

GCSE

Classical Greek

J292/02: Prose Literature A

General Certificate of Secondary Education

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.

5. Crossed-Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
To determine the level – start at the highest level and work down until you reach the level that matches the answer
To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

6. 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 considered it of no importance / paid no account to it.	AO2 1	Accept 'they weren't worried because they had plenty of food' (or equivalent)
1	(b)		He stationed them/some of his troops (on one side) where the river flows into the city [1] and others behind the city / on the other side, where the river goes out [1].	AO2 2	For full marks, answer must mention the river and the city.
1	(c)		(He told the army that) when they saw that the river was crossable / passable / fordable [1] they should enter the city [1] by this route / via the river. [1]	AO2 3	Full mark answers must show understanding of διαβατὸν (fordable) and ταύτη (by this route / by this means / this way).

Question			Answer	Mark	Guidance						
2			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: • νῦν δὲ ('but now' / 'as it was'): marks a shift in the narrative to what actually happened, when reality bit • (ἐξ) ἀπροσδοκίτου ('unexpectedly'): the phrase makes it explicit that they were caught unawares	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	For full marks, response must include at least one style point. νῦν δὲ ἐξ ἀπροσδοκίτου αὐτοῖς παρέστησαν οἱ Πέρσαι. ὑπὸ δὲ μεγέθους τῆς πόλεως, τῶν περὶ τὰ ἔσχατα τῆς πόλεως ἐαλωκότων, οἱ τὸ μέσον οἰκοῦντες τῆς Βαβυλῶνος οὐκ ἐμάνθανον ταῦτα, ἀλλὰ (ἔτυχε γὰρ οὕσα ἐορτή) ἐχόρευόν τε τοῦτον τὸν χρόνον καὶ ἐν εὐπαθείαις ἦσαν, εἰς ὃ δὴ καὶ τὸ ἀληθὲς ἐπύθοντο. <u>TRANSLATION SUPPLIED</u>
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										

Question			Answer	Mark	Guidance
			- παρέστησαν ('stood in front of them'): dramatic choice of verb - οἱ Πέρσαι ('the Persians'): delayed to end of sentence, emphasising the surprise - τῶν περὶ τὰ ἔσχατα τῆς πόλεως ('those in the city's outskirts') ... οἱ τὸ μέσον οἰκοῦντες τὸ μέσον ('the people living in the centre') : superlative ἔσχατα and contrast with τὸ μέσον underlines the distance of the two groups from each other. - οὐκ ἐμάνθανον ('did not learn'): the people in the centre were oblivious; imperfect verb suggests parallel, ongoing events. (ἔτυχε γὰρ οὔσα ἑορτή) ('for there happened to be a festival'): the Babylonians had their attention elsewhere - ἐχόρευόν τε τοῦτον τὸν χρόνον ('they were dancing during this time'): imperfect verb and time phrase emphasise their carefree partying - ἐχόρευόν ... ἐν εὐπαθείαις ἦσαν ('they were dancing ... and enjoying themselves'): two verbs / verb phrases to describe the festivities - εἰς ὃ δὴ καὶ τὸ ἀληθὲς ἐπύθοντο ('until indeed they also learned the truth'): eventually the reality of the situation hits; use of emphatic pair δὴ καὶ and final verb ἐπύθοντο mark an emphatic conclusion.		But now the Persians stood in front of them unexpectedly. And because of the great size of the city, when those in the city's outskirts were caught, the people living in the centre of Babylon did not learn this, but (for there happened to be a festival) they were dancing during this time and enjoying themselves, until indeed they also learned the truth. Since there is a translation supplied, translations must match the Greek quoted.

Question			Answer	Mark	Guidance
3	(a)		One of: - Nitocris / the queen of Babylon commissioned / built it (the tomb) (for herself) [1] - There was an inscription on it / the tomb [1] - The tomb was undisturbed until Darius' reign / for a long time [1]	AO2 1	Do not accept 'they were the busiest gates of the city', since the question is about the tomb. Do not accept 'it was high up' since this is implied by the question.

