



General Certificate of Education

Classical Civilisation 2020

CIV2B Homer *Odyssey*

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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Set and published by the Assessment and Qualifications Alliance.

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.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

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

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">well chosen accurate and relevant knowledge covering most of the central aspects of the questioncoherent understanding of the central aspects of the questionability to sustain an argument which<ul style="list-style-type: none">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 structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">generally adequate accurate and relevant knowledge covering many of the central aspects of the questionunderstanding of many of the central aspects of the questionability to develop an argument which<ul style="list-style-type: none">has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">a range of accurate and relevant knowledgesome understanding of some aspects of the questionsome evidence of analysis and/or evaluation appropriate to the questionsome ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammarsome ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">either a range of accurate and relevant knowledgeor some relevant opinions with inadequate accurate knowledge to support themand sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">either some patchy accurate and relevant knowledgeor an occasional attempt to make a relevant comment with no accurate knowledge to support itand little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS

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

Mark Scheme
Unit 2
Option B Homer, *Odyssey*

SECTION ONE

Option A

01 According to Agamemnon, who helped his wife kill him?

(His wife's / Clytaemnestra's) lover / Aegisthus (1) (1 mark)

02 Who advised Odysseus to visit Hades?

Circe (1) (1 mark)

03 'Do not sail openly into port...' (line 10). How did Odysseus arrive on Ithaca? Give three details.

Three from: The Phaeacians took him (by ship) (1) / loaded with gifts, food etc (1) / carried him ashore asleep (1) / on a rug & sheet (1) / near the cave of the Nymphs (Naiads) (1) / left him still sleeping (1) / treasure behind (olive) tree) (1) (3 marks)

04 In this passage how effectively does Homer portray Agamemnon's attitude towards wives and sons?

Discussion might include: **wives:** extends (understandably) jaundiced view of *his* wife to wives in general – 'never be too trustful...'; best not to tell them much ('keep the rest ... to yourself'); more positive when contrasts his wife with 'the wise' Penelope ('not that your wife ... murder you'); 'Icarius' daughter' suggests importance of having wife chosen from good stock; 'loyal in her thoughts and feelings' implies Penelope's qualities are the right ones; 'young woman' suggests acceptability of age gap; 'baby son at her breast' suggests Agamemnon sees wife's main importance in providing & raising son; main complaint that she 'refused me even the satisfaction of setting eyes on my son' suggests he sees his wife mainly in terms of son; finishes with generalization – wives 'no longer to be trusted'.

sons: more positive: 'he will kiss his father' ('how things should be') – envy of Odysseus' close, loving relationship with Telemachus; 'satisfaction of setting eyes on' shows pride fathers feel towards son (further emphasised by 'loving father'); idea of son taking 'his seat among the men' – he sees duty of son to follow father (pride again); 'But can you give me the truth about my son?' – Agamemnon's primary anxiety is for **his** son.

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

05 How important is the visit to Hades both to Odysseus and to the poem as a whole? Refer to the books of the Odyssey you have read.

You might include discussion of

- **the visit as a personal challenge for Odysseus**
- **information Odysseus receives in Hades concerning his family and home situation**
- **how he later uses the information he is given**
- **the reasons for the visit as stated in Book 10**
- **the significance of the meeting with Teiresias**
- **the other characters he comes across, both human and mythological.**

Arguments that the visit is important may include:

- the need for Odysseus to be put to the ultimate test in his personal Odyssey, without direct divine assistance, joining a very select group of humans
- Circe's comments in Book 10 that he has 'to make a journey of a very different kind' and that he will receive necessary direction from Teiresias
- the message which Teiresias has for Odysseus when they meet, giving him clear directions to enable him to get home
- the other information on his home situation which he receives, e.g. from Anticleia (concerning Penelope's situation in particular, but also the rest of his family) and Agamemnon (dangers of rushing in on arrival home); usefulness of this information to the reader (or listener in oral tradition) – reinforcement of storyline, building tension etc.
- other people he meets: tidying up of Elpenor storyline; confirmation of fate of Agamemnon; failure to reconcile Odysseus' differences with Ajax over armour of Achilles. Interest value in themselves of whole range of stories alluded to
- accuracy of the information he receives and the help this gives him in getting home
- gives Odysseus the focus to head for home
- Homer's desire to tell a gripping tale of mystery, tension and excitement; e.g. stories of mythological women, tortures of the wicked, picture of Heracles.

Arguments that the visit is not particularly important may include:

- no clear reason given by Circe for him *needing* to go to Hades and get this information from Teiresias when **she** as an immortal would surely know it and could tell him; Fate is Fate and cannot be changed, so what does it achieve?
- a reasonable perception that much of what happens in Hades is irrelevant to the main storyline, e.g. stories of mythological characters
- the fact that Odysseus fails to act on key fundamentals of the advice he receives (e.g. cattle and sheep of the Sun-god), rendering the exercise in many ways pointless (strongest argument).

