



**General Certificate of Education  
June 2013**

**Classical Civilisation** **1021**

**Homer *Odyssey***

**AS Unit 2B**

**Final**

***Mark Scheme***

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 students' 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 students' 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.

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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 student 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 students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students 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 student'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

|                |  |             |
|----------------|--|-------------|
| <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<br><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<br><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,</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>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,</li><li>is broadly appropriate to the question,</li><li>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>   |

**LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 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,</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> | 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,</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> | 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>13-19</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> writes with sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.</li> </ul>   | <b>7-12</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>1-6</b>   |

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**Mark Scheme**  
**Unit 2B      Homer *Odyssey***

**Section 1**

**Option A**

**01    *How had the Cyclops trapped Odysseus and his men? Make two points.***

**Any two from:** he had blocked the cave entrance (1) / with a (huge) stone (1) / which only he could move or which could not be moved (1)

*(2 marks)*

**02    *How did Odysseus and his men later escape from the cave? Give three details.***

**Any three from:** they placed men under (1) / (trios of) sheep (1) / Odysseus hid under ram (1) / all exited cave when Polyphemus removed stone (1) / let his flock out (1)

*(3 marks)*

**03    *How vividly in this passage does Homer describe the blinding of the Cyclops?***

**Discussion might include:** anticipation of pain ('fierce glow'); suggestion of divine inspiration; 'seizing' implies sudden, speedy action (plus determination), while 'drove' suggests power; 'sharpened end' again anticipates the pain to come; ditto 'twist it home'; simile of drill used on ship's timber (power of drill v fragility of timber, but does use of inanimate object as recipient strengthen or weaken picture?); simile also showing teamwork; 'red-hot' and 'twisted' bring us back from simile, and into change to vocabulary of pain ('boiled'; 'burning'; scorching; singed; blazed; crackled; hissed etc.); picking up on 'hissed' in second simile, again one of a craftsman at work; introduction of human sound ('shriek') before they back away (job done); 'streaming with blood' brings the episode to a suitably gory ending.

*(10 marks)*



**04 How important to the rest of their homeward journey is the Cyclops' desire for revenge on Odysseus and his crew? Give reasons for your answer and refer to the books of the Odyssey you have read.**

*You might include discussion of*

- *why Poseidon is involved and what he does*
- *the part played by Zeus*
- *help Odysseus receives*
- *what Odysseus does without outside help*
- *the actions of Odysseus' crew.*

Factors to consider in making this judgement might include some but not necessarily all of the following:

- *Poseidon's*: credit for brief discussion of reasons for Poseidon's involvement as long as used to show why important; could be seen as vital as his actions drive the plot of Books 1-12, particularly 9-12 (regarded by many as the most exciting part of the story); yet his schemes fail; he is cited by Zeus at start of Book 1 as being the only reason Odysseus did not get home, yet straightaway we are told 'he will relent'; he disappears until Book 5 but in that Book he returns from his break and immediately almost kills Odysseus in one of the great set pieces (the storm); Odysseus would have been powerless here but for divine support (below); in 9-12 he is a constant threat, yet stands by while Odysseus almost reaches home; it is the crew's greed in opening Aeolus' bag that stops him, not Poseidon; similarly he takes no action on the journey to the underworld, and it is Zeus, supporting Hyperion, who destroys the crew and almost kills Odysseus; finally Poseidon seems peevish in Book 13 in persuading Zeus to punish the Phaeacians when he can't get Odysseus; his part ends here well before the climax of the story
- *Zeus*: important as king of gods & arbiter of human morality; he appears to give Poseidon free rein to try to destroy Odysseus, thus allowing a main theme of the storyline to develop; he appears to fear crossing Poseidon as he seeks revenge (tends to act when Poseidon is out of the way (here safe 'in the most remote part of the world') but gives tell-tale signs that he is in charge (Poseidon can't defeat 'united will of the immortal gods'); also makes clear his own devotion to Odysseus for being 'wisest man alive' and 'most generous in his offerings'; permits Athene to start process of rescuing Odysseus from Calypso **but** does not act himself here and did not intervene to prevent destruction of crew (actually sanctioning it in Book 12) or himself give any help to Odysseus even when on point of death (see also below)
- *support received*: although Poseidon as an immortal could not be beaten by Odysseus, and although gods should not work against other gods, Odysseus is always helped at crucial moments; in Books 1/5 by Zeus allowing Athene to intervene and by sending Hermes to Calypso; by Ino when on the point of death in Book 5 (and later in the same storm incident directly by Athene); by Calypso when on the point of exhaustion in Book 12; by Circe in reviving him and advising on his journey home; the only other potential anti-Odysseus immortal is Hyperion who acts only in respect of the crew for eating his cattle (and, of course, Polyphemus himself, setting up the feud with Poseidon)
- *Odysseus' actions*: having a foe as strong as Poseidon allows Odysseus to prove himself (within mortal bounds) by standing up for himself; against other mortals he is unbeatable but even when faced with the power of the sea he copes (as in storm scenes in 5 and 12, the latter with no divine assistance at all)
- *Crew*: credit for stressing that, although the Cyclops' curse is directed primarily at Odysseus, he does call on Poseidon to see that Odysseus' crew are all destroyed; also for assessing how far this curse (as opposed to their own foolish actions) is responsible for their deaths.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B****05 How has Eurycleia recognised Odysseus? Give two details.**

