



**General Certificate of Education
June 2010**

Classical Civilisation

CIV2B

Homer *Odyssey*

Unit 2B

Final

<i>Mark Scheme</i>

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.

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 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 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 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 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 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.	9-13
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.	5-8
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.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS

Level 5	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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 2B Homer *Odyssey*

SECTION ONE

Option A

- 01 *Why has Alcinous suggested that they hold the games? Give two details.***

Two from: as part of good hospitality / as a tribute to Odysseus(1) / because Odysseus had been crying / to stop the bard singing (1) / to test the skill of his young men (1) / to show off their skill (1) / so that Odysseus could tell people later (1)
(2 marks)

- 02 *What ‘inept remarks’ (line 1), other than the suggestion that he is a ‘novice at sport’, have angered Odysseus immediately before this passage? Give one detail.***

Any one from: Phaeacians said Odysseus was broken by the sea (1) / that he should take part in the games (1) / despite his obvious reluctance (1) / that he was more like a merchant / ship-captain (1)

Do not credit generalisations, only these specific points from the text

(1 mark)

- 03 *What is the subject of the song that Demodocus sings after this passage? Make two points.***

Two from: the love (1) / of Ares (1) / and Aphrodite (1) / discovery of by Hephaestus her husband (1) / chaining of Ares (1) / unchaining at request of Poseidon (1)

Accept also Trojan War (1) / wooden horse (1)

(2 marks)

- 04 *How effectively in this passage does Homer portray both the character and the physical qualities of Odysseus?***

Discussion might include: *character:* annoyed by criticism (‘you have stirred me ..’); indignant (‘I am no novice’); proud (arrogant?) (‘consider myself ... in the first rank ..’); sorry for himself (‘all the misfortunes ..’); can’t resist a challenge (‘in spite of all ... I’ll try my hand’); self-confident (‘not even troubling to remove his cloak’; chose ‘biggest discus’); *physical strength:* agile (‘leapt to his feet’); strong (not affected by ‘huge weight’, ‘mighty hand’; ‘hurtled through the air’; ‘overshot the marks’); *controlled* strength (‘launched it’; ‘hummed on its course’; ‘flying smoothly’); emphasizing of strength by words of Athene.

Credit any other reasonable points

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

05 How important is Athene's role from Odysseus' release from Calypso's island to his departure from Phaeacia?

You might include discussion of

- **her role in Odysseus' release in Books 1 and 5**
- **her activities in Ithaca in Book 1**
- **her assistance during and immediately after the storm in Book 5**
- **her dealings with Nausicaa in Book 6**
- **her interventions on the way to and at the palace in Books 7 and 8**
- **times when Athene did not offer help.**

Arguments suggesting her role is important might include:

- her contribution at the councils of the gods in Book 1 without which Odysseus may not have left Ogygia
- the advice she gives Telemachus in Book 1, and the ways in which she seeks to protect him
- her final push to Zeus in Book 5 to ensure Hermes was sent to Calypso
- her intervention (after the departure of Poseidon) to give Odysseus the opportunity to bring himself safely to shore in Book 5
- her visit to Nausicaa in Book 6 to ensure Odysseus' initial meeting in Phaeacia is a positive/productive one
- her 'improvement' of Odysseus' appearance in Book 6 to stop Nausicaa fearing him
- her leading of Odysseus (hidden in a mist) to the palace of Alcinous in Book 7

Arguments suggesting her role is less important might include:

- her apparent lack of assistance during the storm in Book 5 (credit for mentioning her obligation not to upset Poseidon); even when intervening, leaving Odysseus to do the hard work himself (calming seas but letting him undertake a hazardous swim)
- her summoning of the citizens to the palace in Book 7 (hardly necessary in the circumstances?)
- her retrieving of the discus in Book 8 (rather than helping him win the contest which he does on his own)

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

06 After Odysseus landed in Ithaca, what help and advice did Athene give him before he reached Eumaeus' hut? Make three points.

