



Oxford Cambridge and RSA

GCSE

Classical Greek

J292/02: Prose Literature A

General Certificate of Secondary Education

Mark Scheme for June 2023

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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 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** 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 or the RM Assessor messaging system, or by email.
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 a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:







- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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 e-mail.
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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance						
1	a	King of Egypt / an Egyptian King	AO2 1	Accept 'ruler'						
1	b	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <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> <p>Answers may include:</p> <ul style="list-style-type: none"> • πυνθανόμενος ... ἀνευρεῖν 'enquiring ... find out': verbs suggest a process of investigation • οὐκ... οὐδένα 'not...any': double negative emphasises that he has tried many avenues of enquiry, unsuccessfully • ἐπιτεχνᾶται τοιόνδε 'he devised the following': he contrives an experiment • παιδιά δύο νεογνά 'two new-born children': details of the experimental subjects; promoted to start of sentence • ἀνθρώπων τῶν ἐπιτυχόντων 'of random people': he selects a random sample, and (presumably) a random carer (ποιμένι) • ἐντειλάμενος 'instructing': the procedure is spelled out; participle introduces list of instructions • ἰέναι... κεῖσθαι... ἐπάγειν... διαπράττεσθαι 'to let out...lie...bring...sort out': series of infinitives detailing what is to happen 	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>Ψαμμήτιχος δὲ ὡς οὐκ ἐδύνατο πυνθανόμενος πόρον οὐδένα τούτου ἀνευρεῖν, οἱ γένοιτο πρῶτοι ἀνθρώπων, ἐπιτεχνᾶται τοιόνδε. παιδιά δύο νεογνά ἀνθρώπων τῶν ἐπιτυχόντων δίδωσι ποιμένι τρέφειν, ἐντειλάμενος μηδένα ἀντίον αὐτῶν μηδεμίαν φωνὴν ἰέναι, ἐν στέγῃ δὲ ἐρήμῃ ἐφ' ἑαυτῶν κεῖσθαι αὐτά, καὶ ἐν ὥρᾳ τὸν ποιμένα ἐπάγειν αὐτοῖς αἶγας, πλήσαντα δὲ τοῦ γάλακτος τᾶλλα διαπράττεσθαι.</p> <p><u>TRANSLATION SUPPLIED</u></p> <p>When Psammetichus could not find any way of finding this out, which people had come about first, he devised the following. He gave two new-born children of random people to a shepherd to bring up, instructing that no one was to let out any word in their presence, but they were to lie by themselves in an empty shelter, and from time to time the shepherd was to bring them goats and, having filled them with milk, to sort out everything else.</p> <p>Translation must match the words quoted.</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									

		<ul style="list-style-type: none"> μηδένα ... μηδεμίαν φωνήν 'no one ... not any word/sound': repeated negatives emphasise the strict control of the babies' environment ἐν στέγη δὲ ἐρήμη 'in an empty shelter' emphasised by ἐφ' ἑαυτῶν 'by themselves': they are to be kept in isolation ἐν ᾧρα 'from time to time': adverbial phrase defines the shepherd's duties 		
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Question		Answer	Mark	Guidance
2	(a)	<ul style="list-style-type: none"> He had just heard the babies babbling / saying the word 'bekos' [1] / the babies had said something [1] <p>AND one of the following:</p> <ul style="list-style-type: none"> He wanted to be sure that the word was not 'meaningless babbling' [1] he wanted to hear it more than once [1] He was wary of troubling the king with something insignificant [1] He was anxious to stick to the terms of the experiment [1] He had become fond of the babies [1] + was worried about what the king would do with them [1] He wanted to keep the babies to himself [1] 	AO3 2	<p>For first mark: show understanding of τὰ μὲν δὴ πρῶτα ἀκούσας – ie the shepherd has just heard something / the word 'bekos'; or the babies have said something.</p> <p>For second mark: give opinion on why he is silent as a result. Accept any reasonable personal response, including answers which interpret his 'silence' as directed towards the babies rather than Psammetichus.</p>
2	(b)	<p>As he came and went often / to and fro [1] or Whenever / every time he came (to look after them) [1] + this word was much spoken / they repeatedly said this word [1]</p>	AO2 2	For 2 marks, answer must show understanding of both πολλάκις and πολὺ
2	(c)	Which people call something "bekos".	AO2 1	Accept 'who says / what language uses / has "bekos"
2	(d) (i)	[He learned that] it / "bekos" was the Phrygian word for bread [1]	AO2 1	

