



AS-LEVEL

Classical Civilisation

CIV2B Homer 'Odyssey'

Mark scheme

2020

June 2015

V1 Final Mark Scheme

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	Demonstrates <ul style="list-style-type: none"> • well chosen accurate and relevant knowledge covering most of the central aspects of the question • coherent understanding of the central aspects of the question • ability to sustain an argument which <ul style="list-style-type: none"> has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structure reaches a reasoned conclusion is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate. 	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 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	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 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 Which two immortal females have helped Odysseus shortly before this extract begins?

Ino / Leucothoe (allow ‘daughter of Cadmus’ or ‘The White Goddess’) (1) **and** Athene (1) or Calypso (1)

[2 marks]

02 How does Odysseus reach shore after this passage? Give three details.

Three from: swept forward by a big wave (1) / grabbed a rock (1) / at Athene’s suggestion (1) / flung back out to sea (1) / swam along away from shore (1) / reached mouth of stream (1) / prayed to river god (1) / river checked its course (1) / allowing him to swim ashore (1)

[3 marks]

03 How effectively in the passage does Homer portray changes in Odysseus’ feelings?

Discussion might include: general reference to Odysseus’ thoughts during first 2 days (‘time and again .. doomed’) emphasising his despair; then (after general intro to day 3) the focus shifts to Odysseus; he is alert (‘keeping a sharp look-out’); feeling relief at seeing land: credit here for discussing the effectiveness of the simile; ‘the malignant power’ may be the sea, while the ‘long, painful illness’ could be Odysseus’ toils **but** credit for examining why he is represented as the children rather than the father here (quite unusual); more obviously, credit for establishing twin relevance here of survival from a crisis; next his ‘happiness’ and ‘eagerness’ (directly stated) are quickly overtaken by negative images of the sea (‘angry roar’, etc), resulting in complete transformation of his mood (‘knees grew weak’; ‘heart failed’; ‘in his misery’) but ‘his courageous spirit’ is soon restored; finally he becomes resigned as Homer focuses on Odysseus’ innermost thoughts (‘against all hope’; ‘efforts .. in vain’).

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

04 'Zeus is far more important than other immortals in ensuring that Odysseus eventually reaches Ithaca.'

To what extent do you agree? Give reasons for your answer and refer to the books of the 'Odyssey' you have read.

You might include discussion of:

- **Zeus' interventions in Books 1 and 5**
- **other immortals in Books 1 and 5**
- **interventions by immortals in Phaeacia**
- **interventions by immortals during the wanderings of Books 9-12.**

Discussion might include:

- **Books 1 / 5: Book 1** may seem fairly clear but room for discussion: whole poem starts with Athene reminding Zeus that Odysseus deserves to be freed for 'the sacrifices he made you'; Zeus suggests he has not helped because of Poseidon's opposition, but that even Poseidon can't stop 'the united will' of the gods; Athene then takes over (apparently without waiting for 'the united will' to be expressed); **Book 5** a little different (?): partly a repeat (Athene reminding Zeus of his Book 1 promise); here Zeus suggests the rescue of Odysseus is down to Athene ('was it not your idea?') before sending Hermes to make Calypso release Odysseus; he decrees that Odysseus shall suffer hardship ('with neither gods nor men to help him' – credit for discussion of this) before returning home; no mention of Suitors here; Hermes makes it clear to Calypso that the decision is Zeus' and that 'he is destined' to get home (see fate below); Poseidon returning then destroys Odysseus' raft while Ino and Athene presumably disobey Zeus' instruction and help him
- **help in Phaeacia:** apparently Athene alone of immortals assists Odysseus here **but** in Book 5 Zeus decrees that the Phaeacians 'will take him to their hearts' and 'convey him by ship to his own land'; credit for discussing whether Athene's help is directly part of Zeus' command, done at her own initiative, and / or is necessary given what Zeus has decreed; also the Zeus / Poseidon episode in Book 13 where Poseidon acknowledges that he couldn't prevent Odysseus' return 'once you had promised it' (ie role of Zeus as god of 'xenia' – credit also elsewhere)
- **Books 9-12:** (credit for establishing that these events predate Zeus' assurances of Books 1 and 5); although Odysseus blames Zeus for the problems on the wanderings (storm 'sent by Zeus to make us suffer' etc) no direct evidence is provided, nor does Zeus offer any assistance in these books; credit for discussing the Cyclops' 'we care nothing for Zeus' comment and the fact that Odysseus rather than the omniscient Homer is narrator in these books; at end of Book 9 Odysseus accuses Zeus of disregarding his sacrifice and planning 'the destruction of all my fine ships'; Book 10 help from Hermes: he is messenger of Zeus so credit for discussing in line with title; throughout the visit to Hades (Book 11) dead Greek leaders all complain about Zeus' hatred of Greeks; at the end of Book 12 Zeus does indeed 'smash (their ship) to pieces', so interesting possibilities to produce counter-argument in these books.

