

# **Classics: Classical Civilisation**

Advanced Subsidiary GCE

Unit **F382**: Homer's *Odyssey* and Society

## **Mark Scheme for June 2012**

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## MARK SCHEME

| Question |     | Answer  | Marks | Guidance   |   |
|----------|-----|---|-------|--|---|
|          |     |   |       | Content  | Levels of Response  |
| 1        | (a) | <p>Answers may include reference to the following events:</p> <ul style="list-style-type: none"> <li>• Calypso's island;</li> <li>• Odysseus and his men sacking Ismarus and the Cicones' subsequent retaliation;</li> <li>• Odysseus' encounters on the land of the Lotus-Eaters and the action he takes to retrieve the crew members who have been drugged;</li> <li>• Odysseus reaching the island of the Cyclopes and his decision to explore;</li> <li>• Odysseus' decision to wait for friendly gifts from the owner of the cave against the will of his men;</li> <li>• Polyphemus' entrance into the cave and milking his flock before addressing Odysseus;</li> <li>• Odysseus begs Polyphemus to abide by the rules of hospitality.</li> </ul>      | 10    |  | <p><b>AO1 = 10</b></p> <p>Level 5 9 – 10<br/>Level 4 7 – 8<br/>Level 3 5 – 6<br/>Level 2 2 – 4<br/>Level 1 0 – 1</p>  |
|          | (b) | <p>Answers may include reference to some of the following:</p> <ul style="list-style-type: none"> <li>• the clarity with which Polyphemus spells out that he does not care for Zeus or the abiding by the rules of <i>xenia</i> is horrific;</li> <li>• Polyphemus gives an early indication of his murderous intent – 'I would never spare you ...';</li> <li>• it is apparent that he is also intent on finding the rest of Odysseus' men who are not trapped in the cave;</li> <li>• for such a large monster, he displays surprising and disturbing agility – 'jumped up', 'reaching out', 'seized', 'dashed';</li> <li>• the simile of the puppies merits discussion – it captures the vulnerability of the men and the power of the Cyclops;</li> </ul> | 20    | <p>Responses should focus on shocking and horrific.</p> <p>Candidates can roll both shocking and horrific into one answer or split them and deal with them separately.</p> | <p><b>AO1 = 10</b></p> <p>Level 5 9 – 10<br/>Level 4 7 – 8<br/>Level 3 5 – 6<br/>Level 2 2 – 4<br/>Level 1 0 – 1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10<br/>Level 4 7 – 8<br/>Level 3 5 – 6<br/>Level 2 2 – 4<br/>Level 1 0 – 1</p> |

| Question |     | Answer   | Marks | Guidance |  |
|----------|-----|--|-------|----------|--|
|          |     |  |       | Content  | Levels of Response   |
|          |     | <ul style="list-style-type: none"> <li>Homer captures the goriness of the scene well, not only with the description of the brains soaking the earth but also with Odysseus and his men's reaction to the 'ghastly sight'- warriors from Troy lifting 'their hands to Zeus in horror';</li> <li>Polyphemus' power can be seen in the way he tore the men to pieces especially in the simile, 'like a mountain lion';</li> <li>the thoroughness with which he eats is horrific – 'limb by limb', 'leaving nothing, neither entrails nor flesh';</li> <li>note the repetition of negatives;</li> <li>the contrast of his 'meal of human flesh' highlights his cannibalistic tendencies well, although the human element is again evident in the description of him falling asleep.</li> </ul> |       |          |  |
|          | (c) | <p>Candidates might include discussion of <b>some</b> of the following supernatural happenings:</p> <ul style="list-style-type: none"> <li>Phaeacians;</li> <li>Polyphemus;</li> <li>Lotus-Eaters;</li> <li>Scylla and Charybdis;</li> <li>Sun-God's Cattle;</li> <li>Laestrygonians;</li> <li>divinely inspired storms;</li> <li>Calypso and Circe;</li> <li>Sirens;</li> <li>underworld</li> <li>divine interventions.</li> </ul> <p>They might be considered to add to the success of the epic in the following ways:</p> <ul style="list-style-type: none"> <li>they enhance Odysseus' credentials as a hero. He is largely successful against superhuman challenges, is both divinely supported and challenged by the gods;</li> </ul>  | 25    |          | <p><b>AO1 = 10</b></p> <p>Level 5 9 – 10<br/> Level 4 7 – 8<br/> Level 3 5 – 6<br/> Level 2 2 – 4<br/> Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15<br/> Level 4 10 – 13<br/> Level 3 6 – 9<br/> Level 2 3 – 5<br/> Level 1 0 – 2</p> |

