



**GCSE (9–1)**

**Classical Greek**

**J292/03: Prose Literature B**

General Certificate of Secondary Education

**Mark Scheme for November 2020**

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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)		(on) the Island of the Blest [1]	AO2 1	
1	(b)		it is (made) of (the finest) perfume/myrrh [1] it is 100 (royal) cubits wide [1] it is five (royal) cubits in depth/deep [1] one can swim comfortably in it [1]	AO2 3	Any <b>three</b> points
1	(c)		they are made of glass / crystal [1] they are heated by cinnamon [1] the bath-tubs contain (warm) dew (rather than water) [1]	AO2 2	Any <b>two</b> points  Do not credit 'they are large'
1	(d)		Possible answers: Yes: it is fine/delicate [1], purple is/was a luxurious colour [1]  No: spiders' webs might be sticky [1], could be so fine as to be transparent [1], purple an unattractive colour [1]	AO3 2	Accept any justified personal response, supported by <b>two</b> details about the clothing

Question			Answer	Mark	Guidance						
2	(a)		the Elysian fields / (plain of) Elysium	AO2 1							
2	(b)		Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below. <table border="1"><tr><td>2</td><td>expresses a valid point based on a relevant aspect of content <b>or</b> 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 <b>or</b> aspect of literary style <b>or</b> reference to the Greek</td></tr><tr><td>0</td><td>Point is not valid, or none are drawn</td></tr></table>	2	expresses a valid point based on a relevant aspect of content <b>or</b> 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 <b>or</b> aspect of literary style <b>or</b> reference to the Greek	0	Point is not valid, or none are drawn	AO3 4	Maximum 2 if both points rely upon just the first sentence.
2	expresses a valid point based on a relevant aspect of content <b>or</b> 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 <b>or</b> aspect of literary style <b>or</b> reference to the Greek										
0	Point is not valid, or none are drawn										

			<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• ἐπειδὴν: ‘whenever’ implies this is the norm</li> <li>• τρυγήσας...παρατίθεται: little effort required of the drinker</li> <li>• ἐν ἧ καὶ δύο: ‘one or even’ two – adverbial καὶ adds sense of wonder at the plenty, and freedom/lack of restraint</li> <li>• αὐτίκα: it happens without delay</li> <li>• οἶνου πλήρη γίνεται: self-filling cups</li> <li>• ἀντὶ δὲ τῶν στεφάνων: traditional elements of a symposium replaced by something ethereal</li> <li>• αἱ ἀηδόνες καὶ τὰ ἄλλα τὰ μουσικὰ ὄρνεα: non-human attendants</li> <li>• κατανίφει: vivid choice of word to evoke delicate sprinkling</li> <li>• μετ’ ᾧδῆς ὑπερπετόμενα: enchanting musical accompaniment</li> <li>• ἀνθολογοῦντα...ὑπερπετόμενα: participles in balanced construction (enclosing word order) suggest hive of gentle activity</li> </ul>		
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### **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			<p><b>Assess against criteria in the 5-mark AO2 grid (see above)</b></p> <p>οὐπω δὲ δύο ἢ τρεῖς ἡμέραι διεληλύθεσαν, καὶ προσελθὼν ἐγὼ Ὅμηρῳ τῷ ποιητῇ, σχολῆς οὐσης ἀμφοῖν, τὰ τε ἄλλα ἐπυνθανόμην καὶ ὅθεν εἶη, λέγων τοῦτο μάλιστα παρ' ἡμῖν εἰσέτι νῦν ζητεῖσθαι.</p> <p><b>Suggested translation:</b> Two or three days had not yet passed by, and I approached / approaching Homer the poet when we both had leisure, and (I) enquired both about other things [/ among other things] and [especially] where he was from, saying that this in particular was still now being investigated among us.</p>	AO2 5	

**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.

<b>8-mark grid for the extended response question AO3 = 8 marks = Analyse, evaluate and respond to literature</b>		
<b>Level</b>	<b>Marks</b>	<b>Description</b>
4	7–8	<ul style="list-style-type: none"> <li>• very good engagement with the question</li> <li>• 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</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>• good engagement with the question</li> <li>• 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</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>• some engagement with the question</li> <li>• 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</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>• little engagement with the question</li> <li>• expresses points which are of little relevance and are supported with little evidence from the set text</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>

