

GCSE

Classical Greek

J292/03: Prose Literature B

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

1	(a)		ἀμφὶ ἀγορὰν πλήθουσιν [1] about mid-morning [1] or about full market-time [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
1	(b)		He was one of Cyrus' trusted attendants [1] / trusted by Cyrus	AO2 1	Both 'trusted' and 'Cyrus' required for the mark. Accept 'faithful'
1	(c)		Two of: - he was riding at full speed [1] - his horse was in a sweat [1] - he shouted at once / to everyone he met [1]	AO3 2	
1	(d)	(i)	The king was approaching [1] with a great army / (as if) ready for battle [1]	AO2 2	
1	(d)	(ii)	Cyrus' army comprised both Greeks and Persians (and others). [1]	AO2 1	Accept any answer which alludes to Cyrus' composite, multilingual army.

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: • ἔνθα δὴ ('then indeed'): emphasises swift response • σὺν πολλῇ σπουδῇ ('with great haste'): phrase stresses speed • καθίσταντο ('they fell into line'): verb suggests orderly response to a call to arms • Κλέαρχος μὲν ... Πρόξενος δὲ ... Μένων δὲ (Clearchus... Proxenus...Menon): each leader had his designated area of responsibility; μὲν... δὲ... δὲ underlines this • τὰ δεξιὰ τοῦ κέρατος ἔχων ('controlling the right side of the wing'): one division (of Greeks) was under Clearchus • τὸ εὐώνυμον κέρας ἔσχε ('took the left wing'): another was under Menon; left-right contrast and repetition of the verb ἔχω convey balanced arrangement • τοῦ δὲ βαρβαρικοῦ ('as for the barbarians'): general description, reminding us of the variety of troops in this army • ἵππεῖς μὲν Παφλαγόνες εἰς χιλίους ('up to 1000 Paphlagonian horsemen'): specific detail about some of the barbarian troops	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. ἐνθα δὴ σὺν πολλῇ σπουδῇ καθίσταντο, Κλέαρχος μὲν τὰ δεξιὰ τοῦ κέρατος ἔχων πρὸς τῷ Εὐφράτῃ ποταμῷ, Πρόξενος δὲ ἐχόμενος, οἱ δ' ἄλλοι μετὰ τοῦτον, Μένων δὲ τὸ εὐώνυμον κέρας ἔσχε τοῦ Ἑλληνικοῦ. τοῦ δὲ βαρβαρικοῦ ἵππεῖς μὲν Παφλαγόνες εἰς χιλίους παρὰ Κλέαρχον ἔστησαν ἐν τῷ δεξιῷ καὶ τὸ Ἑλληνικὸν πελταστικόν. <u>TRANSLATION SUPPLIED</u> Then indeed they fell into line with great haste, Clearchus controlling the right side of the wing near the Euphrates river, Proxenus coming next, and the others after him, while Menon took the left wing of the Greek army. As for the barbarians, up to 1000 Paphlagonian horsemen were positioned beside Clearchus on the right side, along with the Greek light-armed troops.
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
			παρὰ Κλέαρχον ἔστησαν ('were positioned beside Clearchus'); details of Clearchus' responsibility; ἔστησαν echoes καθίσταντο		

3	(a)	(i)	(about) 600	AO2 1	
3	(a)	(ii)	breastplates and thigh-guards [1]	AO2 1	Both required for 1 mark
3	(b)	(i)	- all of them / the horsemen wore helmets [1] - Cyrus went into battle with his head unprotected [1]	AO2 2	
3	(b)	(ii)	Possible answers + reasons: Yes, it was sensible / brave / understandable: - he would be a visible focal point [1] - his bravery might inspire his soldiers [1] - they could easily see the man leading them [1] No, it was not sensible / foolish / reckless: - he could be easily identified by the enemy [1] - he made himself more vulnerable to attack [1] - he would end up being killed by a wound to the face (a javelin shot under the eye) [1]	AO3 2	One mark for judgement (sensible / foolish) that shows understanding of how Cyrus distinguished himself; one mark for supporting reason or contrasting view. Accept any justified personal response.
3	(c)	(ii)	(they also carried Greek) sabres [1]	AO2 1	Accept knives / short swords / daggers (LSJ) Do not accept 'spears'

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 worthy of credit.

