

GCSE

Classical Greek

J292/02: Prose Literature A

General Certificate of Secondary Education

Mark Scheme for June 2024

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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.*)

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 an annotation to confirm that the work has been seen.

Check that additional objects have been attached in the right order: this might involve linking, unlinking and then re-linking extra answer pages.

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:
- 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 error
	Incorrect translation or interpretation or factual error
 (hard line)	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 (8-mark & 10-mark question) / 1-mark point in 4-mark AO3 question
	Omission mark
	Harmful addition
 (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)		They were the first / oldest of all people / men.	AO2 1	Accept comparative (eg. 'earlier than everyone') Accept 'first born' / 'born before' (γενέσθαι) Accept 'human beings'
1	(b)		The Phrygians were older than themselves / the oldest [1] They (themselves) / the Egyptians were earlier / older than the rest [of the world]. [1]	AO2 2	Accept 'senior'

Question			Answer	Mark	Guidance
2	(a)	(i)	One of: <ul style="list-style-type: none"> Newborn babies to be taken from their parents [1] They were to be brought up among goats / from time to time he should bring them goats [1] No one was to speak in the babies' presence [1] They were to lie <u>alone</u> in an <u>empty</u> shelter/room/house/home. [1] the shepherd should feed them (goat's) milk / tend to their daily needs. [1] 	AO2 1	Either 'alone' or 'empty'/'deserted' (ἐρημη) required
2	(a)	(ii)	Possible answers: <ul style="list-style-type: none"> He might consider it cruel / unethical to deprive the children of human interaction / social contact [1] He might worry about having to say nothing to them [1] He might feel ill-equipped to care for babies [1] 	AO3 1	Accept any reasonable personal response <u>which applies to the answer offered for the previous question.</u>
2	(b)		He wanted to hear what speech / word(s) / language the children would utter first [1] once they were past (the age of) meaningless babbling / whimpering / inarticulate noises [1]	AO2 2	For the second mark, answer must show understanding of ἀπαλλαχθέντων τῶν ἀσήμων κνυζημάτων ('disregarding' / 'leaving off' / 'setting aside' = OK).
2	(c)	(i)	Two years	AO2 1	
2	(c)	(ii)	When the shepherd opened the door / (and) went in [1] the children ran up to him / fell upon him saying 'bekos' [1] stretching out their hands / arms [1]	AO2 3	For the third mark, answer must show understanding of ὀρέγοντα τὰς χεῖρας.

Question		Answer	Mark	Guidance						
3		<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <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> <p>Answers may include:</p> <ul style="list-style-type: none">καὶ κάρτα ἡγοῦνται αὐτοὺς εἶναι ἱερούς ‘most certainly think that they are sacred’: veneration emphasised by καὶ κάρταἓνα ... τρέφουσι κροκόδειλον ‘rear one crocodile’: one is specially selectedδεδιδαγμένον εἶναι χειροήθη ‘trained to be tame’: unusual treatment of a frightening wild beastDetails of adornment: ἀρτήματα δὲ εἰς τὰ ὦτα ἐνθέντες καὶ ἀμφιδέας περὶ τοὺς προσθίους πόδας ‘putting earrings in its ears and bracelets around its (fore)feet’σιτία ἀποτακτὰ διδόντες καὶ ἱερεῖα ‘giving it special food and holy offerings’: they treat it like a god; repetition of ἱερεῖαPolysyndeton (καὶ x 3) emphasises the two previous pointsπεριέπουσιν ὡς κάλλιστα ‘they treat them as well as possible’: superlative emphasisesζῶντας· ἀποθανόντας ‘while they live; (and) after they die’: juxtaposition stresses that they are revered both alive and dead	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 δὲ περὶ τε Θήβας καὶ τὴν Μοίρεως λίμνην οἰκοῦντες καὶ κάρτα ἡγοῦνται αὐτοὺς εἶναι ἱερούς· ἓνα δὲ ἑκάτεροι τρέφουσι κροκόδειλον, δεδιδαγμένον εἶναι χειροήθη· ἀρτήματα δὲ εἰς τὰ ὦτα ἐνθέντες καὶ ἀμφιδέας περὶ τοὺς προσθίους πόδας, καὶ σιτία ἀποτακτὰ διδόντες καὶ ἱερεῖα, περιέπουσιν ὡς κάλλιστα ζῶντας· ἀποθανόντας δὲ ταριχεύοντες θάπτουσιν ἐν ἱεραῖς θήκαις.</p> <p>Those who live around Thebes and Lake Moeris most certainly think that they are sacred. The people from both places rear one crocodile, trained to be tame; and putting earrings in its ears and bracelets around its forefeet, and giving it special food and holy offerings, they treat them as well as possible while they live; and after they die they embalm them and bury them in sacred coffins.</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 (eg. repetition of ἱερούς) can be rewarded, so long as the context is clearly understood.</p> <p>ἱερεῖα: accept ‘animals for sacrifice’ (LSJ)</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
			<ul style="list-style-type: none"> ταριχεύοντες θάπτουσιν ἐν ἱεραῖς θήκαις 'they embalm them and bury them in sacred coffins': divine treatment; repetition of ἱεραῖς 		

