

**GCSE**

**Classical Civilisation**

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

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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### Annotations

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

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Benefit of doubt
	Cross credit
	Cross
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.

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

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).

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 *The Odyssey* – Section A

Question		Answer	Marks	Guidance
1		A magic veil ... – Ino A very large stone ... – Polyphemus Dirty clothes ... – Nausicaa Drugged food ... – Circe Winged sandals ... – Hermes	5 AO1	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	a	A – Athene had given her the idea	1	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.
	b	B – Their singing caused shipwrecks	1	
	c	A – His men did not listen to Odysseus	1	
3		Calypso found Odysseus crying on the beach Calypso told Odysseus that he could leave her island Odysseus thought that Calypso trying to him Calypso showed Odysseus where to get material for his boat Calypso made a favourable breeze spring up as Odysseus sailed away. 2,6,5,3,(1), (7), 4	4 AO3	One mark for each correct response in the correct place. 4 marks for 4 or 5 correct answers.  If a candidate gets 2 <b>consecutive</b> answers in the right place (e.g. answers 1 and 2 put as answers 3 and 4), they get one mark. If a candidate gets 3 <b>consecutive</b> answers in the right place (e.g. answers 1, 2 and 3 put as answers 2, 3 and 4), they get two marks.
4		Cicones Laestrygonians Polyphemus	3 AO1	If a candidate circles 4 answers, they score 2 marks if three answers are correct. If a candidate circles 4 answers they score 1 marks if 2 answers are correct. If a candidate circles 4 answers, they score 0 marks if 1 answer is correct.
5		Ate animals belonging to a god Did not always obey Odysseus Faced enemies much stronger than themselves Were in a shipwreck caused by the gods.	4 AO2	One mark for each correct response in the correct place.

Question		Answer	Marks	Guidance
6		<p>does not care about Zeus            does not obey the rules of hospitality            is the son of Poseidon            is very strong</p>	<p>4            AO3</p>	<p>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. Each additional wrong answer (beyond the number of responses required) cancels out one right answer.            If candidates have ticked all boxes they should be given 0.</p>
7		<p>gave Odysseus useful information            had magical powers            slept with Odysseus            was a good singer            was both helpful and dangerous to Odysseus</p>	<p>5            AO1x3            AO2x1            AO3x1</p>	<p>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. Each additional wrong answer (beyond the number of responses required) cancels out one right answer.            If candidates have ticked all boxes they should be given 0.</p>
8		<p>greedy            stubborn</p>	<p>2            AO3</p>	<p>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. Each additional wrong answer (beyond the number of responses required) cancels out one right answer.            If candidates have ticked all boxes they should be given 0.</p>

Option 1: Homer *The Odyssey* – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
9	a	<ul style="list-style-type: none"> <li>• Precise detail of the olive bushes;</li> <li>• Creation of bed by Odysseus shows his creative talents;</li> <li>• Epithet of “long-suffering” reminds us of the troubles he faces in getting home;</li> <li>• Simile suggests the desolation of Odysseus and his preservation skills;</li> <li>• Help of Athene at the end gives the passage a calm ending, whilst reminding us of the suffering of Odysseus.</li> </ul>	5 AO3	<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>References to punctuation are irrelevant.</p>	<p><b>AO3 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	b	<ul style="list-style-type: none"> <li>• Ino gave him a veil to keep him afloat and advice about how to use it;</li> <li>• Athene checked all the winds and summoned to North Wind to flatten the waves;</li> <li>• Athene gave him the idea to grab onto a rock to avoid the waves;</li> <li>• Athene gives him the idea to swim beyond the coastal breakers and then along outside them;</li> <li>• The local river god checked its current for Odysseus.</li> </ul>	5 AO1	<p>Candidates who only say that he prayed to the river god (i.e. they do not say how the river god helped him) should not be credited for this idea.</p>	<p><b>AO1 = 5</b></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
	c	<ul style="list-style-type: none"> <li>• He listens to advice when given the veil, but at first he is very suspicious of the advice</li> <li>• He weighs up options when deciding whether to try to get on land (5.410);</li> <li>• He is respectful in praying to the gods;</li> <li>• He is a sensible captain in lowering the sails in book 9;</li> <li>• He does not give up when the storm rages after the bag is opened;</li> <li>• He is resourceful in creating a raft when his boat is wrecked in book 12;</li> <li>• He can lose heart as in the storm after Aeolus' isle.</li> </ul>	5 AO2	For full marks candidates should examine his behaviour in more than one storm.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
10	a	<ul style="list-style-type: none"> <li>• He is full of self-pity at the start;</li> <li>• He is perhaps perceptive in realising his sufferings are due to the gods;</li> <li>• He is quite demanding/rude/desperate in insisting that he be allowed to eat and to be sent home;</li> <li>• He shows a philosophical nature in his comments about the importance of food;</li> <li>• He is desperate to get home;</li> <li>• He is extremely hungry.</li> </ul>	5 AO3		<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1



