



GCSE

Classical Civilisation

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

General Certificate of Secondary Education

Mark Scheme for June 2018

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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"> • He is polite in addressing her as “my lady”; • He is flattering/honest in saying Calypso is more beautiful than Penelope; • He has a strong desire to return home; • He is long-suffering; • He is accepting of fate. 	5 AO3		AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	<ul style="list-style-type: none"> • Calypso said Odysseus should not carry on grieving; • She was ready to help him; • She told him to chop trees and make a raft; • She had promised to give him bread, water, wine, clothes and wind; • She had sworn on the Earth, Sky and Styx that she would not harm him; • She calls him a rogue; • She warns him of the dangers ahead; • She offered him immortality and compared her beauty favourably with Penelope. 	5 AO1	The answer must come from what she actually says rather than what she does when he is making the raft and is about to go (e.g. she says she will give him food and clothes is fine, but saying that she gives him these is not creditable).	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"> • Athene says she has kept him captive so he has kept against his will; • Odysseus “had” to sleep with her; • When Hermes visits, she becomes angry at the thought of losing Odysseus. She may be seen as stubborn, unreasonable; • She refuses at first to help him leave, and is angry; • Despite her earlier claims, she offers him advice to go; • She knows the gods are more powerful than her and she has to obey Zeus; • She wants him to get home (giving him tools and gifts); • She wants him to be happy; • She can see that he is desperate to go; 	5 AO2	<p>Candidates should not simply retell what Calypso does.</p> <p>Do not credit ways in which her character is consistent (e.g. hospitable, continues to sleep with him).</p>	AO2 = 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
2	a		<ul style="list-style-type: none"> The entrance of Odysseus is very sudden and unexpected; The word “threw” might suggest a sudden action; The magic disappearance of the mist adds to the shock of his appearance; The silence of the banqueters on two occasions creates tension; It allows us to see Odysseus’ character as intelligent, and perhaps a little presumptuous; He gives no clues as to who he is, adding to the mystery of his arrival; 	5 AO3	Answers should not simply quote lines from the passage without analysis (i.e. simply saying it is dramatic because the mist disappears).	AO3 = 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
	b	<ul style="list-style-type: none"> • She said that she would show him the way to the palace; • It lay close to her father's home; • She told him to look at nobody and ask no questions as the people did not welcome strangers; • She told him they put they had fast ships and were favoured by Poseidon – this is interesting as Poseidon was Odysseus' enemy; • Princes would be feasting in the palace; • She told him to go straight in and secure the interest of Arete, the queen; • She said that Alcinous was the king; • She told him of Arete and that she was a descendent of Poseidon; • Arete is particularly honoured by the people and is considered a goddess by them; • She settles men's disputes; • If Odysseus can secure her help, he can hope to return home. 	5 AO1	<p>Credit detailed discussion of Arete's lineage.</p> <p>Allow some credit for he is told to supplicate Arete, even though Athene does not go into this precise detail (only Nausicaa says supplicate). If this is all that is recalled, it would merit 1 mark.</p> <p>Be wary of crediting information that Nausicaa tells Odysseus</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"> • She is a typical Greek woman as she spins • She is described as white-armed which suggests she is beautiful (and again a good Greek woman); • She is more powerful than other female characters, which is very rare in Homeric times; • She is the first to question Odysseus in book 7 which shows her importance; • She has divine ancestry; • She is perceptive in realising that Odysseus is dressed in clothing that Nausicaa had washed, but does not push the matter; • She questions Odysseus against the normal conventions of xenia. • She arranges a bed for him at the end, showing xenia. 	5 AO2	<p>If candidates use material in b, it should be developed here (e.g. her divine ancestry shows her importance).</p> <p>Candidates who simply retell what Arete does without discussion should not gain more than level 3.</p> <p>Credit any other valid ideas.</p>	AO2 = 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
3	a	<ul style="list-style-type: none"> • Eurylochus is not afraid to give his views; • He is very outspoken; • He is pessimistic about their chances; • He is fair in blaming Odysseus for what happened with Polyphemus; • The rest of the crew realise Odysseus is capable to violence; • They are peace-makers; • They respect/flatter Odysseus in calling him “favourite of Zeus”. • They trust Odysseus as they ask him to lead them to Circe. 	5 AO3	<p>There must be points on both Eurylochus and the crew to get full marks.