

## GCSE (9–1) Classical Greek

### J292/02 Prose Literature A

#### Sample Question Paper

Version 1.1

## Date – Morning/Afternoon

Time allowed: 1 hour



Do not use:  
• a dictionary



\* o o o o o o \*

First name										
Last name										
Centre number						Candidate number				

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **12** pages.

Answer **all** the questions.

**1** Read the passage and answer the questions.

οὗτοι οὖν οἱ μύρμηκες ποιούμενοι οἴκησιν ὑπὸ γῆν ἀναφοροῦσι τὴν ψάμμον καθάπερ οἱ ἐν τοῖς Ἑλλησι μύρμηκες, εἰσὶ δὲ καὶ αὐτοὶ εἶδος ὁμοιώτατοι. ἡ δὲ ψάμμος ἢ ἀναφερομένη ἐστὶ χρυσίτις· ἐπὶ δὲ ταύτην τὴν ψάμμον στέλλονται εἰς τὴν ἔρημον οἱ Ἰνδοί, ζευξάμενος ἕκαστος καμήλους τρεῖς, σειραφόρον μὲν ἑκατέρωθεν ἄρσενα παρέλκειν, 5 θήλειαν δὲ εἰς μέσον. ἐπὶ ταύτην δὴ αὐτὸς ἀναβαίνει, ἐπιτηδεύσας ὅπως ἀπὸ τέκνων ὡς νεωτάτων ἀποσπάσας ζεύξει.

Tales from Herodotus XVII. 5–13

- (a)** μύρμηκες (line 1): what has Herodotus already said about the physical appearance of these creatures? Give **two** details.

.....  
 ..... [2]

- (b)** χρυσίτις (line 3): what attracts people to the sand in which these creatures live?

..... [1]

- (c)** ζευξάμενος ἕκαστος καμήλους τρεῖς, σειραφόρον μὲν ἑκατέρωθεν ἄρσενα παρέλκειν, θήλειαν δὲ εἰς μέσον (lines 4–6).

Describe the yoking arrangement of the camels used by the Indians.

.....  
 ..... [2]

- (d)** ἐπιτηδεύσας ὅπως ἀπὸ τέκνων ὡς νεωτάτων ἀποσπάσας ζεύξει (lines 6–7).

Why is this kind of female camel ideal for their purposes?

.....  
 ..... [2]

2 Read the passage and answer the question.

ἐπὴν δὲ ἔλθωσιν εἰς τὸν χῶρον οἱ Ἴνδοι ἔχοντες θυλάκια, ἐμπλήσαντες ταῦτα τῆς ψάμμου τὴν ταχίστην ἐλαύνουσιν ὀπίσω· αὐτίκα γὰρ οἱ μύρμηκες ὀσμῇ, ὡς δὴ λέγεται ὑπὸ Περσῶν, μαθόντες διώκουσι. εἰσὶ δὲ ταχυτῆτα οὐδενὶ ἑτέρῳ ὅμοιοι, οὕτως ὥστε εἰ μὴ προυλάμβανον οἱ Ἴνδοι τῆς ὁδοῦ οὐδεὶς ἂν αὐτῶν ἀπεσώζετο.

5

Tales from Herodotus XVII. 20–25

How does Herodotus' language in this passage convey a sense of urgency?  
You should make **three** points, each supported by close reference to the Greek.

- .....  
.....  
.....  
.....
  - .....  
.....  
.....  
.....
  - .....  
.....  
.....  
.....
- [6]

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## 3 Read the passage and answer the question.

Τὸν μὲν γε λιβανωτὸν συλλέγουσι τὴν στύρακα θυμιῶντες· τὰ γὰρ δένδρα ταῦτα τὰ λιβανωτοφόρα ὄφεις ὑπόπτεροι, μικροὶ τὸ μέγεθος ποικίλοι τὸ εἶδος, φυλάττουσι, πλήθει πολλοὶ περὶ δένδρον ἕκαστον. οὐδενὶ δὲ ἄλλῳ ἀπελαύνονται ἀπὸ τῶν δένδρων ἢ τῷ τῆς στύρακος καπνῷ.

