



GCE

Classics: Classical Civilisation

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

Advanced Subsidiary GCE

Mark Scheme for June 2016

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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 and abbreviations

Annotation	Meaning of annotation
BP	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.

Symbol	Description	Comment
	Tick	worthy of credit
	?	unclear
	S	error of spelling
	E	error of grammar, punctuation or expression
	F	error of fact
	^	omission
	H Line	to draw an attention to an error
	H Wavy Line	to draw attention to something
	Highlight	as directed by PE
	REL	irrelevant point
	REP	conspicuous repetition
	L	illegible word or phrase

MARK SCHEME

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	<p>Briefly describe what has happened from the time when Odysseus first met Circe to the beginning of the passage.</p> <p>Answers may include reference to the following events:</p> <ul style="list-style-type: none"> • Odysseus persuades Circe to restore his men to their natural appearance. • They live and feast on Aeaea for a year until the crew remind Odysseus that it is time to leave. • Circe tells Odysseus that he must visit the Underworld to obtain directions home from Teiresias. • Circe provides help for the journey they make. • Odysseus makes the appropriate sacrifices. • Teiresias gives him advice on how to return home. • Odysseus converses and sees other spirits including his mother and Elpenor for whom he carries out the promised burial when he returns to Aeaea. • Circe also gives him assistance for his journey home, in particular advice on how he might listen to the Sirens before he leaves her island. 	[10]	<p>Candidates do not have to give all the points in the MS. Give credit to other relevant events e.g. Elpenor falling off the roof and breaking his neck.</p>	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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1b	<p>How are Odysseus' skills as a leader shown in this passage? In your answer, you should consider Odysseus and his men and the way the passage is written.</p> <p>Odysseus' leadership qualities are manifest in this passage. Answers may include reference to some of the following:</p> <p>Odysseus:</p> <ul style="list-style-type: none"> • demonstrates a bond with his men – 'my friends'; • does not withhold information but is prepared to share Circe's words with all of his crew; • puts emphasis in the first part of his speech on the fact that they are all sharing the same fate through the repetition of 'we' and 'our'; • marks himself out as the leader in the second part by the repeated contrast of 'I' and 'you' and mentions that Circe singled him out alone to hear the Sirens; • uses a short sentence to introduce the danger the Sirens pose; • spells out the danger and gives clear instructions on how to avoid it; • adds emphasis through the repeated use of 'must'; • is thorough – 'explained every detail to my men'; • is conscientious in preparing to block his men's ears – 'all the strength of my fingers', 'my vigorous kneading', 'all of my men in turn'. <p>It can also be seen in its effect upon Odysseus' crew. They do not question him and follow his orders exactly as set down by their leader.</p>	[20]	<p>Odysseus' shortcomings as a leader are not relevant to this question.</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 = 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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1c	<p>Who has the greater determination to return to Ithaca, Odysseus or his men? In your answer, you should discuss the actions of Odysseus and his men during their travels, and consider who shows the greater desire to return home.</p> <p>In the Sirens episode the men demonstrate great determination to return home to Ithaca. They:</p> <ul style="list-style-type: none"> • are not tempted to listen to the Sirens; • follow Odysseus' orders, especially after the passage in tying him up more tightly despite their leader's gesturing of the eyebrows. <p>This determination is matched elsewhere.</p> <p>The crew:</p> <ul style="list-style-type: none"> • remind Odysseus that it is time to leave Circe's island; • do not want to remain in Polyphemus' cave; • dutifully face and row past other dangers such as Scylla and Charybdis. <p>At other times, the crew are less focused on returning to Ithaca.</p> <ul style="list-style-type: none"> • They dally fatally at Ismarus. • The crew who eat the Lotus Fruit have to be removed forcibly from the island. • They mistakenly open the bag of winds. • They stop sailing to rest upon the Sun-God's island. • Eurylochus tempts his crew to eat the holy cattle. 	[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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	<p>Points to support the view that Odysseus is determined to return might include:</p> <ul style="list-style-type: none"> • Odysseus regularly weeps for his home on Calypso's island. He is prepared to entrust his life to a raft. Desires to leave the land of Scherie. • After leaving Aeolia, Odysseus comes within sight of Ithaca through sailing without sleep. • Odysseus is prepared to travel to the Underworld to seek directions home from Teiresias. He wants to get his crew home (eg land of Lotus-eaters). <p>At other times, Odysseus' desire to return home succumbs to other alternative motivations such as:</p> <ul style="list-style-type: none"> • the desire for wealth (eg land of Phaeacians, Cyclops' cave, Cicones); • his attraction to women (Circe, Calypso); • curiosity (Lotus-eaters, Cyclops); • the desire to be seen as a hero (to Polyphemus). 			