</p> <p>Discussion of Odysseus’ speech is 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"> • He must consult the prophet Teiresias; • He should spread his sail and be carried by the wind to near the entrance of the Underworld; • He should dig a trench and made offerings of honey, milk, wine and water; • He should sprinkle barley on this and make prayers to the dead; • He should promise to make offerings on his return to Ithaca, in particular a black sheep to Teiresias; • He should then sacrifice a ram and a black ewe; • He should then sacrifice further sheep; • He should not allow any ghosts to come near the blood until he has questioned Teiresias; • He should keep them away by threatening them with his sword. 	5 AO1	There is a lot of precise detail in the speech on pages 137-138. Reward candidates who give specific detail about the offerings and sacrifices, but do not expect such detail.	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 kills a stag for his crew showing skill as a hunter; • He manages to transport it to his crew on his own; • He instantly goes off to rescue his men, without a thought of his own safety; • He is given help by Hermes, and being helped by the gods is a sign of a hero; • He overcomes the threat of Circe; • He sleeps with a goddess, which suggests he is not an ordinary mortal; • He forces her to change his men back into humans; • He agrees to go the Underworld. 	5 AO2	Conversations from book 12 are irrelevant.	AO2 = 5 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 episodes from the Odyssey. This might include:</p> <ul style="list-style-type: none"> • The encounter with Calypso; • Odysseus' meeting with Nausicaa; • The events in the palace at Phaeacia; • The adventure with Polyphemus; • The encounter with Circe; • The episodes with Aeolus, the Cicones, the Laestrygonians, Scylla, the Sirens and the cattle of the Sun god. <p>Candidates should show an understanding of what constitutes Homer's story-telling technique. This may include.</p> <ul style="list-style-type: none"> • Similes and epithets; • Detailed descriptions of objects and settings; • Changes in pace; • Flashbacks; • Use of repetition and type scenes; • Irony; • Use of main stories and episodes; 	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 should not simply retell the story, even if they strongly believe that the plot is the main reason for the success. They must show an understanding of what Homer's story-telling technique is to gain a Level 4 mark or above.</p>	<p>AO1 = 11</p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p>AO2 = 8</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>They should also consider how the plot adds to the success. This may include:</p> <p>Use of magic; Different themes (e.g. love, magic etc); The involvement of the gods; Range of adventures.</p> <p>Candidates should evaluate how far each is responsible for the success of <i>The Odyssey</i>. They may conclude that the plot is the key as:</p> <ul style="list-style-type: none"> • The actual events are more memorable than the way the story is told; • Some literary techniques may seem confusing (e.g. flashbacks), repetitive or dull (e.g. epithets) • Repetition (e.g. Circe's instructions in bk12 followed by the events) may cause a lack of tension. <p>They may conclude that the way Homer tells the story is the key as:</p> <ul style="list-style-type: none"> • The constant changes (e.g. narrator, flashbacks) keep interest in the story; • Some of the plot might be seen as slow and uneventful (e.g. arrival on different islands); • Some of the plot might be seen as repetitive (e.g. love interests, regular help from the gods). 		Accept either viewpoint.	<p>AO3 = 11</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 key parts of the story of Polyphemus This may include:</p> <ul style="list-style-type: none"> • The decision to wait in the cave; • The plan of Odysseus to get Polyphemus drunk; • The blinding of Polyphemus; • The escape from the cave; • The boasting by Odysseus as he sailed away. <p>In comparing this story to other parts of The Odyssey, candidates should examine other parts of the story. These could include:</p> <ul style="list-style-type: none"> • His encounters with the Phaeacians; • The Sirens; • The Sun god's cattle; • The Cicones; • The departure from Calypso's island; <p>Candidates should show an understanding of the main strengths and weaknesses throughout the Odyssey. These may include:</p> <ul style="list-style-type: none"> • Cunning plans; • Speaking skills; • Communication; • Leadership; • Arrogance; 	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 should spend around half the time discussing the Polyphemus story. There should be a reasonable level of evidence from other parts of the story.</p>	<p>AO1 = 11</p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p>AO2 = 8</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"> • Creative skills; • Despair; • Bravery. <p>Candidates should evaluate whether the Polyphemus story best reveals his strengths and weaknesses. They may conclude the Polyphemus story is more revealing as:</p> <ul style="list-style-type: none"> • There are many levels to the plan to escape Polyphemus. Other clever plans (e.g. making people swear oaths, escaping Charybdis) are less complex; • His arrogance is shown far more here. At other points he seems far more humble. He does not seek fame as widely elsewhere; <p>They may conclude other stories are more revealing as:</p> <ul style="list-style-type: none"> • He does not despair as he did with Calypso at a seemingly impossible to escape from situation; • Although he fools Polyphemus, his speeches to Nausicaa and the Phaeacians involve far more subtlety; • The creation of the stake is impressive, but the creation of the raft requires more skill; 		<p>Accept any valid judgement, backed up with evidence from Polyphemus and one other part of the story.</p>	<p>AO3 = 11</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>