Question		Answer	Marks	Guidance	
				Content	Levels of response
	b	<ul style="list-style-type: none"> <li>• The mist is dispersed by Athene;</li> <li>• Odysseus goes straight up to Arete and clasps her knees;</li> <li>• He begs the Phaeacians for an escort home;</li> <li>• There is silence at first;</li> <li>• A Phaeacian elder reminds Alcinous of his duty;</li> <li>• He is seated on Alcinous' son's chair;</li> <li>• His hands are washed by a maid;</li> <li>• Food (bread and delicacies) and drink are brought to Odysseus;</li> <li>• Libations are made to Zeus;</li> <li>• Alcinous suggests they retire and the next day gather the elders to decide how to help Odysseus get home;</li> <li>• After the speech Arete questioned Odysseus after recognising his clothes;</li> <li>• Odysseus then told of his recent adventures.</li> </ul>	5 AO1	Credit candidates who talk about what happened after the printed passage (i.e. the assembly breaks up for the night, the athletic contests, Odysseus retells his adventures etc).	<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	<ul style="list-style-type: none"> <li>• Greek rules of <i>xenia</i> demand that strangers should be well treated.</li> <li>• He is a very persuasive speaker (e.g. with Nausicaa);</li> <li>• He is polite to those he meets;</li> <li>• He is an attractive man whose looks ensure he gets help from female characters (Circe and Calypso are very attracted to him);</li> </ul>	5 AO2		<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>• His heroic exploits at Troy mean that he is well known and respected by Alcinous;</li> <li>• The gods were keen for him to get home and had engineered his departure from Ogygia. He is fated to get home;</li> <li>• Athene had made Nausicaa go to the beach, not run on seeing Odysseus, and had made him more attractive.</li> </ul>			
11	a	<ul style="list-style-type: none"> <li>• Sensible in taking a crew member in case of trouble;</li> <li>• Sensible and polite in not charging straight in, but waiting by the doorposts;</li> <li>• This might suggest hesitancy / nerves / realisation of mistakes;</li> <li>• Cunning in blaming crew to get more help or cowardly in not taking the blame himself;</li> <li>• Presumptuous in assuming they would help him, but possibly good leadership in hinting at <i>xenia</i>;</li> <li>• Polite/clever in calling them "friends".</li> </ul>	5 AO3		<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	b	<ul style="list-style-type: none"> <li>• After 9 days they are almost home and can see the home fires;</li> <li>• Odysseus had been handling the sheet of the ship alone, but falls asleep;</li> <li>• His crew plot, thinking there is gold and silver in the bag and that Odysseus did not share his treasure;</li> <li>• They open it and the winds burst out;</li> <li>• Odysseus wakes and considers suicide, before staying and enduring.</li> </ul>	5 AO1	<p>To attain a level 5 marks, candidates must mention at least one precise detail of the story from:</p> <ul style="list-style-type: none"> <li>• All the winds except the West were in the bag;</li> <li>• Odysseus had sailed for 9 days;</li> <li>• They could see Ithaca/people tending fires.</li> </ul>	<p><b>AO1 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	c	<ul style="list-style-type: none"> <li>• Having a character who is in charge of the winds is a piece of fantasy;</li> <li>• He shows hospitality in action (feeding for a month, the bag etc);</li> <li>• His land with its floating island and wall of bronze is magical and mystical;</li> <li>• Unusual incestuous family relationship;</li> <li>• His refusal to help a second time shows that Odysseus does not deserve a second chance and has perhaps been a poor leader;</li> <li>• Tension is created as we wonder whether Odysseus will get home.</li> </ul>	5 AO2	Credit candidates who discuss what happens during the storm.	<p><b>AO2 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>

