

A-LEVEL CLASSICAL CIVILISATION

CIV2B Homer Odyssey
Mark scheme

2020
June 2014

Version/Stage: Final v 1.0

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from aqa.org.uk

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

Level 4	<p>Demonstrates</p> <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	<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 use specialist vocabulary when appropriate. 	6-8
Level 2	<p>Demonstrates either</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • some relevant opinions with inadequate accurate knowledge to support them. 	3-5
Level 1	<p>Demonstrates either</p> <ul style="list-style-type: none"> • some patchy accurate and relevant knowledge <p>or</p> <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	<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. 	19-20
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 and has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	14-18
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. 	9-13
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. 	5-8
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. 	1-4

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 writes with 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

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Unit 2B Homer *Odyssey*

Section 1

Option A

01 Give the names of Nausicaa's parents.

Alcinous (1) and Arete (1).

(2 marks)

02 What does Nausicaa say to Odysseus and her maids at the end of this speech? Make three points.

Three from:

compliments him on his manners (1) / refers to the importance of the gods (1) / promises him clothes (1) / and any other help (1) / offers to give him directions or take him to the palace (1) / tells him where he is (1) / introduces herself (1) / and her family (1) / calms her maids (or stops them from running away) (1) / tells them to feed him (1) / and bathe him (or rub him with oil) (1).

(3 marks)

03 How effectively in the passage does Homer show Odysseus' skill with words?

Discussion might include:

opening address as 'Princess' (he doesn't know she actually is); suggestion she might be a goddess (asked as a question – establishes two-way contact and is less threatening); use of Artemis as comparison (Aphrodite might be more flattering but Artemis is less suggestive, especially given the transition to marriage which follows); quick introduction of her family naming key members ('father' 'lady mother' – nice use of 'lady' – and 'brothers') is reassuring and respectful; repetition of 'thrice-blessed' emphasizes his admiration for her but with religious undertones; stress of her value as a potential bride ('most blessed of all'); possibly over the top at this point? – 'never have I set eyes ...'; 'I am overcome with awe' all a bit much? reference to 'fresh young palm-tree' (appreciative but non-suggestive again, so better?); his piety indicated by mention of trip to Delos; restraint ('I dare not clasp your knees'), with again religious rather than rapacious tone ('wonder and veneration'); credit for other sensible points.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 ‘Athene is the only female who significantly helps Odysseus on his journey back to Ithaca.’

To what extent do you agree? Give reasons for your answer and refer to the books of the *Odyssey* you have read, up to and including Book 12.

You might include discussion of:

- **Athene**
- **Circe**
- **women in the underworld**
- **Calypso**
- **Ino**
- **Nausicaa and her mother.**

Points to consider might include some but not necessarily all of the following:

- *Athene*: overseeing him constantly elsewhere but not always mentioned as giving any assistance during Books 9-12 (issues regarding Poseidon); yet these are arguably the most challenging times of all (faces Cyclops, Circe, Zeus’ destruction of the ship and crew without any apparent support from Athene); Books 1 and 5: persuasion of Zeus to release Odysseus from Calypso’s island; does then help in storm but rather late on (cf Ino below) by calming storm. Book 6: directs Nausicaa but then stands back rather until — Book 7: gives him directions (lots of information for the reader but how important is her intervention here?) Ditto Book 8 where she announces the games to the locals, then marks his discus throw. Book 13: when the Phaeacians take Odysseus to Ithaca she is not involved in the journey, but puts mist over Ithaca to help; only *after* he returns does her major direct support start
- *Circe*: despite initially threatening his return (display of non-*xenia*), she helps both by a display of *xenia* (but does looking after him for a year constitute help to get home?), advice to go to Hades and further advice on his journey to Ithaca; credit for assessing relative importance of this package in line with question
- *Women in underworld*: meets lots of females: most only provide entertaining story-telling material for Homer but credit for assessing importance of Anticleia (giving reassurance about Penelope, etc.)
- *Calypso*: Book 5: the fact that she keeps him for so long and tries to keep him by offering immortality, etc. makes her a negative influence (credit for noting similarities to Circe) but positive points in that she initially rescues him from the sea and keeps him safe; also in that she instantly accepts the commands of Zeus (via Hermes) to send him on his way **and** provides materials and support for his journey (but how effective?)
- *Ino*: Book 5: only one appearance but it is Ino who saves his life in the storm while Athene is standing aside apparently unwilling to upset Poseidon; credit for students who see that his use of Ino’s veil can be seen as a major turning point
- *Nausicaa and mother*: although inspired by Athene to go to the beach, Nausicaa then shows commendable courage in looking after Odysseus (credit for details) and seeing him on his way to the palace; she seems to be an important character to Homer (portrayed in detail); how vital is this help? Similarly great play is made of the importance of Arete (by Athene and Nausicaa) and Odysseus supplicates her first, while she offers and helps provide *xenia*.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

05 What message has Telemachus sent Eumaeus to deliver? Make two points.

Two from:

To tell Penelope (1) / that he (Telemachus) is safely home (1) / (and that) she should send a housekeeper (1) / to inform Laertes (1).