Option 2: Ovid Metamorphoses

Section A

Question		Answer	Marks	Guidance	
				Content	Levels of response
6	a	<ul style="list-style-type: none"> • Use of medical imagery (“remedy ... surgeon’s knife”); • The measures in the opening lines suggest desperation; • Vocabulary creates an almost political tone (“your honours” ... “the house”); • Jupiter’s description of himself as “lord of lightning” (allow comments on alliteration) make him seem powerful; • Use of fire imagery (“passions blazed”); • Topical references with the mentions of Julius Caesar and Augustus; • Comparison between Augustus’ subjects and the gods shows the authority and respect of Augustus. • The power of Jupiter is shown his control of the gods with a mere gesture. 	5 AO3	<p>Answers should focus on Ovid’s literary techniques and imagery, and should not simply quote lines from the passage without analysis.</p> <p>It is not essential to discuss the contemporary references to gain full marks, but those that show knowledge of Roman politics, should be well rewarded.</p> <p>Similarly, vague references to “detailed description” would not in itself be sound analysis.</p> <p>References to punctuation are irrelevant.</p>	AO3 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
	b	<ul style="list-style-type: none"> • He mocked his people for their piety; • He planned to kill Jupiter when he was asleep to see if he was a god; • He cut the throat of a hostage under the protection of Jupiter; • He cooked this man and served him to Jupiter; • His palace was struck by lightning and collapsed in ruins; • He was turned into a wolf; 	5 AO1		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"> • Respectable values like loyalty, truth and conscience were replaced by guile and deception; • People sailed the seas (presumably for profit) showing greed • People no longer were prepared to share and marked out land showing selfishness; • Metals were mined and dug because of greed; • War and theft occurred leading to crime and death; • Traditional values like hospitality were forgotten as no host was safe from his guest; • Family bonds were weakened (father/son-in-law, brothers, husbands and wives plotted deaths, wicked stepmothers brewed potions); • Horoscopes were consulted by sons, greedily anticipating inheritances; • Duty to gods and men lay vanquished, showing no religious piety. 	5 AO2	<p>Candidates should not simply give a list of what took place in the Iron Age, but must show an understanding of why such behaviour was bad. This is especially the case with areas that might not seem bad (e.g. sailing, mining, dividing up land).</p> <p>Take care not to credit information from the Silver Age like the seasons and having to work.</p> <p>Candidates should not score more than Level 3 for a list of actions in the Iron Age.</p> <p>Candidates should not be credited for comparisons with other Ages.</p>	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
7	a	<ul style="list-style-type: none"> • The mention of individual sailors prolongs the transformation and allows us to see their reactions; • We see all the stages of the transformations, almost in slow motion; • The direct speech further personalises the situation; 	5 AO3	<p>Answers should focus on Ovid’s 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>	AO3 = 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
			<ul style="list-style-type: none"> The simile of the dancers and the seawater fountaining upwards shows the grace and beauty of the dolphins; The transformation is not a violent death, but is lighter; We may feel a sense of justice in the punishment of the sailors 		<p>There is little to say about the similes of the curvature of the tail, other than the shape. Allow any reasonable comment.</p> <p>References to punctuation are irrelevant.</p>	
	b		<ul style="list-style-type: none"> They sailors had brought a captive (Bacchus in reality) on board; Acoetes considered him a god, but the crew refused to acknowledge him; The crew attacked Acoetes; They promised to take the captive wherever he wanted, which was Naxos; The crew asked Acoetes to sail elsewhere, but he refused; One of them seized the tiller to sail in a different direction; Bacchus woke and realised they weren't going to Naxos; The boat then stopped, despite being rowed; The oars became covered in ivy; Bacchus appeared, his forehead covered in grapes and with a spear emblazoned with vine leaves, and wild animals around his feet. 	5 AO1		<p>AO1 = 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