Credit for brief mention of the many references to Zeus where Homer is clearly using him to represent fate (and / or as a personification of bad weather in places); also for brief debate about whether he **is** fate, or simply its agent, as long as tied in to the title

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Option B

- 05 Give three details of the ‘story’ (line 1) that Odysseus has told Athene just before the start of this passage.**

Three from: he’s come from Crete (1) / with booty (1) from Troy (1) / as an exile (1) / for killing a man (1) / a great runner (1) / or Orsilochus / Idomeneus’ son’ (1) / (who tried to steal his booty) (1) in an ambush (1) / with a spear (1) / then escaping by Phoenician ship (1) / but driven off course (by wind) (1) / landed on Ithaca (1) / and was left there by the crew (1) / with his belongings (1).

[3 marks]

- 06 Why had Odysseus not recognised Pallas Athene (line 12) when they first met on Ithaca? Give two details.**

She was in disguise or dressed as (1) / a young shepherd or boy (allow ‘mortal’) (1)

[2 marks]

- 07 How effectively in the passage does Homer demonstrate the relationship between Odysseus and Athene?**

Discussion might include: her initial smiling and caressing suggest ease and familiarity; she addresses him directly as herself (not usual with mortals); she implies her respect and admiration (‘consummate trickster’; ‘obstinate, cunning and irrepressible intriguer’ – all characteristics the two of them share); her acknowledgement of their similarities (‘we both .. own way’); but reminder that they are from different worlds (although he has ‘no rival’ in his while she is ‘pre-eminent’ in hers); but change as she taunts him (‘you did not recognise Pallas Athene’ suggesting her superiority), while ‘who stands by your side’, etc makes clear that while they operate together, she ‘guards’ him; then reinforces this inequality with examples (‘it was I’, etc) before reassuring him that they will ‘contrive’ their next scheme together (although ‘prompted by me’ is a reminder of her superiority); clearly she is setting the agenda with knowledge of what is to come (she will ‘warn’ him ‘of all the trials’ he must face); finally she becomes business-like and gives him straightforward commands (‘bear’; ‘tell not’; ‘endure’, etc) all making clear that for all their similarities she is the boss.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

- 08 To what extent has Odysseus used ‘tricks and lying tales’ (line 8), rather than straightforward deeds and honest words, to bring about his return to Ithaca? Give reasons for your answer and refer to the books of the ‘Odyssey’ you have read.

You might include discussion of:

- his departure from Calypso
- his meeting with Nausicaa
- his actions and words in Alcinous’ palace
- his description of his wanderings in Books 9-12.

