



GCSE (9–1)

Classical Greek

J292/04: Verse Literature A

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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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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1. Annotations

Annotation	Meaning
	Blank Page
	Benefit of doubt
	Valid style point (8-marker)/AO3 point (10-marker)
	Unclear/dubious point
	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
highlight	Harmless addition
	Noted but no credit given

Question			Answer	Mark	Guidance
1	(a)		They march in silence (1) They are breathing strength/courage/fury(1) They are eager (in their hearts) to help / support each other (1)	AO2 3	*Accept translations of μένεα πνεύοντες which capture the sense
1	(b)	(i)	The (thick) dust (cloud) (1) kicked up by the Achaeans / army (1)	AO2 2	
1	(b)	(ii)	Any 2-mark point: Both dust and mist (1) get in your eyes / make sight difficult (1) A man can only see as far as a stone's throw (1), which shows how thick the dust is (1) Shepherds can't see / carry out tasks in the mist (1), which shows how thick the dust is (1) Thieves benefit as they can sneak around (1), which shows how thick the dust is (1)	AO3 2	Credit supporting, accurate Greek (1). Answers should refer to elements contained in the simile.

Question	Answer	Mark	Guidance
2	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <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"> • from lines 1-2, Menelaus is ready to fight • immediately; he comes out to face Paris as soon as he sees him without any further preparation • use of stock epithet / metonymy to describe Menelaus: ἀρηϊφίλος • simile comparing Menelaus to a lion (ὥς τε λέων) • chiasmus of ἔλαφον κεραὸν ... ἄγριον αἶγα • emphasising the lion's hunger • enjambement and emphasis on πεινάων 	AO3 4	Accept valid alternatives.

Question			Answer	Mark	Guidance
3	(a)		Irritated / bitter / critical / contemptuous (1) <u>Δύσ</u> παρι / γυναιμανές / ήπεροπευτά (1)	AO3 2	Accept plausible alternative suggestions. Allow: Jealous (1) in conjunction with εἶδος ἄριστε (1).
3	(b)		That Paris had never been born (1) or that he had died unmarried (1)	AO2 2	
3	(c)		[They might say / think that] Paris / the Trojan prince is their champion (1) because he is good-looking (1) rather than because he has courage / strength (1)	AO2 3	

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
4	<p>Assess against criteria in the 5-mark translation grid (see above).</p> <p>Suggested translation:</p> <p>'Hector, since you criticised me fairly / in-accordance- with destiny and not unfairly, as always your heart is like an unyielding axe which goes through wood, driven-by a man who cuts down / shapes a ship's-timber with skill, and the axe / it increases / strengthens the power of the man.'</p>	<p>AO2</p> <p>5</p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error Wrong subject for final clause e.g. 'and he increases'</p> <p>More serious error Omission of τέχνη.</p>

Question	Answer	Mark	Guidance
5	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <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"> • The suggestion is framed as what Hector wants εἴ μ' ἐθέλεις... • Tautology of πολεμίζειν ἢ δὲ μάχεσθαι emphasises that – as the cause of the war – he is happy to fight • Imperative κάθισον - give the soldiers a rest • Menelaus and Paris are the cause of the war so it makes sense for them to fight it out, with a decisive winner (lines 3-4) • Imperative / physical verb συμβάλετ' • συμβάλετ' is plural and implies a solution favoured by all 	AO3 4	Accept valid alternatives.

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.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Hector is courageous standing in line of fire while trying to calm his troops ἐς μέσσον ἰὼν • Clear signal to stop, holding spear in the middle μέσσου δουρὸς ἐλών • Polypeton of μέσσον / μέσσου possibly emphasises the danger • Short phrase τοὶ δ' ἰδρύνθησαν ἅπαντες demonstrates the Trojans' quick response • In lines 4-5, the Achaeans continue attacking Hector personally (τῷ), again emphasising his courage • Authoritative stock epithet describing Agamemnon ἄναξ ἀνδρῶν • Agamemnon's call to his armies shows his own respect for Hector and battle etiquette • Use of imperatives ἴσχεσθ' / μὴ βάλλετε and the repeated identification of the Greeks Ἀργεῖοι / κοῦροι Ἀχαιῶν give an authoritative tone • Delay of the name Ἑκτωρ and the stock epithet κορυθαίολος demonstrates respect for the enemy hero • Again the Achaeans stop immediately and 'eagerly' ἐσσυμένως (enjambement for emphasis) • Hector then confidently addresses both armies (ἀμφοτέροισιν), despite only having authority over one of 	AO3 8	Answers must include both Hector and Agamemnon to qualify for a L4 mark.

Question	Answer	Mark	Guidance
	<p>them</p> <ul style="list-style-type: none"> The name Ἐκτωρ appears three times in this passage. 		

Question			Answer	Mark	Guidance
7	(a)		<p>seal friendship (1) swear oaths (1)</p>	AO2 2	<p>Do not insist on πιστά.</p> <p>‘make a solemn truce of friendship’ (Penguin) = 2 mks.</p>
7	(b)	(i)	good at shouting	AO2 1	Accept more elegant translations as long as the meaning of both words βοὴν ἀγαθὸς is conveyed, e.g. ‘master of the war cry’
7	(b)	(ii)	<p>ἀκὴν (1) hushed / silent (1) σιωπῇ (1) [in] silence (1)</p>	AO2 2	

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	<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) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
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) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
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) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
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 occasional supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
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) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Answer	Mark	Guidance
8*	<p><i>‘A celebration of war.’ To what extent do you think this is a fair description of the section of Iliad Book 3 you have read?</i></p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Homer seems to celebrate war through its heroes, their impressive appearance and glorious achievements. Even those who are unnamed are given status by the similes in the opening to Book 3. The sights and sounds of the advance of the two armies stand out in our minds.</p> <p>Hector’s criticisms of Paris are particularly effective because, through his reluctance to face Menelaus, Paris is failing to show the courage which the Trojan soldiers expect of him.</p> <p>The proposal to settle the matter with a duel might suggest that heroes did not necessarily glorify war in itself. Paris explains the advantages of the duel: that once it is over the Trojans can stay in Troy and the Greeks return home.</p> <p>Agamemnon perhaps anticipates a suggestion along these lines when he stops his troops – who still want to fight – from attacking Hector, and insists they listen to the enemy leader. Menelaus’ ready acceptance also suggests that he simply wants revenge on Paris, rather than the conflict leading to the destruction of Troy.</p> <p>However, some candidates might argue that a duel is itself a part of war, glorifying the courage and skills of the individuals concerned.</p>	<p>10 made up of AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level.</p>

Question	Answer	Mark	Guidance
	<p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <ul style="list-style-type: none"> • the simile comparing the Trojans to cranes bringing destruction on the pygmies • the simile describing the threatening march of the Achaeans • the detailed description of Paris' armour and appearance • the detailed description of Menelaus' armour and appearance, which intimidates Paris into retreat • Hector's criticisms of Paris as weak, despite his looks; Hector sees his cowardice as so disgraceful it would have been better if he'd been unborn or unwed • Paris accepts the criticism and volunteers to fight the duel • the leaders quieten their troops • Menelaus agrees to settle the dispute by a duel • The soldiers' happiness when they hear Menelaus' agreement, as they need rest 		

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