



**General Certificate of Education**

**Classical Civilisation 2020**

**CIV2A *Homer Iliad***

**Mark Scheme**

*2009 examination – June series*

**This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010**

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

**Information in round brackets is not essential to score the mark.**

## DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

## QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the candidate's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

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**LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS**

<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• accurate and relevant knowledge covering central aspects of the question</li><li>• clear understanding of central aspects of the question</li><li>• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion</li><li>• ability generally to use specialist vocabulary when appropriate.</li></ul>	<b>9-10</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>6-8</b>
<b>Level 2</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• some relevant opinions with inadequate accurate knowledge to support them.</li></ul>	<b>3-5</b>
<b>Level 1</b>	Demonstrates <b>either</b> <ul style="list-style-type: none"><li>• some patchy accurate and relevant knowledge</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• an occasional attempt to make a relevant comment with no accurate knowledge to support it.</li></ul>	<b>1-2</b>

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

<b>Level 5</b>	Demonstrates <ul style="list-style-type: none"><li>• well chosen accurate and relevant knowledge covering most of the central aspects of the question</li><li>• coherent understanding of the central aspects of the question</li><li>• ability to sustain an argument which<ul style="list-style-type: none"><li>has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structure</li><li>reaches a reasoned conclusion</li><li>is clear and coherent, using appropriate, accurate language and</li><li>makes use of specialist vocabulary when appropriate.</li></ul></li></ul>	<b>19-20</b>
<b>Level 4</b>	Demonstrates <ul style="list-style-type: none"><li>• generally adequate accurate and relevant knowledge covering many of the central aspects of the question</li><li>• understanding of many of the central aspects of the question</li><li>• ability to develop an argument which<ul style="list-style-type: none"><li>has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail and</li><li>has a discernible structure</li><li>is generally clear and coherent, using appropriate, generally accurate language and</li><li>generally makes use of specialist vocabulary when appropriate.</li></ul></li></ul>	<b>14-18</b>
<b>Level 3</b>	Demonstrates <ul style="list-style-type: none"><li>• a range of accurate and relevant knowledge</li><li>• some understanding of some aspects of the question</li><li>• some evidence of analysis and/or evaluation appropriate to the question</li><li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li><li>• some ability to use specialist vocabulary when appropriate.</li></ul>	<b>9-13</b>
<b>Level 2</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> a range of accurate and relevant knowledge</li><li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li><li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li></ul>	<b>5-8</b>
<b>Level 1</b>	Demonstrates <ul style="list-style-type: none"><li>• <b>either</b> some patchy accurate and relevant knowledge</li><li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li><li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li></ul>	<b>1-4</b>

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**LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS**

<b>Level 5</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• well chosen accurate and relevant knowledge covering most of the central aspects of the question</li> <li>• coherent understanding of the central aspects of the question</li> <li>• ability to sustain an argument which               <ul style="list-style-type: none"> <li>has an almost wholly analytical and/or evaluative focus,</li> <li>responds to the precise terms of the question,</li> <li>effectively links comment to detail,</li> <li>has a clear structure</li> <li>reaches a reasoned conclusion</li> <li>is clear and coherent, using appropriate, accurate language and</li> <li>makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>27-30</b>
<b>Level 4</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• generally adequate accurate and relevant knowledge covering many of the central aspects of the question</li> <li>• understanding of many of the central aspects of the question</li> <li>• ability to develop an argument which               <ul style="list-style-type: none"> <li>has a generally analytical and/or evaluative focus,</li> <li>is broadly appropriate to the question,</li> <li>mainly supports comment with detail</li> <li>has a discernible structure</li> <li>is generally clear and coherent, using appropriate, generally accurate language and</li> <li>generally makes use of specialist vocabulary when appropriate.</li> </ul> </li> </ul>	<b>20-26</b>
<b>Level 3</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>	<b>13-19</b>
<b>Level 2</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> a range of accurate and relevant knowledge</li> <li>• <b>or</b> some relevant opinions with inadequate accurate knowledge to support them</li> <li>• <b>and</b> sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>7-12</b>
<b>Level 1</b>	<p>Demonstrates</p> <ul style="list-style-type: none"> <li>• <b>either</b> some patchy accurate and relevant knowledge</li> <li>• <b>or</b> an occasional attempt to make a relevant comment with no accurate knowledge to support it</li> <li>• <b>and</b> little clarity; there may be widespread faults of spelling, punctuation and grammar.</li> </ul>	<b>1-6</b>