**Any two from:** while Eurycleia was washing him (1) / she felt the scar (1) / caused by a boar (1) when he was younger (1)

(2 marks)

**06 How are the guilty maids punished later? Give three details.**

**Any three from:** Odysseus got Eurycleia to identify them (1) / ordered them to carry out corpses (1) / and clean up (1) / then to be killed by the sword (1) / but Telemachus used a (ship's) cable (1) / to hang them (1) / in the narrow space (1) / outside or in the courtyard (1) / by the round-house (1)

(3 marks)

**07 How effectively in this passage does Homer emphasise differences in the emotions felt by Odysseus and Eurycleia?**

**Discussion might include:** *Eurycleia*: contrast between 'delight' & "anguish", although both felt together; credit for highlighting the contrast; 'heart' emphasizes emotion; stock image of eyes filling with tears; lifting of hand implies tenderness, familiarity etc. (contrast with his response?); 'my dear child' further emphasizes tenderness & suggests her recognition of his long-lost innocence; less like a servant; rather a substitute parent (recalling meeting with Anticleia in 11?); *Odysseus*: shock (for reader/listener) of harsh contrast of 'gripped the old-woman's throat' (controlled anger but almost inhuman compared to most recognition scenes); 'pulled her closer' – to shut her up rather than return her affection; his speech: hints at affection ('Nurse' as first word; 'you who suckled me'; 'although you're my own nurse'), but full of threats, stated ('I won't spare you'), or implied ('let not a soul ..' etc.); no real positive emotion; full of harsh orders ('keep your mouth shut') and cold menace ('you know I make no idle threats').

(10 marks)

**08 In the rest of the Odyssey, to what extent does Odysseus trust, or distrust, those below him in status? Give reasons for your answer and refer to the books of the Odyssey you have read.**

**You might include discussion of**

- ***Eurycleia elsewhere in the story***
- ***other female servants such as Melanthe and the maids***
- ***male servants such as Eumaeus and Melanthius***
- ***Eurylochus and the rest of Odysseus' crew.***

Factors to consider in making this judgement might include some but not necessarily all of the following:

- *Eurycleia*: while here he is harsh and apparently well aware of his superior position, fondness, if not trust, is implied; credit for realizing the danger of the situation when discussing whether Odysseus is actually showing lack of trust or rather trying to stop her blurting out his identity; however he seems quite dismissive in the section which follows the extract; he meets her offer to identify bad maids with 'keep all this to yourself' (abrupt dismissal) but asks her to do just this later in 21 (showing he does actually trust her); in Book 21 she heeds instructions from Eumaeus to lock the servants out of the hall (and later from Telemachus to return) only to be told off by Odysseus 'restrain yourself old woman' after the event; he may take her for granted, but clearly trusts her; this is

reciprocal – in 23 Eurycleia stands up for Odysseus with Penelope when she is not convinced of his identity; earlier Eurycleia is described (Book 1) as virtually a wife to Laertes, but we never see her treated kindly by Odysseus; credit for seeing subtleties in Homer's account (she is always spoken to by Odysseus at times of crisis; implied respect in the way he treats her by clearly trusting her in 21; she brings Odysseus and Penelope together in 22 at his request)