Level 5 arguments need to make reference to both sides of the argument.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

- 06 What has Penelope just said to persuade the Suitors to let Odysseus try to string the bow? Give three details.**

Three from: it is not good manners / common decency to refuse a request from a stranger (1) / there is no chance of such a man winning her (1) / the Suitors are being silly (1) / she will not marry him even if he strings the bow (1) / she will simply give him clothes etc. (1) / see him safe wherever he may go (1) / reminded him of his claim to be of noble birth (1)

(3 marks)

- 07 What happened with each of the first two arrows Odysseus fired?**

Two from: First arrow through all axe heads / passing test (1) / second through throat of / killed Antinous / leader of Suitors (1)

(2 marks)

- 08 In this passage how effectively does Homer convey the moods of both the Suitors and Odysseus?**

Discussion might include: **Suitors:** initially confident through safety in numbers ('glanced at one another'); scornful and flippant ('Ha! Quite the expert'); using nasty humour ('no doubt ... wants to make one'); sure they had their opponent weighed-up ('as much luck ... bow'); all confirmed by 'arrogant', **but** change at end of passage ('utterly mortified') as bravado turns to fear ('colour faded ...').

Odysseus: initially purposeful ('twisting it ... just in case. ..') calm ('cool-headed'); careful and unhurried ('checked it all over'); simile reflects his ease and confidence with the bow ('as a minstrel skilled at the lyre ...'); justification for confidence reflected by 'it sang' and 'like a swallow's note'; all very easy for Odysseus ('without effort or haste') **but** change at end of passage ('long-suffering heart leapt up for joy'); concentration on his part; irony of Apollo as god of weapons and music..

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

09 How important is Telemachus to the Odyssey? Refer to the books of the Odyssey you have read.

You might include discussion of

- *Telemachus' journey to Pylos and Sparta*
- *Telemachus relationship with Penelope throughout the poem*
- *Odysseus' thoughts of his son during his wanderings*
- *Telemachus' meeting with Odysseus in Ithaca*
- *Telemachus' role in the poem after this meeting.*

Points suggesting importance might include some but not necessarily all of the following:

- the focus on Telemachus in Book 1 as preparation for his later role; also holding up first appearance of Odysseus
- his position as the leading human figure in Book 1 developing his character and establishing him as important to Athene's plans
- his support for Penelope as main 'man' of the family in Odysseus' absence (Books 1 and 19 and 21); loving but firm son
- Anticleia's reassurance to Odysseus that Telemachus has been standing in for his father in the palace at Ithaca, in Book 11
- the importance of 'sons' in general as emphasised by Agamemnon and Achilles in the meetings in the underworld in Book 11
- the drama and importance to the plot of the reunion scene in Book 16
- his strong supporting role in waylaying the suitors' suspicions in Books 19 and 21
- his role in the build-up to the fight, and in the fight itself in Book 22
- the respect gained in Odysseus' eyes by Book 22 resulting in him being involved in decision-making: e.g. his saving of Medon in Book 22; their joint planning for revealing Odysseus to Penelope in Book 23.

Points suggesting lack of importance might include:

- his clear failure to exercise control over the Suitors in Book
- his failure to rise to the challenge of being 'the man of the house' in support of Penelope, particularly in Book 1
- the lack of any apparent progress during his search for his father
- his virtual non-appearance in Books 5-15
- his dependence on Athene to bring him home in Book 16
- his acceptance of very much a supporting role in Book 16
- his apparent weakness when faced with the Suitors in Books 19 and 21
- his clear subservience to his father: e.g. being given the clearing-up jobs after the fight in Book 22.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

- 10 ***Judging from the books of the Odyssey you have read, how important do you consider the conventions of hospitality (xenia) both to the plot and to the themes of the poem?***

You might include discussion of

- ***the rules of hospitality (xenia) and the reasons for them***
- ***Calypso in Book 5***
- ***the Phaeacians in Books 6-8 and 13***
- ***the characters Odysseus meets during his wanderings in Books 9-12***
- ***the characters Odysseus meets after his return to Ithaca from Book 14 onwards.***

Responses might include:

