

GCE

Classical Civilisation

H008/11: The world of the hero

AS Level

Mark Scheme for June 2025

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training: OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

MARKING INSTRUCTIONS

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (**No Response**) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at level 3 and work outwards down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

These are the annotations used in RM Assessor3, which are used when marking:

Symbol	Comment
	worthy of credit
	unclear
	error of spelling
	omission
	to draw attention to something, e.g. highlighting scholars in blue or green in the essay.
	Extendable vertical wavy line
..... (highlight)	as instructed by the Lead Marker
	irrelevant point
	conspicuous repetition
	blank page – this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
SEEN	Only use the SEEN annotation as instructed by your Lead Marker. Great care needs to be exercised with the SEEN annotation. It is normally used: • to indicate that you have seen a plan • on a question or page where there is nothing worthy of credit. NB: SEEN annotation will appear automatically if the automated 'annotate blank pages' is used prior to submitting the marked script.

MARKING INSTRUCTIONS

Introduction

Introduction

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. You should ensure that you have copies of these materials:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**. Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Using the mark scheme

Please study this mark scheme carefully. The mark scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and mark schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This mark scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The mark scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Team Leader's standardisation (SSU) meeting will ensure that the mark scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the mark scheme in the same way. The mark scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Information and instructions for examiners

The practice scripts provide you with *examples* of the standard of each level. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at SSU.

The specific task-related indicative content for each question will help you to understand how the level descriptors may be applied. However, this indicative content **does not** constitute the mark scheme: it is material that candidates **might** use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would

lead to a distorted assessment. Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described for the individual component:

AO1 Demonstrate knowledge and understanding of:

- literature, visual/material culture and classical thought
- how sources and ideas reflect, and influence, their cultural contexts
- possible interpretations of sources, perspectives and ideas by different audiences and individuals.

AO2 Critically analyse, interpret and evaluate literature, visual/material culture, and classical thoughts, using evidence to make substantiated judgements and produce coherent and reasoned arguments.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. For some points based marking and the levels of response questions you are required to identify a candidate's performance under each assessment objective and award marks accordingly.

Marking Scripts

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.

The points in the mark scheme are **indicative content only** and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

Any queries on unexpected answers please consult your Team Leader/Principal Examiner.

Using annotations

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- **Do not leave any page unmarked** (as a last resort tick the very bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has been taken of that page).
- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

Ticks: these are the simplest, quickest and most efficient means for examiners to convey approval to Senior Examiners, and they should be inserted where they can be most effective. If the point you wish to highlight is in the middle of a paragraph, then put the tick in the middle of a line in the middle of a paragraph. Overuse of the tick tends to devalue its effectiveness.

Do use ticks to draw attention to anything worthy of credit [even single words].

Do not use ticks as a substitute for marking/assessment; marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

Highlighting: use highlighting as directed by your Principal Examiner.

QUALITY OF EXTENDED RESPONSE

- Reasonable but not excessive account should be taken of particularly poor spelling (**S**).
- Extreme cases of illegibility should be referred to your Team Leader/Principal Examiner.

Option 1: The *Iliad***Section A**

Question	Indicative Content	Marks	Guidance				
1	What had Agamemnon done to make Achilles so angry? Taken Briseis away from him/stolen his war prize	1 (AO1)					
2	Why did Agamemnon take this action? To stop the plague/to make up for losing Chryseis	1 (AO1)					
3	Why do you think Achilles is so angry about what Agamemnon has done to him? Answers may include: • It is a slight to his honour • He had fought hard to win her • He loved her	1 (AO2)	<i>All legitimate answers should be credited</i>				
4	What does Achilles intend to do on the day after this meeting? Sail home	1 (AO1)					
5	Explain how Passage A is a vivid piece of writing. Make four points and support each point with reference to Passage A. Accept any four points and award up to two marks each. Assess against point-by-point marking grid below. <table border="1"><tr><td>2</td><td>expresses a valid point, with accurate, relevant and suitably explained reference to the passage.</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.</td></tr></table>	2	expresses a valid point, with accurate, relevant and suitably explained reference to the passage.	1	expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.	4 (AO1) 4 (AO2)	<i>AO1 marks are awarded for the selection of material from the source.</i> <i>AO2 marks for the interpretation, analysis and interpretation.</i> <i>The indicative content is intended to be illustrative not prescriptive. All legitimate answers and approaches must be credited appropriately.</i>
2	expresses a valid point, with accurate, relevant and suitably explained reference to the passage.						
1	expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.						

