

## **GCSE**

### **Classical Civilisation**

Unit **A352/02** Epic and Myth (Higher Tier)

General Certificate of Secondary Education

### **Mark Scheme for June 2016**

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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.

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## Annotations

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

Annotation	Meaning
	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 all answers should be marked with reference to the levels of response marking grid in Appendix 1 of this Mark Scheme. The suggested answers given in the Mark Scheme 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 the 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 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.

## Option 1: Homer The Odyssey

## Section A

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	a	<ul style="list-style-type: none"> <li>• She is commanding to her maids;</li> <li>• As the maids obey her, she is respected;</li> <li>• She is perceptive in realising the gods didn't oppose his landing in Phaeacia;</li> <li>• Impulsive or keen in wanting to marry a man like him so soon after meeting him;</li> <li>• Hospitable in giving Odysseus food and drink;</li> <li>• Willing to work in folding clothing and harnessing the mules;</li> <li>• Polite in addressing him as "sir";</li> <li>• Helpful in promising to give him directions;</li> <li>• Fine waggon suggests she and her family are rich.</li> </ul>	5 AO3	<p>Examiners are reminded that the following is indicative content only and that they should credit all appropriate answers.</p> <p>In answers to part A, material must be related to the printed passage.</p> <p>Misspelled names not penalised.</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>• While in the countryside, Odysseus should walk with the maids behind the wagon;</li> <li>• When they reach a wood, sacred to Athene, he should sit and wait while Nausicaa goes on ahead;</li> <li>• He should then carry on and ask for the palace;</li> <li>• Once through the courtyard, he should walk through the hall until he reaches Arete;</li> </ul>	5 AO1	Nausicaa does not tell him to ask a small child – do not credit this.	<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
		<ul style="list-style-type: none"> <li>• He should go past Alcinous and grab Arete's knees if he wishes to see his home again.</li> </ul>			
	c	<ul style="list-style-type: none"> <li>• It allows us to see Odysseus' skills as a speaker in his address to Nausicaa;</li> <li>• It gives Odysseus (and us) some background information on Phaeacia;</li> <li>• It shows the importance of hospitality;</li> <li>• It shows Nausicaa to be very different from Calypso (allow discussion of Circe also) and a very different relationship between Odysseus and Nausicaa;</li> <li>• It hints (at this stage) of another possible relationship;</li> <li>• It calms our fears that Odysseus might be in danger.</li> </ul>	5 AO2	Credit appropriate discussion of literary style	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
2	a	<ul style="list-style-type: none"> <li>• The attack at the start is very sudden;</li> <li>• The ease with which Polyphemus kills the men;</li> <li>• The similes show the weakness of the men and the ferocity of Polyphemus in devouring all the men;</li> <li>• The brains running out shows the power of Polyphemus;</li> <li>• "Soaked" shows a vast amount of blood;</li> </ul>	5 AO3	Answers should focus mainly on literary techniques and should not simply quote lines from the passage without analysis and merely saying they are horrific. Vague references to "detailed description" would not in itself be sound 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.	<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
