



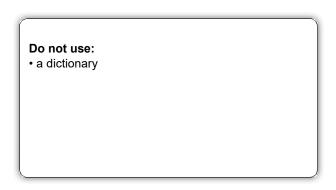
## GCSE (9–1) Classical Greek J292/02 Prose Literature A Sample Question Paper

Version 1.2

# Date - Morning/Afternoon

Time allowed: 1 hour







| First name |  |           |  |  |
|------------|--|-----------|--|--|
| Last name  |  |           |  |  |
| Centre     |  | Candidate |  |  |

### **INSTRUCTIONS**

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

### **INFORMATION**

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

### Answer **all** the questions.

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

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

Tales from Herodotus XVII. 5-13

| (a) | μύρμηκες (line 1): what has Herodotus already said about the physical appearance of these creatures? Give <b>two</b> details. |
|-----|---|
|     |   |
| (b) |   |
|     | [1]   |
| (c) | ζευξάμενος ἕκαστος καμήλους τοεῖς, σειοαφόοον μὲν ἑκατέοωθεν ἄοσενα παοέλκειν,<br>θήλειαν δὲ εἰς μέσον (lines 4–6).           |
|     | Describe the yoking arrangement of the camels used by the Indians.  |
|     |   |
|     | [2]   |
| (d) | ἐπιτηδεύσας ὅπως ἀπὸ τέκνων ώς νεωτάτων ἀποσπάσας ζεύξει (lines 6–7).   |
|     | Why is this kind of female camel ideal for their purposes?  |
|     |   |
|     | [2]   |

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

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

5

Tales from Herodotus XVII. 20-25

| Н | ow does Herodotus' language in this passage convey a sense of urgency?              |
|---|---|
| Y | ou should make <b>three</b> points, each supported by close reference to the Greek. |
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|   | [6]   |

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

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

5

Tales from Herodotus XVIIIa. 5-10

#### Translation:

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

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

| • | tout the realists of the Greek that entire and accomplish Explain your encises. |
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|   | [4]   |
|   | [4]   |

**4\*** Read the passage and answer the question.

Τὴν δὲ κασίαν κτῶνται Ἀράβιοι ὧδε· ἐπὴν καταδήσωνται βύρσαις καὶ δέρμασιν ἄλλοις πᾶν τὸ σῶμα καὶ τὸ πρόσωπον πλὴν αὐτῶν τῶν ὀφθαλμῶν ἔρχονται ἐπὶ τὴν κασίαν· ἡ δὲ ἐν λίμνη φύεται οὐ βαθεία, περὶ δὲ αὐτὴν καὶ ἐν αὐτῆ αὐλίζεταί που θηρία πτερωτά, ταῖς νυκτερίσι προσείκελα μάλιστα, καὶ τέτριγε δεινόν, καὶ εἰς ἀλκήν ἐστιν ἄλκιμα· ἃ δεῖ ἀπαμύνειν ἀπὸ τῶν ὀφθαλμῶν δρέποντας τὴν κασίαν.

Tales from Herodotus XVIIIa. 11-18

5

How does this passage emphasise that the collection of cassia is a dangerous undertaking?

In your answer you may wish to consider:

- the protection the Arabians need
- how the bat-like creatures are described

| You must refer to the <b>Greek</b> and discuss Herodotus' use of language. |  |  |
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**5** Read the passage and answer the questions.

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

5

### Tales from Herodotus XVIIIa. 27–33

| (a) | What have we already been told about the difficulties the Arabians face when collecting cinnamon?  |
|-----|--|
|     |  |
|     |  |
|     |  |
|     | [2]  |
| (b) | Give <b>two</b> reasons why the solution described in this passage is ingenious.   |
|     |  |
|     |  |
|     |  |
|     | [2]  |
| (c) | αί δὲ ὄρνιθες καταπετόμεναι τὰ μέλη τῶν ὑποζυγίων ἀναφοροῦσιν ἐπὶ τὰς νεοττιάς· αί δὲ οὐ δυνάμεναι ἴσχειν καταρρήγνυνται ἐπὶ γῆν· οἱ δὲ ἐπιόντες συλλέγουσι τὸν κινάμωμον. (lines 3–5) |
|     | Translate the second part of this passage into English.  |
|     |  |
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|     |  |

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

7

Έπὴν δὲ βασιλεὺς ὁ Σκυθῶν κάμῃ, μεταπέμπεται ἄνδοας τοεῖς τοὺς εὐδοκιμοῦντας μάλιστα τῶν μάντεων, οἳ τοόπω τῷ εἰοημένω μαντεύονται· καὶ λέγουσιν οὖτοι ὡς τὸ ἐπίπαν μάλιστα τάδε, ὡς τὰς βασιλείας ἐστίας ἐπιώρκηκέ τις, λέγοντες τῶν ἀστῶν ὃν ἂν δὴ λέγωσι.

