

GCSE

Classical Greek

J292/02: Prose Literature A

General Certificate of Secondary Education

Mark Scheme for June 2022

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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 50% 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. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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 a tick to confirm that the work has been seen.
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 isn't 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.**
- If you have any questions or comments for your Team Leader, use the phone, the RM Assessor messaging system, or email.
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:
- 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
BOD	Benefit of doubt
C	Consequential error
REP	Repetition / repeated error
X	Incorrect translation or interpretation or factual error
 (hard line)	Major error
	Minor error / SPAG
HA	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
HA	Harmful addition
 (highlight)	Harmless addition
BP	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.
SEEN	Noted but no credit given

Question	Answer	Mark	Guidance						
1	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="371 308 1178 646"> <tr> <td data-bbox="371 308 448 443">2</td> <td data-bbox="448 308 1178 443">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 data-bbox="371 443 448 579">1</td> <td data-bbox="448 443 1178 579">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 data-bbox="371 579 448 646">0</td> <td data-bbox="448 579 1178 646">Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul data-bbox="371 719 1223 1358" style="list-style-type: none"> • ἐβουλεύσατό (planned): emphatically placed opening verb introduces Cambyses as a schemer • στρατείαν (expedition): makes his military ambition plain • ἔδοξε δὲ αὐτῷ πρῶτον κατόπτας ἀποστέλλειν (decided to dispatch spies first): a second 'planning' verb and the mention of spies implies underhand motives • εἰ ἔστιν ἀληθῶς (if it really exists): suggests scepticism and mistrust • καὶ πρὸς ταύτη τὰ ἄλλα κατοψομένους (and in addition to this to spy out other things): future participle κατοψομένους, picking up κατόπτας, is a reminder that this is a covert reconnaissance mission, reinforced by πρὸς ταύτη τὰ ἄλλα. • τῷ λόγῳ (ostensibly): the gifts are a cover story • ὄψομένους... κατοψομένους... φέροντας (to see...spy out...bringing): tricolon of things the spies are to do; future participles from same root (ὄψομένους... κατοψομένους) emphasise (hidden) purpose 	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	<p>For full marks, response must include at least one style point.</p> <p>ἐβουλεύσατό ποτε ὁ Καμβύσης στρατείαν ἐπὶ τοὺς μακροβίους Αἰθίοπας οἰκουμένους Λιβύης ἐπὶ τῇ νοτιά θαλάττῃ. ἔδοξε δὲ αὐτῷ πρῶτον κατόπτας ἀποστέλλειν, ὄψομένους τε τὴν ἐν τούτοις τοῖς Αἰθίοψι λεγομένην εἶναι ἡλίου τράπεζαν εἰ ἔστιν ἀληθῶς, καὶ πρὸς ταύτη τὰ ἄλλα κατοψομένους, δῶρα δὲ τῷ λόγῳ φέροντας τῷ βασιλεῖ αὐτῶν.</p> <p><i>Once, Cambyses planned an expedition against the long-lived Ethiopians who dwelt in Libya by the southern sea. He decided to dispatch spies first to see if what, amongst these Ethiopians, is said to be the Table of the Sun really exists, and in addition to this to spy out other things, ostensibly bringing gifts to their king.</i></p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek								
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
2	(a)	It is boiled meat / meat from (all kinds of) four-footed animals [1] + Different explanations for how the meat gets there / placed there by the authorities / the locals believe the land offers it up / anyone can help themselves to it [1]	AO2 2	1 mark for mention of type of meat (accept flesh) + 1 mark for further detail (disputed source / who can eat it)
2	(b) (i)	(Some of the) Fish-Eaters	AO2 1	Do not accept 'spies'
2	(b) (ii)	They spoke / understood / knew the Ethiopian language	AO2 1	
2	(c)	<ul style="list-style-type: none"> a purple cloak / garment / robe / clothing a gold(en) necklace / torc bracelets / armbands 	AO2 3	Do not accept 'dyed' for πορφυροῦν 'myrrh / wine' = HA Deduct maximum one mark for number errors (sg/pl)
2	(d)	Possible answers: <ul style="list-style-type: none"> He wanted to establish / demonstrate friendship [1] according to the ancient code of ξενία [1] Gifts were important in Persian culture [1] often as rewards for loyalty from the king [1] He is planning an invasion [1] and wants to trick the Ethiopians into trusting him [1] 	AO3 2	Accept any reasonable personal response. Eg. 'He wants to disguise his real purpose' [1] / 'He wants to show off his wealth.' [1]