**Mark Scheme**

**Unit 2**

**Option A     Homer *Iliad***

**SECTION ONE**

**Option A**

- 01** *What incident in Book 3 had led to Paris' (Alexandros') return to Troy? Give three details.*

**Three from:** Paris fought duel (1) with Menelaus (1) / for the possession of Helen or victory in the war (1) / Menelaus on point of killing Paris (1) / Aphrodite rescued Paris or returned him to Troy (1) / by breaking his helmet strap (1) / by hiding him in a mist (1)

*(3 marks)*

- 02** *Which two people had Hector (Hektor) met immediately before the passage?*

**Two from:** his wife / Andromache (1) / his son / Astyanax (1) / his mother / Hecabe (1) / Paris (1) / Helen (1) / serving woman (1)

*(2 marks)*

- 03** *In this passage how effectively does Homer portray the character of Paris (Alexandros)?*

Discussion might include: importance of looks ('glorious armour'; 'like the beaming sun'); impatience ('did not dally long' + simile 'stalled horse' image; credit for detail from simile); self-confidence (simile again – 'glorying', 'sure of his own magnificence'); good-humour ('laughing as he came'); effortless movement ('legs carry him lightly'; 'quick legs'; 'soon came up with'); status ('godlike') – contrasting diffidence/awareness of inferiority to Hector / apologetic tone ('I must have delayed you'; 'my dawdling'; '... as you told me'), etc.

Apply Levels of Response at beginning of Mark Scheme.

*(10 marks)*

- 04** *'Homer expects his audience to feel both admiration and sympathy for Hector.'*  
**How far do you agree with this opinion? Support your answer with reference to the books of the *Iliad* you have read.**

**You might like to include discussion of**

- ***Hector's strengths and weaknesses as a leader***
- ***his relationship with Paris (Alexandros) in Books 3 and 6***
- ***his relationships with other family members in Books 6 and 22***
- ***his attitude to opponents such as Patroclus (Patroklos) and Achilles (Achilleus)***
- ***his relationship with the gods***
- ***the end of the poem.***

Admiration and sympathy for Hector (or lack of these in places) might be demonstrated using some but not necessarily all of the following:

- Hector as leader: strengths as reflected by the respect shown by Agamemnon & other Greeks (Book 3), prowess in battle (as fighting machine in Book 16); refusal to put family before city (as Book 6); contrast though with refusal to listen to Polydamas in Book 18 and fear shown before duel in Book 22; but courage in accepting death shortly afterwards
- Relationship with Paris: as reflected by their contrasting behaviour before duel in Book 3; also Hector's critical yet supportive attitude towards Paris in the same book and during their meetings of Book 6
- Hector's relationship with his family: his dealings with the women in Book 6: respect shown to and by his mother Hecabe here (but his refusal to listen to her pleas in Book 22); also his respect for Helen in Book 6 (and her positive feelings towards him); his respect for the servants here; in particular in Book 6 his meeting with Andromache (clear sympathy for his predicament, but is he more concerned with his own pride than her fate?); sympathy evoked by Andromache's reaction to his death in Book 22. Other family members: his relationship with Astyanax in Book 6 revealing pride and hopes for the future; the despair of his father Priam in Book 22, contrasting with the pride he feels for Hector after his death
- Possible criticism of his savagery in dealing with Patroclus in Book 16 (but admiration for fighting skills here as elsewhere. Sense of retribution in Achilles' killing of Hector in Book 22 (but noble attitude in face and death?); sympathy & pathos from Achilles' treatment of the body in Books 22 and 23; credit for reference to the heroic code
- Gods: support from Apollo throughout until pathos of his attempts in Book 22; the positive views of Zeus expressed about Hector in Books 22 and 24, leading to the recovery of his body instigated by Zeus
- The ending of the *Iliad*: Hector, though dead, provides the focal point of Book 24; uniting of Priam & Achilles in respect for him; poem ends with arrangements for his funeral.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)