### Tales from Herodotus XIXa. 8–12

| (a) | τρόπ $ω$ τ $\tilde{ω}$ εἰρημέν $ω$ (line 2): what have we already been told that the Scythian prophets use when making their prophecies?  |
|-----|---|
|     | [1]   |
| (b) | λέγουσιν λέγωσι (lines 3–4): what explanation do the prophets give for the illness of the king?   |
|     |   |
|     |   |
|     | [2]   |
| Rea | d the passage and answer the question.  |
|     | ἐὰν δὲ οἱ ἐπελθόντες μάντεις ἀπολύσωσιν, ἄλλοι πάφεισι μάντεις, καὶ μάλα ἄλλοι. ἐὰν οὖν οἱ πλέονες τὸν ἄνθφωπον ἀπολύσωσι, δέδοκται τοῖς πφώτοις τῶν μάντεων αὐτοῖς ἀπόλλυσθαι. |
|     | Tales from Herodotus XIXa. 25–28  |
| Und | er what circumstances are some prophets put to death?   |
|     |   |
|     |   |
|     |   |
|     |   |
|     |   |
|     | [3]   |

| 8* | What effect do you think Herodotus expected his tales to have upon his readers?  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | You should support your answer with a range of references to the stories you have read, and you may include passages printed on the question paper. [10] |  |  |  |  |  |
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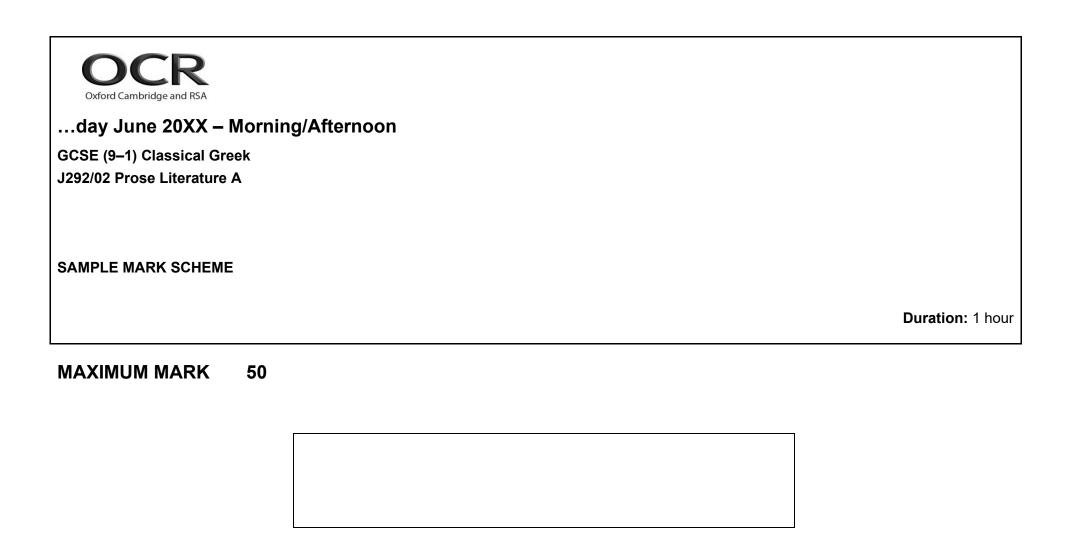
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This document consists of 18 pages

### MARK SCHEME

| C | Question | Answer  | Marks    | Guidance |
|---|----------|---|----------|----------|
| 1 | а        | They are smaller than dogs / bigger than foxes. [1] They look (very) like ants. [1]   | AO2<br>2 |          |
|   | b        | It contains gold.   | AO2<br>1 |          |
|   | С        | Accept any two of: They yoke three camels [1] with a male on either side (like a trace horse) [1] and a female in the middle. [1] | AO2<br>2 |          |
|   | d        | A female one taken away from very young offspring [1] will run back faster to get back to her babies as quickly as possible. [1]  | AO2<br>2 |          |

| 2 | Accept any <b>three</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.  | AO3<br>6 |
|---|--|----------|
|   | expresses a valid point based on a relevant aspect of content <b>or</b> aspect of literary style, with accurate, relevant and suitably explained reference to the Greek  |          |
|   | 1 expresses a valid point, but is not fully supported by an appropriate selection of content <b>or</b> aspect of literary style <b>or</b> reference to the Greek   |          |
|   | 0 Point is not valid, or none are drawn  |          |
|   | <ul> <li>• τὴν ταχίστην: superlative shows how quickly the Indians have to return after filling their bags with sand</li> <li>• αὐτίκα (at once): alerted by the smell, the ants' response is instantaneou and they set off in hot pursuit (διώκουσι). Sentence framed by these two words stresses their swift reaction</li> <li>• εἰσὶ δὲ ταχυτῆτα οὐδενὶ ἑτέρφ ὅμοιοι: emphasis upon the ants' unparalleled speed</li> <li>• ταχυτῆτα: echoes the previous τὴν ταχίστην, giving a sense of speed and urgency</li> <li>• οὕτως ὤστε: result clause underlines how lucky the Indians are to get away</li> <li>• οὐδεὶς ἄν αὐτῶν ἀπεσφζετο: another negative (οὐδεὶς) this time emphasising how none would escape if they didn't get a head start.</li> </ul> | s        |