Discussion might include:

- **Calypso:** we only see the very end of this relationship; it is not made clear how honestly Odysseus has reacted with his saviour over the years he has spent with her; she talks to Hermes of having ‘chosen him as her husband’ while she ‘saved him from death’ which could sound like a rather one-way relationship; his eyes here are ‘wet with weeping as they always were’ suggesting a degree of openness on his part; ‘he had to sleep with her’ suggests duty on his part; when she first agrees to let him go, he is suspicious and tests her out and demands an oath from her to avoid any trickery (not really a ‘trick’ on his part); his comments on her superiority in looks to Penelope could be an attempt to mislead her but are probably true; he is however quite straight about his desire to go; these careful but basically honest words work in this case, while his skill as a carpenter, ship-builder etc. allow him to sail away; no need for words during the storm scene in Book 5, although showing his doubt over Ino’s offer of the veil confirms his suspicious turn of mind, even in a great moment of crisis; basically here his strength and nimble mind (along with divine help – Ino, then Athene) see him safely to land; credit for details in line with the title
- **Nausicaa:** he is in a terrifying state when meets Nausicaa so needs to use his skills to win her over (although Athene may have set this up for him already); he looks ‘like a mountain lion’ as he advances; Nausicaa alone doesn’t run (Athene makes her brave); his speech was ‘full of subtlety’ (possibly amounting to both ‘tricks and lies’ – a clever speech likening her to a goddess, praising her parents, likening her to a palm tree he claims to have once seen); then truthful account of being wrecked on way from Ogygia; finally plea for pity and help; honest approach works as she helps as requested; Athene then makes him handsome (presumably to prevent Nausicaa’s fear returning); certainly employs skill with words but, again, no ‘tricks or lying tales’
- **Alcinous’ palace:** Odysseus follows Nausicaa’s / Athene’s advice in approaching Arete first; straight gracious plea for help which has the desired effect; following good receipt of ‘xenia’ Odysseus speaks at some length: he has suffered a lot and wants to be taken home (all true); the Phaeacians agree to help; at some length (and in accurate detail) he tells of his time with Calypso; no lies or trickery whatsoever; only omits his name; next day, stung by insults, he argues (justifiably) with the young Phaeacian nobles before impressing them with his throwing ability; then long boastful speech to the point and honest (I’m the greatest); later he accepts their gifts gratefully and asks for a song about himself – less a ‘trick’, rather a desire to reminisce? Then tells his four-book story: starts by telling his (real) name; tells his back story (presumably as it happened BUT worth discussing whether these tales are **all** lies)
- **wanderings: Cicones:** naïve here rather than tricky in trusting men’s judgement over his own; **Lotus Eaters:** sorted by simple physical removal of his men; **Polyphemus:** more of a case here: tells truth initially until Polyphemus fails to deliver ‘xenia’; Odysseus then pretends ship destroyed; comes up with trick of offering wine and pretending to fall in line; tells him his name is Nobody; clever ruse of stake to blind and sheep to escape **but** his

'honesty' at end (in identifying himself) rebounds on himself and the crew; **Aeolus**: no suggestion of Odysseus using any lies with Aeolus, but could be said to with his crew (failure to let them in on the secret of the bag of winds etc); on return tells Aeolus straight what has happened and is sent packing; **Laestrygonians**: poor, rather naïve leadership costs Odysseus most of his men here; passive response with no trickery or lies; **Circe**: divine help (Hermes) enables Odysseus to avoid Circe's magic; after taking moly he tells her straight to change men back and help him; relationship from then on very straightforward (no obvious need for 'lies or trickery') but does Odysseus' stopping his tale here 'in medias res' show cunning in inducing gift-giving?; **Hades**: dealings with the dead again all open and honest (no need for trickery here); **Sirens**: 'trick' of wax in crew's ears and tying to mast; **Scylla and C**: does not forewarn men that some must be lost here (lying by omission but necessary for discipline?); **Hyperion's island**: Odysseus is straight with men; it's their failure to follow orders that costs them their lives.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]

Section 2

Option C

09 ‘All the Suitors deserve what happens to them.’

To what extent do you agree? Give reasons for your answer and refer to the books of the ‘Odyssey’ you have read.

You might include discussion of:

- the Suitors’ motives
- their behaviour as individuals and as a group
- the gods’ attitude to the Suitors
- what finally happens to the Suitors.