5

Tales from Herodotus XVIIIa. 5–10

Translation:

*Frankincense they collect by burning the storax; for these trees which produce frankincense are guarded by winged serpents, small in size and many-coloured in appearance, many in number around each tree. And they cannot be driven away from the trees by anything other than the smoke of the storax.*

Pick out **two** features of the Greek that enliven this description. Explain your choices.

- .....  
.....  
.....  
.....
  - .....  
.....  
.....  
.....
- [4]





## 5 Read the passage and answer the questions.

βοῶν τε καὶ ὄνων καὶ τῶν ἄλλων ὑποζυγίων τὰ μέλη διατεμόντας ὡς μέγιστα, κομίζουσιν εἰς ταῦτα τὰ χωρία, καὶ θέντες ἀγχοῦ τῶν νεοττιῶν ἀπαλλάττονται ἐκάς αὐτῶν. αἱ δὲ ὄρνιθες καταπετόμεναι τὰ μέλη τῶν ὑποζυγίων ἀναφοροῦσιν ἐπὶ τὰς νεοττιάς· αἱ δὲ οὐ δυνάμεναι ἴσχειν καταρρήγνυνται ἐπὶ γῆν· οἱ δὲ ἐπιόντες συλλέγουσι τὸν κινάμωμον. 5

## Tales from Herodotus XVIIIa. 27–33

- (a) What have we already been told about the difficulties the Arabians face when collecting cinnamon?

.....

.....

.....

..... [2]

- (b) Give **two** reasons why the solution described in this passage is ingenious.

.....

.....

.....

..... [2]

- (c) αἱ δὲ ὄρνιθες καταπετόμεναι τὰ μέλη τῶν ὑποζυγίων ἀναφοροῦσιν ἐπὶ τὰς νεοττιάς· αἱ δὲ οὐ δυνάμεναι ἴσχειν καταρρήγνυνται ἐπὶ γῆν· οἱ δὲ ἐπιόντες συλλέγουσι τὸν κινάμωμον. (lines 3–5)

Translate the second part of this passage into English.

.....

.....

.....

.....

.....

..... [5]

**6** Read the passage and answer the questions.

Ἐπὴν δὲ βασιλεὺς ὁ Σκυθῶν κάμη, μεταπέμπεται ἄνδρας τρεῖς τοὺς εὐδοκιμοῦντας μάλιστα τῶν μάντεων, οἱ τρόπῳ τῷ εἰρημένῳ μαντεύονται· καὶ λέγουσιν οὗτοι ὡς τὸ ἐπίπαν μάλιστα τάδε, ὡς τὰς βασιλείας ἐστίας ἐπιώρηκέ τις, λέγοντες τῶν ἀστῶν ὄν ἂν δὴ λέγωσι.

Tales from Herodotus XIXa. 8–12

- (a)** τρόπῳ τῷ εἰρημένῳ (line 2): what have we already been told that the Scythian prophets use when making their prophecies?

..... [1]

- (b)** λέγουσιν ... λέγωσι (lines 3–4): what explanation do the prophets give for the illness of the king?

.....  
 .....  
 ..... [2]

**7** Read the passage and answer the question.

ἔὰν δὲ οἱ ἐπελθόντες μάντιες ἀπολύσωσιν, ἄλλοι πάρεισι μάντιες, καὶ μάλα ἄλλοι. ἔὰν οὖν οἱ πλέονες τὸν ἄνθρωπον ἀπολύσωσι, δέδοκται τοῖς πρώτοις τῶν μάντεων αὐτοῖς ἀπόλλυσθαι.

Tales from Herodotus XIXa. 25–28

Under what circumstances are some prophets put to death?

.....  
 .....  
 .....  
 .....  
 ..... [3]





## Summary of updates

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Date	Version	Details
March 2022	1.1	Updated copyright acknowledgements.