|   |   | ot any <u>two</u> points and award up to <u>two</u> marks each. Assess against point-<br>pint marking grid below.   | AO3<br>4 |  |
|---|---|---|----------|--|
| expresses a valid point based on a relevant aspect of content <b>or</b> aspect of literary style, with accurate, relevant and suitably explained reference to the Greek |   |   |          |  |
|   | 1   | expresses a valid point, but is not fully supported by an appropriate selection of content <b>or</b> aspect of literary style <b>or</b> reference to the Greek  |          |  |
|   | 0   | Point is not valid, or none are drawn   |          |  |
|   | <ul> <li>P</li> <li>th</li> <li>τι</li> <li>ŏο</li> <li>μ</li> <li>gi</li> <li>π</li> <li>al</li> </ul> | rers may include: romotion of object (τὸν λιβανωτὸν ) to start of sentence emphasises lat it is a sought-after commodity  ὴν στύρακα θυμιῶντες τῷ τῆς στύρακος καπνῷ: burning of storax leps and tails the extract, with explanation for the practice in between leps τὸ πόπτεροι: alarming image of winged serpents likeροὶ τὸ μέγεθος ποικίλοι τὸ εἶδος: balanced phrases, in asyndeton, we a vivid image of the serpents' appearance λήθει πολλοὶ: emphasises their number, especially in the wider, literative context (ψυλάττουσι, πλήθει πολλοὶ περὶ)  ἐδενὶ δὲ: at start of sentence, stresses that storax smoke is the only lepans of warding off the snakes. |          |  |

### 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

| AO3 = 8 marks = Analyse, evaluate and respond to literature |       |   | Guidance on applying the grids   |
|---|-------|---|--|
| Level   | Marks | Description   |  |
| 4   | 7–8   | <ul> <li>very good engagement with the question</li> <li>expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion</li> <li>The response is logically structured, with a well-developed, coherent line of reasoning.</li> </ul> | "a range of relevant points with good development" would <b>typically</b> include four or more strong points.  "a range of well-selected features of literary style" would <b>typically</b> include two or more points of style.                                       |
| 3   | 5–6   | <ul> <li>good engagement with the question</li> <li>expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion</li> <li>The response is well structured with a clear line of reasoning.</li> </ul>  | "a range of sound points with some development" would <b>typically</b> include two to four strong points and may include additional underdeveloped points.  "relevant aspects of content and features of literary style" <b>must</b> contain at least one style point. |
| 2   | 3–4   | <ul> <li>some engagement with the question</li> <li>expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion</li> <li>The response presents a line of reasoning which is mostly relevant but may lack structure.</li> </ul>  | "some points" would <b>typically</b> include one to three strong points or a range of underdeveloped points.   |
| 1   | 1–2   | <ul> <li>little engagement with the question</li> <li>expresses points which are of little relevance and are supported with little evidence from the set text</li> <li>The information is communicated in an unstructured way.</li> </ul>   | <b>Typically</b> a response in Level 1 would show a small number of underdeveloped points.   |

<sup>0 =</sup> No response or no response worthy of credit.

## Strong point (annotate with a tick plus \*.):

- (i) a valid and well-understood textual reference (i.e. reference to the Greek); with
- (ii) a full explanation of its meaning that engages with the set question.

## Underdeveloped point (annotate with a tick question mark ✓?):

- (i) a textual reference that is relevant but is not well-understood
- (ii) the explanation is not fully developed; or
- (iii) lacks a focused Greek reference (annotate with a caret mark).