Question			Answer	Mark	Guidance
3	(b)		There would be a corpse above him / someone / his / someone's head [1] as he passed / rode / drove through. [1]	AO2 2	Credit understanding of the Greek and interpretation: eg. 'He was squeamish about travelling under a dead body.'
3	(c)		• (No money, but only) the dead body / corpse [1] • Letters / an inscription / writing / words [1] + one of: • rebuking him for his greed [1] • saying "If you were not insatiable for money and avaricious, you would not be opening the coffins of the dead" [1]	AO2 3	For the third mark, accept a summary of the writing in the tomb or a translation of the Greek. Accept 'these words' for γράμματα λέγοντα τάδε Do not accept singular 'a letter' for γράμματα Accept singular 'coffin' / 'body'
3	(d)		Possible answers + reasons: • Disappointed / surprised [1] at finding no money [1] • Uncomfortable [1] at seeing a dead body [1] • Ashamed [1] for being greedy [1] / opening a tomb [1] • Rebuked [1] by the message in the tomb [1] • Impressed / amused [1] by a clever queen [1]	AO3 2	Accept any justified personal response.
4	(a)		ἅπαξ τοῦ ἔτους [1] once a year [1]	AO2 2	One mark for selecting the correct Greek phrase, one for translation: • incorrect phrase + correct translation: 0 • longer or shorter phrase + correct translation: 0 Do not accept 'every year'
4	(b)		One of: • they were unmarried / ready for marriage [1] • they were gathered (together) (in one place) [1] • a crowd of men stood around them [1]	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 (three ticks)

0 = No response worthy of credit.

Question	Answer	Mark	Guidance
5	Assess against criteria in the 5-mark AO2 grid (see above) ὅσοι μὲν δὴ εὐδαίμονες τῶν Βαβυλωνίων ἦσαν ἐπίγαμοι, οὗτοι ὑπερβάλλοντες ἀλλήλους ἐξωνοῦντο τὰς καλλιστενοῦσας· ὅσοι δὲ τοῦ δήμου ἐπίγαμοι ἦσαν, εἶδους χρηστοῦ οὐ δεόμενοι, χρήματά τε καὶ αἰσχίονας παρθένους ἐλάμβανον. Suggested translation: All the / those prosperous Babylonians who were ready for marriage would outbid each other and buy the most beautiful ones; and / but those of / all the (common) people who were ready to marry, not requiring good looks, would take both money and less attractive girls / young women.	AO2 5	The following examples are intended to exemplify what might constitute an inconsequential and more serious error. Accept εὐδαίμονες: 'rich' (Anthology) οὗτοι: 'they', 'these' (though fine to omit) ὑπερβάλλοντες ἀλλήλους ἐξωνοῦντο: 'would outbid each other in buying' οὐ δεόμενοι: 'not wanting'; 'not asking for'; 'not concerned about' ἐξωνοῦντο, ἐλάμβανον: literal translation of the imperfect (e.g. 'were buying', 'were taking') ὅσοι... ἦσαν: singular ('whoever was') αἰσχίονας: 'least attractive' Inconsequential error ὅσοι (all the / those) omitted καλλιστενοῦσας: 'beautiful' (ie not superlative) ἐξωνοῦντο, ἐλάμβανον: aorist for imperfect (eg. 'bought', 'took') but do not penalise twice δὲ (and/but) omitted τε (both) omitted αἰσχίονας: 'ugly' (i.e. not comparative) More serious error Mistaking εἶδους (good looks) for a part of οἶδα. αἰσχίονας παρθένους: singular instead of plural, but single more serious error for the whole phrase Note possible repeated errors (do not penalise twice): ἐπίγαμοι; ὅσοι

Question			Answer	Mark	Guidance
6	(a)		Agariste [1].	AO2 1	Accept minor mis-spelling
6	(b)		The Olympic Games. [1]	AO2 1	Accept 'The Olympics'

