

GCSE (9–1) Classical Greek

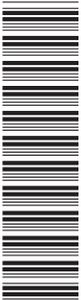
J292/03 Prose Literature B

Sample Question Paper

Version 1.2

Date – Morning/Afternoon

Time allowed: 1 hour



Do not use:
• a dictionary



* o o o o o o *

First name					
Last name					
Centre number					
Candidate number					

INSTRUCTIONS

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

INFORMATION

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

Answer **all** the questions.

1 Read the passage and answer the questions.

ὄρῳμέν τινα στήλην χαλκοῦ πεπονημένην, Ἑλληνικοῖς γράμμασιν καταγεγραμμένην, ἀμυδροῖς δὲ καὶ ἐκτετριμμένοις, λέγουσαν Ἄχρι τούτων Ἡρακλῆς καὶ Διόνυσος ἀφίκοντο. ἦν δὲ καὶ ἵχνη δύο πλησίον ἐπὶ πέτρας, τὸ μὲν πλεθριαῖον, τὸ δὲ ἔλαττον - ἐμοὶ δοκεῖν, τὸ μὲν τοῦ Διονύσου, το μικρότερον, θάτερον δὲ Ἡρακλέους. προσκυνήσαντες δ' οὖν προῆμεν· οὐπω δὲ πολὺ παρῆμεν καὶ ἐφιστάμεθα ποταμῷ οἶνον ῥέοντι ὁμοιώτατον μάλιστα οἷόσπερ ὁ Χῖος ἐστίν. ἄφθονον δὲ ἦν τὸ ῥεῦμα καὶ πολὺ, ὥστε ἐνιαχοῦ καὶ ναυσίπορον εἶναι δύνασθαι.

III. *The Truth, the Half Truth and nothing like the Truth* 7a.6-15

- (a) στήλην ... ἐκτετριμμένοις (lines 1–2): Give **two** details about the appearance of this slab.

.....
 [2]

- (b) Ἄχρι τούτων Ἡρακλῆς καὶ Διόνυσος ἀφίκοντο. ἦν δὲ καὶ ἵχνη δύο πλησίον ἐπὶ πέτρας τὸ μὲν πλεθριαῖον, τὸ δὲ ἔλαττον (lines 2–4): What evidence was there that this land had had famous visitors?

.....
 [2]

- (c) προσκυνήσαντες (line 5): What did they do upon seeing this evidence?

..... [1]

- (d) ἐφιστάμεθα ποταμῷ οἶνον ῥέοντι ὁμοιώτατον μάλιστα οἷόσπερ ὁ Χῖος ἐστίν. ἄφθονον δὲ ἦν τὸ ῥεῦμα καὶ πολὺ, ὥστε ἐνιαχοῦ καὶ ναυσίπορον εἶναι δύνασθαι (lines 6–8).

What was unusual about the river they found?

.....
 [2]

(e) Why did this discovery encourage Lucian and his men to believe the evidence on the slab? Make **two** points.

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

2 Read the passage and answer the question.

εύρομεν ἀμπέλων χρῆμα τεράστιον· τὸ μὲν γὰρ ἀπὸ τῆς γῆς, ὁ στέλεχος αὐτὸς εὐερνῆς καὶ παχύς, τὸ δὲ ἄνω γυναιῖκες ἦσαν, ὅσον ἐκ τῶν λαγόνων ἅπαντα ἔχουσαι τέλεια - τοιαύτην παρ' ἡμῖν τὴν Δάφνην γράφουσιν ἄρτι τοῦ Ἀπόλλωνος καταλαμβάνοντος ἀποδενδρουμένην.

III. *The Truth, the Half Truth and nothing like the Truth* 7c.29–35

How does Lucian give a vivid description of the creatures he and his men encounter? You should make **two** points, each supported by close reference to the Greek.

•
.....
.....
.....
.....
.....
.....
..... [4]

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5 Read the passage and answer the questions.