Valid style comment: annotate with a plus 🕂

## J292/02 Mark Scheme June 20xx

| Question | Answer   | Marks    | Guidance |  |
|----------|--|----------|----------|--|
| 4*       | Assess against criteria in the 8-mark AO3 grid (see above).  | AO3<br>8 |          |  |
|          | Answers may include:   |          |          |  |
|          | <ul> <li>Protective measures (καταδήσωνται βύοσαις καὶ δέομασιν ἄλλοις)</li> <li>mentioned first, suggesting imminent danger</li> </ul>      |          |          |  |
|          | <ul> <li>πᾶν τὸ σῶμα καὶ τὸ πρόσωπον: emphasis on need to protect the whole body and face (except eyes)</li> </ul>                           |          |          |  |
|          | <ul> <li>The danger faced is further delayed: the lake is not deep (οὐ βαθεία) but around it (πεοὶ δὲ αὐτὴν) are winged creatures</li> </ul> |          |          |  |
|          | • Strangeness of these bat-like creatures emphasised by $\pi o v$ (I suppose)  |          |          |  |
|          | • τέτριγε δεινόν: onomatopoeic verb and the intensifier δεινόν depict the awful sound they make  |          |          |  |
|          | <ul> <li>εἰς ἀλκήν ἐστιν ἄλκιμα: assonance and military language paint them as formidable opponents</li> </ul>                               |          |          |  |
|          | • δεῖ ἀπαμύνειν ἀπὸ τῶν ὀφθαλμῶν: more military language, drawing attention to the vulnerability of people's eyes when gathering cassia.     |          |          |  |

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

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

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

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

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

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

0 = No response or no response worthy of credit.

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

## J292/02 Mark Scheme June 20xx

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

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

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

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

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

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

#### 10-mark grid for the extended response question AO2 = 5 marks = Demonstrate knowledge and understanding of literature Guidance on applying the grids AO3 = 5 marks = Analyse, evaluate and respond to literature Marks Characteristics of performance Level In order to show "detailed knowledge" (BP1) detailed knowledge and excellent understanding of the set text (AO2) and "a range of ... examples from the set well-argued response to the question which is supported by a range of well-selected text" (BP2) in Level 5, there is an expectation examples from the set text (AO3) that the answer includes some references to material not printed on the question paper. The response is logically structured, with a well-developed, sustained and coherent line 5 9-10 of reasoning. "a range of well-selected examples" would typically include five or more strong points. each supported by a valid and wellunderstood textual reference. good knowledge and sound understanding of the set text (AO2) "some well-selected examples" would typically include three to five strong points, a good response to the guestion which is supported by some well-selected each supported by an accurate textual examples from the set text (AO3) 4 7–8 reference. May contain additional underdeveloped points. The response is logically structured, with a well-developed and clear line of reasoning. some knowledge and understanding of the set text (AO2) "some examples" would typically include two to four strong points supported by textual a reasonable response to the question which is supported by some examples from references, some of which may lack the set text (AO3) 3 5-6 precision. The response presents a line of reasoning which is mostly relevant and has some structure. Typically includes one to three strong points limited knowledge and understanding of the set text (AO2) or a range of underdeveloped points with a limited response to the question which is occasional supported by reference to the occasional supporting textual references. 2 3-4 set text (AO3) The response would draw limited conclusions. The response presents a line of reasoning but may lack structure. A very limited response would typicallyvery limited knowledge and understanding of the set text (AO2) a very limited response to the question with very limited reference to the set text show a small number of undeveloped points.

The information is communicated in an unstructured way.

(AO3)

1-2

1

<sup>0 =</sup> No response or no response worthy of credit.

## Strong point (annotate with a tick plus \*\*):

- (i) a valid and well-understood textual reference (AO2) (i.e. focussed reference to the set texts); with
- (ii) full explanation of how the response addresses the question, including selecting relevant examples from the ancient sources they have studied (reference to material not printed on the paper); and
- (iii) drawing and expressing conclusions based on the selected examples in relation to the question posed (AO3).

## Underdeveloped point (annotate with a tick question mark ✓?):

- (i) a textual reference that is relevant but is not well-understood (AO2); and/or
- (ii) the explanation of its meaning and how it responds to the set question is not fully developed (AO3).

Additional annotations: tick for material not printed on QP; plus for AO3 (intro, conclusion, topic sentences)

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

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

## **Assessment Objectives Grid**

| Our anting in | Distribution of m | arks for each Asses | ssment Objective |
|---------------|-------------------|---------------------|------------------|
| Question      | AO1               | AO2                 | AO3              |
| 1 a           | _                 | 2                   | -                |
| 1 b           | _                 | 1                   | -                |
| 1 c           | _                 | 2                   | -                |
| 1 d           | _                 | 2                   | -                |
| 2             | _                 | _                   | 6                |
| 3             | _                 | _                   | 4                |
| 4*            | _                 | _                   | 8                |
| 5 a           | _                 | 2                   | -                |
| 5 b           | _                 | _                   | 2                |
| 5 c           | _                 | 5                   | -                |
| 6 a           | _                 | 1                   | ı                |
| 6 b           | _                 | 2                   | ı                |
| 7             | _                 | 3                   | ı                |
| 8*            | _                 | 5                   | 5                |
| Total         | _                 | 25                  | 25               |

## Summary of updates

| Date       | Version | Change   |
|------------|---------|--|
| March 2022 | 1.1     | Updated copyright acknowledgements in question paper.                      |
| June 2025  | 1.2     | Examiner guidance for levels of response questions added into mark scheme. |