Question	Answer	Mark	Guidance
4	Assess against criteria in the 5-mark AO2 grid (see above) ὁ μέντοι Κῦρος εἶπεν ὅτε καλέσας παρεκελεύετο τοῖς Ἕλλησι τὴν κραυγὴν τῶν βαρβάρων ἀνέχεσθαι, ἐψεύσθη τοῦτο· οὐ γὰρ κραυγῇ, ἀλλὰ σιγῇ ὡς ἀνυστὸν καὶ ἡσυχῇ ἐν ἴσῳ καὶ βραδέως προσῆσαν. Suggested translation: As to what Cyrus said, however, when he called the Greeks and encouraged them to hold out against the shouting of the barbarians, he was mistaken in this; for they advanced not with shouting, but as quietly and calmly as could be, with equal step and slowly.	AO2 5	The following examples are intended to exemplify what might constitute an inconsequential and more serious error. Accept καλέσας παρεκελεύετο: 'having called, he encouraged' τῶν βαρβάρων: 'the Persians' ἀνέχεσθαι: 'put up with', 'not be put off by' ἐψεύσθη: 'he was deceived' (Anthology) σιγῇ 'silently' ὡς ἀνυστὸν: 'as much as possible' (Anthology); accept with either σιγῇ or ἡσυχῇ or both ἐν ἴσῳ: 'evenly', 'in step' (Anthology) Inconsequential error ὁ translated as definite article, rather than as a relative pronoun καλέσας: '(having) called together' τὴν κραυγὴν: 'noise' (but do not penalise twice) ἐψεύσθη: 'he lied' omission of τοῦτο More serious error ὅτε: 'because', 'that' ἡσυχῇ as subject or object of προσῆσαν omission of any other word

Question		Answer	Mark	Guidance						
5		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: • ταῖς ἀσπίσι πρὸς τὰ δόρατα ἐδούπησαν ('pounded with their shields against their spears'): intimidating the enemy • φόβον ποιοῦντες τοῖς ἵπποις ('causing fear for [the enemy's] horses'): it had the desired result • πρὶν δὲ τόξευμα ἐξικνεῖσθαι ('before an arrow reached them'): they did not even meet in combat before the enemy fled • ἐγκλίνουσιν οἱ βάρβαροι καὶ φεύγουσι ('the barbarians fell back and fled'): their opponents were quickly frightened into flight • ἐδίωκον μὲν κατὰ κράτος οἱ Ἕλληνες ('the Greeks started pursuing at full speed'): the force bore down on them... • ἐβόων δὲ ἀλλήλοις ('shouting to each other'): formidable yelling • μὴ θεῖν δρόμῳ, ἀλλ' ἐν τάξει ἔπεσθαι ('not to charge at a run, but to keep rank in the pursuit'): they maintained their discipline while in hot pursuit.	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	λέγουσι δὲ τινες ὥς καὶ ταῖς ἀσπίσι πρὸς τὰ δόρατα ἐδούπησαν φόβον ποιοῦντες τοῖς ἵπποις. πρὶν δὲ τόξευμα ἐξικνεῖσθαι ἐγκλίνουσιν οἱ βάρβαροι καὶ φεύγουσι. καὶ ἐνταῦθα δὴ ἐδίωκον μὲν κατὰ κράτος οἱ Ἕλληνες, ἐβόων δὲ ἀλλήλοις μὴ θεῖν δρόμῳ, ἀλλ' ἐν τάξει ἔπεσθαι. Some say that they also pounded with their shields against their spears, causing fear for [the enemy's] horses. And before an arrow reached them the barbarians fell back and fled. And then indeed the Greeks started pursuing at full speed, but kept shouting to each other not to charge at a run, but to keep rank in the pursuit. 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 marks; however, any relevant style points (eg. onomatopoeia & alliteration in δόρατα ἐδούπησαν; historic present verbs ἐγκλίνουσιν ... φεύγουσι) can be rewarded, so long as the context is clearly understood. Accept 'keep', 'remain' for ἔπεσθαι
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									