Option 2: Ovid *Metamorphoses* – Section A

Question	Answer	Marks	Guidance
12	A burning wooden log – Meleager A crimson lock of hair – Nisus A maze – Theseus A musical instrument made from reeds - Pan Stones that turned into people – Deucalion	5 AO1	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	D – she sent a deadly boar against a town	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.
	b	C – he fell in love with himself	
	c	B – his father was a god	
14	a god separated the earth from the sky rivers and lakes were created man was created the Golden Age started the Silver Age started 2,4,3,5,(7),6,(1)	4 AO3	One mark for each correct response in the correct place. 4 marks for 4 or 5 correct answers.  If a candidate gets 2 <b>consecutive</b> answers in the right place (e.g. answers 1 and 2 put as answers 3 and 4), they get one mark. If a candidate gets 3 <b>consecutive</b> answers in the right place (e.g. answers 1, 2 and 3 put as answers 2, 3 and 4), they get two marks.
15	Meleager Pentheus Semele	3 AO1	If a candidate circles 4 answers, they score 2 marks if three answers are correct. If a candidate circles 4 answers they score 1 marks if 2 answers are correct. If a candidate circles 4 answers, they score 0 marks if 1 answer is correct.
16	Baucis behaves in an amusing way Baucis and Philemon got the fate they asked for it includes a miracle caused by the gods it includes disguise	4 AO2	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. Each additional wrong answer (beyond the number of responses required) cancels out one right answer. If candidates have ticked all boxes they should be given 0.

Question		Answer	Marks	Guidance
17		cutting off a lock of hair killing a nephew refusing to believe in a god seeing a goddess naked	4 AO3	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. Each additional wrong answer (beyond the number of responses required) cancels out one right answer. If candidates have ticked all boxes they should be given 0.
18		designed the maze for the Minotaur was a character that you can praise and criticise was able to make wings and fly was forced to live away from his home country was from Athens	5 AO1x3 AO2X1 AO3x1	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. Each additional wrong answer (beyond the number of responses required) cancels out one right answer. If candidates have ticked all boxes they should be given 0.
19		confused guilty	2 AO3	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. Each additional wrong answer (beyond the number of responses required) cancels out one right answer. If candidates have ticked all boxes they should be given 0.

Option 2: Ovid *Metamorphoses* – Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
20	a	<ul style="list-style-type: none"> <li>The opening lines are suggestive;</li> <li>Direct speech allows us to see what Apollo is feeling;</li> <li>The desperation of a god who is chasing a mere mortal;</li> <li>He asks for her pity for him when we really pity her;</li> <li>The fears of Apollo that she may fall and hurt herself when the danger from him is far greater;</li> <li>The farcical situation that he will chase more slowly if she also slows.</li> </ul>	5 AO3	<p>Answers should focus mainly on literary techniques and should not simply quote lines from the passage without analysis. Similarly, vague references to “detailed description” would not in itself be sound analysis.</p> <p>References to punctuation are irrelevant.</p>	<p><b>AO3 = 5</b></p> <p>Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1</p>
	b	<ul style="list-style-type: none"> <li>She had almost been caught;</li> <li>Daphne was exhausted by running;</li> <li>She had reached her father’s waters;</li> <li>She asked her father to change her;</li> <li>Her body became numb;</li> <li>Her bosom was layered in a ring of bark;</li> <li>Her hair became foliage, her arms became branches, her feet became roots and her head became a treetop;</li> <li>Apollo kissed the tree, but it shrank back;</li> <li>He explained how the leaves would be used by the Romans in triumphs and by him in his hair, lyre and quiver;</li> </ul>	5 AO1	<p>Mention of laurel wreathes as a prize for contests is not in the text.</p>	<p><b>AO1 = 5</b></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
		<ul style="list-style-type: none"> <li>The branches of the tree seemed to nod in agreement.</li> </ul>			
	c	<ul style="list-style-type: none"> <li>She was determined to stay a virgin and Apollo was trying to prevent that;</li> <li>Her beauty led to her downfall, although she did not ever try to use it;</li> <li>Affectionate picture of her clinging to her father shows a tender relationship;</li> <li>Even her appearance in escape makes her more beautiful and inflames Apollo;</li> <li>She is collateral damage in a game between Apollo and Cupid.</li> </ul>	5 AO2		<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
21	a	<ul style="list-style-type: none"> <li>Use of gore throughout the passage;</li> <li>Use of vibrant colours throughout (yellow-white, black);</li> <li>Height of the dragon;</li> <li>Simile of the tree emphasises its size;</li> <li>Dramatic noises (allow onomatopoeia of “rasped”);</li> <li>The dragon is still able to attack despite its injury.</li> </ul>	5 AO3	<p>Answers should focus mainly on literary techniques and should not simply quote lines from the passage without analysis. Vague references to “detailed description” would not in itself be sound analysis.</p> <p>References to the similes 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>References to punctuation are irrelevant.</p>	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

