



GCSE (9–1)

Classical Greek

J292/04: Verse 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.

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Annotations

Annotation	Meaning
BP	Blank Page
BOD	Benefit of Doubt
?	Unclear
X	
—	
~~	
✓	
HA	Harmful Addition
^	Omission Mark
C	
✓+	
✓?	
+	

Question		Answer	Mark	Guidance
1	(a)	She/Dawn woke up Nausicaa (1)	AO2 1	Insist on 'Nausicaa'
1	(b)	To tell (1) her parents (1) about her dream (1)	AO2 2	Any two points.

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.

- 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		<p>Assess against criteria in the 5-mark translation grid (see above).</p> <p>ώς ἔφατ· αἰδετο γὰρ θαλερὸν γάμον ἐξονομῆναι πατρὶ φίλω· ο δὲ πάντα νόει καὶ ἀμείβετο μύθω· 'ούτε τοι ἡμίόνων φθονέω, τέκος, ούτε τευ ἄλλου. ἔρχεν· ἀτάρ τοι δμῶες ἐφοπλίσσουσιν ἀπήνην ύψηλὴν εὔκυκλον, ὑπερτερίη ἀραρυῖαν.</p> <p>Suggested translation:</p> <p>So she spoke; for she was embarrassed to mention to her dear father the blossoming marriage; but he noticed everything and replied by saying (this): "I do not begrudge you the mules, child, nor anything else. Go; but the servants will equip for you a high, well-wheeled cart fitted with a shade."</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error Omission of 'for' (γὰρ)</p> <p>More serious error Omission of 'dear' (φίλω)</p> <p>νόει: allow 'notices' τοι: allow 'indeed' etc.</p>

Question		Answer	Mark	Guidance						
3	(a)	Clothing (1)		AO2 1						
3	(b)	Assess against point-by-point marking grid below. <table border="1" data-bbox="384 414 1109 716"> <tr> <td>2</td><td>expresses a valid point based on a relevant aspect(s) 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: <ul style="list-style-type: none"> repetition of ἐτίθει/τίθει she prepares supplies παντοίην (of every kind); also prominent position she gives Nausicaa ὄψα (delicacies) and οἶνον (wine) the oil flask is χρυσέη (made of gold) 		2	expresses a valid point based on a relevant aspect(s) 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 Maximum 2 marks for number; maximum 2 marks for quality.
2	expresses a valid point based on a relevant aspect(s) 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
4	(a)	(i)	They released/unharnessed the mules (1) and chased them/let them go (1) along the river (1) so they would nibble at/graze on the long grass (1)	AO2 3	Any three points.
4	(a)	(ii)	Any two of: never-failing/brimming (1) plentiful (1) fine / clean (1) It could clean even the dirtiest things (1)	AO2 2	
4	(b)		They are efficient/hard-working (in taking the clothes) (1) They show rivalry/competitiveness/playfulness (in washing the clothes) (1). They go about their work briskly (1).	AO3 2	Any two points. Accept any valid alternative.

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

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.

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>The response is logically structured, with a well-developed, coherent line of reasoning.</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>The response is well structured with a clear line of reasoning.</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>The response presents a line of reasoning which is mostly relevant but may lack structure.</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>The information is communicated in an unstructured way..</p>

0=No response or no response worthy of credit.

Question		Answer	Mark	Guidance
5		<p>Assess against criteria in the 8-mark grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> his 'creeping out' (ύπεδύσετο) from under the bushes, as though aware of the effect of his appearance to avoid embarrassment he covers his nakedness (ἐκ πυκινῆς ... φωτός) an extended simile compares him to a lion (ὡς τε λέων) the descriptions in the simile suggest animalistic features, e.g. 'mountain-reared' (όρεσίτροφος) Odysseus usually credited with cunning, but here the lion is relying on his strength (ἀλκὶ πεποιθώς) his eyes blaze (οἱ ὅσσε δαίεται), the dual form ὅσσε and the enjambement of δαίεται perhaps emphasising his glare the tricolon of hunted animals (βουνὶ ... ἡ ὁῖσσιν ἡὲ μετ' ἀγροτέρας ἐλάφους) suggest the potential danger to his prey πειρήσοντα καὶ ἐς πυκινὸν δόμον – the lion dares to make an attempt even on a dense i.e. well protected home 	AO3 8	

