



GCE

Classics: Classical Civilisation

Advanced Subsidiary GCE

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

Mark Scheme for June 2013

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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

Annotation	Meaning
✓	worthy of credit
F	errors of fact
S(p)	misspellings
P	errors of punctuation
E	errors of grammar and expression
^	omissions
R	irrelevant material;
?/!	improbable or confused statements
Rep	conspicuous repetition
L?	illegible words
.....	Highlight

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p>What has happened from the point when Odysseus leaves Polyphemus' cave to the start of this passage?</p> <p>Answers may include reference to the following events:</p> <ul style="list-style-type: none"> • Odysseus taunts and reveals his identity to the Cyclops. • Polyphemus prays to Poseidon that Odysseus has a difficult journey home. • Odysseus stays with Aeolus. • Aeolus offers him a bag of winds on his departure. • The men open this bag and they are blown back to Aeolus' island. • Their host is not as hospitable as before. • Odysseus and his men then visit the Laestrygonians with disastrous consequences. • Odysseus and his one ship reach Aeaea. • The exploring party are welcomed by Circe and are turned into animals. • Eurylochus reports to Odysseus what has happened. • Odysseus sets off to rescue his men. • Odysseus is given advice and the moly plant by Hermes. 	10		AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1

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(b)		<p>How does Homer make this passage vivid and exciting? In your answer, you should include discussion of what is said and done, and the way it is written.</p> <p>Answers may include reference to some of the following:</p> <ul style="list-style-type: none"> • Suspense and foreboding is created by the references to Odysseus' heart being 'oppressed by many dark forebodings' and 'filled with misgivings'. • Both the audience and Odysseus know what happened to the rest of the crew when they encountered Circe and can appreciate the danger Odysseus is about to face. • The wealth of Circe's palace is stressed – 'polished doors', 'beautiful silver-studded chair', 'golden bowl'. • Circe is presented in a multi-faceted way which makes her vivid – devious ('evil in her heart'), powerful ('struck me'), emotional ('burst into tears'), knowledgeable ('I am sure you are Odysseus'), sexual ('put up your sword and come with me to my bed'). • Odysseus is presented in a heroic way as he gets the better of a demi-goddess, is shown to be powerful, resourceful and famous. <p>Candidates might also comment on:</p> <ul style="list-style-type: none"> • the use of direct speech; • sibilance – 'she struck me with her stick and shouted'. 	20	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table> <p>AO2 = 10</p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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(c)		<p>Whom do you admire more, Circe or Calypso? You should use the passage as a starting point and include discussion of both characters in your answer.</p> <p>Candidates should include discussion of some of Circe's admirable traits:</p> <ul style="list-style-type: none"> • she is largely an excellent hostess; • she offers practical help on Odysseus' departure; • she offers direction and guidance to Odysseus' on the next stages of his journey; • she is knowledgeable; • she is a strong female in a patriarchal society. <p>Candidates should include discussion of some of Calypso's admirable traits:</p> <ul style="list-style-type: none"> • she rescues Odysseus; • she helps Odysseus to leave Ogygia; • she highlights the double-standards amongst the gods; • she is hospitable to Hermes; • she obeys Zeus' commands. <p>Candidates should consider the negative traits of the respective demi-goddesses and come to some sort of conclusion about which they admire the most. Candidates are free to offer their own interpretation of admirable but need to support their argument with relevant examples from the text.</p> <p>Negative points might include:</p> <p>Circe:</p> <ul style="list-style-type: none"> • devious in her use of magic; • breaks the rules of hospitality; • needlessly sends Odysseus on a journey to the Underworld. <p>Calypso:</p> <ul style="list-style-type: none"> • detains the hero against his will and demonstrates poor <i>xenia</i>; • tries to bribe him into staying with her; • initially refuses to help Odysseus leave her island. 	25	<p>Admire subject to interpretation.</p> <p>Can get full marks without discussing the negative aspects of their character.</p> <p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table> <p>AO2 = 15</p> <table> <tr><td>Level 5</td><td>14 – 15</td></tr> <tr><td>Level 4</td><td>10 – 13</td></tr> <tr><td>Level 3</td><td>6 – 9</td></tr> <tr><td>Level 2</td><td>3 – 5</td></tr> <tr><td>Level 1</td><td>0 – 2</td></tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
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2	(a)	<p>Briefly outline what has happened from the point when Odysseus has fought the beggar Irus to the start of this passage?</p> <ul style="list-style-type: none"> Odysseus has successfully fought with Irus. He has been rewarded by the Suitors. Penelope has presented herself to the Suitors and demanded gifts. Odysseus has been insulted by the maid servant and Eurymachus. Penelope has met her disguised husband and asked questions about Odysseus. Eurykleia has washed Odysseus' feet and spotted the scar. Odysseus makes her swear to keep his identity a secret. The Suitors have continued their feasting and giving Odysseus a hard time. 	10		AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1
	(b)	<p>In this passage, how does Homer show that the Suitors are going to die? In your answer, you should include discussion of what is said, what happens and the way it is described.</p> <p>The Suitors' destruction is foreshadowed in a variety of ways:</p> <ul style="list-style-type: none"> disfigurement of their faces; numerous references to blood – spattered on their food, splashed on the walls; words of the prophecy – 'a catastrophe which you cannot hope to survive'; references to darkness – the Suitors are 'veiled in night', 'sun is blotted out from heaven', 'foul mist'; references to grief – 'filled with tears ... grief'; ghosts descending into the underworld; disrespectful behaviour to their host and the prophet in their uncontrollable laughter. 	20		AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1 AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1