Question		Answer	Marks	Guidance	
				Content	Levels of response
	b	<ul style="list-style-type: none"> <li>From the ground appeared spear-tips, plumed helmets and armed bodies;</li> <li>Cadmus prepared to fight them;</li> <li>One of the soldiers told him to leave well alone as it was a family feud;</li> <li>This soldier killed a comrade with a sword;</li> <li>The killer in turn was killed with a javelin;</li> <li>All were killed except five, including one named Echion;</li> <li>He begged his brothers for peace and Cadmus took them as his aides when founding Thebes.</li> </ul>	5 AO1		<b>AO1 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	c	<ul style="list-style-type: none"> <li>He courageously looks for his sister Europa;</li> <li>He showed bravery in investigating the disappearance of his friends;</li> <li>He was prepared to fight the dragon and die if necessary;</li> <li>Cadmus however married Harmonia, daughter of Mars and Venus;</li> <li>He founded Thebes;</li> <li>He sensibly encouraged Pentheus to worship Dionysus.</li> </ul>	5 AO2	Credit candidates who mention that he killed the dragon.  Credit candidates who mention that he obeyed Pallas when given the order to plant the teeth.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1



Question		Answer	Marks	Guidance	
				Content	Levels of response
22	a	<ul style="list-style-type: none"> <li>The exaggerated extent of his hunger that could not be sated with what would satisfy cities;</li> <li>Use of direct speech shows the demanding nature of Erysichthon;</li> <li>The paradox in the more he ate, the hungrier he became;</li> <li>The similes of the ocean and fire show how his feasting is all demanding;</li> <li>The abyss of his belly shows the gaping hole he has;</li> <li>The flames of his gluttony show his passion for food.</li> </ul>	5 AO3	<p>Answers should focus mainly on literary techniques and should not simply quote lines from the passage without analysis</p> <p>Vague references to “detailed description” would not in itself be sound 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>References to punctuation are irrelevant</p>	<p><b>AO3 = 5</b></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"> <li>His daughter was too noble to be sold into slavery so begged Neptune for help;</li> <li>He had raped her, but listened to her prayer;</li> <li>He changed her into the guise of a fisherman;</li> <li>This confused her buyer who questioned the fisherman about where she had gone;</li> <li>She then changed back into her normal form;</li> <li>Her father saw this and kept reselling her;</li> <li>She kept escaping by adopting different forms.</li> </ul>	5 AO1		<p><b>AO1 = 5</b></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"> <li>• He was impious in never sacrificing to the gods;</li> <li>• He chopped down a sacred tree, which was clearly special and honoured;</li> <li>• He committed further sacrilege in saying he would do the same if it were the goddess herself;</li> <li>• He was warned about his conduct, but this led to further crimes in beheading a slave;</li> <li>• Ovid calls him a wild brute, infidel, impious, monster, vile (751, 754, 761, 774, 778);</li> <li>• His behaviour towards his own daughter was shocking;</li> <li>• Some may find the story comical and thus might not feel sympathy.</li> </ul>	5 AO2	Specific line references are not required.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

## APPENDIX 1 - Section B Marking Grid

	<b>AO1</b> <b>Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.</b>	<b>AO2</b> <b>Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.</b>	<b>AO3</b> <b>Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.</b>
<b>Thorough</b>	<b>5</b> Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview.	<b>5</b> Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>5</b> <b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
<b>Sound</b>	<b>4</b> Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview.	<b>4</b> Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>4</b> <b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>3</b> Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview.	<b>3</b> Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<b>3</b> <b>Some</b> evaluation with <b>some</b> analysis of evidence. Answers offer a personal response to <b>some</b> of the question.
<b>Limited</b>	<b>2</b> Demonstrates <b>limited</b> relevant knowledge and information.	<b>2</b> Demonstrates <b>limited</b> understanding of evidence.	<b>2</b> <b>Limited</b> evaluation and analysis of the evidence. Answers offer a personal response at a <b>limited</b> level.
<b>Minimal/None</b>	<b>0-1</b> Demonstrates <b>minimal or no</b> relevant knowledge.	<b>0-1</b> Demonstrates <b>minimal or no</b> understanding of evidence.	<b>0-1</b> <b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.

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