(2 marks)

06 What instructions does Odysseus give Telemachus to carry out when they reach the palace? Make three points.

Three from:

don't object when the suitors treat Odysseus badly (1) / be nice to them (1) / however they act (1) / gather weapons (1) / when Odysseus gives the word (1) / hide them away (1) / but leave out a few for Odysseus and Telemachus (1) / make up an excuse if the Suitors notice (1) / don't tell anyone (or Penelope) that Odysseus is back (1) / sound out any loyal servants(1).

(3 marks)

07 How effectively in the passage does Homer portray the feelings of Odysseus and Telemachus and the relationship between them?

Discussion might include:

Odysseus seems initially appearing to be mildly criticising Telemachus' reaction ('you ought not to ...'); then reassuring ('be quite certain of this ...'); tells him straight ('I am the man') while alluding to his problems ('in the twentieth year of misfortune and wandering'); then on to appropriate reverence to the gods (rather than basking in the glory of his achievements – 'it is easy for the gods ...debase a man'); great change in Telemachus ('flung his arms around ... neck'); Odysseus then joins in ('passionate longing for tears arose in them both'); restraint breaks down ('cried aloud piercingly'), emphasized by image of 'birds of prey' (credit for discussing details of simile – 'unfledged young'; robbing of nest, etc.); 'piteous tears' (long duration stressed); change at end when (perhaps surprisingly) Telemachus is first to regain control and 'suddenly asked his father a question'; 'what ship ...?', 'who were the men ..?', 'it is obvious ..' all suggest we are ready to move forward; credit for other sensible points.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 08 To what extent do you think the help Odysseus receives from Telemachus and Eumaeus is the main factor in the defeat of the Suitors? Give reasons for your answer and refer to the books of the *Odyssey* you have read.**

You might include discussion of:

- the help he receives from Telemachus
- the help he receives from Eumaeus and Philoetius
- the help he receives from Athene
- what Penelope and Eurycleia do
- what Odysseus does for himself
- how the Suitors behave.

Points to consider might include some but not necessarily all of the following:

- *Telemachus*: (clearly key character to Homer as has most of first four books to himself and reappears at key point in Book 16, being present thereafter): credit for briefly illustrating growth of Telemachus in earlier books as long as made relevant to how this helps him play part v Suitors; Book 16: clear that Odysseus sees him as a vital ally (revealing himself and sharing plans); Telemachus gives him key information about the Suitors. Book 19: plays his part by hiding weapons, but then disappears from view. Book 21: nearly strings the bow (part of plan not to, but clearly could have done, so likely to be good fighter?); plays his part – Suitors have no suspicions re what is going on; Odysseus calls on him as equal as the slaughter is about to begin. Book 22: focus on Odysseus in fight, but Telemachus noted for error in leaving weapon room door open; together with father, overcomes Melanthius saving the day; plays full role in fight that follows (kills Euryades among others); intercedes on behalf of Phemius and Medon – Odysseus respects his judgement here
- *Eumaeus*: credit for assessing importance of his hospitality offered in Books 14-16 in setting Odysseus up for the battle to come; out of the picture then until Book 21 (still not aware of Odysseus' identity); Book 21: hands out bows, axes, etc. to Suitors for contest; Odysseus reveals himself just before the fight; Eumaeus hands the bow to Odysseus despite aggression from Suitors. Book 22: joins in the fight killing Elatus among others (important as Odysseus is vastly outnumbered); fades from sight thereafter; *Philoetius*: very much in background until revelation scene of Book 21; given job of barring gate; joins battle in hall, killing Ctesippus (and given speech); helps deal with maids and Melanthius
- *Athene*: key assistance (credit for brief reference to her getting him home in the first place to face the Suitors). Book 13: fills him in with background; disguises him to fool Suitors; sends him to Eumaeus; goes to get Telemachus. Book 16: gets him to take Telemachus into his confidence. Book 19: Odysseus reaches the palace and starts plotting 'with Athene's aid'. Book 21: prompted Penelope to set up axe test. Book 22: (as Mentor) encourages him in fight; makes suitors' spears miss; raised her aegis, scaring the Suitors
- *Penelope*: while generally in the dark, she does (at Athene's prompting) come up with the bow challenge, while her cunning has delayed the Suitors pending Odysseus' return; *Eurycleia*: keeps the secret of Odysseus' identity and makes minor contributions such as barring doors in Book 21