| Question |     | Answer  | Marks | Guidance |   |
|----------|-----|---|-------|----------|---|
|          |     |   |       | Content  | Levels of Response  |
|          |     | <ul style="list-style-type: none"> <li>they are instrumental to the advancement of the plot – the slaughter of the Sun-God's cattle leads to the demise of the remainder of Odysseus' crew;</li> <li>they enhance the excitement of the epic through the fantasy element and range of story-telling devices it provides and Homer exploits them to their full potential;</li> <li>they showcase Odysseus' skills as a speaker;</li> <li>the epic is also enriched by the variety of encounters on offer and provides a perfect foil to the more realistic action which takes place in Ithaca;</li> <li>they allow for the narrative to operate simultaneously at a human and divine level.</li> </ul> |       |          |   |
| 2        | (a) | <p>Answers may include reference to some of the following events:</p> <ul style="list-style-type: none"> <li>Telemachus tells Menelaus how the Suitors are eating him out of home and are competing for the hand of Penelope.</li> <li>The Suitors continue to play games in front of the palace.</li> <li>They are upset that Telemachus has set off for Pylos.</li> <li>They plan to ambush and assassinate Telemachus upon his return.</li> <li>The Suitors encourage the fight between Irus and Odysseus and promise prizes for the winner of the fight.</li> <li>They force Irus into fighting Odysseus, congratulate Odysseus upon winning and reward him.</li> </ul>                           | 10    |          | <b>AO1 = 10</b><br>Level 5 9 – 10<br>Level 4 7 – 8<br>Level 3 5 – 6<br>Level 2 2 – 4<br>Level 1 0 – 1 |

| Question |     | Answer   | Marks | Guidance |  |
|----------|-----|--|-------|----------|--|
|          |     |  |       | Content  | Levels of Response   |
|          | (b) | <p>Answers may include reference to some of the following events:</p> <ul style="list-style-type: none"> <li>favoured by Athene and is made to appear even more beautiful – ‘ointment used by Aphrodite’, ‘taller and fuller’;</li> <li>knows and respects her position in Homeric society – ‘skin whiter than newly sawn ivory’;</li> <li>devoted to her husband to the extent that she is suicidal over his absence and still believes him to be the ‘finest man in all Achaea’ despite being wooed by the numerous Suitors.</li> <li>note the superlative;</li> <li>modest – covers herself when she addresses the Suitors;</li> <li>sexually attractive – note the reaction of the Suitors upon seeing her, especially the metaphor (‘hearts melted’);</li> </ul>          | 20    |          | <p><b>AO1 = 10</b></p> <p>Level 5 9 – 10<br/>Level 4 7 – 8<br/>Level 3 5 – 6<br/>Level 2 2 – 4<br/>Level 1 0 – 1</p> <p><b>AO2 = 10</b></p> <p>Level 5 9 – 10<br/>Level 4 7 – 8<br/>Level 3 5 – 6<br/>Level 2 2 – 4<br/>Level 1 0 – 1</p>    |
|          | (c) | <p>Penelope is in conflict with:</p> <ul style="list-style-type: none"> <li>Telemachus – who is the master of the house;</li> <li>herself – should she remarry, the extent of her unending grief, the uncertainty of whether Odysseus will return or not, or whether he has met his end;</li> <li>servants – she cannot trust all of them, for instance the way the shroud ruse is disclosed;</li> <li>she is uncertain whether to believe Eurycleia’s news of Odysseus’ return;</li> <li>Odysseus – whether he has returned or not;</li> <li>Suitors – she rebukes them for not courting her properly, their abuse of her hospitality and yet she is secretly giving them grounds to hope that she will remarry one of them;</li> <li>parents want her to move on.</li> </ul> | 25    |          | <p><b>AO1 = 10</b></p> <p>Level 5 9 – 10<br/>Level 4 7 – 8<br/>Level 3 5 – 6<br/>Level 2 2 – 4<br/>Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15<br/>Level 4 10 – 13<br/>Level 3 6 – 9<br/>Level 2 3 – 5<br/>Level 1 0 – 2</p> |