Question		Answer	Mark	Guidance						
6		<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="384 339 1102 641"> <tr> <td>2</td><td>expresses a valid point based on a relevant aspect(s) 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"> • prominent position / strong vocabulary of σμερδαλέος (terrible/terrifying) • alliterative effect / strong vocabulary of κεκακωμένος ('caked in') • his appearance is unusual, since he is covered with ἄλμη (sea salt) • prominent position / strong vocabulary of τρέσσαν ('fled in panic') • panic of the young women fleeing clear from ἄλλυδις ἄλλη ('in all directions') • out of all of them, only Nausicaa stays (οἵη δ' Αλκινόου θυγάτηρ μένε) • it is implied that she only stays because Athene fills her with courage (τῇ γὰρ ... θῆκε) / removes the fear from her limbs (καὶ ἐκ ... γυίων) 	2	expresses a valid point based on a relevant aspect(s) 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.	AO2 4	A reference to style is required.
2	expresses a valid point based on a relevant aspect(s) 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
7	(a)	Flattery (1). He says she has the appearance of a goddess / Artemis plus any relevant correctly applied Greek (e.g. εἰδός / θεός / Ἀρτέμιδι) (1).	AO3 2	Accept any valid alternative.
7	(b)	Her parents are thrice/very blessed (to have such a daughter) (1). Her brothers are thrice/very blessed (to have such a sister) (1). Their hearts are warmed/filled with joy (1) whenever they see her joining the dancing (1).	AO2 4	
7	(c)	μακάρωτας (1) most/very blessed (1)	AO2 2	Insist on superlative in English.

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. It is impossible to get 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.

For example, in relation to the question 'To what extent is Odysseus presented as a heroic character in the text you have studied?', details of the terrible fear Odysseus elicited in the suitors would be evidence of AO2, whilst concluding that for a Greek audience such a reaction would be evidence of Odysseus' heroism, as it depicts him as strong and a formidable opponent, 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 occasionally 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 or no response worthy of credit.

Answer	Mark	Guidance
<p>To what extent does Homer suggest that there might be a romantic relationship between Odysseus and Nausicaa?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Points for evaluation may include (AO3):</i></p> <p>Nausicaa's youthful beauty and desire to be married are a running theme:</p> <ul style="list-style-type: none"> • Nausicaa's immediate response to the dream; her stated and underlying motives for organising a washing expedition • she reminds her father that two of her brothers are already married • positive aspects of Nausicaa's character that might make her a promising marriage prospect e.g. organised, efficient + the sympathetic leadership of her female attendants + courage • Nausicaa's youthful beauty: she is compared to Artemis x 2 <p>Odysseus is aware that Nausicaa is beautiful and of marriageable age:</p> <ul style="list-style-type: none"> • Odysseus' respectful approach • his flattery of Nausicaa and her likeness to Artemis • his mention of Nausicaa as a bride <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <ul style="list-style-type: none"> • 'She was too shy to mention to her father the subject of marriage and all it promises' (ll.66-67) • 'Nausicaa fetched the gaily coloured clothing ...' (l.74 ff.) • 'Nausicaa was the only one to stand firm' (l.139 ff.) • 'She looked like Artemis ...' (l.102 ff.) • 'Odysseus considered whether he should throw his arms round the 	<p>10 made up of AO2 = 5 & AO3 = 5</p>	<p>Several of these points can be used to argue for or against a romantic relationship.</p>

<p>beautiful girl's knees ...' (I.141 ff.)</p> <ul style="list-style-type: none">• 'it is of Artemis ... that your beauty, grace and stature most remind me ...' (I.151 ff.)• 'But he is the most blessed of them all who with his wedding gifts can win you and take you home as a bride' (ll.158-9) <p>Candidates may argue that Homer certainly stresses that Nausicaa is a beautiful princess on the verge of marriage, but that he does not suggest a romantic relationship between them.</p>		
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