Question	Indicative Content	Marks	Guidance
	0 Point is not valid, or none are drawn - Imperative (AO2) 'tell him' (AO1) - Repetition (AO2) 'tell him' (AO1) - Metaphor (AO2) 'the dog' (AO1) - Pleonasm (AO2) 'cheated me and played me' (AO1) - Anaphora (AO2) 'not if...not if' (AO1) - Strong verb (AO2) 'I hate' (AO1) - Accumulation of examples (AO2) - quantity of extravagant gifts (AO1) - Simile/comparison (AO2) 'numerous as grains of sand' (AO1) - Short phrases (AO2) 'once is enough / so much for him' (AO1)		Pleonasm: repetition of meaning with different lexis/phrasing. Tautology can be accepted.
6	Which immortal has just tricked Hector? Athene	1 (AO1)	
7	How did this immortal trick Hector? Pretending to be Hector's brother	1 (AO1)	
8	What does Hector ask Achilles to do after this passage? His body to be returned	1 (AO1)	
9	Why do you think that this was important to Hector? Answers may include:	1 (AO2)	<i>All legitimate answers should be credited</i>

Question	Indicative Content	Marks	Guidance						
	- proper burial so he can get to the Underworld - so his family can have his body back to mourn over								
10	Explain how far you think Achilles is shown to be admirable in Passage B. Accept any four points and award up to two marks each. Assess against point-by-point marking grid below. <table><tr><td>2</td><td>expresses a valid point, with accurate, relevant and suitably explained reference to the passage.</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.</td></tr><tr><td>0</td><td>Point is not valid, or none are drawn</td></tr></table> - Unafraid (AO2) 'sprang to meet him' (AO1) - Cruel (AO2) 'savage determination', 'murder in his heart' (AO1) - Divinely favoured (AO2) - armour made by Hephaestus (AO1) - Skilled warrior (AO2) - searches for and hits Hector's 'most vulnerable spot' (AO1) - Godlike (AO2) 'godlike' (AO1) - Vengeful (AO2) - wants revenge for Patroklos (AO1) - Strong (AO2) - drove the heavy spear (AO1) - Gloating (AO2) - Reminds Hector how he had forgotten about him (AO1)	2	expresses a valid point, with accurate, relevant and suitably explained reference to the passage.	1	expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.	0	Point is not valid, or none are drawn	4 (AO1) 4 (AO2)	AO1 marks are awarded for the selection of material from the source. AO2 marks for the interpretation, analysis and interpretation. The indicative content is intended to be illustrative not prescriptive. All legitimate answers and approaches must be credited appropriately. It is up to the candidate to decide whether they find the hero to be admirable or not. There is also room to look at the question from both ancient and modern perspectives.
2	expresses a valid point, with accurate, relevant and suitably explained reference to the passage.								
1	expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.								
0	Point is not valid, or none are drawn								

Question	Indicative Content	Marks	Guidance
11*	‘Evil death’. Explain whether you think this is a fair description of the way death is presented in the <i>Iliad</i>. AO1 Candidates may show knowledge and understanding of the deaths of the following: • Hector • Patroklos • Achilles’ knowledge that he will soon die • Other lesser heroes Those affected by death include: • Achilles • Andromache • Hecabe • Priam • Thetis AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • Horror of the death, especially for those who witness it • Grief it causes, especially for loved ones and family. • Depiction of burial practices and the emotional outpouring. • Glimpses of the lives which have been destroyed, especially with lesser heroes. Whether death is completely evil is debatable: • Offers a warrior the chance to win <i>kleos</i> and a glorious death. • It is seen as an inevitability more than an evil. • It causes the return of Achilles and eventual Greek success.	8 (AO1) 8 (AO2)	<i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> <i>Assess using the marking grids for the 16-mark extended response.</i> <i>Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and detailed response which does not do so.</i>