2	(d)	(ii)	He concluded that the Phrygians were older than the Egyptians / them(selves) / that the Phrygians were the oldest people / nation (on earth) [1]	AO2 1	
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Question			Answer	Mark	Guidance
3	(a)		Two of: <ul style="list-style-type: none"> The sentence begins 'But those' (οἱ δὲ) Different location: those living around Elephantine (are contrasted with the ones around Thebes / Lake Moeris) They (even) eat crocodiles (καὶ ἐσθίουσιν) They do not consider crocodiles sacred (οὐχ ἡγούμενοι ἰερούς εἶναι) 	AO2/3 2	Greek quotation not required, provided that two accurate details are extracted from the lemma. Do not accept comment on effect of 'καὶ' (even) without mention of eating (ἐσθίουσιν).
3	(b)		He says that they have many / various ways of <u>hunting</u> crocodiles [1] + he is writing / has chosen to write about (just) one [1] / the one (which seems to him) most worth explaining [1]	AO2 2	For first point, insist upon 'hunting'

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	<p>Assess against criteria in the 5-mark AO2 grid (see above)</p> <p>ἐπακούσας δὲ τῆς φωνῆς ὁ κροκόδειλος ἵεται κατὰ τὴν φωνήν· ἐντυχῶν δὲ τῷ νώτῳ καταπίνει, οἱ δὲ ἔλκουσι. ἐπειδὴν δὲ ἐξελκυσθῆ εἰς γῆν, πρῶτον ἀπάντων ὁ θηρευτῆς πηλῶ κατέπλασεν αὐτοῦ τοὺς ὀφθαλμούς·</p> <p>Suggested translation:</p> <p>(Upon) hearing the sound / squeal, the crocodile rushes (off) in the direction of the sound; (and) coming upon the back it gulps it down; and (then) they drag it (in). When it has been dragged onto the shore / land, first of all the hunter plasters its eyes with mud / clay;</p>	AO2 5	<p>Accept</p> <p>ἐπακούσας: 'listening to' ἵεται κατὰ: 'approaches / heads for / makes for' ἐντυχῶν: '(having) found' ἐλκουσι: 'pull' ἐξελκυσθῆ: active 'when he has / they have dragged' κατέπλασεν: 'plastered', 'must plaster'</p> <p>Inconsequential error</p> <p>ἐντυχῶν: 'upon approaching' οἱ δὲ: omission of δὲ with consequent anacolouthon οἱ δὲ ἔλκουσι: singular for plural ὁ θηρευτῆς ... κατέπλασεν: plural for singular ἀπάντων: omitted or 'the first thing'</p> <p>More serious error</p> <p>ἐλκουσι: crocodile as subject (ie bait implied object) Any other omitted word Translation continues beyond end of printed passage</p>

