

Classical Civilisation

General Certificate of Secondary Education

Unit **A352/01** Epic and Myth (Foundation Tier)

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
	Unclear
	Benefit of doubt
	Incorrect
N/A	Highlight
	
	
	Off page comment
	Repetition
	Tick
	AO1
	AO2
	AO3
	Omission mark

Subject Specific Marking Instructions

Examiners are reminded that Section B answers should be marked with reference to the levels of response marking grids in Appendix 1 of this Mark Scheme. The suggested answers given in the Mark Scheme for Section B are indicative only and examiners are reminded that they should credit any accurate points that address the question.

If a candidate answers too many questions please mark all parts and award marks of best answer (eg if all three context passages are done, all questions are marked and the best two questions are to count).

In answers to Section A part (a), material must be related to the printed passage. Direct quotations not necessary for marks, but answers should contain clear references to the text.

Markers are asked to use the 'number keys' on the computer for entering marks, rather than using the 'drop down marks' in the bottom right-hand corner of the Scoris screen. In order to set this up in Scoris, select **Tools** from the tool bar at the top of the screen. Then a menu will open and on this tick '**assign single digit marks without pressing enter key**' and tick '**on screen mark confirmation**'. Please note however that for NR (no response), you do still have to use the button on the bottom right-hand corner of the screen.

Option 1: Homer – Section A

Question		Answer	Marks	Guidance
1		A bag of winds – Aeolus A magic veil – Ino Advice about the Sirens – Circe Hospitality in the land of the Phaeacians – Alcinous Tools to build a raft – Calypso.	5	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a ‘scatter gun’ approach and putting the same response in all boxes. Where candidates do this they should be given 0.
2		Fish being speared Puppies being killed.	2	If a candidate circles 3 answers, they score 1 if two are correct, but 0 if only 1 is correct.
3		Aeolus – 30 days Calypso – 7 years Circe – 1 year.	3	As above.
4		Nausicaa asked to be allowed to wash her brothers’ clothes Nausicaa and her maids went to the river Nausicaa’s maids played ball Odysseus heard one of the maids shrieking Odysseus covered himself up with a leafy branch.	4	One mark for each correct response in the correct place. 4 marks for 4 or 5 correct answers If a candidate gets 2 consecutive answers in the right place (eg answers 1 and 2 put as answers 3 and 4), they get one mark. If a candidate gets 3 consecutive answers in the right place (eg answers 1, 2 and 3 put as answers 2, 3 and 4), they get two marks.
5	(a) (b) (c) (d) (e) (f)	6 (D) Hermes (B) Aeolus’ (A) Under some olive bushes (D) Arete (A) Eurylochus (B).	6	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a ‘scatter gun’ approach and ticking more than 1 box. Where candidates do this they should be given 0.

Question		Answer	Marks	Guidance
6		<p>Gave Odysseus gifts when he left her island Had to be forced to let Odysseus leave her island Offered to make Odysseus immortal Sang with a beautiful voice Slept with Odysseus.</p>	5	<p>One mark for each response correctly identified.</p> <p>Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer.</p> <p>If candidates have ticked all boxes they should be given 0.</p>
7		<p>Ate Odysseus' men Did not live as part of a community Had no fear of the gods Lived in a cave Questioned Odysseus straightaway.</p>	5	As above.