6	(a)		They thought this put them in the safest position [1], with their strength on both sides of them [1], and that if they wanted to issue an order [1] the army would hear it quickly / in half the time [1].	AO2 3	Three details, mentioning both reasons, to form a coherent explanation. Accept support / army / forces for ἰσχύς.
6	(b)		Artaxerxes (II) [1]	AO2 1	Accept minor mis-spelling

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 <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>

0 = No response or no response worthy of credit

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 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

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: • διασπείρονται καὶ οἱ Κύρου ἑξακόσιοι ('Cyrus' 600 also scattered'): historic present (HP) verb brings immediacy and excitement (<i>passim</i>) • εἰς τὸ διώκειν ὀρμήσαντες ('rushing off in pursuit'): his cavalry have dashed off - ὀρμήσαντες conveys swift action • πλὴν πάνυ ὀλίγοι ἀμφ' αὐτὸν κατελείφθησαν ('and only a very few were left behind with him'): Cyrus now isolated and exposed to danger; alliteration emphasises • σχεδὸν οἱ ὁμοτράπεζοι καλούμενοι ('mainly his so-called table-companions') only his closest mess-mates with him – suspense building • καθορᾷ βασιλέα ('he caught sight of the King'): HP creates drama	AO3 8	ὥς δ' ἡ τροπὴ ἐγένετο, διασπείρονται καὶ οἱ Κύρου ἑξακόσιοι εἰς τὸ διώκειν ὀρμήσαντες, πλὴν πάνυ ὀλίγοι ἀμφ' αὐτὸν κατελείφθησαν, σχεδὸν οἱ ὁμοτράπεζοι καλούμενοι. σὺν τούτοις δὲ ὦν καθορᾷ βασιλέα καὶ τὸ ἀμφ' ἐκείνον στίφος· καὶ εὐθὺς οὐκ ἠνέσχετο, ἀλλ' εἰπὼν· 'τὸν ἄνδρα ὀρῶ', ἔτετο ἐπ' αὐτὸν καὶ παίει κατὰ τὸ στήρνον καὶ τιτρώσκει διὰ τοῦ θώρακος, ὥς φησι Κτησίας ὁ ἰατρός, καὶ ἰάσασθαι αὐτὸς τὸ τραῦμά φησι. But when the rout happened, Cyrus' 600 also scattered, rushing off in pursuit, and only a very few were left behind with him, mainly his so-called table-companions. While with these men he caught sight of the King and the mass of men around him; and at once could not contain himself, but saying, "I see the man," he charged at him and struck him in the chest and wounded him through his breastplate – as Ctesias the

Question			Answer	Mark	Guidance
			- καὶ τὸ ἀμφ’ ἐκεῖνον στῖφος (‘and the mass of men around him’): the size of the King’s entourage contrasts with the depleted numbers around Cyrus - suspense - εὐθύς οὐκ ἠνέσχετο (‘at once could not contain himself’): Cyrus is excited to spot his enemy; εὐθύς adds drama - εἰπὼν· ‘τὸν ἄνδρα ὁρῶ’ (‘saying, “I see the man,”): terse exclamation; dramatic use of direct speech - ἶετο ... καὶ παίει ... καὶ τιτρώσκει (‘he charged ... and struck ... and wounded’): three action verbs (tricolon), two of them HP, in paratactic structure (ie no subordination), with polysyndeton: this is Cyrus’ <i>aristeia</i>. - τιτρώσκει διὰ τοῦ θώρακος (‘wounded him through his breastplate’): detail conveys Cyrus’ aggression; dental alliteration emphasises - ὥς φησι Κτησίας ὁ ἰατρός (‘as Ctesias the doctor says’): confirmation from an informed source that Cyrus inflicted a wound that needed treatment		doctor says, and he claims that he himself treated the wound. 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.
“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. focussed 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*	‘In his account of the Battle of Cunaxa, Xenophon shows what disciplined troops under an inspirational leader could achieve against a much larger army.’ How far do you agree? Assess against criteria in the 10-mark essay grid (see above). <i>Arguments may include (AO3):</i> Agree: Throughout the text studied, Xenophon underscores Cyrus’ qualities as a leader, the loyalty he inspired and what could be achieved by disciplined (Greek) troops working together as a unit. Despite the numerical odds stacked against them (perhaps exaggerated by Xenophon), Cyrus and his army had the upper hand in the early phase of the battle and the reader is left to wonder what might have happened if Cyrus had not been killed in hand-to-hand combat.	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 no attempt to weigh up both sides of the argument. Maximum L4 if no reference to material outside passages printed on the question paper. A 10-mark answer should ideally acknowledge the ultimate failure of the Greeks at the battle of Cunaxa.