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**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) Classical Greek**

**J292/02 Prose Literature A**

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 50**

**DRAFT**

**This document consists of 16 pages**

## MARK SCHEME

Question		Answer	Marks	Guidance						
1	a	They are smaller than dogs / bigger than foxes. [1] They look (very) like ants. [1]	AO2 2							
	b	It contains gold.	AO2 1							
	c	<b>Accept any two of:</b> They yoke three camels [1] with a male on either side (like a trace horse) [1] and a female in the middle. [1]	AO2 2							
	d	A female one taken away from very young offspring [1] will run back faster to get back to her babies as quickly as possible. [1]	AO2 2							
2		<p>Accept any <b>three</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content <b>or</b> aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content <b>or</b> aspect of literary style <b>or</b> reference to the Greek</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• τὴν ταχίστην: superlative shows how quickly the Indians have to return after filling their bags with sand</li> <li>• αὐτίκα (at once): alerted by the smell, the ants' response is instantaneous and they set off in hot pursuit (διώκουσι). Sentence framed by these two</li> </ul>	2	expresses a valid point based on a relevant aspect of content <b>or</b> aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content <b>or</b> aspect of literary style <b>or</b> reference to the Greek	0	Point is not valid, or none are drawn	AO3 6	
2	expresses a valid point based on a relevant aspect of content <b>or</b> aspect of literary style, with accurate, relevant and suitably explained reference to the Greek									
1	expresses a valid point, but is not fully supported by an appropriate selection of content <b>or</b> aspect of literary style <b>or</b> reference to the Greek									
0	Point is not valid, or none are drawn									

Question	Answer	Marks	Guidance						
	<p>words stresses their swift reaction</p> <ul style="list-style-type: none"> <li>• εἰσὶ δὲ ταχυτήτα οὐδενὶ ἑτέρῳ ὁμοιοί: emphasis upon the ants' unparalleled speed</li> <li>• ταχυτήτα: echoes the previous τὴν ταχίστην, giving a sense of speed and urgency</li> <li>• οὕτως ὥστε: result clause underlines how lucky the Indians are to get away</li> <li>• οὐδεὶς ἂν αὐτῶν ἀπεσώζετο: another negative (οὐδεὶς) this time emphasising how none would escape if they didn't get a head start.</li> </ul>								
3	<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="367 699 1386 1010"> <tbody> <tr> <td data-bbox="367 699 456 826">2</td> <td data-bbox="456 699 1386 826">expresses a valid point based on a relevant aspect of content <b>or</b> aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td data-bbox="367 826 456 954">1</td> <td data-bbox="456 826 1386 954">expresses a valid point, but is not fully supported by an appropriate selection of content <b>or</b> aspect of literary style <b>or</b> reference to the Greek</td> </tr> <tr> <td data-bbox="367 954 456 1010">0</td> <td data-bbox="456 954 1386 1010">Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Promotion of object (τὸν ... λιβανωτὸν ) to start of sentence emphasises that it is a sought-after commodity</li> <li>• τὴν στύρακα θυμιῶντες... τῷ τῆς στύρακος καπνῷ: burning of storax tops and tails the extract, with explanation for the practice in between</li> <li>• ὄφεις ὑπόπτεροι: alarming image of winged serpents</li> <li>• μικροὶ τὸ μέγεθος ποικίλοι τὸ εἶδος: balanced phrases, in asyndeton, give a vivid image of the serpents' appearance</li> <li>• πλήθει πολλοί: emphasises their number, especially in the wider,</li> </ul>	2	expresses a valid point based on a relevant aspect of content <b>or</b> aspect of literary style, with accurate, relevant and suitably explained reference to the Greek	1	expresses a valid point, but is not fully supported by an appropriate selection of content <b>or</b> aspect of literary style <b>or</b> reference to the Greek	0	Point is not valid, or none are drawn	AO3 4	
2	expresses a valid point based on a relevant aspect of content <b>or</b> aspect of literary style, with accurate, relevant and suitably explained reference to the Greek								
1	expresses a valid point, but is not fully supported by an appropriate selection of content <b>or</b> aspect of literary style <b>or</b> reference to the Greek								
0	Point is not valid, or none are drawn								

