

GCSE

Classical Greek

J292/05: Verse 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

11. 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)	(i)	most wretched	AO2 1	
1	(a)	(ii)	He has decided to marry Glauce/the daughter of the king/someone else <u>or</u> He has betrayed her after all the help she has given him / after she helped him steal the Golden Fleece	AO2 1	Accept any valid explanation of Medea's anger with Jason.
1	(b)		She thinks it is unfair / one sided (1) as the bride / bride's family has to give a dowry OR the husband becomes the master of the wife's body (1)	AO3 2	Accept convincing alternatives
1	(c)		the question of whether she will get a good or a bad husband	AO2 1	

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: • Unnamed subject of λέγουσι could suggest dismissiveness towards those who make such an argument • Prominent position of κακῶς (φρονοῦντες) • Use of τρις / contrast or framing of τρις ... ἄπαξ to emphasise that giving birth was considerably more dangerous than fighting • Dismissive description of fighting as ‘standing by a shield’ (παρ’ ἀσπίδα στῆναι), or implication that in battle men have protection, but in childbirth women are exposed to risk • ὡς τρις ... ἄπαξ implies that Medea knows enough about both to make such a claim	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. λέγουσι δ’ ἡμᾶς ὡς ἀκίνδυνον βίον ζῶμεν κατ’ οἴκους, οἱ δὲ μάρνανται δορί, κακῶς φρονοῦντες· ὡς τρις ἂν παρ’ ἀσπίδα στῆναι θέλοιμ’ ἂν μᾶλλον ἢ τεκεῖν ἄπαξ. They say that we live a life without danger at home, while they fight with the spear, but they are reasoning badly; I would choose to stand by a shield three times, rather than give birth once.
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
3	(a)	(i)	If she finds a way to get justice/revenge (1) on Jason or Creon (1) to say nothing / keep silent (1)	AO2 3	Accept: Jason or Creon or Glauce Accept correct references to Jason and Creon (e.g. husband and father-in-law)
3		(ii)	He gave his daughter to her husband	AO2 1	Accept paraphrasing e.g. 'he married his daughter to Jason' / 'he agreed to the marriage'
3	(b)		Women are full of fear in other matters (1) weak in strength/combat <u>or</u> won't even look at a weapon (1) but when they are wronged in the marriage-bed (1) there is no other more murderous (1)	AO2 4	Accept paraphrasing as long as all key elements are present.

Question			Answer	Mark	Guidance		
4			Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.	AO3 4	αἰαῖ· πανώλης ἢ τάλαιν' ἀπόλλυμαι· ἐχθροὶ γὰρ ἐξιᾶσι πάντα δὴ κάλων, οὐκ ἔστιν ἄτης εὐπρόσοιστος ἔκβασις. Alas! Wretched, I am utterly ruined and destroyed; for my enemies are letting out all the rope indeed, and there is no easy way out from ruin.		
			<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></table>			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
			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	
			<table><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></table>			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
			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	
<table><tr><td>0</td><td>Point is not valid, or none are drawn</td></tr></table>	0	Point is not valid, or none are drawn					
0	Point is not valid, or none are drawn						
Answers may include: • αἰαῖ cry of distress • πανώλης strong vocabulary / emphatic prefix • pairing of τάλαιν' / πανώλης • implication there is nothing left for her now (ἀπόλλυμαι) • she feels under attack by her enemies (ἐχθροὶ) • sailing metaphor (ἐξιᾶσι ... ἔκβασις) • assertion that she has no options / safety (οὐκ...ἔκβασις)							

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
5		Assess against criteria in the 5-mark AO2 grid (see above) φεῦ φεῦ, μελέα τῶν σῶν ἀχέων, δύστηνε γύναι, ποῖ ποτε τρέψη; τίνα πρὸς ξενίαν ἢ δόμον ἢ χθόνα σωτήρα κακῶν ἐξευρήσεις; ὥς εἰς ἄπορόν σε κλύδωνα θεός, Μήδεια, κακῶν ἐπόρευσεν. Suggested translation: Alas alas, wretched in your pains, you unfortunate woman, where on earth will you turn? In which friendship will you find either home or land, as salvation from your troubles? How the god has carried you into an impassable storm of horrors, Medea!	AO2 5	The following examples are intended to exemplify what might constitute an inconsequential and more serious error. Accept ‘Hospitality’ or ‘friendship’ for ξενίαν ‘Where in the world/wherever’ for ποῖ ποτε Inconsequential error Omission of one φεῦ Omission of ὥς More serious error Omission of ποτε ‘Crushed’ for μελέα