Section B

Question	Indicative Content	Marks	Guidance
12*	‘Mortal women are of little importance to mortal men in the <i>Iliad</i>.’ Explain how far you agree with this statement. AO1 Candidates may show knowledge and understanding of the following men and women: • Achilles • Hector • Menelaus • Paris • Priam • Hecabe • Andromache • Helen • Chryseis and Briseis AO2 From an ancient male perspective, men looked to the women to perform the roles of: • wives • producing children • domestic duties • weaving • religious rituals • mourning rites • being prizes Candidates will need to assess the importance of these duties to men.	10 (AO1) 15 (AO2)	<i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> <i>Assess using the marking grids for the 25-mark extended response.</i>

13*	Discuss the different ways in which the immortals are involved in the <i>Iliad</i> and explain how they contribute to the success of the epic. AO1 Candidates might show knowledge and understanding of: • Aphrodite • Apollo • Athene • Hephaestus • Hera • Hermes • Thetis • Zeus AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • Support mortals • Hinder mortals • Communicate with mortals • Send omens • Need to be worshipped • Create plot line • Oversee Fate • Anthropomorphism makes them relatable • Enlarge the landscape to epic proportions by their presence and actions • Elevate the status of mortals • Provide some light-hearted relief	10 (AO1) 15 (AO2)	<i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> <i>Assess using the marking grids for the 25-mark extended response.</i>
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Option 2: The *Odyssey*

Section A

Question	Indicative Content	Marks	Guidance						
14	What is the name of the island Odysseus has just left? Ogygia	1 (AO1)							
15	Apart from giving him clothes, give one other way Calypso helped Odysseus when he left her island. • Favourable wind • Food • Drink • Directions	1 (AO1)							
16	Which immortal has created the storm in the passage? Poseidon	1 (AO1)							
17	Why did this immortal do this? Odysseus blinded his son/Polyphemus	1 (AO2)	<i>All legitimate answers should be credited</i>						
18	Explain how Passage A is a vivid piece of writing. Accept any four points and award up to two marks each. Assess against point-by-point marking grid below. <table><tr><td>2</td><td>expresses a valid point, with accurate, relevant and suitably explained reference to the passage.</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.</td></tr><tr><td>0</td><td>Point is not valid, or none are drawn</td></tr></table>	2	expresses a valid point, with accurate, relevant and suitably explained reference to the passage.	1	expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.	0	Point is not valid, or none are drawn	4 (AO1) 4 (AO2)	<i>AO1 marks are awarded for the selection of material from the source.</i> <i>AO2 marks for the interpretation, analysis and interpretation.</i> <i>The indicative content is intended to be illustrative not prescriptive. All legitimate answers and approaches must be credited appropriately.</i>
2	expresses a valid point, with accurate, relevant and suitably explained reference to the passage.								
1	expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.								
0	Point is not valid, or none are drawn								

Question	Indicative Content	Marks	Guidance
	- Hyperbole/metaphor (AO2) 'mountainous' (AO1) - personification (AO2) 'advancing', 'flung' 'warring winds' (AO1) - onomatopoeia (AO2) 'crashed' (AO1) - alliteration/military lexis (AO2) 'warring winds' (AO1) - gravity of the situation (AO2) 'finality of death' (AO1) - simile (AO2) 'like the North Wind...' (AO1)		
19	What had Odysseus just managed to do? - String the bow - Shot an arrow throw the axes	1 (AO1)	
20	Why do you think Odysseus killed Antinous first? Answers may include: - Poses the greatest threat - He is the leader - He has thrown a stool at Odysseus	1 (AO2)	<i>All legitimate answers should be credited</i>
21	Which immortal becomes involved in the battle against the Suitors? Athene	1 (AO1)	
22	How does this immortal help Odysseus in the battle? Make one point. - Made the Suitors' spears miss - Riled Odysseus by saying that he is not the man he was at Troy	1 (AO1)	