Question			Answer	Mark	Guidance						
6	c		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: - Ἑλλήνων ἀπάντων ἐξευρὼν τὸν ἄριστον ('the best man he could find of all the Greeks'): he wants to find the best possible husband for his daughter - νικῶν ἐν αὐτοῖς τεθρίππῳ ('victorious (there) with the four-horse chariot'): Cleisthenes exemplifies the Greek competitive spirit - κήρυγμα τοῦτο ἐποιήσατο ('he made this announcement'): an authoritative declaration at a panhellenic event (Ὀλυμπίων)	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	ταύτην ἠθέλησεν, Ἑλλήνων ἀπάντων ἐξευρὼν τὸν ἄριστον, τούτῳ γυναικᾷ προσθεῖναι. Ὀλυμπίων οὖν ὄντων ὁ Κλεισθένης, νικῶν ἐν αὐτοῖς τεθρίππῳ, κήρυγμα τοῦτο ἐποιήσατο, 'ὅστις Ἑλλήνων ἑαυτὸν ἀξιοῖ Κλεισθένης γαμβρὸς γενέσθαι, ἡκέτω εἰς Σικυῶνα, ὡς κυρώσοντος Κλεισθένης τὸν γάμον ἐν ἐνιαυτῷ.' He wanted to give her as a wife to the best man he could find of all the Greeks. And so during the Olympic Games, when Cleisthenes was victorious there with the four-horse chariot, he had this announcement made: "Whichever of the Greeks thinks himself worthy to be Cleisthenes' son-in-law, let him come to Sicyon, since Cleisthenes will decide on the marriage within a year." Note that the wording of this question is not inviting style points: two good content points, supported by accurate reference to the Greek, should earn full
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										

Question			Answer	Mark	Guidance
			- ὅστις Ἑλλήνων ἑαυτὸν ἀξιοῖ Κλεισθένους γαμβρὸς γενέσθαι ('Whichever of the Greeks thinks himself worthy to be Cleisthenes' son-in-law'): he invites the finest Greeks to compete for a desirable prize; refers to himself in the third person (also below), underlining his own pre-eminence - ἡκέτω εἰς Σικυῶνα ('let him come to Sicyon'): commanding tone - ὥς κυρώσοντος Κλεισθένους ('since Cleisthenes will decide'): establishes himself as the judge of the competition - ἐν ἐνιαυτῷ ('within a year'): it will be a lengthy test		marks; however, any relevant style points (eg. superlative ἀριστον or third person imperative ἡκέτω) can be rewarded, so long as the context is clearly understood.

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 <i>The response is logically structured, with a well-developed, coherent line of reasoning.</i>
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

Guidance on applying the grids
"a range of relevant points with good development" would typically include four or more strong points. "a range of well-selected... features of literary style" would typically include two or more points of style. "a range of sound points with some development" would typically include two to four strong points

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

and may include additional underdeveloped points

“relevant aspects of content and features of literary style” **must** contain at least one style point

“some points” would **typically** include one to three strong points or a range of underdeveloped points

Typically a response in Level 1 would show a small number of underdeveloped points

0 = No response or no response worthy of credit

Strong point (annotate with a tick plus ✓+):

- (i) a valid and well-understood textual reference (i.e. reference to the Greek); **with:**
- (ii) a full explanation of its meaning that engages with the set question.

Underdeveloped point (annotate with a tick question mark ✓?):

- (i) a textual reference that is relevant but is not well-understood
- (ii) the explanation is not fully developed; or
- (iii) lacks a focused Greek reference (annotate with a caret mark)