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
6	Assess against criteria in the 8-mark AO3 grid (see above). Answers may include: • promotion of <i>πολλὰς</i> emphasising how many methods she can consider and choose from • so many that she does not even know where to start (<i>οὐκ οἶδ' ὅποια πρῶτον ἐγχειρῶ</i>) • openly discussing these ideas with the chorus (<i>φίλοι</i>) • she considers a range of ideas (<i>ὑφάψω πυρὶ, θηκτὸν ὥσω φάσγανον</i>) • the ideas are detailed, as if Medea is taking glee in considering them, e.g. thrusting the dagger 'through the liver' (<i>δι' ἥπατος</i>) • ideas associated with Jason's new marriage drive her plans (<i>δῶμα νυμφικὸν, λέχος</i>) • consideration of all the angles, for example the risk of getting caught (<i>εἰ ληφθήσομαι ... τεχνωμένη</i>)	AO3 8	<i>πολλὰς δ' ἔχουσα θανασίμους αὐτοῖς ὁδοῦς, οὐκ οἶδ' ὅποια πρῶτον ἐγχειρῶ, φίλοι· πότερον ὑφάψω δῶμα νυμφικὸν πυρὶ, ἢ θηκτὸν ὥσω φάσγανον δι' ἥπατος, σιγῇ δόμους ἐσβᾶσ', ἵν' ἔστρωται λέχος. ἀλλ' ἔν τί μοι πρόσαντες· εἰ ληφθήσομαι δόμους ὑπερβαίνουσα καὶ τεχνωμένη, θανοῦσα θήσω τοῖς ἐμοῖς ἐχθροῖς γέλων. κράτιστα τὴν εὐθεϊαν, ἣ πεφύκαμεν σοφοὶ μάλιστα, φαρμάκοις αὐτοὺς ἐλεῖν. εἶέν.</i> Having many deadly methods for them, I do not know which kind I should attempt first, friends; whether I should set the bridal home alight with flame, or thrust a sharpened dagger through the liver, having gone to

Question			Answer	Mark	Guidance
			- framing of the last line with θανοῦσα ... γέλων: her worst case scenario would be to die and be mocked for her failed attempt. - clear reasons for deciding on poison, especially her own experience/skill, leading to a greater likelihood of success (σοφοὶ μάλιστα) - triumphant interjection εἶέν gives a striking end to her deliberation.		their home in silence, where the marriage bed has been made. But one thing is against me; if I am caught, having entered the house, and pursuing my scheme, I will cause mockery among my enemies by dying. It is best to defeat them by direct means, in which I am most experienced, by poisons! Very well! At least one style point required for L3 Typically two style points required for L4

Question			Answer	Mark	Guidance
7	(a)		δεινόν (1) meaning e.g. terrible (deed) (1)	AO2 2	Allow ἀγών meaning 'test' or similar.
7	(b)		She can see what she is suffering (1) She does not want to be mocked/incur laughter (1)	AO2 2	Accept 'she is suffering'
7	(c)		Any two : She is the grand-daughter of Helios / is from a distinguished family (1) Therefore she deserves respect (1) She deserves better than to be rejected by Jason (1) She deserves not to be the subject of ridicule (1) To encourage herself that she can achieve what she wants (1) She has gods on her side (1)	AO3 2	Accept any valid reason.

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 ‘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	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>

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.

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) • 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 occasional 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>

0= No response or no response worthy of credit

“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 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

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*	To what extent do you think Medea is justified in thinking and speaking as she does? Assess against criteria in the 10-mark essay grid (see above). <i>Arguments may include (AO3):</i> It is likely that most candidates will take a balanced approach to this question. On the one hand, they might acknowledge that Jason has behaved badly in abandoning Medea, especially after all the help she has given him. They might also have sympathy with the more general observations Medea makes about gender inequality in the Greek world.	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.

Question	Answer	Mark	Guidance
	On the other hand, they may also feel that the ease with which Medea decides to kill suggests an instability in her character. They may feel particularly uncomfortable with Medea's intention to kill the king's daughter, who may not have had much input in the decision to marry her to Jason. <i>Supporting evidence from the prescribed text (AO2). (<u>underlined</u> = sections outside those printed on the QP):</i> Medea's discussion of gender in Ancient Greece: • dowry • becoming the property of a husband • <u>uncertainty over the nature of a husband until it's too late</u> • <u>no way to leave a husband</u> • <u>unequal rights</u> • assumptions about women's lives • the dangers of childbirth Medea's deception of Creon: • persuasion of the Chorus to stay silent • her acknowledgement of her own anger as a woman wronged by her husband • <u>Creon's hostility on his entrance</u> • Medea's false (as becomes apparent later) distress • <u>Creon's suspicions that Medea is dangerous</u> • <u>Medea's contempt for Creon</u>		Credit candidates who support this point by recalling other parts of the backstory, in which she has killed several others too.

Question	Answer	Mark	Guidance
	Medea's plans • Medea's detailed plans to kill Jason, Creon and Glauce • Medea's assertion of her <u>intelligence</u> and divine ancestry • Medea's acknowledgement that her plan is wrong		

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