Discussion might include:

- **Suitors’ motives:** Odysseus has been away for the best part of 20 years; he is king of an important island and represents one of a number of noble families: is it unreasonable in itself for the other local nobles to be jockeying for position after such a long time? (but what about the position of Telemachus if Penelope were to remarry?); is the punishment they receive mainly for trying to usurp the kingdom, mainly for their behaviour, a mix of the two or anything else? Credit for identifying and discussing these issues in line with the title
- **their behaviour:** scene set clearly in Book 1: no mention of Suitors by immortals but clear message from Athene’s visit to Ithaca: immediate stress on over-indulgence of ‘insolent Suitors’; colourful images to support this full of negative comments (‘ill-mannered company’; ‘suitors came swaggering in’, etc); contrast of Telemachus’ observation of rules of ‘xenia’ here – the perfect host to ‘Mentes’; credit for seeing Athene’s disguise here as a test that Telemachus passes and Suitors fail; also for seeing her part in taking action against the Suitors (below); Book 5 we learn (from Athene) that the Suitors are planning to murder Telemachus: credit for examining this in line with the title; Suitors then fade from view (though mentioned in general sense by Teiresias and Eurycleia in Book 11) until Athene raises topic in Book 13 and Eumaeus talks to Odysseus in Book 14: contrast of his loyal behaviour with theirs; Eumaeus likens them to ‘bloodthirsty pirates’; in Book 19 Penelope tells Odysseus (as the beggar) of the Suitors’ demands for marriage but our main view of them in the later books is in the build-up to the bow contest; Penelope accuses them of ‘exploiting this house’; Antinous insults ‘the beggar’ and Eumaeus as he sets out the contest (‘snivelling peasants’); they are arrogant as ‘the beggar’ approaches the bow; next comes the slaughter; credit for assessing the degree to which they deserve such a brutal punishment – is there a comparison to be drawn between Odysseus’ behaviour in Polyphemus’ cave and the Suitors in Odysseus’ palace?
- **individual Suitors:** (reference ‘all’ in title): do they bear ‘corporate responsibility’? **Antinous** is leader: in Book 1 he tells Telemachus ‘heaven grant you may never be king’; (in Book 4 – not set – it becomes clear he is leader of the murder plot v Telemachus although ‘the others consent’); Book 16 key speech: curses gods for saving Telemachus and still plans to destroy him; makes clear he is the leader; **Eurymachus:** sort of ‘second-in-command’? appears briefly in Book 1 (being nice to Telemachus); guarantees Telemachus’s safety to Penelope in Book 16 (‘but death for Telemachus was in his heart’); **Amphinomus** (‘a man of principle’): only really seen arguing with

Antinous in Book 16; does not agree with killing Telemachus ('let us learn the gods' will'); his view gains general support; **Leodes**: (priest) seen in Book 21 as hating what the Suitors were doing; begs Odysseus for mercy in Book 22 ('I did nothing') but to no avail; **Phemius**: (bard) spared at request of Telemachus ('the man is innocent'), as is Medon the herald; credit for discussion of relative merits of these executions/pardons (and / or any other examples)

- **gods**: credit for examining **Zeus**' responsibility for seeing 'xenia' carried out; he never states his intention to punish the Suitors directly (but sends thunderclap at start of their destruction); **Athene** (Book 1) demonstrates divine disapproval of Suitors (above): advises him to find a way of 'destroying' Suitors; plans the campaign with Odysseus in Book 13; actually takes (minor) role in final battle (Book 23); credit for looking at issues of revenge, hospitality, misbehaviour, etc in light of religious beliefs of Homer's era
- **their fates**: is Odysseus fully justified in his actions? Implicit in poem is belief that his revenge is fair, but in light of issues above, credit for discussion as to whether, for example he should have spared Leodes, and / or the less culpable Suitors; whether he kills them all on his own initiative or acting as agent of a divine plan; whether Penelope could be seen as in any way responsible for the outcome, etc.

Apply Levels of Response at beginning of Mark Scheme.