Question			Answer	Mark	Guidance
4	(a)	(i)	Two of: <ul style="list-style-type: none"> He (re-)opened the temples. [1] He let the people / freed them to get on with their business / worship / sacrifices. [1] He made very just legal judgements / he was the most just judge (of all the kings). [1] 	AO2 2	Do not accept 'most just' without mention of being a judge / making judgements. ἀνῆκε 'freed' OK if coupled with reference to ἔργα τε καὶ θυσίας δικαιοτάτας: insist upon superlative
4	(a)	(ii)	Either: He contrasts Mycerinus' acts with the unpopular policies of his predecessor(s): 'The deeds of his father displeased Mycerinus.' Or: He says that the people had been 'worn down / afflicted to the limit of their suffering'.	AO3 1	Accept 'He was the most just <u>of all (the) kings</u> ' if this has not been credited in 4ai.
4	(b)		ἡπίω [1] kind / gentle [1]	AO3 1 + AO2 1	One mark for selecting the correct Greek word [AO3], one for translation [AO2]. <ul style="list-style-type: none"> incorrect word + correct translation: 0 Do not accept ἐπιτηδεύοντι, which requires ταῦτα to complete its sense (ie a phrase, not a single word)
4	(c)		She was Mycerinus' only <u>child</u> / the only <u>child</u> of his household. [1]	AO3 1	

Question		Answer	Mark	Guidance						
5	(a)	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <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> <p>Answers may include:</p> <ul style="list-style-type: none">• ἀκούσας ... ποιησάμενος ... ἀνάψας 'hearing...had made...lighting up': series of (aorist) participles suggests determined response to the oracle• λύχνα ποιησάμενος πολλά 'had many lamps made'; adjective πολλά emphasises that he is sparing no expense• ὅπως γίγνοιτο νύξ 'whenever night came on': he did not allow night to get in the way; ὅπως + optative mirrored later by ἵνα ... πυνθάνοιτο 'wherever he learned'• ἔπινέ τε καὶ ἡνυπάθει 'he would drink and have a good time': imperfect tenses stress continuous revelry• οὐθ' ἡμέρης οὔτε νυκτὸς ἀνιείς 'not letting up during either day or night': more emphasis upon his constant partying• εἷς τε τὰ ἔλη καὶ τὰ ἄλση πλανώμενος 'roaming into the marshes and the groves': τε ... καὶ construction and variety of location (ἔλη ... ἄλση) stress extent of his activities• ἵνα γῆς πυνθάνοιτο εἶναι ἐνηβητήρια ἐπιτηδεύματα 'wherever in the land he learned that there were the most	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>ταῦτα ἀκούσας ὁ Μυκερῖνος, ὡς κατακεκριμένων ἤδη οἱ τούτων, λύχνα ποιησάμενος πολλά, ἀνάψας αὐτὰ ὅπως γίγνοιτο νύξ, ἔπινέ τε καὶ ἡνυπάθει, οὐθ' ἡμέρης οὔτε νυκτὸς ἀνιείς, εἷς τε τὰ ἔλη καὶ τὰ ἄλση πλανώμενος καὶ ἵνα γῆς πυνθάνοιτο εἶναι ἐνηβητήρια ἐπιτηδεύματα.</p> <p><u>TRANSLATION SUPPLIED</u></p> <p>Hearing this, since this sentence had already been passed for him, Mycerinus had many lamps made and, lighting these up whenever night came on, he would drink and have a good time, not letting up during either day or night, roaming into the marshes and the groves and wherever in the land he learned that there were the most suitable places of amusement.</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
			suitable places of amusement': ε-assonance and superlative emphasise; ἵνα + optative mirrors earlier ὅπως γίγναιτο		
5	(b)		Two of: <ul style="list-style-type: none"> • He wanted to prove the oracle false. [1] • He wanted to have 12 years instead of six. [1] • He wanted to turn / by turning the nights into days. [1] 	AO2 2	Do not accept 'He wanted to make the most of his allotted time' (<i>vel sim</i>), since this could be assumed from the previous question.