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
5	<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • μέλλοι ἐξ ἔτη μόνον βιοὺς τῷ ἑβδόμῳ τελευτήσῃν 'having lived just six years he was going to die in the seventh': details of his harsh fate, emphasised by μόνον • δεινὸν ποιησάμενος 'considering this terrible' / 'feeling indignant': the phrase expresses the strength of his feelings • ἔπεμψεν... τῷ θεῷ ὀνειδισμῶ 'he sent a rebuke': strong choice of words, expressing a bold action (rebuking a god) • ἀντιμεμφόμενος 'blaming him (in turn)': the prefix ἀντι- adds force to Mycerinus' counter-complaint - again, a bold way to talk to a god • ὁ μὲν etc... ἐγὼ δ': direct speech makes vivid the contrast between his predecessors' cruelty and Mycerinus' own piety • πατὴρ ... πάτρως 'father...uncle': alliteration and assonance highlight his outrage • ἀποκλείσαντες τὰ ἱερά, καὶ θεῶν οὐ μεμνημένοι 'shutting down the temples and disregarding the gods': impious actions of his predecessors; chiasmic word order • καὶ τοὺς ἀνθρώπους φθείροντες 'even / actually destroying their people': emphatic καὶ (not polysyndeton) • ἀποκλείσαντες... μεμνημένοι... φθείροντες 'shutting down...disregarding...destroying': tricolon of participles listing the reprehensible behaviour of his father and uncle • ἐβίωσαν ἐπὶ πολὺν χρόνον 'lived for a long time' contrasted with μέλλω ταχέως οὕτω τελευτήσῃν 'I am going to die so soon': antithesis of time phrases and verbs of living / dying; emphatic final position of τελευτήσῃν • ἐγὼ δ' εὐσεβῆς 'whereas I, being pious': this is his 'reward'? 	AO3 8	<p>ἦλθεν αὐτῷ μαντεῖον ἐκ Βουτοῦς πόλεως, ὡς μέλλοι ἐξ ἔτη μόνον βιοὺς τῷ ἑβδόμῳ τελευτήσῃν. ὁ δὲ δεινὸν ποιησάμενος ἔπεμψεν εἰς τὸ μαντεῖον τῷ θεῷ ὀνειδισμῶ, ἀντιμεμφόμενος τὰδε, 'ὁ μὲν πατὴρ ἐμοῦ καὶ πάτρως, ἀποκλείσαντες τὰ ἱερά, καὶ θεῶν οὐ μεμνημένοι ἀλλὰ καὶ τοὺς ἀνθρώπους φθείροντες, ἐβίωσαν ἐπὶ πολὺν χρόνον· ἐγὼ δ' εὐσεβῆς ὢν μέλλω ταχέως οὕτω τελευτήσῃν.'</p> <p>An oracle came to him from the city of Buto, that having lived just six years he was going to die in the seventh. Considering this terrible, the king sent the oracle a complaint to the god, blaming him in turn as follows: "My father and uncle, though they shut down the temples and disregarded the gods, instead actually destroying their people, lived for a long time; whereas I, being pious, am going to die so soon."</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						
6	(a)	the Ammonians	AO2 1							
6	(b)	(he wanted to know whether they had any more to say about) the deserts / deserted / unknown regions of Libya / Africa [1]	AO2 1	Answer must include plural (deserts / deserted regions) and Libya / Africa						
6	(c) (i)	παϊδας ὑβριστάς [1] arrogant sons / children [1]	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 παϊδας: do not accept 'young men' ὑβριστάς: accept 'violent', 'unruly', 'insolent'						
6	(c) (ii)	They were strange / excessive [1] (included) selecting (by lot) five men / five of their number [1] to see / explore the deserts of Libya / the Libyan desert [1]	AO2 3							
7		<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <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> <p>Answers may include:</p> <ul style="list-style-type: none"> ἀποπεμπόμενοι 'being sent off': they are being despatched on a journey; passive participle implies they're not going of their own volition 	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>οἱ οὖν νεανῖαι, ὡς ἔφασαν οἱ Νασαμῶνες, ἀποπεμπόμενοι ὑπὸ τῶν ἡλίκων, ὕδατί τε καὶ σιτίοις εὖ ἐξηρτυμένοι, ἦσαν πρῶτον μὲν διὰ τῆς οἰκουμένης· ταύτην δὲ διεξελθόντες εἰς τὴν θηριώδη ἀφίκοντο, ἐκ δὲ ταύτης τὴν ἔρημον διεξῆσαν, τὴν ὁδὸν ποιούμενοι πρὸς ζέφυρον ἄνεμον.</p> <p>And so the young men, so the Nasamonians said, being sent off by their peers, well equipped with water and food, journeyed first through the inhabited country; and having passed through this they came to the region of wild beasts, and from here they went through the desert taking a route into / travelling against the west wind.</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>
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									