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2a	<p>What help has Athene already given to Odysseus before the start of this passage?</p> <p>Answers may include reference to the following events.</p> <p>Athene has:</p> <ul style="list-style-type: none"> • persuaded Zeus to let Odysseus leave Ogygia; • calmed the sea after Poseidon's storm; • arranged the meeting between Nausicaa and Odysseus; • provided a mist in Scherie and given Odysseus directions to the palace; • encouraged Odysseus during the Phaeacian games; • enhanced his looks and filled out his physique; • provided light during the locking away of the weapons; • prevented Eurycleia from revealing Odysseus' identity to Penelope; • told Odysseus to sleep at the start of Book 20. 	[10]	<p>Credit candidates who include details outside the context books such as Athene working alongside Odysseus in storing his gifts from the Phaeacians and planning the Suitors' downfall. Credit also references to olive wood.</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>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
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2b	<p>How does Homer make this passage a vivid and gripping piece of storytelling? In your answer, you should discuss what happens and the way these events are narrated.</p> <p>Answers may include reference to the following points:</p> <ul style="list-style-type: none"> the inclusion of Athene raises the level of the narrative; the use of personification – ‘anguish to bite’; the use of direct speech; the repeated denigration of the Suitors – ‘arrogant’, ‘high and mighty’; the pleonasm ‘wicked and malicious’; Ctesippus’ lack of moral worth is clearly evident – ‘no sense of right and wrong’, courting a married woman, his open breach of <i>xenia</i> which also builds up the anticipation of his own demise; the use of sarcasm – ‘our guest has already been served with a fair share’, ‘present worthy of a guest’, ‘something valuable’; the contrast in the effort Ctesippus uses in throwing the hoof (‘hurled’) and the ease with which Odysseus avoids it (‘tilting his head slightly’); Odysseus’ understated response is indicative of his considerable powers of self-control; Telemachus’ immediate and threatening response is exciting as he is stronger than in the past when confronting the Suitors; the content of the speech conveys his strength (‘run you through’). His use of language castigates the Suitors even further – ‘disgraceful’, the listing of their heinous acts. 	[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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2c	<p>'My childhood is a thing of the past.' How successfully does Homer depict the development of Telemachus' character? In your answer, you should consider how Telemachus matures and discuss his contribution to the <i>Odyssey</i>.</p> <p>Telemachus' character is perhaps the most developed of all the characters in the epic.</p> <p>At the start of the <i>Odyssey</i> his innocence and naivety are shown in his:</p> <ul style="list-style-type: none"> • outpouring of emotion when confronting the Suitors in the Assembly; • doubts about his parentage; • allowing Penelope to exert a considerable amount of control over him; • reliance upon Athene's help in seeking news of his father; • reticence in knowing how to approach Nestor. <p>His growing maturation is aided by:</p> <ul style="list-style-type: none"> • his travels; • his gradual handling of situations with less and less support; • his positive receptions and recognition by some of the greats from the Trojan War; • the news that his father is not dead. <p>It is also evident in Telemachus' own actions:</p> <ul style="list-style-type: none"> • the manner in which he persuades Menelaus to change the gift; • his appropriate displays of <i>xenia</i> (Theoclymenus, Eumaeus' hut); • his actions in Eumaeus' hut – sending Eumaeus to the palace, his questioning of his father's identity; 	[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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	<ul style="list-style-type: none"> the confidence he displays when returning to the palace; his powers of self-control when Odysseus is insulted by the Suitors; the way he confronts both the Suitors and his mother before the final battle. <p>His maturation could seem to be complete when he:</p> <ul style="list-style-type: none"> would have strung the bow had it not been for his father's intervention; fights alongside Odysseus; kills Amphinomus; persuades Odysseus to spare Phemius and Medon; hangs the unfaithful maidservants. <p>Whether the development is a complete success is debatable.</p> <p>His maturation is marred by:</p> <ul style="list-style-type: none"> leaving the storeroom door open; leaving his spear in Amphinomus - careless and perhaps naïve. 			