Question	Indicative Content	Marks	Guidance						
	Clashed her aegis which has scared the Suitors								
23	Explain how far you think Odysseus is shown to be admirable in Passage B. Accept any four points and award up to two marks each. Assess against point-by-point marking grid below. <table><tr><td>2</td><td>expresses a valid point, with accurate, relevant and suitably explained reference to the passage.</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.</td></tr><tr><td>0</td><td>Point is not valid, or none are drawn</td></tr></table> Examples might include: - Pious (AO2) 'Apollo grant my prayer' (AO1) - Skilled archer (AO2) - death of Antinous (AO1) - Effective planner (AO2) 'master-strategist', 'searching the walls on every side' (AO1) - Deceptive (AO2) 'it had not dawned on them'(AO1) - Dislike of the Suitors (AO2) 'black look' (AO1) - Bringer of Justice(AO2) 'your fate is sealed' (AO1) - Perceptive (AO2) - Knows what had been going on in his absence (AO1)	2	expresses a valid point, with accurate, relevant and suitably explained reference to the passage.	1	expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.	0	Point is not valid, or none are drawn	4 (AO1) 4 (AO2)	AO1 marks are awarded for the selection of material from the source. AO2 marks for the interpretation, analysis and interpretation. <i>The indicative content is intended to be illustrative not prescriptive. All legitimate answers and approaches must be credited appropriately.</i> <i>It is up to the candidate to decide whether they find the hero to be admirable or not. There is also room to look at the question from both ancient and modern perspectives.</i>
2	expresses a valid point, with accurate, relevant and suitably explained reference to the passage.								
1	expresses a valid point, but is not fully supported by an appropriate selection evidence from the passage.								
0	Point is not valid, or none are drawn								

Question	Indicative Content	Marks	Guidance
24*	'Revenge matters'. Explain why revenge is important in the <i>Odyssey</i> and evaluate how it adds to the success of the story. AO1 Candidates may show knowledge and understanding of the following examples of revenge: • Odysseus and the Suitors • Odysseus/Telemachus and the servants • Polyphemus and Odysseus • Sun-god and Odysseus' men • Poseidon and the storm • Attack by the Cicones on Odysseus AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • It demonstrates the importance of <i>xenia</i>. The Suitors had broken the laws of <i>xenia</i> in various ways and gone against Zeus himself. Their demise is divinely ordained and overseen. • The importance of loyalty is reinforced. Some of the servants had not remained loyal to Odysseus. • People should keep their oaths. Odysseus' men had broken their oath not to harm the cattle. • Poseidon's revenge might be seen as valid in delaying Odysseus getting home to fulfil the curse Revenge adds to the success of the epic in the following ways: • Plotline • Excitement • Variety of entertaining episodes as a result of Polyphemus' curse • Climax to the epic • Sense of satisfaction that the Suitors get what they deserve • A sense of unease that revenge is taken too far in some cases (eg unfaithful servants)	8 (AO1) 8 (AO2)	<i>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> <i>Assess using the marking grids for the 16-mark extended response.</i> <i>Whilst candidates may use the provided source as a starting point, they should not be penalised if they offer a full and detailed response which does not do so.</i>

Question	Indicative Content	Marks	Guidance
25*	‘Penelope is of little importance to Odysseus.’ Explain how far you agree with this statement. AO1 Candidates may show knowledge and understanding of: ○ Wife who waits for her husband ○ Mother of Telemachus and brought him up single handedly ○ Looked after the palace ○ Rebuffed the advances of the Suitors ○ Devises the bow contest AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • One of the reasons for Odysseus to return • He gives up a life of immortality with Calypso for the chance to return to Penelope • She is a valued wife who is notably praised by his mother and Agamemnon • She has remained faithful and not remarried • As mother, she has brought up Telemachus whom Odysseus relies upon in the final battle • The bow contest provides Odysseus with the weapon he needs to kill the Suitors There is also scope within the question to consider Odysseus’ attitude towards his wife. Penelope does not seem to be much on his mind for much of the epic as he has affairs with Circe and Calypso (though perhaps has little choice in either) and also has to be reminded by his crew to leave Circe’s island and only reveals his identity to her right at the end. That said, Odysseus does demonstrate a closeness when they are reunited.	10 (AO1) 15 (AO2)	<i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> <i>Assess using the marking grids for the 25-mark extended response.</i>