Question	Answer	Marks	Guidance
	<p>alliterative context (φυλάττουσι, πλήθει πολλοὶ περὶ)</p> <ul style="list-style-type: none"><li>οὐδενὶ δέ: at start of sentence, stresses that storax smoke is the <u>only</u> means of warding off the snakes.</li></ul>		

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**Mark scheme continues on page 6**

**Guidance on applying the marking grids for the 8-mark extended response**

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

<b>8-mark grid for the extended response question</b>		<b>AO3 = 8 marks = Analyse, evaluate and respond to literature</b>
<b>Level</b>	<b>Marks</b>	<b>Description</b>
4	7–8	<ul style="list-style-type: none"> <li>• very good engagement with the question</li> <li>• expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion</li> </ul> <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> <li>• good engagement with the question</li> <li>• expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion</li> </ul> <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3–4	<ul style="list-style-type: none"> <li>• some engagement with the question</li> <li>• expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> <li>• little engagement with the question</li> <li>• expresses points which are of little relevance and are supported with little evidence from the set text</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>

Question	Answer	Marks	Guidance
4*	<p><b>Assess against criteria in the 8-mark AO3 grid (see above).</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Protective measures (καταδήσονται βύρσαις καὶ δέρμασιν ἄλλοις) mentioned first, suggesting imminent danger</li> <li>• πᾶν τὸ σῶμα καὶ τὸ πρόσωπον: emphasis on need to protect the whole body and face (except eyes)</li> <li>• The danger faced is further delayed: the lake is not deep (οὐ βαθεία) <b>but</b> around it (περὶ δὲ αὐτήν) are winged creatures</li> <li>• Strangeness of these bat-like creatures emphasised by που (I suppose)</li> <li>• τέτριγε δεινόν: onomatopoeic verb and the intensifier δεινόν depict the awful sound they make</li> <li>• εἰς ἀλκήν ἐστὶν ἄλκιμα: assonance and military language paint them as formidable opponents</li> <li>• δεῖ ἀπαμύνειν ἀπὸ τῶν ὀφθαλμῶν: more military language, drawing attention to the vulnerability of people's eyes when gathering cassia.</li> </ul>	<p><b>AO3</b> <b>8</b></p>	

Question		Answer	Marks	Guidance
5	a	<p><b>Accept any two of:</b>            Cinnamon is taken by birds to their nests (1)            located on steep mountainsides (1)            and therefore inaccessible to humans. (1).</p>	<p><b>AO2</b>  <b>2</b></p>	
5	b	<p><b>Accept any two points:</b>            By laying out large pieces of animal carcasses (1)            near the birds' nests (1)            they ensure that heavy weights are transported to the nests, which will give way under the weight. (1)</p>	<p><b>AO3</b>  <b>2</b></p>	

**Guidance on applying the marking grids for the 5-mark set text translation**

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Greek and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.

0 = No response or no response worthy of credit.

Question		Answer	Marks	Guidance
5	c	<p><b>Assess against criteria in the 5-mark AO2 grid (see above).</b></p> <p><b>Suggested translation:</b></p> <p>And the birds fly down and carry the limbs of the beasts of burden up to their nests; and these, unable to hold them, break down onto the ground; and the men come up and collect the cinnamon.</p>	<p><b>AO2</b> <b>5</b></p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p><b>Inconsequential error</b> omission of 'up' (prefix of compound verb) singular 'nest' instead of plural</p> <p><b>More serious error</b> omission of 'and these' (or equivalent), failing to make clear what cannot hold failure to provide subject for 'come up' and/or mistranslation of the verb (e.g. as 'attack')</p>

Question		Answer	Marks	Guidance
6	a	(Bundles of) willow wands	AO2 1	
6	b	Someone has sworn falsely / perjured himself [1] on the royal/king's hearth.[1]	AO2 2	
7		<b>Accept any three points to make a coherent explanation:</b> If a second group of prophets acquits (the man accused) [1], more and more prophets are summoned [1] and if the majority acquit the man [1] it is decreed that [1] the first prophets must be put to death. [1]	AO2 3	

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Mark scheme continues on page 12

**Guidance on applying the marking grids for the 10-mark extended response**

**Two** Assessment Objectives are being assessed in this question; **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text.