Question	Answer	Mark	Guidance
	Disagree: In the end, Cyrus was killed and his army was defeated at the Battle of Cunaxa, where the numerical superiority of the Persian force proved decisive. The achievements of his army were limited to the early phase of the battle. One could argue that Cyrus' leadership was not crucial to those limited early successes. <i>Supporting evidence from the prescribed text (AO2). (<u>underlined</u> = sections outside those printed on the QP):</i> 8.1–8.3: <i>Alarming news arrives that the forces of Artaxerxes are close at hand. Cyrus takes control.</i> • <u>Fearing that the King's army would fall upon them unprepared, the Greeks were confused and in disarray</u> • <u>Cyrus armed himself, mounted his horse and ordered everyone to put on their armour and get into position: decisive leadership, getting troops drawn up in order</u> 8.4–8.8: <i>The Greeks take up position; by the afternoon, a cloud of dust can be seen on the horizon...</i> • The Greeks rapidly fell into line, with the various commanders (Clearchus, Proxenus, Menon, <u>Ariaeus</u>) taking up position in charge of their respective troops • Cyrus and his horsemen are described – Cyrus, bare-headed, stood out as leader but was unprotected. • <u>Ominous description of the dust cloud ('stretching far') heralding the approach of the huge Persian army: emphasis on their vastly superior numbers.</u>		

Question	Answer	Mark	Guidance
	8.11–8.13: <i>The Persians advance silently. Cyrus orders Clearchus to move opposite King Artaxerxes in the centre of the Persian front line.</i> • Cyrus encouraged his forces, advising (mistakenly as it turned out) that the enemy forces would be noisy and undisciplined. • <u>Cyrus rode along with an interpreter, shouting to Clearchus that he should lead his forces against the centre, where the king would be – strong leadership</u> • <u>Artaxerxes’ forces had such numerical superiority that although the King occupied the centre of the front line, he didn’t directly face any of Cyrus’ forces, which were all to his left. Clearchus’ worry about being encircled foreshadows problems for the Greeks.</u> 8.14–8.16: <i>As the armies prepare, Cyrus reviews his troops and learns that the watchword has already been given.</i> • <u>Cyrus was surveying his troops (strategic leadership)</u> • <u>Xenophon (loyal officer) told him the omens were favourable</u> • <u>Cyrus accepts the watchword that has been issued</u> 8.16–8.19: <i>The Greeks advance, striking fear into the Persians.</i> • <u>The Greeks advanced, shrieking a war cry and pounding on their shields, frightening the enemy’s horses and putting the barbarians to flight. They chased them at full speed, taking care to keep rank in pursuit – disciplined, formidable troops have the advantage at this stage of the battle.</u>		

Question	Answer	Mark	Guidance
	8.20–8.21: <i>The enemy chariots run amok, but the Greeks are unaffected. Cyrus keeps an eye on the next move of the King.</i> • <u>Just one Greek was injured in this battle (really??)</u> • <u>Cyrus, though already being hailed as king, maintained his position: didn't head off in pursuit – level-headed leadership</u> 8.22–8.24: <i>Despite fears of being encircled by the Persians, Cyrus continues his success.</i> • Superior Persian numbers stressed again: <u>Persian King beyond Cyrus' left wing</u> • <u>Cyrus drove directly at the king, putting the 6000 to flight and killing Artagereses with his own hand – individual valour brings military success</u> 8.25–8.27: <i>Cyrus wounds the King but is fatally wounded.</i> • The numbers around Cyrus dwindled to all but his closest companions – defeat is looming • Climax: almost single combat between Cyrus and Artaxerxes, <u>which leaves Cyrus and "the eight bravest of his companions" dead. Leader's death = army's defeat.</u> 8.28–8.29: <i>The death of Cyrus' most loyal companion.</i> • <u>Artapartes threw himself on Cyrus' body and (some say) cut his own throat: leader inspired devoted loyalty</u>		

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