- hospitality features throughout, with clearly defined expectations on the host, backed by requirements of Zeus: safe reception; provision of basic needs – food, drink, shelter, safe onward passage etc.; virtually all major turning points in Odyssey revolve around the way hospitality is dispensed, so importance clear
- themes often implicit in examples below: hospitality (good and bad) brings its own reward to both host and guest, usually (but not always) in obviously appropriate way, e.g. Alcinoos and Eumaios represents ideals, despite gulf in status; both therefore deserve rewarding; Eumaios is rewarded, but question re Alcinoos (revenge of Poseidon). Divine hosts seem not to be bound fully by rules (Calypso and Circe give very mixed hospitality but are beyond punishment); Polyphemus gets just reward for dreadful hospitality (yet Laestrygonians – in similar situation to Alcinoos – are barbaric, yet apparently unpunished); credit for any other examples, plus reference to basic theme of ‘good v bad’)
- Calypso basically good hostess except for providing onward passage (8-year hold-up for Odysseus); requirement on Zeus to send reminder via Hermes shows rules apply equally to mortals & immortals; this sequence important as starts main storyline of Odyssey; her help with boat building sees Odysseus on his journey
- Nausicaa (inspired by Athene) starts the (perfect) hospitality Alcinoos then continues to provide; three books spent exemplifying the excellence of the hospitality (and Odysseus’ equally appropriate responses to it), stressing importance; main theme
- (lack of appropriate) hospitality offered by Polyphemus nearly wrecks journey, but gives Odysseus chance to shine in rescuing crew etc.; suggestion that Odysseus & the crew suffer for helping themselves to hospitality before it has been offered; importance to theme of poem
- Aeolus: excellent hospitality, including generous offering of means for crew reaching home (contrast with Calypso’s later attitude); important as if instructions followed crew would have reached home quickly & safely but abuse by crew extends story
- Laestrygonians: welcome by princess (reminding of Nausicaa episode) promises a good welcome but turns into disaster; dreadful abuse of hospitality dooms most of Odysseus’ men; minor episode but important in effect

- Circe: initial abuse of hospitality gives Odysseus chance to shine (aided by Hermes); her change to 'good' hospitality, although delaying him by a year, offers important onward assistance (only partly effective as again abused by the crew)
- Eumaeus supports Odysseus; vital base for planning revenge; very different social setting from, say, Phaeacians, but equally high level of hospitality; stresses no bounds of class; key event spread over a number of books; link between hospitality and 'goodness' in thematic sense
- the hospitality offered to the Suitors by Telemachus & Penelope in Books 1 and 19 onwards; their warped reversal of the process by taking over, threatening to kill their host, then dispensing their own brand of 'hospitality' to the disguised Odysseus; important as makes their fate unavoidable (and thematically 'deserved'); ditto role of household servants in helping or hindering Suitors and the link with their fates.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 11 'Odysseus' own actions are less important than help from immortals on his journey to Phaeacia.' On the evidence of the books you have read, how far do you agree with this opinion?**

You might include discussion of

- **the nature of Zeus and how far he is involved**
- **how far Athene intervenes**
- **the role of other gods such as Hermes, Calypso, Poseidon and Ino**
- **the events which Odysseus describes to the Phaeacians in Books 9-12**
- **occasions when Odysseus shows initiative.**

Responses might include:

- the meaning of Fate as represented by Zeus (e.g. in Books 1 and 5) and discussion of whether human actions are therefore preordained; the impotence of Odysseus as his story opens, apparently supporting this view
- Athene's interventions with Zeus in Books 1 and 5 setting up both strands of the story (Odysseus' restart of his journey; Telemachus' 'coming of age'); again, appearing to suggest relative unimportance of any human's actions
- Hermes' role in Book 5 with Calypso; the contrast between his apparent lack of interest and Odysseus' continuing impotence
- what Calypso does and what Odysseus does for himself in Book 5; first signs of him being more than a puppet of fate? – the building of the boat; his dealing with Calypso's pride etc.
- Poseidon's actions in the storm of Book 5; reasons for Odysseus' success in overcoming this; his great tenacity **but** the importance of the assistance of Ino; Athene's help afterwards
- Athene's absence in Books 9-12 and her stated reasons for this; the opportunity given to Odysseus to stand or fall by his own actions; the varying degrees of success in his visits to the Cicones and Lotus-Eaters in Book 9, Aeolus and the Laestrygonians in Book 10
- the dealings with Polyphemus; important as on his own; success based entirely on his thoughts and ensuing actions
- what Circe and Hermes do and what Odysseus does for himself in the events on Circe's island in Book 10: importance of his actions both when divine help is offered and when he has to think for himself
- Odysseus' handling of the visit to Hades in Book 11: ultimate test of a mortal which he faces & overcomes without direct divine assistance
- failure of his own actions when allowing his crew to depart from divine advice in the incidents of Book 12; his tenacity in hanging on to reach Calypso's island when wrecked & crew lost with no direct assistance but as he says only 'thanks to the Father of men and of gods'.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid
Unit 2
Option B Homer *Odyssey*

SECTION ONE

Either

		AO1	AO2	TOTAL
A	01	1	0	1
	02	1	0	1
	03	3	0	3
	04	5	5	10
	05	8	12	20
	TOTAL	18	17	35

Or

		AO1	AO2	TOTAL
B	06	3	0	3
	07	2	0	2
	08	5	5	10
	09	8	12	20
	TOTAL	18	17	35

SECTION TWO

Either

		AO1	AO2	TOTAL
C	10	12	18	30
	TOTAL	12	18	30

Or

		AO1	AO2	TOTAL
D	11	12	18	30
	TOTAL	12	18	30

OVERALL

	AO1	AO2	TOTAL
TOTAL	30	35	65
%	46%	54%	100%