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question ‘*What effect do you think Herodotus expected his tales to have upon his readers?*’, details of Herodotus’ exotic description of enormous ‘ants’ which live in the Indian desert would be evidence of **AO2**, whilst concluding that this is evidence of Herodotus’ expectation that his tales would evoke in his Greek audience a sense of wonder at such exotic descriptions would be evidence of **AO3**.

<b>10-mark grid for the extended response question</b>		
<b>AO2 = 5 marks = Demonstrate knowledge and understanding of literature</b> <b>AO3 = 5 marks = Analyse, evaluate and respond to literature</b>		
<b>Level</b>	<b>Marks</b>	<b>Characteristics of performance</b>
5	9–10	<ul style="list-style-type: none"> <li>detailed knowledge and excellent understanding of the set text (AO2)</li> <li>well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	7–8	<ul style="list-style-type: none"> <li>good knowledge and sound understanding of the set text (AO2)</li> <li>a good response to the question which is supported by some well-selected examples from the set text (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> <li>some knowledge and understanding of the set text (AO2)</li> <li>a reasonable response to the question which is supported by some examples from the set text (AO3)</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3–4	<ul style="list-style-type: none"> <li>limited knowledge and understanding of the set text (AO2)</li> <li>a limited response to the question which is occasional supported by reference to the set text (AO3)</li> </ul> <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> <li>very limited knowledge and understanding of the set text (AO2)</li> <li>a very limited response to the question with very limited reference to the set text (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
8*	<p><b><i>What effect do you think Herodotus expected his tales to have upon his readers?</i></b></p> <p><b>Assess against criteria in the 10-mark essay grid (see above).</b></p> <p><i>Arguments may include (AO3):</i></p> <p>Candidates might refer to one of Herodotus' expressed purposes in writing: 'so that the great and marvellous achievements of Greek and barbarian may not be lost in oblivion'.</p> <p>From this they might conclude that Herodotus expected these particular stories to evoke in his Greek audience a sense of wonder at the marvellous and exotic people, creatures, countries and customs he describes. He might also expect them to be impressed with his level of research, conducted over the course of his wide travels.</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <p><b>XVII. Gold from Anthills</b></p> <p>Herodotus describes enormous 'ants' which live in the Indian desert (though there are some in the possession of the king of Persia). He likens their appearance and habitat to that of ants familiar to his Greek readers but in other respects stresses how different they are from normal ants (and how much bigger); dramatic account of an expedition into the desert on camels, chased by these (carnivorous?) creatures.</p> <p><b>XVIII Curiosities of Arabia</b></p> <p>The variety of spices grown in Arabia and the methods by which they are gathered: Herodotus' readers would have valued these rare commodities all the more after learning of the dangers faced by those collecting them: winged snakes, bats and precipitous mountains.</p>	<p><b>10</b> made up of</p> <p><b>AO2 = 5</b> <b>&amp;</b> <b>AO3 = 5</b></p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.</p>

Question	Answer	Marks	Guidance
	<p>Two types of sheep in Arabia are mentioned as 'worthy of wonder' because of the length and breadth (respectively) of their tails; amusing description of little carts to stop long tails getting sore.</p> <p><b>XIX. Scythian prophets</b></p> <p>Herodotus recounts their strange method of prophesy, involving the unrolling and re-assembly of bundles of willow rods. The superstitious attribution of the Scythian king's illness to the perjury of a subject may have seemed dubious to the more rational Greeks. The execution of either the perjurer or the 'false' prophets (and the hideous method of carrying out the latter) would also be considered barbaric.</p>		

## APPENDIX 1: Assessment Objective Grid

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1 a	–	2	–
1 b	–	1	–
1 c	–	2	–
1 d	–	2	–
2	–	–	6
3	–	–	4
4*	–	–	8
5 a	–	2	–
5 b	–	–	2
5 c	–	5	–
6 a	–	1	–
6 b	–	2	–
7	–	3	–
8*	–	5	5
<b>Total</b>	<b>–</b>	<b>25</b>	<b>25</b>

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