- *other female servants*: Odysseus has little contact with maids when disguised as beggar; suffers abuse from Melanthis in 19, so marks her down as untrustworthy, and warns her of Odysseus' possible return; he relies on Eurycleia to identify the maids who are trustworthy (confirms his trust in Eurycleia but shows he is not interested enough in the maids to worry about whether to trust them individually); he wastes no time on those identified as untrustworthy, leaving Telemachus to kill them (although Odysseus' proposed method of execution is less gruesome than that actually employed by Telemachus)
- *Eumaeus/Melanthis*: stand as contrast between the trustworthy male servant and the exact opposite: **Eumaeus'** loyalty is praised by Athene before we meet him; on one hand Odysseus tells him a pack of lies, even when he knows his loyalty; right through Books 14 & 16 he spins him tales while hearing his proclamations of sadness at Odysseus' absence; does not put him out of his misery in 16 even when he has revealed himself to Telemachus (but does use affectionate terms 'friend', repeatedly; also we are told his words 'warmed the heart of his master'); possibly as with Eurycleia shows less any 'lack of trust' than Odysseus' tendency to take every precaution to guard himself; it is left to Homer to comment directly on Eumaeus' qualities: 'worthy', 'good' etc (basic terms but important to themes of Odyssey); while he is in the background throughout 19 and 21 (with equally loyal cowman) (*key point*) Odysseus then shows them trust and identifies himself ('I'll find you each a wife'; treat you as 'Telemachus' friends and brothers'), then 'kissed their heads and hands'; both become part of plan & fight in battle; trusted to deal with Melanthis. **Melanthis**: at beck & call of suitors; like maids, no conversation with Odysseus in set books (abuses him in 20); Odysseus clearly realizes early on that he is not to be trusted and simply tells the loyal pair of servants to 'torture him for a while' until they can deal with him properly; his death in 22 is the most brutal in the book
- *crew*: strange mixture here: with Ciconians he seems to trust them too much, standing back when his decision is challenged (and allowing retaliation by Ciconians); having shown concern by rescuing them from Lotus Eaters, he ignores their warnings by staying in Polyphemus' cave (so causing deaths of some) before rescuing the rest; fails most significantly by not trusting them with secret of Aeolus' gift, but falling asleep and trusting them not to misbehave; this mistake on his part prevents them from reaching home (although the crew lack faith in his leadership so are equally culpable); scenes of 'togetherness' suggest trust (such as when he rescues half the crew from Circe, cares for ghost of Elpenor in Hades etc.), but again odd mix on island of Sun God; tries to persuade them not to eat cattle, but leaves them, trusting they will obey (odd to be so trusting after they so dramatically let him down in the similar Aeolus episode); all in all, issues of trust here are quite complex; curious relationship with Eurylochus: Odysseus seems to excuse regular insubordination, presumably trusting him, perhaps unwisely (credit for examples).

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section 2

## Option C

09 **How important are immortal females to Odysseus' return home and success in regaining his kingdom? Give reasons for your answer and refer to the books of the Odyssey you have read.**

**You might include discussion of**

- **Athene**
- **Calypso and Circe**
- **minor immortals such as Ino**
- **what Odysseus does for himself**

