
| 2 | (a) | | Assess against criteria in the 5-mark AO2 grid (see above) ἄρχοντα δ' αὐτοῖς παρίστατο τῆς ἀγέλης τὸν τῷ φρονεῖν διαφέροντα καὶ θυμοειδέστατον ἐν τῷ μάχεσθαι· καὶ πρὸς | AO2 5 | Accept: 'their' for αὐτοῖς 'listen to/pay attention' for ἡκροῶντο 'accept' for ἐκαρτέρουν |

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|---|-----|------|---|-------------------|--|
| | | | <p>τοῦτον ἀφεώρων καὶ προστάττοντος ἡκροῶντο καὶ κολάζοντος ἐκαρτέρουν, ὥστε τὴν παιδείαν εἶναι μελέτην εὐπειθείας.</p> <p>Suggested translation: (And) he put in charge of them, as the captain of the company, someone/the one who stood out for his good judgement and was most courageous in fighting; and they would keep their eyes on him and would obey his orders and would endure his punishments, so that their training was a practice of obedience.</p> | | <p>Inconsequential: omission of αὐτοῖς παρίστατο: plural or passive (unless agent expressed) 'best' for θυμοειδέστατον or missing its superlative force</p> <p>Major: Omission of any word other than a particle or αὐτοῖς</p> |
| 2 | (b) | (i) | fighting / (mock) battles / disputes / competition / rivalry | AO2 1 | |
| | (b) | (ii) | Two of: the boys'/each one's/their natural disposition/nature [1] towards being bold / whether they were bold [1] and not shunning a fight [1] | AO2 2 | |
| 3 | (a) | | making fun of/mock each other [1] | AO2 1 | |
| | (b) | | <p>Possible arguments:</p> <p>Uncomfortable/frightened: elders payed very close attention/monitored every move [1] acting as fathers/tutors/governors [1] missing no opportunity to admonish/punish [1]</p> <p>Valued/inspired to compete: close supervision by senior Spartiates [1] 'paternal' interest [1] keen not to be punished [1]</p> | AO3 4 (2+2) | <p>Evaluation (1 mark) and supporting evidence (1 mark) required. Greek quotation not required.</p> <p>Accept any sensible personal response which demonstrates detailed understanding of the Greek.</p> |
| 4 | (a) | | The Lyceum (gymnasium) / in Athens [1] | AO2 1 | |
| | (b) | | Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. | AO3 4 | Some of them, winding themselves round each other are tripping one another up, while others |

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|---|-----|-----|---|--------------------|---|
| | | | <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</p> <p>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</p> <p>0 Point is not valid, or none are drawn</p> <p>Answers may include:</p> <ul style="list-style-type: none"> περιπλεκόμενοι...ὕποσκελίζουσιν...συναναφύρονται ...κυλινδούμενοι: violent activity conveyed by colourful participles and main verbs (in chiasmic arrangement) ὥσπερ σύες: animalistic, undignified behaviour καίτοι κατ' ἀρχάς: contrast with previous activities (ἐώρων γάρ): parenthetical reminder – he's an eye-witness ἤλείψαντο καὶ κατέψησε: earlier behaviour does not chime with present aggression μάλα εἰρηνικῶς: 'quite peacefully' – emphasis on previous co-operation. ἄτερος τὸν ἕτερον ἐν τῷ μέρει: more stress (pleonastic?) on their earlier peaceful co-operation | | are throttling and twisting each other and wallowing together in the mud, rolling around like pigs. And yet, in the beginning, as soon as they undressed (for I saw it) they anointed themselves with oil and took turns at rubbing each other down quite peacefully. |
| 5 | (a) | | <p>Two of: winding legs about stomach [1] putting forearm under throat [1] throttling his opponent [1] AND Two of: slapping on shoulder [1] begging [1] (so as) not to be strangled completely [1]</p> | AO2 4 | Note that the question specifies Lines 1-3 |
| | (b) | (i) | It is (very) strenuous / tiring | AO2 1 | Accept any sensible suggestion for why the athletes are sweating heavily (eg. it is hot) |
| | (c) | | <p>Either: γέλωτα ἐμοὶ (γοῦν) (παρέχουσιν)/ γέλωτα...παρέχουσιν [1] (they provide) an object of laughter to me (at any rate) / they provide an object of laughter [1]</p> | AO2/ AO3 1+1 | <p>One mark for selecting an appropriate Greek phrase [AO3], one for translation [AO2]. Translation must match the Greek phrase quoted.</p> <ul style="list-style-type: none"> word only, correctly translated: 1 mark |

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|--|--|--|--|--|--|
| | | | Or: ὥσπερ αἱ ἐγχέλυες [1] like eels [1] | | <ul style="list-style-type: none">• incomplete phrase + correct translation: 1• incorrect phrase + correct translation: 0 |
|--|--|--|--|--|--|