| Question |  |  | Answer  | Marks | Guidance |   |
|----------|--|--|---|-------|----------|---|
|          |  |  |   |       | Content  | Levels of Response  |
|          |  |  | <p>However, there are certain areas in her character and behaviour which do not show signs of conflict:</p> <ul style="list-style-type: none"> <li>• Her love and loyalty towards Odysseus are so constant that she is exploited by people bringing false news of her husband's whereabouts.</li> <li>• She is determined to make Odysseus prove his identity.</li> <li>• She is always favoured and supported by Athene.</li> </ul>  |       |          |   |
| 3        |  |  | <p>Odysseus is successful in many areas because of his way with words:</p> <ul style="list-style-type: none"> <li>• at Scherie he charms Nausicaa, allays Arete's suspicions and tells his travels so well that he is rewarded with a huge amount of gifts;</li> <li>• he does not offend Calypso when she is trying to persuade him to stay;</li> <li>• as a leader, his skills are evident with the Sirens, on the approach to Scylla and Charybdis, in the Circe episode and the blinding of Polyphemus;</li> <li>• as a father, in revealing his identity to the disbelieving Telemachus, in planning revenge and in the final battle;</li> <li>• as a husband, in providing comfort to Penelope in Book 19, giving clear proof of his identity;</li> <li>• as a master with Philoetius, Eumaeus and Eurycleia.</li> </ul> <p>However, it is not always his skill with words which ensures his success. Other areas candidates might profitably explore are:</p> <ul style="list-style-type: none"> <li>• divine assistance;</li> <li>• cunning;</li> <li>• endurance;</li> <li>• physical strength;</li> <li>• resourcefulness.</li> </ul> | 45    |          | <p><b>AO1 = 20</b></p> <p>Level 5 18 – 20<br/>Level 4 14 – 17<br/>Level 3 9 – 13<br/>Level 2 5 – 8<br/>Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25<br/>Level 4 17 – 21<br/>Level 3 12 – 16<br/>Level 2 6 – 11<br/>Level 1 0 – 5</p> |

| Question |  |  | Answer  | Marks | Guidance |   |
|----------|--|--|---|-------|----------|---|
|          |  |  |   |       | Content  | Levels of Response  |
|          |  |  | Candidates might even consider that Odysseus' skill with words does not always lead to success such as on Aeolus' island on asking for aid after the opening of the bag of winds. Even his actual way with words is debatable – had he been more successful then perhaps he might have controlled his crew at Ismarus or not revealed his identity to Polyphemus.   |       |          |   |
| 4        |  |  | <p>There are many examples of hospitality in the <i>Odyssey</i> being shown. These might include:</p> <ul style="list-style-type: none"> <li>• Telemachus and Athene;</li> <li>• Telemachus and the Suitors;</li> <li>• Nestor and Menelaus;</li> <li>• Aeolus;</li> <li>• Circe;</li> <li>• Calypso;</li> <li>• Phaeacians;</li> <li>• Polyphemus;</li> <li>• Laestrygonians;</li> <li>• Lotus-Eaters;</li> <li>• Eumaeus.</li> </ul> <p>The importance of <i>xenia</i> in Homeric society is highlighted to a great extent in the <i>Odyssey</i> in the following ways:</p> <ul style="list-style-type: none"> <li>• Zeus is the god of <i>xenia</i>.</li> <li>• It is performed throughout the entirety of the epic in a range of contrasting locations.</li> <li>• It is often used as a reflection of a character's moral worth.</li> <li>• The need for the <i>xenia</i> sequence to be performed in a correct order is a sign of its importance.</li> <li>• Even the gods generally respect the need to perform <i>xenia</i> correctly.</li> </ul> | 45    |          | <p><b>AO1 = 20</b></p> <p>Level 5 18 – 20<br/> Level 4 14 – 17<br/> Level 3 9 – 13<br/> Level 2 5 – 8<br/> Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25<br/> Level 4 17 – 21<br/> Level 3 12 – 16<br/> Level 2 6 – 11<br/> Level 1 0 – 5</p> |