**Factors to consider in making this judgement might include some but not necessarily all of the following:**

- **Athene: *reaching home*:** starts ball rolling by pushing Zeus at beginnings of 1 and 5 (work actually done by Hermes once Zeus agrees); spends rest of 1 visiting Telemachus (preparing him for manhood; does he really need this help?); presumably lets Odysseus reach point of death in storm in 5 as unwilling to cross Poseidon (but see Ino below); only acts when he has left the scene; constant presence during scenes in Phaeacia: e.g. use of Nausicaa; credit for evaluating how he would have coped without the meeting; ditto if he hadn't received Athene's instructions on behaviour in palace, her help in disguising him and her assistance in the games; relevance of her (almost total) absence in stories of Books 9-12; ditto in his leaving of Phaeacia. ***regaining kingdom*:** (no other direct immortal female involvement here, although couldn't have regained kingdom if killed on travels); Athene straight in on his return; long meeting to feed information and boost his spirits in 13; again credit for discussing whether this was vital or relatively minor assistance; ditto importance of her saving Telemachus from suitors (does her giving away the whole plot here add to or detract from the power of the climax?); despite references in 19 such as 'Odysseus was left in the hall plotting the Suitors' destruction with Athene's aid', she has little direct involvement in the build-up to the climax (suggestion here of Athene as internal aspect of Odysseus' mind?); again in 21 she 'prompted .. Penelope' to set up the axe trial; two ways of looking at this; turns up halfway through battle as Mentor to renew Odysseus' courage, then watching as swallow 'continued to put (his) strength and courage .. to the test'; yet involves herself directly when he's in danger ('Athene made the whole volley miss'); credit for examining possible contradictory messages here
- **Calypso: *reaching home*:** again, two ways of judging; without her help as related at end of 12 ('she received me kindly') he could have been lost, but Zeus makes clear that fate sees Odysseus reaching home; credit for seeing her reluctance to let him go as hindering rather than helping him return; on the other hand she helps him with boat building despite her feelings (although the boat does not last long); more a character to add glamour & mystery to the tale than a necessity to the plot? ***regaining kingdom*:** fades from view after playing major role in Book 5; possible however to argue that without her help here he would never have regained his kingdom
- **Circe: *reaching home*:** initially seems a threat (changes men to animals and would have done same to Odysseus had Hermes not protected him); changes when can't harm him and allows them to stay (but credit for pointing out negative aspects of this 'help' as noted by the crew if not by Odysseus himself, reminding him after a year that they should set off for home); then twice gives advice: credit for assessing value of this: first to go to Hades (necessary to get advice from Teiresias); second how to get past remaining hazards on journey home (some repetition of advice of Teiresias but much more detailed; some he follows but key point about cattle he doesn't; credit for examining relevance of this in context of question); ***regaining kingdom*:** basically as above under Calypso (even though Circe plays bigger part in story)

- *Ino etc.*: only appears the once (storm in 5) but arguably the most vital help of all; Athene appears to be holding back while Poseidon present; Ino does not seem to be affected and gives him veil; at this point Poseidon gives up ('now make your miserable way across the sea') following which Athene steps back in (but too late without Ino?); credit for mention of creatures that could be regarded as goddesses: e.g. Sirens (important in that he avoids their threat on journey); Scylla (devours six of his men but fails to prevent him passing); Charybdis (has two goes at him but fails to catch him)
- *Odysseus' actions*: **reaching home**: credit for weighing up, for example, his own part in the storm scene of Book 5; also for looking at times when the goddesses leave him to his own devices (e.g. most of the time on Phaeacia); **regaining kingdom**: credit for discussing his own actions/decisions made while with Eumaeus; also for his restraint upon his return to the palace; and for assessing how far his own actions led to the defeat of the suitors in the final battle.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

### Option D

- 10 **'Good *xenia* is always rewarded; bad *xenia* is always punished.'** How true is this of Homer's portrayal of *xenia* (guest friendship) in the books of the *Odyssey* you have read? Give reasons for your answer.

**You might include discussion of**

- ***Odysseus, Penelope, Telemachus and the Suitors***
- ***Calypso***
- ***the Phaeacians***
- ***the characters Odysseus meets on his travels in Books 9-12***
- ***Eumaeus.***

*Factors to consider in making this judgement might include some but not necessarily all of the following:*