- *Odysseus*: (gets himself home through thick and thin to face suitors); careful in planning stages (only takes Telemachus into confidence before Book 21 – is he over-careful with Eumaeus?); plans out the fight while acknowledging need for divine support. Book 19: incisive in his planning, giving Telemachus clear instructions; plays part of beggar to perfection, biding his time when insulted by Melanthe, etc.; gets Penelope onside without revealing his identity; keeps Eurycleia from blurting out his identity. Book 21: keeps patient during axe contest; picks his moment to take over, calling Telemachus to action. Book 22: strikes quickly taking suitors by surprise; possibly a bit slow on the weapons business, allowing suitors to rally; kills fair share of suitors along with the others (credit for mentioning cowherd's contribution here); calms down in time to spare the innocent pair
- *Suitors*: stock villains eating and drinking their way to oblivion (*xenia* abuse has surely condemned them); totally passive victims until it is too late; had they been less given over to indulgence they may have put up a better fight; credit for pointing out that they did fight quite well (Book 22) but that at least twice Athene deflected their weapons so it was by no means all their fault that they lost
- *general*: credit for questioning whether this was all decreed by fate anyway (Book 5: Zeus makes it clear Odysseus will kill the Suitors; Book 11: Teiresias tells him he will kill suitors).

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

09 ‘Odysseus’ men all die because of his poor leadership skills.’

To what extent do you agree? Give reasons for your answer and refer to Books 9–12 of the *Odyssey*.

You might include discussion of:

- **Odysseus’ leadership skills and the decisions he makes**
- **the actions and attitude of the crew**
- **the behaviour of those Odysseus meets during the journey**
- **actions of the gods**
- **fate.**

Points to consider might include some but not necessarily all of the following:

- *Odysseus*: starts Book 9 with his crew intact: first episode is **Cicones**: successful sacking of city followed by Odysseus urging crew to leave quickly; he seems to have lacked the authority to bring this about; as a result 6 men from each ship died; with **Lotus Eaters** his leadership seems exemplary; sent reconnaissance party and rescued them when tempted into staying; **Cyclops**: lack of care on Odysseus’s part (men begged to leave cave) led to his being trapped in cave with 12 of crew; 6 killed by Cyclops before Odysseus’s clever plan blinded him; remaining men rescued by this but whole crew put at risk by Odysseus’ need for *kleos*; Cyclops launching missiles when Odysseus called out his name (not to mention future problems with Poseidon); credit for showing his skill at avoiding the missiles; Book 10: **Aeolus**: all fine until Odysseus slept while keeping Aeolus’ gift secret from crew; had he shown better leadership all remaining crew (vast majority of starters) would have reached home; **Laestrygonians**: good tactic to keep his own ship outside harbour but allowing all rest into harbour before checking out island seems careless in extreme; hence what could have been relatively minor incident cost him all his crew except his own ship; **Circe**: good leadership (plus divine help) prevented initial trickery of Circe costing them all their (human) lives; listening to her and following her instructions then helped him preserve most of his remaining crew, even through Hades. Book 11: **Hades**: (if he couldn’t save Elpenor, at least by reaching Hades he could see he was buried) Following divine instructions he listened to the ghosts but when the mood turned threatening gave clear instructions to crew to set sail. Book 12: **Sirens**: kept crew safe by applying earplugs; **Scylla and Ch**: bit of a dilemma: whether to sacrifice some men in order for the majority to sail safely through; took Circe’s advice and lost 6 men but unavoidable (Charybdis would have been worse); **Hyperion**: similar to Cicones / Aeolus: gave clear instructions but left men to own devices; might have survived if he had watched over them; hence to a degree his fault that all remaining crew were destroyed by Zeus’ storm
- *crew*: Book 9: **Cicones**: under clear instructions to leave which they ignored; deservedly lost 6 men from each ship; **Cyclops**: wise to urge their leader to leave; not their fault he wouldn’t listen (but lucky that he had the wits to rescue most of them); unlucky however that his arrogance in naming himself led to future problems. Book 10: **Aeolus**: again disobeying clear orders made the return to Aeolia and the subsequent problems largely *their* fault; **Laestrygonians**: conversely they obeyed the orders to sail into the harbour which cost most of the remaining crew their lives; **Circe**: half of them walked into a trap but good leadership by Odysseus saved them; Elpenor’s carelessness cost him his life.