Question		Answer	Mark	Guidance
3	(a)	Two of: <ul style="list-style-type: none"> they are very handsome / very fair they are long-lived their (different) customs / laws 	AO2 2	If the first detail is offered, answer must express superlative force of κάλλιστοι. Do not accept 'They are strong' Accept reference to unusual method of selecting a king.
3	(b)	To enter into talks	AO2 1	Negotiate / speak with = OK Do not accept 'address'
3	(c)	αὐτὸς μάλιστα ἡδεται [1] he (also himself) takes great pleasure [1] OR μάλιστα ἡδεται χρώμενος [1] (he) takes great pleasure (in) using [1] / the use (of which) = OK	AO3 1 + AO2 1	One mark for selecting the correct Greek phrase [AO3], one for translation [AO2]. <ul style="list-style-type: none"> incorrect phrase + correct translation: 0 inclusion of 'also' in translation = harmless addition 4-word phrase (correctly translated) = max 1

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

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

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

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

0 = No response worthy of credit.

Question	Answer	Mark	Guidance
4	<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • ἤρετο ὅ τι εἶη καὶ ὅπως πεποιημένον ‘he asked what it was and how it was made’: the first of a series of questions about unfamiliar items • εἰπόντων ... τὴν ἀλήθειαν περὶ τῆς πορφύρας καὶ τῆς βαφῆς ‘told him the truth about the purple and the process of dying’: a candid and informative response from the visitors • δολερούς ... δολερά ‘deceitful’: swift, withering judgement with repetition (polyptoton) of a critical adjective conveying deep suspicion; witty parallel drawn between the counterfeit cloak and the counterfeit visitors; contrast with τὴν ἀλήθειαν • δεύτερον ... ἤρετο ‘secondly he asked’: use of δεύτερον (discourse marker) and repetition of ἤρετο, continuing the question-and-answer exchange • ἐξηγουμένων: position of genitive participle at start of clause parallels the earlier εἰπόντων, but with variety of diction; the visitors are explaining patiently • γελάσας ‘laughing’: a surprising reaction, conveying quick response (note prominent position of pple) and confidence • νομίσας αὐτὰ εἶναι πέδας ‘thinking them to be chains’: he laughs because the Ethiopians use gold for chains • εἶπεν ὡς παρ’ ἑαυτοῖς εἰσι ῥωμαλεώτεραι τούτων πέδαι ‘said that among his own people there were stronger chains than these’: dismissal of the elaborate jewellery and assertion of Ethiopians’ superior material possessions 	AO3 8	<p>λαβὼν δὲ τὸ εἶμα τὸ πορφυροῦν ἤρετο ὅ τι εἶη καὶ ὅπως πεποιημένον· εἰπόντων δὲ τῶν Ἰχθυοφάγων τὴν ἀλήθειαν περὶ τῆς πορφύρας καὶ τῆς βαφῆς, δολερούς μὲν τοὺς ἀνθρώπους ἔφη εἶναι, δολερά δὲ αὐτῶν τὰ εἶματα. δεύτερον δὲ περὶ τοῦ χρυσοῦ περιαιχενίου ἤρετο καὶ περὶ τῶν ψελίων· ἐξηγουμένων δὲ τῶν Ἰχθυοφάγων, γελάσας ὁ βασιλεὺς καὶ νομίσας αὐτὰ εἶναι πέδας εἶπεν ὡς παρ’ ἑαυτοῖς εἰσι ῥωμαλεώτεραι τούτων πέδαι.</p> <p>And taking the purple cloak he asked what it was and how it was made; and when the Fish-Eaters told him the truth about the purple and the process of dying, he said that both the people and their garments were deceitful. (And) secondly he asked about the twisted golden necklace and about the bracelets; and when the Fish-Eaters explained the king laughed and, thinking them to be chains, said that among themselves/his own people there were stronger chains than these.</p> <p>At least one style point required for L3</p> <p>At least two style points required for L4</p>

Question		Answer	Mark	Guidance
5	(a)	Their (length of) life / life-span and diet / lifestyle	AO1 1	Both life and diet / lifestyle required for 1 mark. Accept 'their age of death'
5	(b)	Any three of: <ul style="list-style-type: none"> • the majority / many of them reached 120 years of age [1] • some even exceeded this [1] • their food was boiled meat [1] • their drink was milk [1] 	AO2 3	
5	(c)	(It seemed to be made of) oil and (to smell of) violets [1]	AO2 1	Both oil and violets required for 1 mark.