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(c)		<p>How and why are the Suitors going to die? In your answer, you should include discussion of the actions of the Suitors and the situation they are in.</p> <p>The Suitors' destruction takes place because of a variety of reasons.</p> <p>The Suitors themselves are largely responsible through their own behaviour at Odysseus' palace, the way they treat Telemachus, Odysseus and other characters. Most importantly, they are showing disrespect to the laws of <i>xenia</i>, fail to pay heed to the omens and are disrespectful to the prophet – behaviour worthy of punishment by the gods.</p> <p>Their destruction is marked out by the gods at the council meeting, in the repeated omens and the actions of Athene.</p> <p>In the final battle the odds are stacked against the Suitors. Odysseus is much the greater warrior possessing the element of surprise. The Suitors are locked in a hall without any weapons or ways of calling for help through the previous actions of Eurycleia and Telemachus.</p> <p>Candidates will also need to include information on Odysseus killing the Suitors and make reference to the final battle.</p>	25	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table> <p>AO2 = 15</p> <table> <tr><td>Level 5</td><td>14 – 15</td></tr> <tr><td>Level 4</td><td>10 – 13</td></tr> <tr><td>Level 3</td><td>6 – 9</td></tr> <tr><td>Level 2</td><td>3 – 5</td></tr> <tr><td>Level 1</td><td>0 – 2</td></tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
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3		<p>To what extent do you think Odysseus does things entirely his own way?</p> <p>Initially Odysseus might seem a headstrong character who is keen to do things his way. Examples candidates could consider are:</p> <ul style="list-style-type: none"> • He singlehandedly comes up with the rescue plan when trapped in Polyphemus' cave. • The Cyclops episode where he ignores the wishes of his men who do not want to remain in the cave and beg him not to call out when they are escaping. • He tries to confront Scylla, contrary to Circe's advice. • He initially refuses to follow Ino's advice about how to survive the storm though is forced to give way. • In his desperate attempt to return to Ithaca, he mans the tiller for seven days before falling asleep. • He rescues his men from the Lotus Eaters by his own devices. <p>However, often Odysseus is unable to do things his way. He is stuck on Calypso's island against his will and is reliant on both the gods' intervention as well as Calypso' help in providing materials for him to build his raft to allow him to escape. Candidates will also want to consider Athene's help which is often crucial for Odysseus – the disguise, help in the battle against the Suitors, in the land of the Phaeacians etc. He also uses the help and guidance of others – Hermes on how to conquer Circe, Circe on how to visit the Underworld and see Teiresias, Teiresias on what he has to do once he gets home. The Phaeacians crucially transport him home. He is also unable to stop his men from landing on the Sun God's island and from them eating his cattle. His men are also of assistance at times. For instance, in encouraging him to leave Circe's palace.</p>	45	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18 – 20</td></tr> <tr><td>Level 4</td><td>14 – 17</td></tr> <tr><td>Level 3</td><td>9 – 13</td></tr> <tr><td>Level 2</td><td>5 – 8</td></tr> <tr><td>Level 1</td><td>0 – 4</td></tr> </table> <p>AO2 = 25</p> <table> <tr><td>Level 5</td><td>22 – 25</td></tr> <tr><td>Level 4</td><td>17 – 21</td></tr> <tr><td>Level 3</td><td>12 – 16</td></tr> <tr><td>Level 2</td><td>6 – 11</td></tr> <tr><td>Level 1</td><td>0 – 5</td></tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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4		<p>'Mortal women are undervalued by the people around them and unimportant to the story of the <i>Odyssey</i>.' To what extent do you agree with this description of mortal women in the <i>Odyssey</i>?