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 |
|----------|--|--|---|----------|---|
| 6 | | | <p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> ὀρθοστάδην κεκονιμένοι: 'standing upright, caked in dust' – vulnerability and unsavoury appearance παίουσιν ἀλλήλους προσπесόντες καὶ λακτίζουνσιν: vivid description of aggression (hitting, attacking, kicking), reinforced by alliteration and onomatopoeia (λακτίζουνσιν) γοῦν: conveys speaker's involvement καὶ τοὺς ὀδόντας ἔοικεν ἀποπτύσειν: 'even likely to spit out his teeth' – gruesome and graphic detail ὁ κακοδαίμων: 'poor chap' – sympathy οὕτως αἵματος αὐτῷ καὶ ψάμμου ἀναπέπλησται τὸ στόμα: ghastly image of mouth full of blood and sand πύξ: 'by a fist' – monosyllabic & onomatopoeic, like a blow struck ἀλλ' οὐδὲ ὁ ἄρχων...διίστησιν...καὶ λύει: surprised that the umpire does not intervene ὁ δὲ καὶ ἐποτρύνει καὶ τὸν πατάξαντα ἐπαινεῖ: in fact, he 'even urges them on and praises the one who struck the blow'. Surprise emphasised by καὶ and repeated prefix ἐπ- on verbs of encouragement. | AO3 8 | <p>οἱ δὲ ὀρθοστάδην κεκονιμένοι καὶ αὐτοὶ παίουσιν ἀλλήλους προσπесόντες καὶ λακτίζουνσιν. οὕτοσὶ γοῦν καὶ τοὺς ὀδόντας ἔοικεν ἀποπτύσειν ὁ κακοδαίμων, οὕτως αἵματος αὐτῷ καὶ ψάμμου ἀναπέπλησται τὸ στόμα, πύξ, ὡς ὀρᾶς, παταχθέντος εἰς τὴν γνάθον. ἀλλ' οὐδὲ ὁ ἄρχων οὕτοσὶ διίστησιν αὐτοὺς καὶ λύει τὴν μάχην (τεκμαίρομαι γὰρ τῇ πορφυρίδι τῶν ἀρχόντων τινὰ τοῦτον εἶναι) ὁ δὲ καὶ ἐποτρύνει καὶ τὸν πατάξαντα ἐπαινεῖ.</p> <p>Others, standing upright, actually covered in dust themselves, are hitting each other, attacking and kicking. In fact this one here even seems likely to spit out his teeth, unlucky man – his mouth is so full of blood and sand – having been struck with a fist, as you see, on the jaw. But the official there does not make them stand apart or break up the fight (for I infer from his purple cloak that this man is one of the officials) but he even urges them on and praises the one who struck the blow.</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 (*To what extent do you think Plutarch and Lucian approved of the tough physical training undertaken by Greek boys and men?*) details about the tough physical training described by Plutarch and Lucian 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 | <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 occasionally 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 | |
|----------|--|---|--|--|----|
| 7 | | <p><i>To what extent do you think Plutarch and Lucian approved of the tough physical training undertaken by Greek boys and men?</i></p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Both authors were writing at some remove from (ie many centuries after) the events / scenarios they describe, and their accounts stem from nostalgia for a bygone era.</p> <ul style="list-style-type: none"> • Plutarch: difficult to say whether he admired / approved of the Spartan system. In describing the very tough physical training of young Spartiates he does, however, explain the motivation of Lycurgus in creating a society renowned for its conformist efficiency and prowess, highlighting the qualities valued by that society and promoted by its education system. • Lucian's account is more obviously intended, through the mouthpiece of the legendary Solon, to explain and justify the apparently barbaric physical activities witnessed by his visitor, Anacharsis. <p><i>Supporting evidence from the prescribed text (AO2). (<u>underlined</u> = sections outside those printed on the QP):</i></p> <p>A Spartan Childhood</p> <ul style="list-style-type: none"> • <u>Babies bathed in wine in order to harden and strengthen them physically</u> • No-nonsense approach of Spartan nurses (eg. no swaddling of babies) to promote hardiness and independence • <u>Boys raised together from age 7 to make them accustomed to playing and learning together</u> • The bravest fighter was put in charge of his company and the others had to endure his punishments to make them obedient | <p>10 made up of AO2 = 5 & AO3 = 5</p> | <p>One author only: maximum 5 marks</p> <p>Both authors but very unbalanced: maximum 6 marks</p> | 10 |

| | | | | | |
|--|--|--|--|--|--|
| | | <ul style="list-style-type: none"> Elders observed and promoted fighting between peers in order to make them aggressive <u>Harsh physical conditions intended to make them obedient, tolerant of hardship and victorious in fighting: skin-head haircuts, going barefoot, only 1 cloak per year, playing naked; hard and dry bodies; baths only a few times a year; slept on beds of rushes gathered with bare hands</u> <u>Punishment for stealing: flogging and going hungry; only scanty meals provided, to promote self-reliance</u> <u>Grisly fox story: told in a matter-of-fact way, but the shock value might suggest disapproval</u> <p>Anacharsis and Athletics</p> <ul style="list-style-type: none"> Athletes tripping each other up, throttling and twisting each other Picking up by legs, throwing to ground, shoving down into mud; ‘victim’ slapping on shoulder begging him to stop 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>Anacharsis thinks that these activities look like insanity</u> <u>Solon explains that Anacharsis is witnessing a variety of accepted athletic pursuits, such as wrestling and the pancration. He reassures him that these pursuits ‘have a certain usefulness, not unpleasant and promote physical strength’.</u> <u>Solon explains that the gymnasium is consecrated to Lyceian Apollo. Description of his statue, indicating that ‘the god is resting, as if after long exertion’ – suggests approval for physical activity which is divinely sanctioned.</u> | | | |
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