		<ul style="list-style-type: none"> <li>The reaction of men who are battle hardened shows how ghastly it was;</li> <li>Drinking milk and having a nap contrast with the violence.</li> </ul>			
	b	<ul style="list-style-type: none"> <li>He said he and his crew were Achaeans;</li> <li>They were on the way back from Troy;</li> <li>He said they had been driven astray;</li> <li>He assumed that Zeus had intended them to take the wrong route;</li> <li>He said he was proud to belong to the forces of Agamemnon;</li> <li>He asked, as a suppliant, for hospitality as Zeus was the god of guests;</li> <li>He hoped that Polyphemus would give them gifts as guests were sacred to him;</li> <li>He said his ship had been wrecked by Poseidon, and his ship had been hurled onto the rocks.</li> </ul>	5 AO1	Do not credit ideas about a long and hard journey as this had not been particularly true of the stage of the Odyssey.	<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 is a clever farmer as he can make cheese;</li> <li>He is organised as he pens the different ages of lambs and kids separately;</li> <li>He methodically milks his animals and puts the young to each mother;</li> </ul>	5 AO2	Allow references to his strength.  Credit any other valid ideas.	<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>• He plans ahead as he has brought in wood for a fire (accept he knows how to make a fire);</li> <li>• He was forward thinking to ask about Odysseus' fleet and to shut the door when he went out in the morning;</li> <li>• He shows affection towards his great ram.</li> <li>• He is respectful in the tone of address he adopts in his prayer to Poseidon.</li> </ul>			
3	a	<ul style="list-style-type: none"> <li>• As his men obey him at the start, he must be respected;</li> <li>• Polite/respectful in calling them "friends";</li> <li>• He is open (or claims to be) with his men in sharing what Circe says to him;</li> <li>• He sees all the crew as equals in sharing all the information;</li> <li>• He is a skilled sailor in being part of the crew that sets the tackle in order;</li> <li>• He is favoured by the gods in being given help;</li> <li>• He is worried in addressing the crew;</li> <li>• He manages to cover up his worries to advise the crew.</li> </ul>	5 AO3	Accept comments that he is cunning/dishonest in giving false information (Circe told him to drive past the Sirens, but if he wished to hear, then block his ears. He tells them she instructed him to hear them).	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	<ul style="list-style-type: none"> <li>• He should sail his ship past the Sirens as those who listen to them die;</li> <li>• To avoid this, he should plug his crew's ears with beeswax;</li> </ul>	5 AO1		<b>AO1 = 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>• If he wishes to hear, he should be tied to the mast (only credit if not mentioned in a);</li> <li>• He should avoid the Wandering Rocks as all ships that pass there get crushed;</li> <li>• If he tries to arm himself against Scylla, he might lose another 6 men;</li> <li>• This is preferable to the other route, past Charybdis, which will certainly destroy his ship;</li> <li>• He will then come to the island of the Sun-god where he must not touch the cattle if he is to return home.</li> </ul>			
	c	<ul style="list-style-type: none"> <li>• His men are easily tempted by food and wine at the Cicones' island;</li> <li>• They open the bag of winds from greed, thinking it is treasure;</li> <li>• They feel Odysseus keeps secrets;</li> <li>• They don't trust him with the bag, perhaps feeling he had not led them well;</li> <li>• In refusing to go to Circe's house, Eurylochus shows fear and perhaps is traumatised;</li> <li>• His men are exhausted at the Sun-god's island and need a break;</li> <li>• They are starving when they kill the cattle.</li> </ul>	5 AO2	Accept any reasonable interpretation for why the crew go against his wishes and orders.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

## Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>Candidates should discuss a range of parts of the stories which feature Calypso and Circe. These may include:</p> <ul style="list-style-type: none"> <li>• Calypso's singing and weaving and Circe's singing;</li> <li>• Calypso's hospitality to Hermes;</li> <li>• Her reaction to the news that Odysseus must leave;</li> <li>• Her sleeping with Odysseus against his will;</li> <li>• Her initial refusal to help Odysseus;</li> <li>• The help she does give him in going;</li> <li>• Circe's singing;</li> <li>• Circe's changing of the men into pigs and her menagerie outside the house;</li> <li>• Her succumbing to Odysseus and sleeping with him;</li> <li>• Her hospitality;</li> <li>• The advice that she gives to him.</li> </ul> <p>Candidates should show an understanding of what constitutes ordinary behaviour, and what is not ordinary. This may include:</p> <ul style="list-style-type: none"> <li>• Following the custom of xenia is a typical Greek ideal;</li> <li>• Women were expected to do female activities such as spinning or singing or housekeeping;</li> </ul>	30	<p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Credit candidates who show similarities to or differences from other females like Nausicaa and Arete. However candidates should not give full character sketches of other women.</p>	<p><b>AO1 = 11</b></p> <p>Level 5 9 - 11  Level 4 7 - 8  Level 3 5 - 6  Level 2 3 - 4  Level 1 0 - 2</p> <p><b>AO2 = 8</b></p> <p>Level 5 7 - 8  Level 4 5 - 6  Level 3 3- 4  Level 2 2  Level 1 0 - 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>• Ordinary human emotions such as anger, resentment, selfishness, love etc;</li> <li>• Giving gifts and advice;</li> <li>• Being largely independent.</li> </ul> <p>Candidates should evaluate how far they behave like ordinary women. They may conclude that:</p> <ul style="list-style-type: none"> <li>• They have powers far beyond ordinary humans, such as changing people into animals and causing winds to spring up;</li> <li>• They are more powerful than women of the time as they live independently;</li> <li>• Calypso's keeping of Odysseus and forcing him to have sex is not typical of an ordinary Greek woman;</li> <li>• They crave sex like most humans and are attracted to a hero;</li> <li>• They do ordinary human activities and feel pain;</li> <li>• Circe submits to Odysseus which would be typical for a Greek woman.</li> </ul>			<p><b>AO3 = 11</b></p> <p>Level 5 9 - 11  Level 4 7 - 8  Level 3 5 - 6  Level 2 3 - 4  Level 1 0 - 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>Candidates should discuss a range of stories from the Odyssey. These may include:</p> <ul style="list-style-type: none"> <li>• Odysseus' time on Calypso's island and the subsequent storm;</li> <li>• His meeting with Nausicaa;</li> <li>• What happens in the palace;</li> <li>• His adventures with Polyphemus and Circe;</li> <li>• The brief adventures he has with his crew (e.g. Cicones, Aeolus, Sirens etc).</li> </ul> <p>Candidates should show an understanding of what interests the reader. This might include:</p> <ul style="list-style-type: none"> <li>• Fantasy and magic;</li> <li>• Occurrence of violence and gore;</li> <li>• The involvement of the gods;</li> <li>• Odysseus as a hero or a leader;</li> <li>• Themes such as love and revenge;</li> <li>• The character of Odysseus;</li> <li>• Story-telling technique (pace, similes, suspense).</li> </ul> <p>Candidates may conclude that the later books are more interesting as:</p> <ul style="list-style-type: none"> <li>• They have a greater variety of non-human characters and monsters;</li> </ul>	30	<p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Candidates do not need to discuss every book.</p> <p>Be prepared for a wide variety of ideas. Credit all valid interpretations.</p> <p>Accept these views also as reasons why the earlier books are better as candidates may not like the violence, magic etc. Accept any valid judgment</p>	<p><b>AO1 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p><b>AO2 = 8</b></p> <p>Level 5 7 - 8 Level 4 5 - 6 Level 3 3- 4 Level 2 2 Level 1 0 – 1</p> <p><b>AO3 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>• There is more of a physical threat from episodes like Polyphemus, Scylla, Laestrygonians etc;</li> <li>• There is greater use of magic with the bag of winds, Circe's powers, lotus fruit etc.</li> <li>• Odysseus' crew allow us to see more of him as a leader;</li> <li>• Odysseus is a more rounded character as we see his greed and arrogance more.</li> <li>• The gods intervene less to aid Odysseus, especially Athene.</li> </ul> <p>However candidates may find the early books more interesting as:</p> <ul style="list-style-type: none"> <li>• They may prefer seeing the more human side of Odysseus and his skills of persuasion as evident in Phaeacia;</li> <li>• The stories involve less magic and are possibly more realistic;</li> <li>• As he is on his own, we perhaps see Odysseus as more self-reliant.</li> </ul>			Level 1 0 - 2