| Question |  |  | Answer   | Marks | Guidance |   |
|----------|--|--|--|-------|----------|---|
|          |  |  |  |       | Content  | Levels of Response  |
|          |  |  | <ul style="list-style-type: none"> <li>Athene herself comments at the beginning of the epic about how wrong the Suitors are for not showing hospitality to her.</li> <li>The whole epic revolves around Odysseus gaining revenge on the Suitors for their abuse of hospitality.</li> <li>Generally, those who perform <i>xenia</i> correctly are rewarded and those who do not perform it correctly are punished.</li> </ul> <p>However, there would appear to be several areas where its importance could be questioned. Neither Circe nor Calypso strictly adhere to its rules yet seemingly go unpunished. The Phaeacians themselves are punished by Poseidon for helping Odysseus and upholding the laws of hospitality.</p>   |       |          |   |
| 5        |  |  | <p>Candidates may tackle this question from a variety of angles. The first half of the epic contains:</p> <ul style="list-style-type: none"> <li>a building up of Odysseus' character from a variety of angles in Books 1-4;</li> <li>changes in focus (Telemachus Books 1-4, Odysseus, gods) increase the tension and highlight the urgency of the hero's return;</li> <li>suspense as Odysseus is challenged by a range of seemingly insurmountable difficulties;</li> <li>divine intervention;</li> <li>variety of pace and contrasting locations;</li> <li>a broad range of characters including men and women, mortals and immortals, giants and mythical monsters;</li> <li>the use of flashback when Odysseus tells his story to the Phaeacians. It allows Homer to include a variety of fantastical episodes whilst also contribute to the immediacy of the first person narrative.</li> </ul> | 45    |          | <p><b>AO1 = 20</b></p> <p>Level 5 18 – 20<br/> Level 4 14 – 17<br/> Level 3 9 – 13<br/> Level 2 5 – 8<br/> Level 1 0 – 4</p> <p><b>AO2 = 25</b></p> <p>Level 5 22 – 25<br/> Level 4 17 – 21<br/> Level 3 12 – 16<br/> Level 2 6 – 11<br/> Level 1 0 – 5</p> |

| Question |  |  | Answer  | Marks | Guidance |                    |
|----------|--|--|---|-------|----------|--------------------|
|          |  |  |   |       | Content  | Levels of Response |
|          |  |  | <p>The second half is not without its merits. In particular it has:</p> <ul style="list-style-type: none"> <li>• an increasing pace of narrative towards the climax;</li> <li>• the succession of recognition scenes, each subtly different which is particularly effective in maintaining excitement;</li> <li>• the audience anticipates the revealing of Odysseus' identity, but is kept in suspense because it happens a little at a time;</li> <li>• the cut and thrust of the final battle is well captured as is the final family reunion.</li> </ul> <p>Candidates should avoid retelling the narrative but analyse what is good and bad in their opinions about either half of the epic and support this with detailed examples from a range of books of the <i>Odyssey</i>.</p> |       |          |                    |