Question		Answer	Mark	Guidance
4		<p><b>Assess against criteria in the 8-mark AO3 grid (see above).</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• πολλάκις δὲ καὶ ἄλλοτε τοῦτο ἐποιοῦν: Lucian demanded a lot of Homer's time; adverbs and imperfect tense ('kept on doing this') suggest repeated action</li> <li>• εἴ ποτε: 'if ever' implies lack of restraint</li> <li>• αὐτὸν σχολὴν ἄγοντα ἐώρων: brazen behaviour of Lucian elicits sympathy for the great poet being constantly pestered while he is at leisure</li> <li>• ἂν...ἐπυνθανόμην: 'I would ask' – sense of persistent questioning reinforced by ἂν + imperfect tense</li> <li>• ὃς προθύμως πάντα ἀπεκρίνετο: generous of Homer to indulge him, responding readily (προθύμως) and comprehensively (πάντα)</li> <li>• imperfect tense of ἀπεκρίνετο reinforces this</li> <li>• ἐκράτησεν: Homer's victory mentioned before details of the γράφη</li> <li>• ἦν γὰρ τις γράφη ... ὑπὸ Θερσίτου: lawsuit brought by an unpleasant fictional character – our sympathies lie with Homer</li> <li>• ἐφ' οἷς αὐτὸν ἐν τῇ ποιήσει ἔσκαψεν: dismissive of Thersites' wounded feelings</li> <li>• ἐνίκησεν ὁ Ὅμηρος: Homer's victory emphasised by variety of language - ἐνίκησεν (promoted in its clause) after previous ἐκράτησεν</li> <li>• Ὀδυσσεὺς συναγορεύοντος: additional detail in emphatic final position – Homer has the support of a silver-tongued hero of his own creation</li> </ul>	AO3 8	<p>πολλάκις δὲ καὶ ἄλλοτε τοῦτο ἐποιοῦν, εἴ ποτε αὐτὸν σχολὴν ἄγοντα ἐώρων· προσιὼν γὰρ ἂν τι ἐπυνθανόμην αὐτοῦ, καὶ ὃς προθύμως πάντα ἀπεκρίνετο, καὶ μάλιστα μετὰ τὴν δίκην, ἐπειδὴ ἐκράτησεν· ἦν γὰρ τις γράφη κατ' αὐτοῦ ἀπενηνεγμένη ὕβρεως ὑπὸ Θερσίτου ἐφ' οἷς αὐτὸν ἐν τῇ ποιήσει ἔσκαψεν, καὶ ἐνίκησεν ὁ Ὅμηρος Ὀδυσσεὺς συναγορεύοντος.</p> <p>Often and at other times too I would do this, if ever I saw that he had free time; for I would go up and ask something from him and he would answer everything readily, and especially after the court case, since he won; for there was a charge of libel brought against him by Thersites on the grounds that he had made fun of him in the poem and Homer won, with Odysseus speaking in support of him / as his lawyer.</p>