## Option 2: Ovid Metamorphoses

## Section A

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	a	<ul style="list-style-type: none"> <li>It clearly states the theme in the opening word, meaning we know exactly what the book will start out like;</li> <li>Uses imagery to compare the creation of the poem to spinning a thread;</li> <li>Natural to start with creation as this is the greatest change of all;</li> <li>Vastness of heaven clearly described with “all-encompassing”;</li> <li>Imagery of the horns of the moon;</li> <li>Personification of the ocean enveloping the earth in its arms;</li> <li>However it may be regarded as slow and unexciting.</li> </ul>	5 AO3	<p>Examiners are reminded that the following is indicative content only and that they should credit all appropriate answers.</p> <p>In answers to part A, material must be related to the printed passage.</p> <p>Misspelled names not penalised</p> <p>Answers should focus both on Ovid’s aims and literary techniques and should not simply quote lines from the passage without analysis.</p> <p>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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	b	<ul style="list-style-type: none"> <li>• There was no need for laws, edicts, judges etc;</li> <li>• Trees had not been chopped to create ships and people did not leave their homeland;</li> <li>• Cities did not have defences;</li> <li>• No helmets, swords, horns or battle trumpets. Peace was practised instead;</li> <li>• Earth was not ploughed, but provided simple fruits naturally like strawberries, cherries and blackberries;</li> <li>• Flowers grew despite not being planted;</li> <li>• Spring was the only season;</li> <li>• Corn grew naturally and rivers of milk, nectar and honey flowed.</li> </ul>	5 AO1	Candidates should not be credited for saying that it did not have elements that were in later ages.	<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>• Spring was not continual, which is a time of ideal temperature;</li> <li>• People had to cope with blazing heat or cold winds and freezing rain, so there would be more disease, crop failure, need to build houses etc;</li> <li>• They lived in houses which had to be made, possibly making community life harder;</li> <li>• They had to work to farm to get crops, rather than having it all done for them;</li> <li>• People had to use oxen and heavy yokes to farm;</li> </ul>	5 AO2	Candidates who merely give a list of what happened in the silver age should not get more than a Level 3 mark. Accept any reasonable evaluation as to why life was worse in the Silver Age.	<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
7	a	<ul style="list-style-type: none"> <li>• He shows understanding that he has fallen in love with himself, but still is powerless;</li> <li>• He is mentally confused as to whether to woo or be wooed;</li> <li>• He is physically suffering with weakness;</li> <li>• He speaks melodramatically and poetically (“its candle is guttering out”)</li> <li>• He realises he is close to death;</li> <li>• He embraces death;</li> <li>• He is distraught when he looks back at the pool;</li> <li>• He is horrified when the reflection begins to disappear.</li> </ul>	5 AO3	Credit discussion of which features of himself he admired.	<b>AO3 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	<ul style="list-style-type: none"> <li>• Narcissus had rejected many suitors, including Echo;</li> <li>• One young man prayed that Narcissus would fall in love and never obtain his desire;</li> <li>• Nemesis heard his prayer;</li> <li>• Narcissus had been hunting and was exhausted and thirsty;</li> <li>• He started to drink from a clear pool when he saw his reflection;</li> </ul>	5 AO1	Do not credit the idea that a young man prayed that Narcissus would fall in love with himself	<b>AO1 = 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
	c	<ul style="list-style-type: none"> <li>• Scylla betrays her city to a man she has never met and a man who is her enemy, much older than her etc;</li> <li>• Meleager murders his uncles over a girl he has never spoken to;</li> <li>• Echo throws herself at Narcissus when she perhaps could have realised he is only repeating her words;</li> <li>• Semele makes a request that is only fitting for a goddess;</li> <li>• Ariadne runs off with a man who she doesn't know and makes herself a traitor;</li> <li>• Apollo makes irrational statements about pursuit, such as he will chase more slowly if she slows down;</li> <li>• Jupiter's "love" of Io and Achelous' of Perimele leads to rape.</li> </ul>	5 AO2	Allow other interpretations of love (e.g. Erysichthon's love of food leading him to sell his daughter and eat continually, or Icarus' love of flying leading him to forget his instructions) apart from physical/romantic love.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8	a	<ul style="list-style-type: none"> <li>• Their table is uneven and is levelled by a broken piece of pottery;</li> <li>• They do not even have a cloth to wipe the table;</li> <li>• The food served is very simple;</li> <li>• Earthenware dishes are very plain;</li> <li>• By saying "silver" it stresses that it wasn't really silver;</li> <li>• The wine is only young (i.e. not a vintage) and the table isn't big enough to hold the wine and dessert together;</li> </ul>	5 AO3	Answers are likely to focus on choice of vocabulary, but credit appropriate knowledge of literary techniques. Candidates should not simply quote lines from the passage without analysis. Vague references to "detailed description" would not in itself be sound analysis.	<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
		<ul style="list-style-type: none"> <li>The dessert is simply fruit and a honeycomb.</li> </ul>			
	b	<ul style="list-style-type: none"> <li>They were spared from the flooding that the rest of their village suffered;</li> <li>They were offered whatever they wished;</li> <li>They chose to be priests and guardians of Jupiter's temple;</li> <li>They asked to die at the same time;</li> <li>They did become priests and guardians and saw each other turning into a tree at the same time;</li> <li>These trees were still honoured by the local peasants in Ovid's time.</li> </ul>	5 AO1	Credit the wine bowl refilling is a reward for them.	<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>Both couples behave piously when those around them are impious;</li> <li>Both couples are rewarded for their goodness;</li> <li>In both stories there is a flood;</li> <li>In both they are the only survivors of the flood;</li> <li>Both couples show their piety within the stories;</li> <li>Both couples show an initial lack of understanding of events;</li> <li>Both couples are challenged to solve a riddle/perform a duty;</li> <li>Both couples love each other and cannot bear to live without the other.</li> </ul>	5 AO2	Do not accept comments on the ages as we are not told the ages of Deucalion and Pyrrha.	<b>AO2 = 5</b> Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1