26*	Discuss the different ways in which the immortals are involved in the <i>Odyssey</i> and explain how they contribute to the success of the epic. AO1 Candidates might show knowledge and understanding of: ○ Athene ○ Zeus ○ Poseidon ○ Hermes ○ Ares ○ Aphrodite ○ Hephaestus ○ Calypso ○ Circe ○ Ino AO2 Candidates may demonstrate evaluation and analysis through the use of some of the following arguments: • Support mortals • Hinder mortals • Communicate with mortals • Send omens • Need to be worshipped • Create plot line • Oversee Fate • Anthropomorphism makes them relatable • Enlarge the landscape to epic proportions by their presence and actions • Elevate the status of mortals • Provide some light-hearted relief	10 (AO1) 15 (AO2)	<i>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i> <i>Assess using the marking grids for the 25-mark extended response.</i>
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Guidance on applying the marking grids for the 16-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at level 3 and work outwards until you reach the level that matches the answer.
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below.
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
4	7–8	• very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources, and appropriate, effective use of their cultural context and possible interpretation	4	7–8	• a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources <i>the response is logically structured, with a well-developed and clear line of reasoning</i>
3	5–6	• good knowledge and understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources, and appropriate use of their cultural context and possible interpretation	3	5–6	• a good response to the question containing a range of relevant points leading to appropriate conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources <i>the response presents a line of reasoning which is mostly relevant and has some structure</i>
2	3–4	• basic knowledge and understanding of the material studied • use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation	2	3–4	• a basic response to the question containing some relevant points leading to tenable conclusions • some points are supported by analysis, interpretation and evaluation of classical sources <i>the response presents a line of reasoning but may lack structure</i>
1	1–2	• limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation	1	1–2	• limited engagement with the question, any points or conclusions made may be weak and/or limited in relevancy • isolated use of classical sources with little analysis, interpretation and evaluation <i>the information is communicated in an unstructured way</i>
0	0	No response or no response worthy of credit		0	No response or no response worthy of credit

Guidance on applying the marking grids for the 25-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 and AO2. The two Assessment Objectives are NOT equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners should carefully consider which level is the best fit for the performance overall. Note that candidates can achieve different levels in each assessment objective, for example a Level 3 for AO1, and a Level 2 for AO2.

When using this grid:

- **Determine the level:** start at level 3 and work outwards until you reach the level that matches the answer.
- **Determine the mark within the level:** consider whether the response consistently meets the criteria for the level, and/or could be described as closer to the level above or the one below.
- Marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

AO1			AO2		
Level	Marks	Characteristics of Performance	Level	Marks	Characteristics of Performance
5	9–10	• very detailed knowledge and a thorough understanding of the material studied • use of a range of well selected, accurate and precise material from classical sources, and appropriate, effective use of their cultural context and possible interpretation	5	13–15	• a very good response to the question containing a wide range of relevant points leading to convincing conclusions • points are very well supported by critical perceptive analysis, interpretation and evaluation of classical sources <i>the response is logically structured, with a well-developed, sustained and coherent line of reasoning</i>
4	7–8	• detailed knowledge and a sound understanding of the material studied • use of a range of well selected, mostly accurate, material from classical sources, and appropriate use of their cultural context and possible interpretation	4	10–12	• a good response to the question containing a range of relevant points leading to appropriate conclusions • points are consistently supported by critical analysis, interpretation and evaluation of classical sources <i>the response is logically structured, with a well-developed and clear line of reasoning</i>
3	5–6	• reasonable knowledge and understanding of the material studied • use of a range of mostly accurate material from classical sources, and some use of their cultural context and possible interpretation	3	7–9	• a reasonable response to the question containing some relevant points leading to tenable conclusions • points are generally supported by analysis, interpretation and evaluation of classical sources <i>the response presents a line of reasoning which is mostly relevant and has some structure</i>

2	3–4	• basic knowledge and understanding of the material studied • use of a limited range of material from classical sources with some degree of accuracy, and limited use of their cultural context and possible interpretation	2	4–6	• a basic response to the question containing some points, which may be narrow in scope and limited in relevancy, leading to weak conclusions • points are occasionally supported by analysis, interpretation and evaluation of classical sources <i>the response presents a line of reasoning but may lack structure</i>
1	1–2	• limited knowledge and understanding of the material studied • use of little accurate material from classical sources and little or no use of their cultural context and possible interpretation	1	1–3	• little engagement with the question and any points or conclusions made are of little or no relevance • isolated use of classical sources with little analysis, interpretation and evaluation <i>the information is communicated in an unstructured way</i>
	0	no response or no response worthy of credit		0	no response or no response worthy of credit

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