Option 1: Homer – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
8	(a)	<ul style="list-style-type: none"> • Simile suggests the brightness of the scene • Use of colour and richness in the descriptions • Involvement of gods in construction • Description of dogs as if they were real guardians • Use of epithets show grandeur of the entrance • Reaction of Odysseus shows the impressiveness • Impressive height of building. 	5	<p>Answers should focus mainly on literary techniques and should not simply quote lines from the passage without analysis. References to the simile should make a precise comparison. Comments such as “the simile makes it more vivid” or “helps us to imagine the scene” are too weak. Similarly, vague references to “detailed description” would not in itself be sound analysis.</p> <p>If candidates argue persuasively that the description is not vivid or interesting, give credit.</p> <p>Quotation without comment or analysis cannot score more than 3 marks.</p> <p>References to punctuation are irrelevant.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
	(b)	<ul style="list-style-type: none"> • Odysseus prayed in Athene’s grove • Nausicaa left Odysseus and carried on home • Athene covered him in a thick mist • Athene, in disguise, met him • She advised him about the suspicions of the Phaeacians • She led him to the palace • She told him about the royal family (credit details) • She advised him to approach Arete and spoke of the Phaeacians respect for her. 	5	<p>References to the scene on the beach should not be credited.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<ul style="list-style-type: none"> • They abide by the rules of xenia • Odysseus was polite towards them • Alcinous does not want to seem rude before his council • They feel pity for Odysseus • His magical entrance made them feel he was a special visitor • Odysseus approaches Arete as advised • The Phaeacians are protected by the gods and the gods would not send any threatening visitor to the Phaeacians • He might even be a god. 	5	<p>For full marks, candidates should show an understanding of xenia or the character showed by Odysseus.</p> <p>The main focus of the answer should be why, not how, he was welcomed.</p> <p>Candidates should not simply retell the story.</p> <p>Credit that the Phaeacians are impressed by his heroic exploits in his tales.</p>	<p>AO2 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
9	(a)	<ul style="list-style-type: none"> • Wishes to be seen as one of the men at the start • Blunt or defeatist in his analysis of their plight • Practical in assessing the need for a plan • Has already taken the initiative in surveying the island • Lack of compassion towards the men shows either necessary tough love or a lack of understanding. 	5	<p>Accept positive and negative comments.</p> <p>Best answers may contain elements of both, but not necessary for full marks.</p> <p>Answer should focus on leadership qualities, not just personality traits.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<ul style="list-style-type: none"> • They heard Circe singing as she worked on her loom – these ordinary female activities suggest she is harmless • As visitors, they expect hospitality • The men think she may be a goddess • They are naive • Circe invites them in and does not look or seem to be hostile • They had been told to do so by Odysseus • They were perhaps alarmed by the strange animals and a welcoming individual seemed attractive as a result • They perhaps needed a rest • The palace seemed welcoming as it was built of “polished stone” • She had invited them in • Polites “an authoritative man” thought she might be a goddess or woman and suggested they call out to her. 	5	<p>Candidates should not simply retell the story throughout, although some retelling is essential.</p> <p>They should show an understanding of aspects of Homeric society such as xenia or the role of women.</p> <p>Accept the need for to restock supplies.</p> <p>Candidates who mention they are hungry should not be credited as the men have just feasted on “unlimited meat”.</p> <p>Credit candidates who refer to the arrival of the later group of men who arrive.</p>	<p>AO2 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<ul style="list-style-type: none"> • Circe sat them down and prepared a mixture of cheese, barley-meal and honey • She dropped a drug to make them lose their memory of their native land • After the men had eaten this, they were driven with blows of a stick into sties • They had pigs' heads and bristles and grunted like pigs, but their minds were human • Circe flung at them nuts, acorns and cornel-berries. 	5	<p>Details of what the men saw and heard before entering are irrelevant.</p> <p>Name of Eurylochus not essential.</p> <p>Do not credit the arrival of Odysseus, the change back to humans etc.</p> <p>Candidates are most likely to remember the first three points. If these are detailed candidates may get 5 marks, otherwise they will need at least one of the last two points.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
10	(a)	<ul style="list-style-type: none"> • Shock of the attack at the start • The fact he loses his best men makes the odds of the group's survival less • Strong visual image of the dangling limbs • Short and desperate direct speech of the men • Pathos of the final time they call his name • Simile to show the speed of attack and struggle of the men. This slows the pace of the scene and prolongs the agony. • Final comment brings home the horror of the event. 	5	<p>Answers should focus mainly on literary techniques and should not simply quote lines from the passage without analysis.</p> <p>References to the simile should make a precise comparison. Comments such as "the simile makes it more vivid" or "helps us to imagine the scene" are too weak.</p> <p>Similarly, vague references to "detailed description" would not in itself be sound analysis.</p> <p>References to punctuation are irrelevant.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<ul style="list-style-type: none"> • Creature with a dreadful bark, even if no louder than a pup • Repulsive looking, even to a god • 12 feet dangling in the air • 6 scrawny necks each with a grisly head • Each head has a triple row of fangs • Her head protrudes from the abyss • She fishes around for dolphins, seals and creatures • No one can escape unscathed • Best to flee before losing 6 more men (2nd speech) • Don't waste time putting on armour • Call on Scylla's mother to prevent a second attack • Facing Scylla preferable to facing Charybdis. 	5		AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<ul style="list-style-type: none"> • He does not tell his men about Scylla so as not to alarm them, causing panic and more death • However it might be argued that not telling his men was poor leadership as they were not prepared for an attack • He gives precise orders to the rowers and helmsman before they face Scylla • His crew obey him showing he commands respect • He ignores Circe's order and arms himself. Picking a fight could lead to further deaths • However it does show that he is trying to save lives in the heat of the moment • He follows Circe's instructions in choosing to face Scylla rather than Charybdis, and loses the minimum number of men. 	5	For a thorough answer, candidates should explain what aspects of leadership Odysseus does or does not show.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Option 2: Ovid – Section A