Three from: Athene told him he was in Ithaca (1) / took away the mist which prevented him from recognizing it (1) / helped him hide his treasure (1) / warned him about the suitors (1) / disguised him as a beggar (1) told him to go first to Eumaeus / not to go straight home (1) / reassured him about his son (1)

(3 marks)

07 What did Eumaeus do immediately after Odysseus arrived at his hut? Give two details.

Two from: dropped the sandals he was making(1) jumped up as the dogs threatened Odysseus (1) / shouted at the dogs (1) / threw stones at the dogs (1) / invited Odysseus in (1) / for a meal (1) / details of the meal – bread, wine or hog (1) / any other detail of hospitality (1)

(2 marks)

08 How vivid a picture does Homer create of Eumaeus' hut and the surrounding area in this passage?

Discussion might include: *appearance*: well guarded ('high walls'; 'protected by clearing'; guarded by four dogs); attractive ('hedge of wild pear'; 'fine ... courtyard'); quality materials ('quarried stone', 'split oak'); summary: opulence in a basic sense as positives stressed rather than relative poverty: *organization*: well-planned ('spacious courtyard'; 'closely-set stockade'; 'sties all near each other'); well thought-out for use ('in each of which 50 brood sows were penned'; the boars slept outside ..'); care taken to get it right ('from the dark heart of the logs'); *atmosphere*: fortress-like (stress on defences at beginning and guard dogs at end); solitary but self-reliant environment ('made ... without help'); caring establishment ('to house the pigs at night ..'); capability and quality of master ('dogs, savage as wild beasts', but 'trained by the master swineherd'); feeling of threat from suitors ('numbers were constantly reduced').

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

09 How important is Eumaeus to Homer's account of events after Odysseus' arrival on Ithaca?

You might include discussion of

- **his attitude to 'the stranger' in Book 14**
- **his relationship with Telemachus in Book 16**
- **the part he plays in the preparations in Book 21**
- **his role during the fight in Book 22 and after.**

Points suggesting his role is important might include:

- providing a trusted ally and safe base to ensure Odysseus' return to Ithaca and reconciliation with Telemachus gets off to a good start
- providing a contrast in social class from most of the other male 'heroes' of the story
- epitomizing the loyal servant right from first words in Book 14
- providing of up-to-date information on the situation with the suitors in Book 14
- offering a perfect example of *xenia* (guest-friendship) by his treatment of 'the stranger' in Books 14 and 16
- quality of his relationship with Telemachus in Book 16
- his assistance to Penelope in setting up the contest in Book 21
- the contrast he offers with Melanthius in Books 21 and 22
- his support during the fight in Book 23; the suitors he kills
- there at the end, leaving with Odysseus and Telemachus.

Points suggesting his role is less important might include:

- basically provides a supporting role rather than a 'main player'
- he is kept in the dark about Odysseus' identity long after this seems unnecessary
- the relatively few mentions he receives once they reach the palace.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO

Option C

- 10 ***'The female characters in the Odyssey, other than Athene, are simply figures in the background.'* On the evidence of the books of the Odyssey you have read, how far do you agree with this opinion? Do not discuss Athene in your answer.**

You might include discussion of

- ***Penelope as wife and mother***
- ***Calypso***
- ***Nausicaa and Arete***
- ***Circe and the Laestrygonian women***
- ***Anticleia and other female characters encountered in Hades***
- ***Eurycleia, Melantho and other maids.***

Arguments suggesting that women are only background figures might include:

- Penelope: despite regular appearances, takes back seat: dismissed by Telemachus in Book 1; nowhere to be seen in 6-12; husband sleeps with other females (Calypso/Circe in 5 and 10); largely under control of suitors in 16-21; dismissed again by Telemachus at crucial point in 21; failure of Odysseus to reveal himself until 23
- Calypso: can be seen as victim of higher gods (Books 1 & 5); no power to argue with Hermes in 5; despite divine nature, plays second fiddle to Odysseus in boat building, also easily placated by Odysseus over his feelings for Penelope (5); her helping breeze soon overwhelmed by Poseidon's storm; Odysseus tells Alcinous Calypso never won his heart (9); plays no part in finale in Ithaca
- Nausicaa: basically puppet of Athene in Book 6; doesn't really do anything crucial for Odysseus, simply gives him directions; takes back seat to parents in 7 & 8; no part in finale in Ithaca
- Arete: kindly character in Books 7 & 8, but basically background figure supporting her husband; asks questions but plays no fundamental part in storyline
- Circe: fails to thwart Odysseus in Book 10 despite magic powers; delay on her island essentially inconsequential to story; hard to see any great benefits to Odysseus from her getting him to Hades (9/10); Odysseus fails to follow her key advice on safe return to Ithaca (12); not seen in second half of story
- Laestrygonians: Princess and Queen play very small part in causing the mass destruction of Odysseus' ships; very brief mention
- women in Hades: Anticleia takes second place to Teiresias in advising Odysseus; her information, unlike Teiresias', does not really help Odysseus later; lots of heroines seen but nothing of substance added to story

- servants in Ithaca: generally passive characters; even Eurycleia threatened by Odysseus when she recognises him; execution of maids reflects their lack of importance
- credit for relevant comments on other female characters, e.g. Ino, Aphrodite, Scylla etc.

Arguments *disagreeing* that women are only being background figures might include:

- Penelope: there regularly as major part of the reason for Odysseus striving to return; stated as reason for leaving Calypso (Book 5); Odysseus only 'unfaithful' with divine females – and through necessity (Calypso/Circe); most important topic he asks his mother about in Hades is Penelope's safety (Book 11); Penelope is quoted by Agamemnon to show the ideal wife, also in 11; clever ruse to put off suitors with shroud in 19; sorts out Melanthe in 19; talks to Odysseus as 'the stranger' on equal terms in 19; fundamental role as equal to Odysseus in 23
- Calypso: key player in setting events moving in Book 5; consort of Odysseus for 9 years; has power to offer Odysseus immortality in 5; helps him by supplying materials for boat, also providing favourable breeze for his journey
- Nausicaa: strong presence in Book 6; instrumental in Odysseus' safe reception at palace; beach scene provides rare chance for humour; shows sense in advice she gives him; Odysseus' comments before departure re owing her his life (8)
- Arete: her honour stressed to Odysseus by Athene in Book 7; Odysseus supplicates her before her husband on arrival at palace; several times takes lead in asking him questions
- Circe: provides glamorous villain (positive contrast with Polyphemus) in Book 10; gives him much-needed hospitality; instrumental in both getting him to Hades (10) **and** in giving him a safe plan to reach Ithaca (12)
- Laestrygonians: Queen seems to have been monstrous figure responsible in part for stirring Antiphates to destroy bulk of Odysseus' ships and kill most of his men; she and Princess provide villainous counterparts to Arete and Nausicaa
- women in Hades: meeting with Anticleia humanises Odysseus; she also gives him important information; his meetings with heroines evoke strong atmosphere of Hades; story of Clytemnestra helps show qualities of Penelope
- servants in Ithaca: Eurycleia provides female counterpart to Eumaeus, showing the 'good' servant; her reliability helps Odysseus continue his plan; Melanthe provides vivid contrast of 'bad' maid – audience reaction to her & other 'bad' maids' deaths
- credit for relevant comments on other female characters, e.g. Ino, Aphrodite, Scylla etc.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 11 ***How effectively does Homer make use of speeches in the Odyssey? Refer to specific examples in your answer.***

You might include discussion of

- ***reasons for the large number of speeches in the Odyssey***
- ***the part they play in establishing character and motivation***
- ***speeches which aid understanding of the plot***
- ***speeches which add drama to the plot and situation***
- ***speeches offering variety to the audience, for example Odysseus' lying tales***
- ***extended story-telling speeches, for example those told by Odysseus in Books 9-12.***

Arguments suggesting effectiveness or otherwise might include:

- general: nature of oral poetry and epic poetry; stock elements in oral composition; speeches major 'building-block'; some of deficiencies to modern audience due to restrictions imposed on composer; dramatic needs of epic served well by first-hand accounts of characters rather than more distant narration; lack of ability of audience to consolidate (no written account initially); hence need for constant revision/repetition, aided by dramatic nature of speeches
- characterisation: e.g. *Odysseus*: discussions with Calypso in Book 5 and Nausicaa in 6 (both showing cunning and sensitivity); to himself during storm of 5 (despair); with Polyphemos in 9 (both sides, cunning and arrogance); with his crew in 9-12 (increasing inability to control); with Alcinoos in 7/8 and Eumaeus in 13 (both showing his devious nature); with Athene throughout (sparring with each other); to the suitors in 22 (cold implacable hostility) etc. *Athene*: with Zeus in Books 1 and 5 (insistent, impulsive nature); with minor characters throughout (often in disguise so not revealing character directly); with Telemachus in 1 (motherly concern); with Odysseus throughout (supportive, proud) etc. *minor characters*: establishment via speeches of which are 'goodies' (e.g. Nausicaa's brave approach in Book 6; Eumaeus' welcome of Odysseus in 13) and which 'baddies' (e.g. Polyphemos' address in 9; Antinoos right from first comments in 1, then throughout)
- plot: much of main action shown by speech rather than description: can be used either in support of statement (ie speeches necessary for plot) **or** against (often length can be challenged): e.g. the decision to let Odysseus leave Ogygia (key speeches of Zeus, Athene, Calypso in Books 1/5); Athene's protection of Telemachus (1); Odysseus' gaining of help from Nausicaa (6) and Alcinoos/Arete (7/8); Odysseus' establishment of Eumaeus' support (13/14 – good argument for overdoing it?); planning of events in palace by Odysseus/Athene (13); Odysseus to various characters in the palace in build-up to fight (19/21)
- drama: essential in epic poetry; e.g. initial meetings of gods (Books 1/5) not only give characterisation and move plot forward, but by adopting 1st person approach add dramatic tension: credit for key examples referring to speeches from elsewhere: e.g. Odysseus and Nausicaa (6); Odysseus and Polyphemos (9); planning of second half by Athene in 13 (but does this detract from dramatic effect of 14-23?); suitors to each other re Telemachus (16); Odysseus and Eurycleia (19); Odysseus to suitors (22); Odysseus and Penelope reunion (23)

- variety: audience requirement for 'time to switch off' and variety from main theme, given oral origin of poem: e.g. stories within stories (e.g. bard's tales of Book 18; also all of Books 9-12 in a sense); light relief (e.g. complaints of Hermes to Calypso in 5; Odysseus' depiction of monsters in 9-12) etc. question of 'variety' (positive feature) re 'irrelevance' or 'over-extension'; credit for arguments which reveal understanding of this
- extended nature: material may well aid in arguing in favour of statement: questionable relevance of several long speeches, e.g. many of the speeches of characters in Hades e.g. Tyro, Leda etc (11); necessity of books 9-12 (one extended speech delaying description of Odysseus' return home, in one sense); Odysseus' fictitious account to Eumaeus (14); stories of the bard in 18; Odysseus' retelling of the whole tale in 23; credit for sensitivity of responses to oral origins of poem, audience expectations of that time etc.
- much of material can be argued either way; credit for attempts at a balanced argument **or** convincing one-way view.

Credit any other reasonable points.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid
Unit 2B **Homer *Odyssey***

SECTION ONE

Either
 Option A

	AO1	AO2	TOTAL
01	2	0	2
02	1	0	1
03	2	0	2
04	5	5	10
05	8	12	20
TOTAL	18	17	35

Or
 Option B

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

SECTION TWO

Either
 Option C

	AO1	AO2	TOTAL
10	12	18	30
TOTAL	12	18	30

Or
 Option D

	AO1	AO2	TOTAL
11	12	18	30
TOTAL	12	18	30

OVERALL

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