		<ul style="list-style-type: none"> • ὕδατί τε καὶ σιτίοις εὖ ἐξηρτυμένοι 'well equipped with water and food': they have provisions to sustain them as they venture forth, emphasised by εὖ (well). • Variety of expressions for travelling (ἦσαν... διεξεληθόντες... ἀφίκοντο... διεξῆσαν ... ὁδὸν ποιοῦμενοι 'went...passed through...came to...went through...making their way') describe their progress along their route • διεξεληθόντες... διεξῆσαν (having passed through...went through): repeated prefix suggests they kept going • They move from familiar territory into the unknown: διὰ τῆς οἰκουμένης 'through the inhabited country' ... τὴν θηριώδη 'the region of wild beasts' ... τὴν ἔρημον 'the desert' • ταύτην ... ταύτης: repetition (+ polyptoton) of 'this' underlines their progress. • πρὸς ζέφυρον ἄνεμον 'into/against the west wind': exotic detail suggests exploration of unknown territory 		
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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 writes that his Egyptian stories are “for the benefit of whoever believes such tales”. Do you think we need to believe his stories in order to enjoy his writing?), details about enjoyable / believable / unbelievable features of Herodotus’ narrative would be evidence of **AO2**, whilst using this evidence assess whether the stories’ credibility has a bearing on the reader’s enjoyment 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	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) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
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 writes that his Egyptian stories are “for the benefit of whoever believes such tales”. Do you think we need to believe his stories in order to enjoy his writing?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>In the quoted statement (from Histories 2.123) Herodotus admits the implausibility of his stories. This suggests that he does not expect the reader to believe everything he writes. [In fact, at 2.123 he continues: ‘my rule in this history is that I record what is said by all as I have heard it.’]. Whether or not the reader (ancient or modern) swallows everything at face value, there is still much to enjoy about the stories in this prescription, such as:</p> <ul style="list-style-type: none"> • Herodotus’ impressive level of research over the course of his wide travels • His entertaining description of exotic lands, peoples and customs • Accounts of individual Egyptian rulers • The spirit of enquiry that suffuses his account <p><i>Supporting evidence from the prescribed text (AO2). (<u>underlined</u> = sections outside those printed on the QP):</i></p> <p>II How the Egyptian king Psammetichus discovered the oldest race on earth: a practical experiment in human behaviourism</p> <ul style="list-style-type: none"> • <u>Before Psammetichus, the Egyptians believed they were the oldest nation on earth but Psammetichus’ ‘experiment’ convinced them that the Phrygians actually came first.</u> • Details of the experiment: two newborn babies raised in isolation without human contact – seems highly implausible (and ethically questionable), but an intriguing story 	<p>10 made up of AO2 = 5 & AO3 = 5</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.</p> <p>Maximum 8 if only two sections mentioned.</p>

		<ul style="list-style-type: none"> • <u>The idea that early human development can be understood from the behaviour of two babies seems flawed, especially to the modern reader.</u> • <u>Psammetichus' conclusion is dubious</u> • <u>We can appreciate the trouble Herodotus took over this story, his level of research and the specific details (eg. 'bekos' = Phrygian for 'bread'.)</u> <p>III. How crocodiles are worshipped by some Egyptians, captured and eaten by others</p> <ul style="list-style-type: none"> • <u>Some Egyptians consider crocodiles sacred, rearing them as tame, indulging and adorning them and mummifying them after death: surprising reverence for an exotic wild animal, but borne out by archaeological evidence</u> • Others, by contrast, hunt them and eat them • Herodotus has clearly done his research, choosing to describe one of their many hunting practices - <u>ingenious method involving the back of a pig as bait and a squealing piglet to lure the crocodile</u> • It is exciting to read of men overpowering a frightening wild beast <p>IV. Story of Mycerinus</p> <ul style="list-style-type: none"> • <u>Herodotus sets this story in an attested historical context: Mycerinus succeeded his father and uncle (Cheops & Chephren), who were responsible for the first two pyramids at Giza.</u> • <u>Mycerinus was a more liberal ruler (kind towards his people) than his father but was beset by misfortune: death of daughter and fated to live just six years: unsettling and hard for the reader to accept as 'just fate'</u> 		
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		<ul style="list-style-type: none"> • Entertaining details for the reader: Mycerinus' complaint to the oracle in direct speech; <u>the oracle's heartless reply ('It is for this very reason that your life is hastening to its end.')</u> • <u>Mycerinus' response: ingenious ruse to make 12 years out of six by turning night into day: the reader knows he hasn't really proved the oracle wrong but can admire his commitment to extracting full enjoyment from his allotted years.</u> <p>XVb. The Pygmies and the source of the Nile</p> <ul style="list-style-type: none"> • <u>Herodotus records in detail what is known about the Nile and its source beyond Egypt: he has done a lot of research.</u> • <u>What he recounts is fourth-hand information: via Cyreaneans, Etearchus and Nasamonians – the reader might be cautious of accepting this information while at the same time admiring Herodotus for his persistent investigation</u> • <u>Description of the lands beyond Libya: wild beast country, dry desert: interesting information about unknown lands</u> • <u>The young Nasamonians' journey into the deserts of Libya and their encounter with a tribe of pygmies: entertaining account, with an element of suspense (will the young men be harmed?)</u> • <u>The pygmies' city and river with crocodiles: Etearchus guessed it to be the Nile: Herodotus reports this (erroneous?) conclusion without endorsing it. The reader can appreciate his level of detail while maintaining a critical detachment.</u> • <u>Etearchus says that the Pygmies were all sorcerers</u> 		
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