καὶ ὁ ἀρξάμενος τὸ καθ' αὐτὸν ἡμῖν διεξήει, ὡς καὶ αὐτὸς ἄνθρωπος ὢν τοῦνομα Ἐνδυμίων ἀπὸ τῆς ἡμετέρας γῆς καθεύδων ἀναρπασθεῖη ποτὲ καὶ ἀφικόμενος βασιλεύσειε τῆς χώρας· εἶναι δὲ τὴν γῆν ἐκείνην ἔλεγε τὴν ἡμῖν κάτω φαινομένην σελήνην. ἀλλὰ θαρρεῖν τε παρεκελεύετο καὶ μηδένα κίνδυνον ὑφορᾶσθαι. πάντα γὰρ ἡμῖν παρέσσεσθαι ὢν δεόμεθα. 5

III. *The Truth, the Half Truth and nothing like the Truth* 8b.30–36

- (a) Why did Lucian and his men need reassurance at this point in the story? Give **two** reasons.

.....

.....

.....

..... [2]

- (b) καὶ ὁ ἀρξάμενος ... χώρας (lines 1–3): how reassured do you think they would have been after hearing Endymion's own experience?

.....

.....

.....

..... [4]

- (c) εἶναι δὲ τὴν γῆν ἐκείνην ἔλεγε τὴν ἡμῖν κάτω φαινομένην σελήνην. ἀλλὰ θαρρεῖν τε παρεκελεύετο καὶ μηδένα κίνδυνον ὑφορᾶσθαι. πάντα γὰρ ἡμῖν παρέσσεσθαι ὢν δεόμεθα. (lines 3–5).

Translate into English.

.....

.....

.....

.....

.....

..... [5]

6 Read the passage and answer the questions.

γάμοις γὰρ τοῖς ἄρρεσι χρῶνται καὶ οὐδὲ ὄνομα γυναικὸς ὅλως ἴσασι.
 μέχρι μὲν οὖν πέντε καὶ εἴκοσι ἐτῶν γαμεῖται ἕκαστος, ἀπὸ δὲ τούτων
 γαμεῖ αὐτός· κύουσι δὲ οὐκ ἐν τῇ νηδύϊ, ἀλλ' ἐν ταῖς γαστροκνημίαις·
 ἐπειδὴν γὰρ συλλάβῃ τὸ ἔμβρυον, παχύνεται ἡ κνήμη, καὶ χρόνον
 ὕστερον ἀνατεμόντες ἐξάγουσι νεκρά, ἐκθέντες δὲ αὐτὰ πρὸς τὸν 5
 ἄνεμον κεχηγνότε ζωοποιοῦσιν.

III. *The Truth, the Half Truth and nothing like the Truth* 9a.4–10

(a) After what age does someone become a husband on the moon?

..... [1]

(b) According to Lucian, how are children born to moon-people?

.....

 [3]

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...day June 20XX – Morning/Afternoon