	c	<ul style="list-style-type: none"> As ruler, Pentheus is in a tricky situation with his people swept up in strange new rituals; He feels his warlike people are losing their identity; At the end he is brutally murdered; He is killed by his own family; He does beg for mercy, but his pleas are not understood; He rejected the advice of an acknowledged prophet, Teiresias, and even mocked him; He refused to acknowledge Bacchus, even after verbal warnings and miracles; He mocked Bacchus' appearance; He tried to torture him; 	5 AO2	Candidates must give at least one reason for sympathising for Pentheus to gain a level 4 mark or above, even if this is merely that he dies.	AO2 = 5 Level 5 5 Level 4 4 Level 3 3 Level 2 2 Level 1 0 – 1
8	a	<ul style="list-style-type: none"> She has little interest in the future of Calydon as she is prepared for it to lie in ruins with the death of Meleager; She is regretful as she wishes she had killed Meleager at birth; She is in indecisive; She feels a motherly duty to Meleager; She realises what she is doing is wrong; She cannot even bear to look at what she is doing, and her trembling hand shows her realisation of what she is doing. 	5 AO3		AO3 = 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
	b	<ul style="list-style-type: none"> All mourned him; The mothers of Calydon tore their hair and beat their breasts; Meleager's father covered his face and hair with dust, cursing the length of his years; Althaea thrust a sword in her vital organs; His sisters beat their breasts; They kissed their brother and his bier; They pressed his funeral urn to their hearts and clung to his gravestone, weeping; They were transformed into guinea-fowl by Diana. 	5 AO1	Candidates can get full marks just by discussing what his family did.	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"> The killing of a son by a mother is almost unimaginable; He dies very painfully, not knowing the reason why. For a warrior to die in this way would be seen as unheroic; He tries to master the pain showing bravery; He does the right thing in awarding the prize to Atalanta; His uncles might be felt to have deserved to be killed. 	5 AO2	Candidates should explain points rather than simply saying things like "his mother killed him".	AO2 = 5 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 stories from the <i>Metamorphoses</i>. These may include:</p> <ul style="list-style-type: none"> • Lycaon; • Deucalion and Pyrrha; • Io; • Cadmus; • Actaeon; • Echo and Narcissus; • Pentheus; • Scylla and Nisus; • Daedalus, Icarus and Perdix; • Meleager; • Philemon and Baucis; • Erysichthon. <p>Candidates should show an understanding of the types of acts committed by characters that might have consequences. This may include.</p> <ul style="list-style-type: none"> • Hospitality to the gods • Worship of the gods • Rape of mortals and the victims of rape or intended rape • Murder/violence towards other mortals • Acts of jealousy 	30	The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.	<p>AO1 = 11</p> <p>Level 5 9 - 11 Level 4 7 - 8 Level 3 5 - 6 Level 2 3 - 4 Level 1 0 - 2</p> <p>AO2 = 8</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 evaluate how far characters get what they deserve <i>Metamorphoses</i>. They may conclude:</p> <ul style="list-style-type: none"> • The gods seem to get away with lustful behaviour with virtual impunity (e.g. Jupiter and Apollo). Their punishments to humans may seem out of proportion to the acts (e.g. Ceres sending a boar); • Characters who commit violence (e.g. Lycaon, Erysichthon) tend to be killed by the gods; • Those who respect the gods (e.g. Deucalion and Pyrrha, Baucis and Philemon) are rewarded in ways that befit their piety; • Some characters seem to get away with wicked acts (e.g. Daedalus and Minos) though they do experience suffering in other parts of the story; • Some seem merely victims (Perdix and Mnestra) who are punished for their talents; • Female victims of the gods are often honoured as a result of being desired (e.g. Io and Daphne), though this may be felt to not make up for their suffering; • It might be argued that some characters who are changed (Scylla and the Lydian sailors) should have been punished more than by a transformation 			<p>AO3 = 11</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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