Question	Answer	Marks	Guidance
11	Meleager Pentheus Semele.	3	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a 'scatter gun' approach and putting the same response in all boxes. Where candidates do this they should be given 0.
12	Cutting down a sacred tree – Erysichthon Hiding a secret from a goddess – Echo Failing to respect a god – Pentheus Murdering because of jealousy – Daedalus.	4	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a 'scatter gun' approach and putting the same response in all boxes. Where candidates do this they should be given 0.
13	(a) A tree (D) (b) Pan (D) (c) Mercury (C).	3	One mark for each correct response in the correct place. Candidates cannot be rewarded for adopting a 'scatter gun' approach and ticking more than 1 box. Where candidates do this they should be given 0.
14	When Echo saw Narcissus, she fell in love with him When Narcissus saw Echo for the first time, he was horrified Echo ran into the caves in shame Narcissus saw his reflection for the first time Narcissus changed into a flower.	4	One mark for each correct response in the correct place. 4 marks for 4 or 5 correct answers If a candidate gets 2 consecutive answers in the right place (eg answers 1 and 2 put as answers 3 and 4), they get one mark. If a candidate gets 3 consecutive answers in the right place (eg answers 1, 2 and 3 put as answers 2, 3 and 4), they get two marks.
15	Minos was very handsome Nisus was the father of Scylla Scylla betrayed her country Scylla used to watch Minos fighting from the city walls.	4	One mark for each response correctly identified. Candidates cannot be credited for trying to increase their chances of successful choice by choosing a greater number of answers than that required. Essentially, each additional (beyond the number of responses required) wrong answer cancels out one right answer. If candidates have ticked all boxes they should be given 0.

Question		Answer	Marks	Guidance
16		A Lydian sailor = Dolphin + Tried to kill Bacchus Ariadne = Star + Pitied by Bacchus Baucis = Tree + Gave hospitality to the gods Teiresias = Woman + Touched two snakes with a stick.	8	One mark for each response correctly identified. A correct pair of answers, if given with the wrong character, should gain 1 mark (eg Star + Pitied by Bacchus in any spaces other than the correct one).
17		Mining was first done – Iron People first lived in houses – Silver People first went to war – Iron Spring was the only season – Golden.	4	