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
6	<p>Assess against criteria in the 5-mark AO2 grid (see above)</p> <p>μέχρι μὲν τεττάρων μηνῶν πλοῦ καὶ ὁδοῦ γινώσκεται ὁ Νεῖλος, πάρεξ τοῦ ἐν Αἰγύπτῳ ῥεύματος. ῥεῖ δ' ἀφ' ἑσπέρας τε καὶ ἡλίου δυσμῶν. τὸ δ' ἀπὸ τοῦδε οὐδεὶς ἔχει σαφῶς φράσαι.</p> <p>Suggested translation:</p> <p>The Nile is known for (a distance of) four months' travel by water and land, beyond the river in Egypt. It flows from the west and the sun's <u>setting</u>. (But) as for the part after this, no one is able to say clearly.</p>	AO2 5	<p>Accept</p> <p>μέχρι 'as far as' πλοῦ 'by sailing', 'voyage' ὁδοῦ 'travel', 'journey', 'road' γινώσκεται 'has been explored' πάρεξ 'outside', 'after', 'except' ρεύματος 'stream', 'course', 'part which flows' ἑσπέρας 'evening' Omission of μὲν ... δ' (after ῥεῖ) ... τε τὸ δ' ἀπὸ τοῦδε 'from this point on' (<i>vel sim</i>)</p> <p>Inconsequential error</p> <p>μέχρι 'only' (but accept 'only as far as') πάρεξ 'from' καὶ (line 1) 'or' ὁδοῦ 'by foot' τοῦ 'a' (ie indefinite instead of definite) historic translation of γινώσκεται... ῥεῖ... ἔχει ἔχει 'has' (but accept 'has the ability to...') οὐδεὶς ἔχει σαφῶς φράσαι 'nothing can be said clearly'</p> <p>More serious error</p> <p>τεττάρων μηνῶν 'the fourth month' ρεύματος 'source' τε καὶ 'to' οὐδεὶς ἔχει 'nothing has' any omitted 'substantial' word (ie not particle)</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
7*	<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • χῶρον πολὺν ψαμμῶδη ‘a wide sandy region’: sense of an expanse of unfamiliar territory • χῶρον πολὺν ... πολλαῖς ἡμέραις ‘wide region...many days’: chiasmus emphasises boredom and length of time before ... • εἶδον δὴ ποτε ‘they eventually saw’: exciting moment • δένδρα ἐν πεδίῳ πεφυκῶτα ‘trees growing on a plain’: description of the landscape, underlined by π-alliteration (continued into the next clause); we wonder whether these will be ordinary trees • ἤπτοντο ... ἀπτομένοις ‘they tried to touch...as they were touching’: sense of exploration / enquiry, emphasised by imperfect (ἤπτοντο) and by polyptoton (ἀπτομένοις) • ἄνδρες μικροί, μετρίων ἐλάττονες ἀνδρῶν ‘small men [delayed in clause], smaller than men of normal size’: diminutive stature emphasised by μ-alliteration, chiasmus and comparative ἐλάττονες after μικροί; cf. τὸ μέγεθος below • λαβόντες δὲ ἤγον αὐτοὺς ‘and taking them they led them’: an alarming experience for the travellers? • δι’ ἐλῶν μεγίστων ‘across (very) great marshes’: expansive terrain; μεγίστων contrasts with previous μικροί ... ἐλάττονες • ἀφίκοντο εἰς πόλιν ‘they came to a city’: their journey concludes with arrival (aorist ἀφίκοντο) at a settlement; familiar but strange because... 	