## Section B

Question		Answer	Marks	Guidance	
				Content	Levels of response
9		<p>Candidates should discuss a range of men and their actions from Metamorphoses.</p> <p>These may include:</p> <ul style="list-style-type: none"> <li>• Deucalion;</li> <li>• Cadmus;</li> <li>• Teiresias;</li> <li>• Narcissus;</li> <li>• Pentheus;</li> <li>• Minos;</li> <li>• Daedalus;</li> <li>• Meleager;</li> <li>• Philemon;</li> <li>• Erysichthon.</li> </ul> <p>Candidates should show that they understand what constitutes good behaviour:</p> <ul style="list-style-type: none"> <li>• Showing piety and hospitality, such as Deucalion and Philemon;</li> <li>• Showing great skill in battle such as Minos, Cadmus and Meleager;</li> <li>• Meleager might be admired for acknowledging the skill of Atalanta and being principled;</li> <li>• Being wise such as Teiresias and Daedalus;</li> <li>• Loving members of your family such as Daedalus.</li> </ul>	30	<p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Do not credit discussion of gods.</p>	<p><b>AO1 = 11</b></p> <p>Level 5 9 - 11</p> <p>Level 4 7 - 8</p> <p>Level 3 5 - 6</p> <p>Level 2 3 - 4</p> <p>Level 1 0 - 2</p> <p><b>AO2 = 8</b></p> <p>Level 5 7 - 8</p> <p>Level 4 5 - 6</p> <p>Level 3 3- 4</p> <p>Level 2 2</p> <p>Level 1 0 – 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Candidates should show that they understand what constitutes bad behaviour:</p> <ul style="list-style-type: none"> <li>• Some individuals refuse to worship or acknowledge a god, as Lycaon and Pentheus or Erysichthon do;</li> <li>• Using violence such as Lycaon and Pentheus;</li> <li>• Killing family members such as Daedalus or Meleager (although this could also be praiseworthy);</li> <li>• Being arrogant and spiteful as shown by Narcissus;</li> <li>• Minos might be seen as cruel in waging war in the first place;</li> </ul> <p>Candidates should evaluate to what extent men are admirable. They may conclude:</p> <ul style="list-style-type: none"> <li>• More often than not, they show a lack of respect to the gods;</li> <li>• They can be strong characters and are highly principled;</li> <li>• They show variable amounts of love towards their families;</li> <li>• Few individuals are wholly good, whereas a number such as Lycaon, Pentheus and Erysichthon are wholly wicked;</li> </ul>			<p><b>AO3 = 11</b>  Level 5 9 - 11  Level 4 7 - 8  Level 3 5 - 6  Level 2 3 - 4  Level 1 0 - 2</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		<p>Candidates should discuss a range of stories from the <i>Metamorphoses</i>. These may include:</p> <ul style="list-style-type: none"> <li>• Lycaon;</li> <li>• Deucalion and Pyrrha;</li> <li>• Io;</li> <li>• Cadmus;</li> <li>• Actaeon;</li> <li>• Echo and Narcissus;</li> <li>• Pentheus;</li> <li>• Scylla and Nisus;</li> <li>• Daedalus, Icarus and Perdix;</li> <li>• Meleager;</li> <li>• Philemon and Baucis;</li> <li>• Erysichthon.</li> </ul> <p>Candidates should show understanding of how the changes and other parts of the story are interesting. This might include:</p> <ul style="list-style-type: none"> <li>• Some of the changes are very unexpected and capture our imagination;</li> <li>• The changes allow incredible events to happen;</li> <li>• The changes satisfy our sense of justice.