Valid style comment: annotate with a plus +

Question	Answer	Mark	Guidance
7	Assess against criteria in the 8-mark AO3 grid (see above). Answers may include: • ἔρην εἶχον ('started to have a quarrel'): imperfect εἶχον suggests trouble brewing; assonance underlines • προοιούσης δὲ τῆς πόσεως ('(and) as the drinking continued'): things are getting out of control; alliteration • πολὺ κατέχων τοὺς ἄλλους ('far outdoing the others'): he is about to throw away a strong advantage; πολὺ emphasises • ἐκέλευσε τὸν αὐλητὴν ... πειθομένου ('ordered the flute-player ... obeyed'): commanding presence: he is obeyed without question but overconfident?; ἐκέλευσε repeated later: ordering Cleisthenes' attendants around, overstepping the mark and forgetting his status as a guest • καὶ πῶς ἑαυτῷ μὲν ἀρεστῶς ὥρχεϊτο ('And I suppose he danced in a way that was pleasing to himself'): critical authorial comment, emphasised by use of πῶς.	AO3 8	ὥς δὲ ἐδείπνησαν, οἱ μνηστῆρες ἔρην εἶχον ἀμφὶ μουσικῇ· προοιούσης δὲ τῆς πόσεως ὁ Ἴπποκλείδης, πολὺ κατέχων τοὺς ἄλλους, ἐκέλευσε τὸν αὐλητὴν αὐλῆσαι αὐτῷ ἐμμέλειαν, πειθομένου δὲ τοῦ αὐλητοῦ ὥρχήσατο. καὶ πῶς ἑαυτῷ μὲν ἀρεστῶς ὥρχεϊτο· ὁ δὲ Κλεισθένης ὁρῶν ὅλον τὸ πρᾶγμα ὑπώπτευε. μετὰ δὲ ὁ Ἴπποκλείδης ἐκέλευσέ τινα τραπέζαν εἰσενεγκεῖν, εἰσελθούσης δὲ τῆς τραπέζης πρῶτον μὲν ἐπ' αὐτῆς ὥρχήσατο Λακωνικὰ καὶ Ἀττικὰ σχημάτια, ἔπειτα δὲ τὴν κεφαλὴν ἐρείσας ἐπὶ τὴν τραπέζαν τοῖς σκέλεσιν ἐχειρονόμησε. But when they had dined, the suitors started to have a quarrel about music; and as the drinking continued, Hippocleides, who was far outdoing the others, ordered the flute-player to play a dance-tune for him, and when the flute-player obeyed, he danced. And I suppose he danced in a way that was pleasing to himself; but

Question			Answer	Mark	Guidance
			• ἐαυτῷ μὲν ... ὁ δὲ Κλεισθένης ('to himself ... but Cleisthenes'): contrast is drawn between the two men • ὁρῶν ὅλον τὸ πρᾶγμα ὑπώπτευε ('looking on, viewed the whole matter with suspicion'): assonance in the phrase ὁρῶν ὅλον; disapproving tone of τὸ πρᾶγμα; choice of verb ὑπώπτευε – all convey Cleisthenes' disapproval • μετὰ δὲ ... πρῶτον μὲν ... ἔπειτα δὲ ('then...first...and then'): time phrases stress that he doesn't let up • ἐπ' αὐτῆς ὠρχήσατο Λακωνικὰ καὶ Ἀττικὰ σχημάτια ('first he danced Laconian and Attic dance moves on it'): detailed description of H's dancing – on a table! • τὴν κεφαλὴν ἐρείσας ἐπὶ τὴν τράπεζαν τοῖς σκέλεσιν ἐχειρονόμησε ('rested his head on the table and made gestures with his legs'): most undignified; damning emphatic final position of ἐχειρονόμησε. The OCR Anthology comments: 'We should perhaps bear in mind that the Greeks did not wear underwear.'		Cleisthenes, looking on, viewed the whole matter with suspicion. Then Hippocleides ordered a table to be brought in, and after the table came in, first he danced Laconian and Attic dance moves on it, and then rested his head on the table and made gestures with his legs. At least one style point required for L3 Typically two style points required for L4

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(s). 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 ('Herodotus was more interested in characters and themes than in facts and events.' Do you agree?), details about characters, themes, facts and events in Herodotus' narrative 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	Description
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) <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i>
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) <i>The response is logically structured, with a well-developed and clear line of reasoning.</i>
3	5-6	some knowledge and understanding of the set text (AO2)

Guidance on applying the grids
In order to show “detailed knowledge” (BP1) and “a range of ... examples from the set text” (BP2) in Level 5, there is an expectation that the answer includes some references to material not printed on the question paper (ie 2 x ticks). “a range of well-selected examples” would typically include five or more strong points, each supported by a valid and well-understood textual reference. “some well-selected examples” would typically include three to five strong points, each supported by an accurate textual reference. May contain additional underdeveloped points. “some examples” would typically include two to four strong points

		• 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	• 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	• 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>

supported by textual references, some which may lack precision.

Typically includes one to three strong points or a range of underdeveloped points with occasional supporting textual references. The response would draw limited conclusions.

A very limited response would **typically** show a small number of undeveloped points

0= No response or no response worthy of credit

**Strong point (annotate with a tick plus **

- (i) a valid and well-understood textual reference (AO2) (i.e. focused reference to the set texts); **with**
- (ii) full explanation of how the response addresses the question, including selecting relevant examples from the ancient sources they have studied (reference to material not printed on the paper); **and**
- (iii) drawing and expressing conclusions based on the selected examples in relation to the question posed (AO3).