Question			Answer	Mark	Guidance						
5			<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table><tr><td>2</td><td>expresses a valid point based on a relevant aspect of content <b>or</b> 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 <b>or</b> aspect of literary style <b>or</b> 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"><li>• μηνῶν ἕξ διεληλυθότων: relationship developed over a number of months</li><li>• μέγας ὦν καὶ καλός: Cinyras physically attractive and young (τὸν νεανίσκον)</li><li>• ἦρα πολὺν ἤδη χρόνον: C's affection for H was long-standing (note imperfect ἦρα)</li><li>• καὶ αὐτὴ δὲ οὐκ ἀφανὴς ἦν ἐπιμανῶς ἀγαπῶσα τὸν νεανίσκον: his feelings were reciprocated</li><li>• οὐκ ἀφανής: litotes ('not unclearly' = obviously)</li><li>• γοῦν: 'at any rate' – evidence will follow to support the statement</li><li>• πολλάκις...διένευον...προὔπινον...ἐπλανῶντο: adverb and imperfect tense verbs describe frequent flirting</li><li>• καὶ...καὶ....καὶ: polysyndeton reinforces this</li><li>• μόνοι: they sought opportunities to be alone</li></ul>	2	expresses a valid point based on a relevant aspect of content <b>or</b> 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 <b>or</b> aspect of literary style <b>or</b> reference to the Greek	0	Point is not valid, or none are drawn	AO3 4	<p>ἤδη δὲ μηνῶν ἕξ διεληλυθότων περὶ μεσοῦντα τὸν ἑβδομον νεώτερα συνίστατο πράγματα· Κινύρας ὁ τοῦ Σκινθάρου παῖς, μέγας ὦν καὶ καλός, ἦρα πολὺν ἤδη χρόνον τῆς Ἑλένης, καὶ αὐτὴ δὲ οὐκ ἀφανὴς ἦν ἐπιμανῶς ἀγαπῶσα τὸν νεανίσκον· πολλάκις γοῦν καὶ διένευον ἀλλήλοις ἐν τῷ συμποσίῳ καὶ προὔπινον καὶ μόνοι ἐξανιστάμενοι ἐπλανῶντο περὶ τὴν ὕλην.</p> <p>After six months had passed, around the middle of the seventh, new matters [sedition] arose; Cinyras, the son of Scinatharus, who was tall and handsome, had already been in love with Helen for a long time and she herself was clearly madly fond of the lad; at any rate they would often nod to each other at the symposium, toasted [5] each other, stood up and left together on their own and would wander around the wood.</p>
2	expresses a valid point based on a relevant aspect of content <b>or</b> 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 <b>or</b> aspect of literary style <b>or</b> reference to the Greek										
0	Point is not valid, or none are drawn										
6	(a)		inside a whale	AO2 1							

6	(b)	<p>ἔδόκει δὲ κακεῖνη ταῦτα [1]</p> <p>she too agreed to this [1]</p>	AO2/ AO3 1+1	<p>One mark for selecting an appropriate Greek phrase [AO3], one for translation [AO2].</p> <p>Translation must match the Greek phrase quoted, but allow any reasonable idiomatic rendition which conveys the force of κακεῖνη.</p>
6	(c)	cheese [1]	AO2 1	
7	(a)	<p>Answers might include:</p> <p>Yes: she wept / was ashamed / hid her face [1] Appears the picture of contrition/feminine modesty [1] Might have learned her lesson this time [1]</p> <p>No: crocodile tears / fake shame / false modesty [1] Putting on an act/seems to get off scot-free [1] Has a reputation for this sort of behaviour [1]</p>	AO3 2	<p>Maximum 1 mark if no details about what she does</p> <p>1 mark for detail about her behaviour 1 mark for evaluation</p>
7	(b)	Those with Cinyras were interrogated (by Rhadamanthys) [1] to find out if any others were involved [1], (and when they said that there was no-one) they were tied by their private parts [1] and banished to the place of the wicked [1], having first been whipped with mallow [1]. Lucian and his men were sent away from the island (before the stated time) [1], remaining only for the following day. [1]	AO2 4	<p><b>Four</b> points to make a coherent summary.</p> <p>Maximum <b>three</b> if no mention of Lucian &amp; co ('us').</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 ('In Lucian's fantasy world, life after death is free of all earthly cares.' How far do you agree?) details about Lucian's account of life on the Island of the Blest would be evidence of **AO2**, whilst using this evidence to evaluate the question would be evidence of **AO3**.