</li> </ul>	30	<p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Change may be interpreted variously by different candidates. Credit any reasonable understanding (e.g. change of setting, change in a character's behaviour, change of mood).</p> <p>If candidates only discuss changes, they should not gain more than a level 3 mark, as this is made clear in the bullet points, and they cannot be showing sound evaluation unless comparisons are made with other interesting features</p>	<p><b>AO1 = 11</b></p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p><b>AO2 = 8</b></p> <p>Level 5 7 - 8 Level 4 5 - 6 Level 3 3 - 4 Level 2 2 Level 1 0 - 1</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Candidates should also discuss how other aspects of the story are interesting. This might include:</p> <ul style="list-style-type: none"> <li>• The behaviour of the gods and goddesses;</li> <li>• Ovid's story-telling technique;</li> <li>• Moral messages.</li> </ul> <p>Candidates should evaluate to what extent change is the most interesting part of the <i>Metamorphoses</i>. They may conclude:</p> <ul style="list-style-type: none"> <li>• In some stories, the physical change is barely visible or not a key part of the story (e.g. Daedalus and Icarus, Meleager);</li> <li>• Change is the theme that links every story and we look out to see how Ovid weaves in these changes;</li> <li>• Changes in personality/perception are key points to stories involving Daedalus and Minos.</li> </ul>			<p><b>AO3 = 11</b>  Level 5 9 - 11  Level 4 7 - 8  Level 3 5 - 6  Level 2 3 - 4  Level 1 0 - 2</p>

## APPENDIX 1 - Section A Marking Grid

	<b>AO1</b> Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	<b>AO2</b> Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	<b>AO3</b> Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
<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.

## Section B Marking Grid

	<b>AO1</b> Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	<b>AO2</b> Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	<b>AO3</b> Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
<b>Thorough</b>	<b>9-11</b>	<b>7-8</b>	<b>9-11</b>
	Demonstrates <b>thorough</b> 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>	Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.	<b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
<b>Sound</b>	<b>7-8</b>	<b>5-6</b>	<b>7-8</b>
	Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	Demonstrates <b>sound</b> understanding of evidence with explanation.	<b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.
<b>Some</b>	<b>5-6</b>	<b>3-4</b>	<b>5-6</b>
	Demonstrates <b>some</b> 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>	Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.	<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>3-4</b>	<b>2</b>	<b>3-4</b>
	Demonstrates <b>limited</b> relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	Demonstrates <b>limited</b> understanding of evidence.	<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>0-2</b>	<b>0-1</b>	<b>0-2</b>
	Demonstrates <b>minimal or no</b> relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	Demonstrates <b>minimal or no</b> understanding of evidence.	<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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