**Option B**

**05 How was Patroclus (Patroklos) killed? Give two details.**

**Two from:** Apollo urged Hector to kill Patroclus (1) / Apollo knocked off Patroclus' helmet (1) / Euphorbus stabbed him / with a spear (between the shoulders) (1) / Hector finished him off with a spear (1)

(2 marks)

**06 Why has his body not already been given a funeral?**

**One from:** Achilles promised no funeral until he brought Hector's body there (1) / he has only just killed Hector (1) / he believed Patroclus could not rest in peace / he could not bear to let Patroclus go until he had avenged him (1) he didn't want to bury him before funeral games (1)

(1 mark)

**07 What do the gods do to protect Hector's (Hektor's) body? Give two details.**

**Two from:** Aphrodite kept the dogs away (1) / Apollo made speech to gods (1) / Apollo looked after Hector's body (1) / Zeus sent Iris to Priam (1) / Zeus sent Thetis to Achilles (1) / Zeus arranged the ransoming of the body (1)

(2 marks)

**08 In this passage, how effectively does Homer convey Achilles' (Achilleus') emotions at the death of Patroclus?**

Discussion might include: development of grief from initial almost impersonal statement of grief in first speech: 'mourn for him – such is the right of the dead'; 'when we have had our pleasure ...tears'; intensifying as the Myrmidons act on his words: 'led by Achilleus'; 'Thetis roused in them ... weeping'; image of wet sands; repetition of 'wet' with armour; ritualistic element

Move from restraint of first speech, via threat of violence to come ('murderous hands'), on through grief ('loud lament') into second speech with anger (grimly ironic request for Patroclus to 'rejoice' in Rieu); violence of anger – 'give it to the dogs to eat raw'; threat to commit human sacrifice (very unusual); mention of 'anger' at end of speech; violence to Hector's body in final section.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**09 'Patroclus is not very important to the Iliad.' How far do you agree with this opinion?**

**You might include discussion of**

- **Patroclus' role in Books 1 and 9**
- **his relationship with Achilles before Book 16**
- **his visit to Nestor in Book 11**
- **the instructions he receives from Achilles in Book 16 and his subsequent actions**
- **the gods' response to his fights with Sarpedon and Hector**
- **Briseis' views of Patroclus**
- **Achilles' response to Patroclus' death.**

Relative importance of Patroclus might be assessed using the following examples:

- the very minor nature of Patroclus' role in the quarrel and subsequent visit of the envoys to Achilles' tent in Book 1: in effect he is a virtual servant, clearly very subservient to Achilles
- Patroclus' minor part in the visit of Odysseus, Phoenix and Ajax to the tent in Book 9; really just a re-run of his appearance in Book 1
- Achilles relationship with Patroclus as revealed by the visit to Nestor in Book 11: the abrupt sending of Patroclus as a 'messenger boy' re-emphasises his apparent unimportance **but** the conversation with Nestor, although further stressing superior status of Achilles, allows Patroclus to emerge as a character in his own right; it also implants the idea which will lead to his becoming (unwittingly?) a main player in the poem as a whole
- following Achilles' final restatement in Book 16 of Patroclus' limited status (fears for his own honour being comprised by this), Patroclus' fighting ability shines as for a brief period he becomes the central figure of the tale; his killing of Sarpedon attracts the attention of Zeus, leading to the exposure of his limitations, and death at the hands of Hector, but not the end of Patroclus' importance
- the views of other characters about Patroclus once he is dead, for example the grief of Briseis in Book 19; also that of Thetis (but is her grief really for Patroclus?)
- in particular, the effect of Patroclus' death on Achilles: the feelings of Achilles as he is driven back to battle in a thirst for revenge, driving all the later events of the *Iliad* from Book 18 to the end; the constant 'presence' of Patroclus throughout these later books.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## SECTION TWO

### Option C

- 10 ***How important to the Iliad are Achilles' (Achilleus') changes of mood? Refer to the books of the Iliad you have read.***