Question	Answer	Mark	Guidance						
6	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="371 344 1178 683"> <tr> <td data-bbox="371 344 443 480">2</td> <td data-bbox="443 344 1178 480">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 data-bbox="371 480 443 616">1</td> <td data-bbox="443 480 1178 616">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 data-bbox="371 616 443 683">0</td> <td data-bbox="443 616 1178 683">Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul data-bbox="371 756 1223 1305" style="list-style-type: none"> • The unusually low density of the water is emphasised: <ul data-bbox="416 794 1223 1015" style="list-style-type: none"> - ἀσθενές ‘weak’ in emphatic position at start of sentence - οὕτω ... ὥστε (‘so...that’): result clause - μηδὲν ... μήτε ... μήτε ... ‘nothing...neither...nor’: string of negatives stressing that nothing floated on the water - ἀλλὰ πάντα χωρεῖν εἰς βυθόν (‘but everything sank to the bottom’): exaggeration? • ἔλεγον ... οἱ κατάσκοποι ‘the spies said’: it is hearsay • εἴ ἐστιν ἀληθῶς οἷόν τι λέγεται ‘if it is really as they say’: Herodotus recognises that the report is hard to believe. • διὰ τὸ ὕδωρ τοῦτο ... μακρόβιοι ἂν εἶεν ‘on account of this water they are likely to be long lived’: he offers his own rational explanation; potential optative expresses speculation • εἰς πάντα χρώμενοι ‘since they use it for everything’: sensible, factual evidence to support his explanation. 	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	<p>ἀσθενές δὲ τὸ ὕδωρ τῆς κρήνης ταύτης οὕτω δὴ τι ἔλεγον εἶναι οἱ κατάσκοποι ὥστε μηδὲν οἷόν τ’ εἶναι ἐπ’ αὐτοῦ ἐπιπλεῖν, μήτε ξύλον μήτε ὅσα ξύλου ἐστὶν ἐλαφρότερα, ἀλλὰ πάντα χωρεῖν εἰς βυθόν. καὶ διὰ τὸ ὕδωρ τοῦτο, εἴ ἐστιν ἀληθῶς οἷόν τι λέγεται, μακρόβιοι ἂν εἶεν, εἰς πάντα χρώμενοι.</p> <p>But so weak indeed did the spies say the water was from this spring that nothing could float upon it, neither wood nor anything that is lighter than wood, but everything sank to the bottom. And [it is] on account of this water, if it is really as they say it is, [that] they are likely to be long-lived, since they use it for everything.</p> <p>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 can be rewarded.</p> <p>Accept ‘soft’ as translation of ἀσθενές Accept ‘if it is true’ for εἴ ἐστιν ἀληθῶς</p>
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek								
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								

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
7	<p>Assess against criteria in the 5-mark AO2 grid (see above)</p> <p>Δαρείος δὲ μετὰ ταῦτα καλέσας Ἰνδῶν τοὺς καλουμένους Καλλατίας, οἱ τοὺς γονέας κατεσθίουσιν, ἤρετο (παρόντων τῶν Ἑλλήνων καὶ δι' ἑρμηνέως μανθανόντων τὰ λεγόμενα) ἐπὶ τίνι χρήματι δέξαιντ' ἂν τελευτῶντας τοὺς πατέρας κατακάειν πυρί.</p> <p>Suggested translation:</p> <p>After this Darius summoned the / those / some Indians called Callatians, who eat their parents / ancestors, and asked (with the Greeks present and learning through an interpreter what was being said) for what payment / money they would consent / accept to burn up / cremate with fire their fathers when they died.</p>	AO2 5	<p>Accept</p> <p>μετὰ ταῦτα: 'afterwards' καλουμένους: 'known as' τοὺς γονέας: 'their dead parents' (dead = harmless) κατεσθίουσιν: 'ate' μανθανόντων: 'understanding' / 'being informed' τίνι χρήματι: 'what price' δέξαιντ': 'be willing' 'be prepared' τελευτῶντας: 'dead' πατέρας: 'parents' κατακάειν: 'be burned' πυρί: 'on a pyre'</p> <p>Inconsequential (minor) error</p> <p>μετὰ ταῦτα: 'then' or 'after' Lack of co-ordination between καλέσας and ἤρετο καλέσας: 'gathered' γονέας: 'fathers' omission of καὶ ἑρμηνέως: 'interpreters' τὰ λεγόμενα: 'what had been said' omission of ἐπὶ δέξαιντ': 'receive' or 'take' omission of πυρί</p> <p>More serious (major) error</p> <p>Any other omission or incorrect translation not listed above (eg. omission of μετὰ ταῦτα / τὰ λεγόμενα / τελευτῶντας)</p>

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.