AO3 8	<p>διεξελθόντες δὲ χῶρον πολὺν ψαμμῶδη καὶ ἐν πολλαῖς ἡμέραις, εἶδον δὴ ποτε δένδρα ἐν πεδίῳ πεφυκῶτα, καὶ προσελθόντες ἤπτοντο τοῦ ἐπόντος ἐπὶ τῶν δενδρῶν καρποῦ· ἀπτομένοις δὲ αὐτοῖς ἐπῆλθον ἄνδρες μικροί, μετρίων ἐλάττονες ἀνδρῶν, λαβόντες δὲ ἤγον αὐτοὺς δι’ ἐλῶν μεγίστων, καὶ διεξελθόντες ταῦτα ἀφίκοντο εἰς πόλιν ἐν ἣ πάντες ἦσαν ἴσοι τοῖς ἄγουσι τὸ μέγεθος, χρῶμα δὲ μέλανες. παρὰ δὲ τὴν πόλιν ἔρρει ποταμὸς μέγας, ἔρρει δ’ ἀφ’ ἐσπέρας πρὸς ἥλιον ἀνατέλλοντα, ἐφαίνοντο δὲ ἐν αὐτῷ κροκόδειλοι.</p> <p>And having crossed through a wide sandy region, taking many days, they saw indeed at some point (/ at last) trees growing on a plain and going up to them they were touching / tried to touch the fruit that was on the trees; and as they were touching, some small men approached them, smaller than men of normal size; and taking them they led them across (very) great marshes, and having crossed these they came to a city in which everyone was the same as those leading them, in respect of their size and their black colour. Alongside the city there flowed a great river, and it flowed from the west towards the rising sun, and there were evidently crocodiles in it.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • πάντες ἦσαν ἴσοι ... τὸ μέγεθος, χρῶμα δὲ μέλανες 'everyone was the same ... in respect of their size and their black colour': an unusual race of people; chiasmus and emphatic final position of μέλανες. • παρὰ δὲ τὴν πόλιν ἔρρει ποταμὸς μέγας 'Alongside the city there flowed a great river': π-alliteration and delay of ποταμὸς μέγας hold reader's attention • ἔρρει... ἔρρει 'flowed': repetition emphasises' river's direction of flow (ἀφ' ἑσπέρας πρὸς ἥλιον ἀνατέλλοντα 'from the west towards the <u>rising</u> sun') • ἐφαίνοντο δὲ ἐν αὐτῷ κροκόδειλοι 'and there were evidently crocodiles in it': ἐφαίνοντο at start of clause + delay / emphatic final position of κροκόδειλοι; gripping eye-witness account 		<p>At least one style point required for L3</p> <p>At least two style points required for L4</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 the question (How does Herodotus maintain the reader's interest in his various stories about African people and their rulers?), details drawn from the four stories in the prescription would be evidence of **AO2**, whilst using this evidence to evaluate how Herodotus avoids boring the reader / keeps the reader engaged 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) <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i>
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) <i>The response is logically structured, with a well-developed and clear line of reasoning.</i>
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) <i>The response presents a line of reasoning which is mostly relevant and has some structure.</i>
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 occasionally supported by reference to the set text (AO3)