***You might include discussion of***

- ***Achilles' relationship with Agamemnon in Books 1, 9 and 19***
- ***his reactions to the embassy in Book 9***
- ***his treatment of Patroclus (Patroklos) in Books 11 and 16***
- ***his reaction to the death of Patroclus***
- ***his behaviour during the duel in Book 22***
- ***his meeting with Priam in Book 24.***

Arguments for importance of changing moods might include the following:

- shaming / angering of Achilles by Agamemnon in Book 1 leading to Zeus agreeing temporary change of direction of war
- intensifying of his anger when faced by Agamemnon's offer in Book 9 increasing pressure on Greek forces despite some mellowing at the words of Phoenix and Ajax
- his mixed emotions on hearing of Greek losses in Book 11 leading to him sending Patroclus to Nestor and receiving the idea which will kill him
- his continuing anger and threatened pride in Book 16 allowing him to send Patroclus to his death
- the transfer of his anger onto Hector, and despair at the report of the death of Patroclus in Book 18 ending the period of Trojan domination and presaging Hector's death
- his reconciliation with Agamemnon in Book 19 leading to re-establishment of Greek military dominance
- his cold fury throughout Book 22 leading to the death of Hector and mutilation of his body continuing in Book 23
- the ending of his anger, and resultant Zeus-inspired meeting with Priam, leading to a lull in the war (but also bringing near the death of Achilles as foretold throughout).

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

**Option D**

- 11 To what extent are the goddesses in the Iliad similar to the mortal women? Refer to the books of the Iliad you have read.**

**You might include discussion of**

- **Thetis, Andromache and Hecabe (Hekabe) as mothers**
- **Hera, Helen, Hecabe and Andromache as wives**
- **the influence on events of Aphrodite, Athena and other goddesses**
- **the influence on events of mortal women.**

Points suggesting similarity might include the following:

- as mothers: Thetis' concern for Achilles in Books 1 and 18 in particular; Andromache's concern for Astyanax in Book 6; Hecabe's concern for Hector in Books 6 and 22; the helplessness of all three
- as wives: Hera's relationship with Zeus (e.g. in Books 1 and 16); Helen as wife of Menelaus (throughout); Hecabe's relationship with Priam (e.g. in Book 24): all important wives of kings; wariness of husband towards each, but ultimate inferior position of wife; Hera put in place in Book 1, Hecabe in Book 24: contrast of differences in status within both worlds (e.g. Hecabe and servants in Book 6; Hera and Thetis in Book 18) but not exact equivalence (see below).

Points suggesting differences might include the following:

- as mothers: Thetis' access to Zeus (**but** inability to change fate as with mortal mothers)
- as wives: Hera (although essentially still 'a wife') has enough power to worry Zeus; contrast with very human position of Andromache as wife of Hector (e.g. in Books 6 and 22); unique situation of Helen as virtually 'double wife'
- contrast between the lack of influence of the mortal women (e.g. Helen's predicament, Andromache's helplessness) with power of goddesses (e.g. Aphrodite in Book 3, Athene in Book 22) over **all** mortals including males
- clear difference in status between the two worlds exemplified by Helen and Aphrodite in Book 3
- helplessness of Chryseis and Briseis (Books 1 and 18); no corresponding situation for female deities.

Apply Levels of Response at beginning of Mark Scheme.

*(30 marks)*

**Unit 2**  
**Option A     Homer *Iliad***

**SECTION ONE**

Either

		<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>A</b>	01	3	0	3
	02	2	0	2
	03	5	5	10
	04	8	12	20
	<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

Or

		<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>B</b>	05	2	0	2
	06	1	0	1
	07	2	0	2
	08	5	5	10
	09	8	12	20
	<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>

**SECTION TWO**

Either

		<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>C</b>	10	12	18	30
	<b>TOTAL</b>	<b>12</b>	<b>18</b>	<b>30</b>

Or

		<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>D</b>	11	12	18	30
	<b>TOTAL</b>	<b>12</b>	<b>18</b>	<b>30</b>

**OVERALL**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>TOTAL</b>	<b>30</b>	<b>35</b>	<b>65</b>
<b>%</b>	<b>46%</b>	<b>54%</b>	<b>100%</b>