Option 2: Ovid – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
18	(a)	<ul style="list-style-type: none"> • Personification and appearance of Notus • Suddenness and speed of the storm • Simile of the sponge to show the power of Notus • Pathos for the plight of the farmer • The addition of Iris and Neptune add greater force to the storm • Direct speech of Neptune. 	5	<p>Answers should focus mainly on literary techniques and should not simply quote lines from the passage without analysis.</p> <p>References to the simile should make a precise comparison. Comments such as “the simile makes it more vivid” or “helps us to imagine the scene” are not thorough.</p> <p>Similarly, vague references to “detailed description” would not in itself be sound analysis.</p> <p>References to punctuation are irrelevant.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<ul style="list-style-type: none"> Humans in the Iron Age were wicked (there were wars, thefts, poor treatment of guests, stepmothers planning murder, husbands and wives plotting deaths etc). They failed to show piety to the gods Lycaon was a prime example of this He felt that other mortals were equally bad and deserved punishment He wanted to show his power and make mortals respect him. 	5	<p>Candidates may analyse Jupiter's character.</p> <p>Candidates should be rewarded if they approach the question as to why he decided to flood the earth rather than burn it as this is in the text. However this is not essential for full marks.</p>	<p>AO2 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
	(c)	<ul style="list-style-type: none"> Deucalion and Pyrrha survived the storm in a boat They prayed to the goddess Themis They were told to throw the bones of their mother behind them At first they were dumbfounded, but Deucalion realised this meant stones The stones he threw became men, and those thrown by Pyrrha became women. 	5	<p>Name of Themis not essential.</p> <p>Names of Deucalion and Pyrrha must be present for full marks.</p> <p>Candidates must ascribe the correct stone transformation to the correct thrower otherwise max 4.</p> <p>If the prophecy of the bones is not mentioned this would also limit the answer to 4 marks.</p>	<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
19	(a)	<ul style="list-style-type: none"> • The seclusion of the setting • The beauty of the natural appearance of the cave • The sounds of the babbling spring • The purity of the water • The weapons put aside • The simple activities engaged upon. 	5	<p>Vague references to “detailed description” would not in itself be sound analysis.</p> <p>Candidates should focus on the sights and sounds in the passage, and the natural appearance of the scene.</p>	<p>AO3 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>
	(b)	<ul style="list-style-type: none"> • He saw that Diana was naked • The nymphs struck their breasts in horror • They tried to screen Diana • But she was taller and her neck and shoulders were visible • She blushed • She scooped up water in her hands and threw it at Actaeon • She spoke ominous words of his fate • He turned into a stag and fled (but was killed by his own hounds). 	5		<p>AO1 = 5</p> <p>Level 5 5</p> <p>Level 4 4</p> <p>Level 3 3</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<ul style="list-style-type: none"> It was entirely bad luck/chance that he saw Diana bathing No evidence that he would have told of this Unable to communicate in his new form, but retains human senses – cruel? Attacked and killed by his own hounds, who he had reared His friends wished he was there Actaeon was young (line 147) Almost human with his pleading eyes and cringing like a beggar Lines 141 – 142 “chance was the culprit. No crime was committed. Why punish a man for a pure mistake?” Even some of the gods felt that Diana had been harsh. 	5	<p>For a thorough answer candidates need to assess how far he was responsible or a victim of Diana.</p> <p>Candidates should be credited for details of what happened to him after the passage, although a detailed summary on its own would not gain more than three marks.</p>	<p>AO2 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
20	(a)	<ul style="list-style-type: none"> Rashness of Telamon in his chase Selflessness of Peleus in assisting his friend Skill of Atalanta in hitting the boar Love/admiration of Meleager in praising Atalanta Embarrassment of the other hunters at the success of a woman Positive words of encouragement by unnamed hunters at the end Impetuosity in throwing weapons at random by the same hunters. 	5	<p>Candidates must make it clear which hunter, if named in the passage, they are describing. A general description of the whole group is unlikely to be thorough.</p>	<p>AO3 = 5</p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<ul style="list-style-type: none"> Destroyed corn, grapes and olives Fiery breath scorched grasslands Flocks and cattle attacked Farmers fled from farms behind city walls Flattened trees Killed Hippalmus, Pelagon and Enaesimus, whose tendons were slashed at the knee Ripped with his snout at the thigh of Hippasus and injured him. 	5	Vague references (eg destroyed crops and killed people) would on its own be a limited response. Naming any crop would show some knowledge.	AO1 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	(c)	<ul style="list-style-type: none"> Meleager's love/lust for Atalanta results in him crediting her with the success and killing his uncles who disparage her success Althaea's love for her brothers causes her to consider what to do and kill her son Her maternal love for her son causes her to hesitate over his death Meleager's sisters and father show their grief at his death and love for him by their self-harm Allow indirect references to love (eg The love of glory of the uncles). 	5	Accept a wide interpretation of what is meant by love. Answers should not merely mention examples of love in the story, but should try to explain how the <u>power</u> of love is shown.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

APPENDIX 1 – Section B Marking grid

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	5 Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	5 Demonstrates thorough understanding of evidence with clear and detailed explanation.	5 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
	Sound	4 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	4 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	3 Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	3 Demonstrates some understanding of evidence with some explanation.	3 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
	Limited	2 Demonstrates limited relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	2 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/None	0-1 Demonstrates minimal or no relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	0-1 Demonstrates minimal or no understanding of evidence.	0-1 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

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