In relation to this 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	Mark s	Characteristics of performance
5	9–10	<ul style="list-style-type: none"> detailed knowledge and excellent understanding of the set text (AO2) well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	7–8	<ul style="list-style-type: none"> good knowledge and sound understanding of the set text (AO2) a good response to the question which is supported by some well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> some knowledge and understanding of the set text (AO2) a reasonable response to the question which is supported by some examples from the set text (AO3) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3–4	<ul style="list-style-type: none"> limited knowledge and understanding of the set text (AO2) a limited response to the question which is occasional supported by reference to the set text (AO3)

		<i>The response presents a line of reasoning but may lack structure.</i>
1	1–2	<ul style="list-style-type: none"> • very limited knowledge and understanding of the set text (AO2) • a very limited response to the question with very limited reference to the set text (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response worthy of credit.

Question	Answer	Mark	Guidance
8	<p>‘Herodotus was more interested in characters and themes than in facts and events.’ Do you agree?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Herodotus’ expressed aim was to help his readers understand the conflict between East and West during the Persian Wars. The research (ἱστορίη) he shares in his work constitutes much more than a narration of historical facts. While he was certainly interested in recording factual detail and significant events, he arguably shows more interest – particularly in certain sections of his work – in broader themes, such as:</p> <ul style="list-style-type: none"> • the character of individuals such as Cambyses • the dangers of <i>hubris</i> • the geography and unusual customs of non-Greek peoples • moral questions, such as relative vs absolute values • cultural assumptions and misunderstandings <p><i>Supporting evidence from the prescribed text (AO2).</i> <i>(<u>underlined</u> = sections outside those printed on the QP):</i></p>	<p>10 made up of AO2 = 5 & AO3 = 5</p>	<p>Maximum 9 if no mention of the Darius extract.</p>

		<p>XV(B) The Ethiopians</p> <ul style="list-style-type: none"> • Cambyses planned an expedition against the ‘long-lived’ Ethiopians: factual basis for an account of Persian imperialism, incorporating tales about an exotic, non-Greek nation • The Ethiopians lived ‘in Libya near the southern sea’ (African coast of the Indian ocean, modern Somalia): factual information • <u>They have a (self-stocking?) ‘Table of the Sun’ whose fame has reached Persia</u>: strange story about a far-off land • Cambyses sent fish-eaters from Elephantine, who knew the Ethiopian language, giving them gifts to take with them: factual detail about sensible-sounding preparations, although Cambyses’ assumptions in sending these gifts suggest <i>hubris</i>. • <u>The Ethiopians have many strange customs and select their king in a surprising way</u>: unusual customs of non-Greek people • The gifts sent by Cambyses mostly failed to impress the Ethiopian king (eg. purple cloak and jewellery judged ‘deceitful’); <u>gold of much less value to the Ethiopians than bronze</u>): cultural values are relative; Cambyses unwise to have made assumptions • Conversation between the spies and the Ethiopian king about Persian/Ethiopian life and diet: <u>king likens bread to dung but praises the wine</u>: unusual customs, relative values • Characterisation of the Ethiopian king (evidence cited above): Herodotus presents him as more astute, interesting and likeable than Cambyses • <u>Cambyses characterised as hubristic and mentally unhinged: his embassy to the Ethiopians failed; he reacted furiously and impetuously to the king’s provocative reply, embarking upon a foolish, doomed expedition (a warning that successful diplomacy depends upon intercultural understanding)</u> • <u>Facing starvation in the desert, the Persians resorted first to eating their beasts of burden and then to cannibalism. Only then did Cambyses see sense and abandon the expedition.</u> 		
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		<p>XX. The Power of Custom</p> <ul style="list-style-type: none">• <u>The opening sentence ('Each [race of men] thinks that his own race's customs are by far the best. And this can be judged from many other proofs, and especially by the following.')</u> makes it explicit that Herodotus is interested in this episode for what it tells us about cultural relativism.• <u>Greeks</u> contrasted with the non-Greek (Callatian) Indians: <u>nothing would induce them to eat their dead parents.</u>		
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