[30 marks]

Option D

- 10 How important to the events and themes of the 'Odyssey' are fathers' relationships with their children? Give reasons for your answer and refer to the books of the 'Odyssey' you have read.**

You might include discussion of:

- **Odysseus and Telemachus**
- **Poseidon and Polyphemus**
- **Zeus, Hermes and Athene**
- **Alcinous and Nausicaa**
- **other fathers and their children.**

Discussion might include:

- **Odysseus / Telemachus**: the whole poem is based around Odysseus' struggle to return home and reclaim his kingdom; credit for examining how important Telemachus is in providing his motivation for this: issues worth discussing: the importance of the blood-line in Homer's Greece; the growth of Telemachus throughout the first half of the poem (to provide a worthy ally for his father); at our first meeting (Book 5) Odysseus is weeping for his 'lost home'; meanwhile Athene is safeguarding (and educating) Telemachus as the best way to help Odysseus; focus of first 4 books all on Telemachus; discussion between Odysseus and Agamemnon in Book 11 focuses on importance of sons; time taken by Homer to emphasise reunion of Odysseus and Telemachus in Book 16 (graphic language); immediate trust by Odysseus (unlike with any of his other allies); Telemachus given equal role in build-up to bow contest (and could have strung it himself); Telemachus plays full part in the fight and even persuades Odysseus to pardon two of suitors; Telemachus more brutal to bad maids than his father; plenty of material here but credit for stressing aspects of their father / son relationship throughout

- **Poseidon / Polyphemus:** most memorable story of the wanderings: very different from Odysseus / Telemachus relationship; Polyphemus is an opposite of Telemachus in every way; lonely, misshapen, unloved, fairly dim-witted, brutal, etc (although care for sheep a minor balancing feature); yet equally important to **his** father; however deservedly Odysseus blinds Polyphemus, Poseidon must do his utmost for family honour to avenge his son; hence the excitement of the storm, the testing to the full of Odysseus' stamina and endurance; all main themes of poem
- **Zeus / Hermes / Athene:** interesting that the real Zeus 'father / son' relationship is with Athene (his daughter!) credit for details of her actions in books 1+5 in particular; but also elsewhere; in many ways this acts as a father/son situation: the old doting father giving his child the space and support to do great things; the actual father / son relationship we get is Zeus and Hermes; twice only (assuming Zeus sends him to Calypso's island), but at key moments Hermes steps in: to release Odysseus in Book 5 and to save him from Calypso's magic in Book 10; very much more a 'master / servant' relationship than the traditional 'father / son' seen elsewhere, but these two events are perhaps the two most important divine interventions in the poem
- **Alcinous / Nausicaa:** in a sense mortal equivalent to Zeus / Athene; credit for discussion of why Homer allocates a major role to a **daughter** here, especially when we first meet her; yet from the time Odysseus reaches the palace she fades into virtual insignificance (barely seen after Book 6); credit for bringing in the theme of 'xenia' here as long as related to the title
- **others:** credit for brief discussion of **Agamemnon / Orestes** (clearly important to Homer as starts poem discussing this): great similarities with Odysseus / Telemachus as both feature son awaiting his father's return from Troy; Orestes is initially the luckier as his father does return, **but** only to be murdered by Clytemnestra (comparison with Penelope); In Book 13 there is sort of role reversal as Agamemnon wants news of his son while Telemachus is away seeking news of his father; Odysseus can't help Agamemnon, contrasting the different fortunes of the two pairs); also **Laertes / Odysseus:** another odd one: shouldn't Laertes be in charge in the palace preventing the Suitor's wickedness? In Book 11 Anticleia talks of him 'going about in rags' and lying 'in his misery'; a poignant image of old age or something deeper? No easy answers here but credit for noting that in this instance the son is far and away the stronger character in every respect; although in Book 16 Telemachus remembers to tell Laertes of his return, this seems almost an after-thought, yet there are hints about Laertes' past glory: eg his shield in Book 22 – 'heroic' Laertes).

Credit for attempts to look at any other father / child relationships (Zeus and Heracles, etc) as long as related to the title.

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	3	-	3
06	2	-	2
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%