- *Odysseus/Penelope/Telemachus/Suitors*: right from Book 1 visit of Athene to Odysseus' palace shows inversion of *xenia* with Suitors usurping Odysseus' /Telemachus' role as host and failing to offer a goddess proper hospitality; threat to kill Telemachus on his return, thwarted by Athene (ultimate abuse possibly justifying suitors' destruction?); credit for looking at Penelope's position in all this; Suitors' treatment of Odysseus as beggar (credit for looking at both sides – at least they allowed him in etc.); assessment of how far their deaths are justified (including to what degree the few that are spared legitimize the deaths of the rest)
- *Calypso*: is the *xenia* she offers Odysseus good or bad? (credit for looking at both sides: standard 'good' in taking him in and offering usual food etc.; surely 'bad' in keeping him there against his will); her 'punishment' is to lose Odysseus; credit for examining whether immortals are subject to same rules as mortals (Calypso's response to visit of Hermes as evidence)
- *Phaeacians*: possible contradiction between Zeus' role as overseer of *xenia* and his allowing Poseidon to punish Phaeacians for carrying out their duties to Odysseus; credit for establishing (with appropriate details) that here both hosts and guest generally carry out duties to the letter (worth noting small exceptions such as young Phaeacians putting Odysseus on spot by challenging him to take part in games); assessment of actions of/outcome to Nausicaa in offering *xenia*

- travels: Ciconians*: Odysseus & crew sack city purely for gain (no justification from Ciconian behaviour); poor way for ‘guests’ to act; result: loss of men (but is it really a punishment for the attack or more a consequence of Odysseus’ poor leadership skills: credit for discussing whether this incident is really about *xenia*). *Polyphemus*: both sides at fault; discussion could centre around the degree of culpability in each case: Odysseus & crew enter cave and eat without permission; Polyphemus abuses his guests in ultimate manner (imprisoning & eating them); result: he is blinded; some crew are eaten; also train of action (involving Poseidon) put in force which causes Odysseus many years’ hardship and effectively costs all crew their lives. *Aeolus*: actual *xenia* on first visit exemplary on both sides; problem is crew’s abuse of Aeolus’ present; release of winds results in them not reaching home; worth assessing Odysseus’ personal responsibility here; credit for assessing Aeolus’ response to their second visit in line with title (is refusal to reoffer hospitality a suitable punishment for both Odysseus & the crew?). *Laestrygonians*: interesting reverse example of Ciconian episode (also grim echoes of Phaeacian reception); envoys politely seek *xenia* but are eaten; only possible fault of envoys was if they showed their horror at appearance of queen (not made clear by Homer); ‘punishment’ of massive kind follows with loss of most of Odysseus’ men in terrible circumstances; no suggestion the ‘hosts’ suffer in any way for this abuse. *Circe*: again issue of how far immortals are bound by rules (no punishment for Circe’s initial flouting of the conventions); possible discussion of Odysseus’ response both to her initial trickery and to the ensuing hospitality she offers (does staying for a year exceed the duties of a guest?); credit for assessing whether the death of the crew through failing to heed Circe’s advice constitutes a suitable punishment for in a sense ignoring advice offered as part of *xenia*
- Eumaeus*: worth comparing to Alcinous to establish no difference between rich & poor *xenia* (only good & bad); also in terms of outcome (Eumaeus is well rewarded for his hospitality, assuming Odysseus keeps his promises; Alcinous had to watch his ship being wrecked & his city encircled); credit for details of the quality of hospitality Eumaeus offers (food, bed etc.); also for the importance of storytelling (is Odysseus justified in lying throughout his stay in the hut? Presumably so as no punishment follows); does Eumaeus deserve to be promised to be treated as one of the family for what he does?

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

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

**Section 1**

**Either**  
**Option A**

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

**Or**  
**Option B**

|              | <b>AO1</b> | <b>AO2</b> | <b>TOTAL</b> |
|--------------|------------|------------|--------------|
| <b>05</b>    | 2          | -          | 2            |
| <b>06</b>    | 3          | -          | 3            |
| <b>07</b>    | 5          | 5          | 10           |
| <b>08</b>    | 8          | 12         | 20           |
| <b>TOTAL</b> | <b>18</b>  | <b>17</b>  | <b>35</b>    |

**Section 2**

**Either**  
**Option C**

|              | <b>AO1</b> | <b>AO2</b> | <b>TOTAL</b> |
|--------------|------------|------------|--------------|
| <b>09</b>    | 12         | 18         | 30           |
| <b>TOTAL</b> | <b>12</b>  | <b>18</b>  | <b>30</b>    |

**Or**  
**Option D**

|              | <b>AO1</b> | <b>AO2</b> | <b>TOTAL</b> |
|--------------|------------|------------|--------------|
| <b>10</b>    | 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>  |