**Underdeveloped point (annotate with a tick question mark **

- (i) a textual reference that is relevant but is not well-understood (AO2); and/or
- (ii) the explanation of its meaning and how it responds to the set question is not fully developed (AO3).

Additional annotations: tick for material not printed on QP; plus for AO3 (intro, conclusion, topic sentences)

Question	Answer	Mark	Guidance
8*	‘It is difficult to identify themes that connect Herodotus’ stories.’ How far do you agree? Assess against criteria in the 10-mark essay grid (see above). <i>Arguments may include (AO3):</i> Yes, it is difficult: the prescribed selection illustrates the range of Herodotus’ interests and his versatility as a writer but, drawn as it is from different parts of his <i>Histories</i> (Books 1 and 6), the prescription arguably constitutes a set of disjointed anecdotes, with no unifying theme. No, one can identify several themes and connections: • Babylon features in three stories • A Persian ruler features in two stories • A cunning / intelligent / authoritative ruler features in three stories • Marriage is the theme of two stories	10 made up of AO2 = 5 & AO3 = 5	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. Maximum L4 if only two stories mentioned: question stem stipulates at least three. Maximum L4 if no reference to material outside passages printed on the question paper. A ten-mark answer should ideally attempt to consider both sides of the argument.

Question	Answer	Mark	Guidance
	• Herodotus regularly invites the reader to reflect on the consequences of incaution / over-confidence • Herodotus' interest in Greeks and barbarians alike serves as a unifying theme <i>Supporting evidence from the prescribed text (AO2). (<u>underlined</u> = sections outside those printed on the QP):</i> IXa The capture of Babylon • The Babylonians considered the siege of no importance <u>because they had plenty of provisions</u>: overconfident, under-estimating Cyrus' cunning. • <u>Cyrus diverted the Euphrates in order to make the river fordable for his soldiers, who then entered and captured the city: engineering genius [akin to what Queen Nitocris had demonstrated a generation earlier]</u> • <u>The Babylonians could have destroyed the invading Persians</u> but were preoccupied by partying: incautious & over-confident. XII: Darius disturbs the tomb of Nitocris • <u>Nitocris, queen of Babylon devised a trick by building her tomb with a tantalising inscription above the busiest gates of the city: admiration for a clever ruler</u> • Darius, an overconfident Persian ruler, opened the tomb in the hope of finding money but instead found a message rebuking him for his greed. XIII: Babylonian wife auction • The culturally alien auction of nubile girls <u>to the highest bidder</u>, an annual event in every Babylonian village.		

Question	Answer	Mark	Guidance
	• <u>Wealthy prospective husbands would outbid each other to buy the best-looking girls: wealth secured a desirable wife: compare one of Cleisthenes' criteria for a worthy husband.</u> • <u>The young women had no agency (like Cleisthenes' daughter); nor were their fathers allowed to choose a husband for their own daughters: contrasts with Cleisthenes' control over his daughter's marriage.</u> XIVb: Megacles' marriage • Cleisthenes, an influential ruler, who had distinguished himself at the Olympic Games, wanted to find the best husband for his daughter, Agariste, and invited anyone who considered himself worthy to compete for her hand: father free to choose, unlike in Babylon story • <u>Agariste has no say in the matter (compare the Babylonian girls)</u> • <u>All the finest Greeks came to Sicyon, of whom two Athenians (Megacles and Hippocleides) excelled in wealth and looks: wealth secures a desirable wife</u> • <u>Hippocleides was a front-runner until he disgraced himself at a feast, dancing on a table and waving his legs in the air: overconfident, foolish behaviour costs him dear</u> • <u>When Cleisthenes told him that he had "danced away his marriage", Hippocleides gave a flippant reply: "It does not matter to Hippocleides": high-spirited / carefree / arrogant behaviour</u> • <u>Cleisthenes chose Megacles as his son-in-law and compensated the other disappointed suitors with a talent of silver: marriage a venal business, like in Babylon, but in other respects very different.</u>		

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