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3	<p>'Odysseus is not much of a hero.' To what extent do you agree with this statement?</p> <p>Some might argue that Odysseus is hardly an admirable hero. He:</p> <ul style="list-style-type: none"> • undergoes disguise and degradation; • takes advantage of Eumeus' hospitality; • flees from the Laestrygonians and leaves the majority of his men to face death; • is self-centred in the Polyphemus episode; • forgets about his need to return to Ithaca with Circe and needs reminding by his men; • is unfaithful to his wife; • is deliberately flirtatious with Nausicaa; • unnecessarily tests his father. <p>However, it should also be noted that his disguises and deceptions are all means to a justifiable and suitably heroic end. At other times he demonstrates the attributes of a Homeric hero:</p> <ul style="list-style-type: none"> • thirst for <i>kleos</i> and wealth; • intelligence; • gifted speaker; • strength and endurance; • bravery and daring; • cunning; • loyalty to his men and family. 	[45]	<p>Look for a close reference to the text and a clear line of argument. Some answers might consider the question from both an ancient and modern perspective where Odysseus might be seen in different lights.</p>	<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	'In control' or 'kept under control'. Which description do you think applies more to the position of women in Homeric society?	[45]																						
	<p>Examples of women who might appear to be kept under control include:</p> <ul style="list-style-type: none"> • Eurykleia – dutifully obeys Odysseus' orders not to disclose his identity, locks up the women etc; • Unfaithful maidservants – exploited by the Suitors, forced to clean the palace, are summarily executed; • Maidservants – carry out their allotted tasks eg washing the clothes in Scherie; • Nausicaa – used by Athene to aid Odysseus, sought her father's help before venturing to the wash-pools; • Penelope – beset by the Suitors; unable to move on emotionally, ordered around by Telemachus, betrayed by some of her maidservants. <p>Women, however, do seem to wield a considerable amount of influence.</p> <ul style="list-style-type: none"> • Arete - settles men's disputes, questions Odysseus, is the one Odysseus has to supplicate to ensure his journey home; • Helen is treated almost as an equal by Menelaus, gives her own gift to Telemachus and drugs the drink; • Penelope – shroud trick, secret messages to the Suitors, obtains gifts from them, tricks Odysseus, has exerted considerable control over Telemachus etc; • Melantho demonstrates an independent streak, especially in the way she insults the disguised Odysseus; • Nausicaa – controls her maids, gives Odysseus clothes, has him follow her wagon, tells him to supplicate Arete. 			<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	Why is the <i>Odyssey</i> called an epic?	[45]		
	<p>Essential ingredients of an epic might include some of the following points with regard to its subject matter:</p> <ul style="list-style-type: none"> the presentation of the hero to include superhuman feats of strength and endurance; the involvement of the gods; use of fantasy and supernatural occurrences; varied geographical location; life threatening situations/combat; moral instruction. <p>There is also room within the question to discuss:</p> <ul style="list-style-type: none"> the manner in which the epic was composed; the language of the epic; narrative techniques used within the epic; the structure and plot of the epic. <p>Look for specific reference to the poem to illustrate some of the aforementioned points and discussion of how they contribute to making the <i>Odyssey</i> an epic.</p>		AO1 = 20 Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4	AO2 = 25 Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5

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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