<b>10-mark grid for the extended response question</b> <b>AO2</b> = 5 marks = Demonstrate knowledge and understanding of literature <b>AO3</b> = 5 marks = Analyse, evaluate and respond to literature		
Level	Marks	Characteristics of performance
5	9–10	<ul style="list-style-type: none"> <li>detailed knowledge and excellent understanding of the set text (AO2)</li> <li>well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3)</li> </ul> <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"> <li>good knowledge and sound understanding of the set text (AO2)</li> <li>a good response to the question which is supported by some well-selected examples from the set text (AO3)</li> </ul> <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"> <li>some knowledge and understanding of the set text (AO2)</li> <li>a reasonable response to the question which is supported by some examples from the set text (AO3)</li> </ul> <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"> <li>limited knowledge and understanding of the set text (AO2)</li> <li>a limited response to the question which is occasional supported by reference to the set text (AO3)</li> </ul> <i>The response presents a line of reasoning but may lack structure.</i>

1	1–2	<ul style="list-style-type: none"> <li>• very limited knowledge and understanding of the set text (AO2)</li> <li>• a very limited response to the question with very limited reference to the set text (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>
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0 = No response worthy of credit.

Question			Answer	Mark	Guidance
8			<p><b><i>'In Lucian's fantasy world, life after death is free of all earthly cares.'</i> How far do you agree?</b></p> <p><b>Assess against criteria in the 10-mark essay grid (see above).</b></p> <p><i>Arguments may include (AO3):</i></p> <p>The prescribed text includes three extracts which offer an entertaining account of life on the Island of the Blest and events there during the course of Lucian's visit. The location and lifestyle are idyllic, providing a luxurious setting where inhabitants are freed from worry about mundane human needs: shelter, sustenance, religious and social interaction, ageing. Earthly preoccupations do feature, however: Lucian tells of lawsuits, funeral games, escape from prison, battles, adultery and punishments, although even the latter are mild and recounted with humour.</p> <p><i>Supporting evidence from the prescribed text (AO2).</i>  <i>(<u>underlined</u> = sections outside those printed on the QP):</i></p> <p><b>10. Shangri La</b></p> <ul style="list-style-type: none"> <li>• <u>city of gold, emerald and ivory; temples of all the gods, built of beryl, altars of amethyst</u>; wide and deep river of finest myrrh</li> </ul>	<p>10 made up of  AO2 = 5  &amp;  AO3 = 5</p>	<p>Maximum 6 if only one section mentioned.  Maximum 8 if only two sections mentioned.</p> <p>For full marks, expect some attempt to disagree with the statement.</p> <p>Accept points which reference the English introduction to sections in the Sidwell edition of the text, such as:</p> <ul style="list-style-type: none"> <li>• Intro to Section 11 mentions Socrates, the Stoics and the Sceptics ('who couldn't agree whether the island existed or not')</li> <li>• Intro to Section 12 mentions funeral games, to celebrate the deaths of those on the island, an escape from the Place of the Impious, the subsequent battle and re-imprisonment of the criminals</li> </ul>

		<ul style="list-style-type: none"> <li>• large glass bath houses, heated by cinnamon, tubs filled with hot dew; delicate purple spider's webs for clothing</li> <li>• <u>spirits do not have real bodies but nevertheless 'live and move and think and talk'; nobody grows old, but 'stays at whatever age he arrives'.</u></li> <li>• <u>only one time of day and one season; only wind is the gentle zephyr; flowers blossom and trees bear fruit all year round (13 times); springs of all kinds.</u></li> <li>• dinner-party in a beautiful meadow, with automatic wine-glasses, flower confetti from musical birds, <u>and perfume-bearing clouds</u></li> </ul> <p><b>11. The Homeric Question</b></p> <ul style="list-style-type: none"> <li>• Prompted by Lucian (an earthly visitor), Homer settles debates <u>about his birthplace, the sequence of composition of the Iliad and the Odyssey and his alleged blindness</u></li> <li>• Lawsuit brought against Homer by Thersites</li> </ul> <p><b>12. The Face that Launched a Thousand Ships</b></p> <ul style="list-style-type: none"> <li>• relationship between Cinyras and Helen; their attempt to escape to a nearby island</li> <li>• <u>missing his wife, Menelaus raises the alarm; lovers intercepted (boat tied up with chains of roses)</u></li> <li>• Cinyras and fellow-conspirators sent to be punished with the Impious (tied by their private parts but whipped with mallow, a very soft plant known for its soothing properties).</li> <li>• Lucian and his comrades ordered to leave</li> </ul>		
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