</p> <p>Examples of women who are undervalued might include:</p> <ul style="list-style-type: none"> the unfaithful maidservants (though the Suitors seem to value them to a certain degree); Odysseus' treatment of Eurycleia when she penetrates his disguise; Telemachus' treatment of Penelope at various times. <p>Valued women for discussion might include:</p> <ul style="list-style-type: none"> Penelope and the effort Odysseus makes to get back to her; Penelope and the Suitors and the gifts they shower upon her; Helen would appear to be valued by Menelaus; Arete's judgement is valued by the people around her; Eurycleia is treated with respect by Penelope – she treats the servant differently when she brings news of Odysseus' return and Telemachus entrusts news of his voyage to her. <p>As for importance to the story, there are certainly some mortal women who seem to have little importance such as the nameless maidservants who crop up, Aeolus' daughters.</p> <p>The vast majority are, however, important to the story.</p> <ul style="list-style-type: none"> Penelope is one of the goals of Odysseus' return home; Eurycleia builds up suspense in whether she can maintain Odysseus' disguise and in also locking in the maidservants; Helen in recognising Telemachus and helping him to mature; Nausicaa in offering Odysseus <i>xenia</i>; Arete in helping Odysseus to return home. 	45	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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5		<p>'Homer portrays a society which has no morals.' To what extent do you agree with this opinion?</p> <p>From a modern viewpoint, examples of immorality might include:</p> <ul style="list-style-type: none"> • Odysseus – sacking Ismarus, killing the Suitors, blinding Polyphemus, deceiving numerous people, having extra-marital affairs; • the gods – the affair of Ares and Aphrodite, Athene's blatant favouritism, the double standards of the gods highlighted by Calypso; • the Suitors – general behaviour in the palace, especially towards Telemachus, maidservants, Penelope and Odysseus; • monsters – cannibalistic tendencies. <p>However, responses might also note that Homeric society is a highly moral one and lays great stress on the importance of:</p> <ul style="list-style-type: none"> • religious observance; • sacrifice; • burial; • <i>xenia</i>; • family; • assemblies. <p>Candidates might also look at the question from an ancient perspective and perceive that many of the supposed examples of Odysseus behaving badly are instances of him behaving in an heroic fashion in a society which lay importance on justice and revenge eg the killing of the Suitors.</p>	45	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18 – 20</td></tr> <tr><td>Level 4</td><td>14 – 17</td></tr> <tr><td>Level 3</td><td>9 – 13</td></tr> <tr><td>Level 2</td><td>5 – 8</td></tr> <tr><td>Level 1</td><td>0 – 4</td></tr> </table> <p>AO2 = 25</p> <table> <tr><td>Level 5</td><td>22 – 25</td></tr> <tr><td>Level 4</td><td>17 – 21</td></tr> <tr><td>Level 3</td><td>12 – 16</td></tr> <tr><td>Level 2</td><td>6 – 11</td></tr> <tr><td>Level 1</td><td>0 – 5</td></tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
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APPENDIX 1

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

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