10		<p>Candidates should discuss a range of gods and their actions from Metamorphoses.</p> <p>These may include:</p> <ul style="list-style-type: none"> • Jupiter • Apollo • Juno • Diana • Ceres • Hunger • Bacchus • Pan • Acheloüs • Cupid <p>Candidates should show that they understand what aspects of unlikeable behaviour gods show:</p> <ul style="list-style-type: none"> • Jupiter, Apollo and Pan committing the horrendous crime of rape when they feel like it. ; • Jupiter is unfaithful to his wife, and then punishes Io for his acts; • Juno is brutal in persecuting Semele and Io, and is bitter when Teiresias sorts out a trivial question in Jupiter's favour; • Apollo is arrogant in thinking he is greater than Cupid; • Ceres is vengeful in punishing an accident of Actaeon and arguably over-reacting to a genuine mistake of the people of Calydon; 	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 can gain credit from either considering whether their behaviour is unlikeable/likeable or whether they are characters that we like because of (or despite) their failings (i.e. they may increase our liking of the story because they can behave wickedly and be the villains of stories). If a candidate considers both approaches well, this should be Level 5 for AO2. Candidates should not be given a level 5 mark for listing the good and bad qualities of the gods.</p>	<p>AO1 = 11</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>AO2 = 8</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 aspects of likeable behaviour gods show:</p> <ul style="list-style-type: none"> • Jupiter rewards those who show him hospitality and respect; • Some gods like Bacchus may be seen to give humans chances and may be felt to act justly; <p>Candidates should be credited if they find the gods likeable for their failings:</p> <ul style="list-style-type: none"> • The infidelities of Jupiter and his attempts to trick Juno may be felt to be entertaining and comical; • The gods can do incredible things and enliven the narrative thereby; • Bacchus may be seen as a trickster with Pentheus and almost playing a cat and mouse game; • Ceres is so evil in places that we may perversely like her villainy; <p>Candidates should evaluate to what extent gods and goddesses are likeable. They may conclude:</p> <ul style="list-style-type: none"> • They often act out of selfish reasons and humans suffer more than gain as a result of the actions of the immortals; • They often over-react to situations with extreme punishments, and rarely are lenient; 			<p>AO3 = 11 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
			<ul style="list-style-type: none"> • They never seem to show forgiveness or compassion to those who err (even accidentally); • They may be liked for rewarding those who behave well and having a sense of justice (even if only at times); • But they enliven the story and their failings is what makes them likeable and more than simply agents of justice; 			

APPENDIX 1 - Section A 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.	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.
	4 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview.	4 Demonstrates sound understanding of evidence with explanation.	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.	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.
	2 Demonstrates limited relevant knowledge and information.	2 Demonstrates limited understanding of evidence.	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.	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.

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	9-11 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>	7-8 Demonstrates thorough understanding of evidence with clear and detailed explanation.	9-11 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	7-8 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>	5-6 Demonstrates sound understanding of evidence with explanation.	7-8 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	5-6 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>	3-4 Demonstrates some understanding of evidence with some explanation.	5-6 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	3-4 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 Demonstrates limited understanding of evidence.	3-4 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/None	0-2 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.	0-2 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

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