GCSE (9–1) Classical Greek

J292/03 Prose Literature B

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50



This document consists of 17 pages

MARK SCHEME

Question		Answer	Marks	Guidance						
1	a	It was made of bronze. (1) It was inscribed with Greek / faint writing. (1)	AO2 2							
	b	An inscription saying 'Hercules and Dionysus reached this point' (1) and two (very large) footprints nearby. (1)	AO2 2							
	c	They fell down in worship.	AO2 1							
	d	It flowed with wine (1) + Accept any one of: very like Chian wine (1) plentiful and full (1) could be crossed by boat in places (1)	AO2 2	First point (wine) essential.						
	e	The slab recorded Dionysus' visit to the area (1); Dionysus was the god of wine. (1)	AO2 2	Any reasonable answer which associates Dionysus with wine.						
2		Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. <table border="1" data-bbox="365 1043 1384 1353"> <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>	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	
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	Marks	Guidance						
	<p>Answers may include:</p> <ul style="list-style-type: none"> • ἀμπέλων χρῆμα τεράστιον (a prodigious sort of vine) by way of introduction: creates expectation of something strange • Contrast between τὸ μὲν γὰρ ἀπὸ τῆς γῆς (a thick trunk) and τὸ δὲ ἄνω (women) conveys hybrid nature • ὅσον ἐκ τῶν λαγόνων ἅπαντα ἔχουσαι τέλεια: leaves little to the imagination • An effective simile (τοιαύτην παρ' ἡμῖν τὴν Δάφνην γράφουσιν) ending with • the graphic coinage ἀποδενδρουμένην creates a vivid image • Words associated with vines (κλάδοι ... βοτρυῶν) appear incongruously attached to parts of the human body (eg. δακτύλων). 								
3	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="367 818 1384 1129"> <tbody> <tr> <td data-bbox="367 818 454 943">2</td> <td data-bbox="454 818 1384 943">expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Greek</td> </tr> <tr> <td data-bbox="367 943 454 1069">1</td> <td data-bbox="454 943 1384 1069">expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Greek</td> </tr> <tr> <td data-bbox="367 1069 454 1129">0</td> <td data-bbox="454 1069 1384 1129">Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • Description consists of one long sentence, with multiple participles (ἐπιγενόμενος... περιδιήσας... μετεωρίσας) and conjunctions giving the effect of a relentless chain of events and a long, wild journey • ἄφνω τυφῶν: assonance and onomatopoeia underline the suddenness of the typhoon's onset 	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	
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	Marks	Guidance
	<ul style="list-style-type: none"> • Choice of verbs (περιδινήσας... έμπεσών) expresses violence of buffeting experienced by ship • Repetition of μετεωρίσας... μετέωρον emphasises that the ship is in the air • όσον έπι σταδίους τριακοσίους: a ridiculously exaggerated detail • Language associated with boats (ίστιοις... όθόνην) brings home the incongruity of a flying ship 		

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>

Guidance on applying the grids
<p>“a range of relevant points with good development” would typically include four or more strong points.</p> <p>“a range of well-selected... features of literary style” would typically include two or more points of style.</p>
<p>“a range of sound points with some development” would typically include two to four strong points and may include additional underdeveloped points.</p> <p>“relevant aspects of content and features of literary style” must contain at least one style point.</p>
<p>“some points” would typically include one to three strong points or a range of underdeveloped points.</p>
<p>Typically a response in Level 1 would show a small number of underdeveloped points.</p>

0 = 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 +

Question	Answer	Marks	Guidance
4*	<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Unreal effect of order of verbs (hysteron proteron) in first sentence: the visitors' arrest (συνελήφθημεν) is mentioned before their encounter with (ἀπαντήσαντες) their captors • Invented compound (Portmanteau) word (Ἱππογύποις) introduces a fantasy army of men riding on large vultures (ἄνδρες ἐπὶ γυπῶν μεγάλων ὀχούμενοι) • Repetition of adjective (Polyptoton) of adjective μεγάλων.. μεγάλοι.. μεγάλης and related noun μέγεθος builds up picture of improbably enormous birds • 'Instructive' signpost (μάθοι δ' ἂν τις τὸ μέγεθος αὐτῶν ἐντευθεν) introduces • an exaggerated comparison - note two comparatives (μακρότερον and παχύτερον) - with the dimensions of a ship's mast. • ὡς ἐπίπαν τρικέφαλοι (for the most part three-headed): another strange detail, especially ὡς ἐπίπαν. How many heads did the others have? 	<p>AO3 8</p>	

Question		Answer	Marks	Guidance
5	a	<p>Accept any two points: they've landed in an unfamiliar place (1) and have been arrested by terrifying creatures (1) who fly around hunting down strangers (1)</p>	AO2 2	
5	b	<p>Reassured:</p> <ul style="list-style-type: none"> • Endymion is also a human from Earth (1); • he confirms (at last) that they are on the moon and gives them a kind welcome. (1) • he speaks to them (in Greek) (1) and tells them he is king of this land (1) <p>Not reassured:</p> <ul style="list-style-type: none"> • they might never get back to Earth (1) • they too might be snatched back up again (if they returned to earth) (1) 	AO3 4	

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

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

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

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

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

0 = No response or no response worthy of credit.