Book 12: **Scylla and Ch**: decision taken out of their hands saved most of them at cost of 6 effectively sacrificed for the others; **Hyperion**: understandable that they disobeyed orders as starving *but* were firmly warned of the consequences so not their leader's fault but their own; hence all died

- *those he meets*: Book 9: **Cicones**: strong army when supported by neighbours; able to surprise Odysseus and his men by sheer numbers; **Lotus Eaters**: unusual threat (offer of good life); good job Odysseus was alert to this; **Cyclops**: semi-divine and great threat, especially if had alerted fellow Cyclopes; lucky Odysseus's trick prevented this (couldn't stop loss of a small number); but does his curse in a sense constitute a main cause for what comes later? Book 10: **Aeolus**: no threat even when his *xenia* was abused in a sense by failure to use his gift properly so only indirectly involved in loss of crew; **Laestrygonians**: fearsome opponents who took crew (and Odysseus) by surprise; key factor in that 11 of his twelve ships destroyed here; biggest single loss; **Circe**: would probably have got the lot but for the only positive divine intervention in the 4 books. Book 12: **Sirens**: capable of killing all but for Odysseus under divine advice; **Scylla / Ch**: no way through without losing at least some crew; **Hyperion**: again no threat until crew abused *xenia* but then a key factor as all bar Odysseus killed
- *gods*: gods largely absent from 9-12 but Zeus in overall charge; whatever the rights and wrongs of the **Hyperion** incident, his destruction of all survivors seems harsh; more positively Hermes saved them all from **Circe**; despite annoyance of Poseidon in **Cyclops** incident, revenge here fell later on Odysseus rather than crew;
- *fate*: credit for discussing link between Zeus and fate – were the crew all fated to die regardless of Odysseus's skills or otherwise as a leader? Where does the Cyclops' curse fit into fate?

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

10 To what extent do the speeches add to, or take away from, the action scenes in the *Odyssey*?

Give reasons for your answer and refer to the books of the *Odyssey* you have read.

You might include discussion of:

- the expectations of Homer's audience
- the way the poem is structured
- different reasons for incorporating speeches
- the effectiveness of speeches
- the effectiveness of action scenes.

Points to consider might include some but not necessarily all of the following:

- *expectations*: credit for showing empathy with the audiences of Homer's time: likely lack of alternative entertainment; effects of non-existence (in day-to-day sense) of writing, eg probable better attention span? Tough life so listening to storytelling only an occasional luxury (credit for any discussion of possible different expectations in a modern audience – much wider range of entertainment, etc.)
- *structure*: need to construct poem in building blocks; use of speeches and descriptive passages as such blocks; difficulty of composing (and of memorizing for later bards) – virtually impossible without regular fixed blocks and variety of approach; length of poem also requiring changes of moods so as not to overwhelm audience (no chance to watch 'catch-up' or reread previous chapter – hence regular repetition and breaks from main story to allow all to keep up)
- *reasons for speeches*: could include: *moving the story along* (examples could include, above all, Odysseus' long speech in Books 9-12 to fill in the back story - full of action!); *provision of information* (eg Eumaeus' speeches about the suitors in Book 14); *hints about the future* (eg Teiresias in Hades in Book 11); *characterisation* (eg long conversation between Athene and Odysseus in Book 13 establishing their similar traits): also regular speeches of Odysseus illustrating his guile eg his clever avoidance of offending Calypso in 5; his long speech to Eumaeus in Book 14 and shorter one to Penelope in Book 19 each to reassure while hiding his identity etc.; interplay between immortals revealing their characters, eg Hermes and Calypso in Book 5) and between the suitors in Book 19 to establish their bad qualities; *showing of emotion* (eg Penelope to Odysseus in Book 23 on recognising him; also Odysseus' expression of fear during the storm in Book 5); the different ways in which *death* came to the suitors in Book 22 (eg Antinous falling from his chair; Eurymachus hitting the floor with his forehead); the telling of *stories for their own sake* (eg the bard's tale of Ares and Aphrodite in Book 8; the tales of the women in Hades recounted by Odysseus in Book 11) etc.
- *effectiveness of speeches*: examination of effectiveness of any of above (or other suitable examples) might include: purpose of the particular speech, its length / structure; importance (or otherwise) to the story; creation / reflection of mood; developmental impact, etc.

- *action scenes*: could include: Odysseus fighting the storms (in Books 5 and 12); Odysseus throwing the discus in Book 8; the blinding of the Cyclops in Book 9; passing Scylla in Book 12; the fight in the hall in Book 22 etc.); credit any speeches or action scenes discussed in line with title.

The examples above represent only a fraction of the possibilities available to students; credit any attempt to show how hard it is to separate out action from speeches in places.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid
Unit 2B Homer *Odyssey*

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	2	-	2
02	3	-	3
03	5	5	10
04	8	12	20
TOTAL	18	17	35

Or
Option B

	AO1	AO2	TOTAL
05	2	-	2
06	3	-	3
07	5	5	10
08	8	12	20
TOTAL	18	17	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
09	12	18	30
TOTAL	12	18	30

Or
Option D

	AO1	AO2	TOTAL
10	12	18	30
TOTAL	12	18	30

OVERALL

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