## APPENDIX 1

|                | <b>AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.</b>  |              | <b>AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate.<br/>AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.</b>   |              |              |
|----------------|--|--------------|--|--------------|--------------|
| <b>Level 5</b> | <b>9-10</b>  | <b>18-20</b> | <b>9-10</b>  | <b>14-15</b> | <b>22-25</b> |
|                | <ul style="list-style-type: none"> <li>• A very good collection/range of detailed factual knowledge;</li> <li>• Fully relevant to the question;</li> <li>• Well-supported with evidence and reference where required;</li> <li>• Displays a very good understanding/awareness of context, as appropriate.</li> </ul> |              | <ul style="list-style-type: none"> <li>• Thorough analysis of evidence/issues;</li> <li>• Perceptive evaluation with very thoughtful engagement with sources/task;</li> <li>• Very well structured response with clear and developed argument;</li> <li>• Fluent and very effective communication of ideas;</li> <li>• Very accurately written with effective use of specialist vocabulary/terms.</li> </ul> |              |              |
| <b>Level 4</b> | <b>7-8</b>   | <b>14-17</b> | <b>7-8</b>   | <b>10-13</b> | <b>17-21</b> |
|                | <ul style="list-style-type: none"> <li>• A good collection/range of detailed factual knowledge;</li> <li>• Mostly relevant to the question;</li> <li>• Mostly supported with evidence and reference where required;</li> <li>• Displays a good understanding/awareness of context, as appropriate.</li> </ul>        |              | <ul style="list-style-type: none"> <li>• Good analysis of evidence/issues;</li> <li>• Sound evaluation with thoughtful engagement with sources/task;</li> <li>• Well structured response with clear argument;</li> <li>• Mostly fluent and effective communication of ideas;</li> <li>• Accurately written with use of specialist vocabulary/terms.</li> </ul>   |              |              |
| <b>Level 3</b> | <b>5-6</b>   | <b>9-13</b>  | <b>5-6</b>   | <b>6-9</b>   | <b>12-16</b> |
|                | <ul style="list-style-type: none"> <li>• A collection/range of basic factual knowledge;</li> <li>• Partially relevant to the question;</li> <li>• Partially supported with evidence and reference where required;</li> <li>• Displays some understanding/awareness of context, as appropriate.</li> </ul>            |              | <ul style="list-style-type: none"> <li>• Some analysis of evidence/issues;</li> <li>• Some evaluation with some engagement with sources/task;</li> <li>• Structured response with some underdeveloped argument;</li> <li>• Generally effective communication of ideas;</li> <li>• Generally accurately written with some use of specialist vocabulary/terms.</li> </ul>                                      |              |              |
| <b>Level 2</b> | <b>2-4</b>   | <b>5-8</b>   | <b>2-4</b>   | <b>3-5</b>   | <b>6-11</b>  |
|                | <ul style="list-style-type: none"> <li>• Limited factual knowledge;</li> <li>• Occasionally relevant to the question;</li> <li>• Occasionally supported with evidence;</li> <li>• Displays limited understanding/awareness of context, as appropriate.</li> </ul>  |              | <ul style="list-style-type: none"> <li>• Occasional analysis of evidence/issues;</li> <li>• Limited evaluation or engagement with sources/task;</li> <li>• Poorly structured response with little or no argument;</li> <li>• Occasionally effective communication of ideas;</li> <li>• Occasionally accurately written with some recognisable specialist vocabulary/terms.</li> </ul>                        |              |              |
| <b>Level 1</b> | <b>0-1</b>   | <b>0-4</b>   | <b>0-1</b>   | <b>0-2</b>   | <b>0-5</b>   |
|                | <ul style="list-style-type: none"> <li>• Little or no factual knowledge;</li> <li>• Rarely relevant to the question;</li> <li>• Minimal or no supporting evidence;</li> <li>• Displays minimal or no understanding/awareness of context, as appropriate.</li> </ul>  |              | <ul style="list-style-type: none"> <li>• Very superficial analysis of evidence/issues;</li> <li>• Little or no evaluation or engagement with sources/task;</li> <li>• Very poorly structured or unstructured response;</li> <li>• Little or no effective communication of ideas.</li> <li>• Little or no accuracy in the writing or recognisable specialist vocabulary/terms.</li> </ul>                     |              |              |

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