		<i>The response presents a line of reasoning but may lack structure.</i>
1	1–2	<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) <i>The information is communicated in an unstructured way.</i>

0 = No response worthy of credit.

Question	Answer	Mark	Guidance
8*	<p>How does Herodotus maintain the reader's interest in his various stories about African people and their rulers?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>In an historical work examining the causes of the Persian wars, Herodotus' long digression on Egypt and Libya (Africa) might be criticised as dull and irrelevant. We should be wary, however, of judging Herodotus by modern standards of historiography. One of his stated purposes in writing was 'so that the great and marvellous achievements of Greek and barbarian alike may not be lost in oblivion'. In writing at length about non-Greek places, he fulfils this objective, sustaining the reader's interest in a number of ways:</p> <ul style="list-style-type: none"> • Variety and versatility: accounts of exotic people and places are combined with stories about individual Egyptian rulers • Strange and surprising information, attesting to his extensive travel and thorough research • Stories of divine capriciousness sit alongside tales of rational enquiry 	<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>Do not expect answers to show understanding of the context of the set text prescription – ie that it is part of H's wider narrative about the growth of Persian power – but award due AO3 credit to those that do.</p> <p>To access Levels 4 and 5, answer must mention three of the four sections, thereby considering both people and rulers.</p>

Question	Answer	Mark	Guidance
	<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</p> <ul style="list-style-type: none"> • Psammetichus' practical experiment in human behaviourism, <u>though unscientific and ethically dubious</u>, convinced the Egyptians that the Phrygians were older than they were. Readers may well share Psammetichus' (and Herodotus') interest in this question. • <u>Intriguing details of the experiment: two newborn babies raised in isolation without human contact</u> • <u>The rational reader may doubt that early human development can be understood from the behaviour of two babies, questioning Psammetichus' conclusion.</u> • <u>We can appreciate the research that informed this story and its more trivial details (eg. 'bekos' = Phrygian for 'bread'.)</u> <p>III. How crocodiles are worshipped by some Egyptian people, captured and eaten by others</p> <ul style="list-style-type: none"> • The northern Egyptians consider crocodiles sacred, rearing them as tame, indulging and adorning them and mummifying them after death: surprising reverence for a dangerous wild animal • <u>Others, by contrast, hunt them and eat them</u> • <u>Herodotus says he has chosen to describe the hunting method 'which seems to me to be most worth explaining' – the ruse by which the crocodile is lured (the back of a pig as bait and a squealing piglet) is surprising and entertaining</u> 		

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • <u>Gripping to read about how the hunters overpower the crocodile, plastering its eyes with mud before killing it.</u> <p>IV. Story of Mycerinus, an Egyptian ruler</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 - great and marvellous achievements bound to interest the reader.</u> • Mycerinus was a more liberal ruler than his father but was beset by misfortune: death of daughter ('the first of his troubles' – foreshadowing) and <u>then fated to live just six years.</u> • <u>The reader is moved to sympathise with Mycerinus, who complains to the oracle (direct speech enlivens the narrative) and receives a cruel reply ('It is for this very reason that your life is hastening to its end.'): we share his outrage at his unjust fate.</u> • Herodotus surprises and entertains the reader with his account of Mycerinus' ingenious response: to make 12 years out of six by turning night into day. <p>XVb. The Pygmies (small African people) and the source of the Nile</p> <ul style="list-style-type: none"> • Herodotus records in detail what is known about the Nile and its source beyond Egypt: he has done a lot of research. • <u>What he recounts is fourth-hand information: via Cyreaneans, Etearchus and Nasamonians – the reader might enjoy tracing the path of his sources, exercising caution about accepting his account, while also sharing his interest and spirit of enquiry</u> 		

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • <u>Informative description of the inhabited parts of Libya, along the northern sea, and then of the unfamiliar lands beyond Libya: wild beast country, dry desert</u> • <u>The young Nasamonians' initiation ritual is a fast-paced, entertaining story of a journey into the deserts of Libya and an encounter with a tribe of pygmies: a sort of travelogue, with an element of suspense (we fear for the young men's safety)</u> • <u>The pygmies' city and river with crocodiles: <u>Herodotus'</u> source, Etearchus, 'guessed it to be the Nile' – with this he draws the story to its thematic conclusion, leaving the reader to judge whether the conclusion is correct.</u> • <u>Mysterious / supernatural element: Etearchus says that the Pygmies were all sorcerers</u> 		

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