Question		Answer	Marks	Guidance
5	c	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>Suggested translation:</p> <p>And he said that that country was the moon that shines down on us. He encouraged us to cheer up, however, and not to suspect any danger. For we would have everything we needed.</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error 'this country' or 'the country' omission of 'down'</p> <p>More serious error failure to recognise indirect statement ('he said [that]') 'we had everything' (missing future tense)</p>
6	a	25	AO2 1	
6	b	<p>Accept any three points to make a coherent explanation:</p> <p>They conceive children in their calves (1); the leg grows fat (1) and is cut open (1); the child is brought out dead (1), then exposed to the wind with mouth open (1) and brought to life. (1)</p>	AO2 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. It is impossible to get 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 Lucian expected his work "A True Story" to have upon his readers?*', details of the discovery of two vast footprints attributed to Hercules and Dionysus, would be evidence of **AO2**, whilst concluding that the audience would recognise this parody of Herodotus and be amused and entertained by his tall stories and word play 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 occasionally 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>

Guidance on applying the grids

In order to show “detailed knowledge” (BP1) and “a range of ... examples from the set text” (BP2) in Level 5, there is an expectation that the answer includes some references to material not printed on the question paper.

“a range of well-selected examples” would **typically** include five or more strong points, each supported by a valid and well-understood textual reference.

“some well-selected examples” would **typically** include three to five strong points, each supported by an accurate textual reference. May contain additional underdeveloped points.

“some examples” would **typically** include two to four strong points supported by textual references, some of which may lack precision.

Typically includes one to three strong points or a range of underdeveloped points with occasional supporting textual references. The response would draw limited conclusions.

A very limited response would **typically** show a small number of undeveloped points.

0 = 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
7*	<p><i>What effect do you think Lucian expected his work “A True Story” to have upon his readers?</i></p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Candidates might refer to Lucian’s warning to his readers, in his introduction: to beware of giving his story any credence, as setting up the expectation that what he writes is ridiculous and improbable.</p> <p>He would have expected his readers to be amused and entertained by his tall stories and word play, and to recognise that they are parodies of the fantastic tales told by previous authors, such as Homer in the <i>Odyssey</i> and Herodotus in his <i>Histories</i>.</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <p>7. ‘In Vino Veritas’</p> <p>Arrival at and investigation of a new land echoes many episodes in the <i>Odyssey</i>; discovery of two vast footprints – one apparently 100 feet long – attributed to Hercules and Dionysus, parodies Herodotus’ account of a Herculean footprint 2 cubits long.</p> <p>Much mileage in the story of a river of wine: wine-coloured fish with inebriating effect, with dregs inside; humorous coinage in οἰνοφαγίας (solid alcohol intake); encounter with the vine-women and tragic consequences of erotic indulgence by two men, heartlessly abandoned by their companions. Humorous concept of ‘sexual vintnercourse’.</p>	<p>10 made up of</p> <p>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 at which this work can be rewarded.</p>

Question	Answer	Marks	Guidance
	<p>8. De la Terre de la Lune</p> <p>Dramatic journey in a flying ship, lifted impossibly high (300 furlongs), landing upon a bright, spherical island in the air; amusing listing of the evidence supporting the conclusion that the land below 'was our own land'.</p> <p>Alarming arrest by the Vulture Cavalry, whose exaggerated size again parodies Homer's <i>Odyssey</i> (Bk.9). Audience with Endymion: intriguing to find this figure of myth installed as king of the moon.</p> <p>9. The Lunatic Fringe</p> <p>Strange marriage customs of the moon-people and bizarre method of giving birth from the calf; mock-serious suggestion that this is the aetiology of the Greek word γαστροκνημία (lit. 'belly of the leg')</p> <p>Diverse standards of beauty on the moon and elsewhere: bald people considered beautiful, unlike on the comets (word play: κομητης = long-haired); no toe-nails; cabbage-leaf for a tail.</p> <p>Peculiarities of moon-people's physique and environment: cheese made from milk sweated from their bodies, mixed with honey dripped from their noses.</p>		

Assessment Objectives Grid

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1 a	–	2	–
1 b	–	2	–
1 c	–	1	–
1 d	–	2	–
1 e	–	2	–
2	–	–	4
3	–	–	4
4*	–	–	8
5a	–	2	–
5b	–	–	4
5c	–	5	–
6 a	–	1	–
6 b	–	3	–
7*	–	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.