



GCSE (9–1)

Classical Civilisation

J199/21: The Homeric world

General Certificate of Secondary Education

Mark Scheme for November 2020

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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
BP	Blank Page
SEEN	Seen
✓	Tick
~~~~	Questionable response
—	Incorrect
?	Unclear
^	Omission
REP	Repetition
BOD	Benefit Of Doubt
TV	Too Vague
S	Spelling

## SUBJECT-SPECIFIC MARKING INSTRUCTIONS

### 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 Examiners' Standardisation 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. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Question	Indicative Content	Marks (AO)	Guidance
<b>Section A</b>			
1	<b>What is the name given to this type of painting?</b> <ul style="list-style-type: none"> <li>• Fresco (1)</li> <li>• </li> </ul>	1 (AO1)	
2 (a)	<b>Apart from one of the men being a charioteer, what sort of people are the two men in the painting?</b>  <b>One from:</b> <ul style="list-style-type: none"> <li>• Soldiers (1)</li> </ul>	1 (AO1)	
2 (b)	<b>How you can tell this?</b>  <b>One from:</b> <ul style="list-style-type: none"> <li>• They have boars-tusk helmets (1)</li> <li>• The man at the back has a spear (1)</li> </ul>	1 (AO1)	
3	<b>Choose any two colours in the painting and state from what source the Mycenaeans obtained these colours?</b>  <b>Two from:</b> <ul style="list-style-type: none"> <li>• Blue – copper (compound) (1)</li> <li>• White - lime (1)</li> <li>• Yellow - ochre (1)</li> <li>• Black – carbon (1)</li> </ul>	2 (AO1)	The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.”
4	<b>Describe one way in which the chariot in this picture is different from some other Mycenaean chariots.</b>  <b>One pair from:</b> <ul style="list-style-type: none"> <li>• This chariot is a dual chariot (1), but other chariots are box or rail chariots (1)</li> <li>• This chariot is covered in a fabric (1), but other chariots have no sign of </li> </ul>	1 (AO1) 1 (AO2)	The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.”

Question	Indicative Content	Marks (AO)	Guidance
	<p>being covered (1)</p> <ul style="list-style-type: none"> <li>• This chariot is elaborate (1), but others are a more basic box on wheels (1)</li> </ul>		<p>Candidates do not need to use the terms “dual” “box” and “rail” but if they make this point, they must at least correctly describe the shape of the chariot.</p> <p><i>One mark is awarded for identification of a relevant feature (AO1), and one for suitable analysis of it (AO2).</i></p>
5	<p><b>Describe how why travel over land could be difficult or dangerous in Mycenaean times. Make two points.</b></p> <p><b>Two pairs from:</b></p> <ul style="list-style-type: none"> <li>• Chariots were had no suspension (1), so journeys would have been uncomfortable (1)</li> <li>• Chariots were flimsy (1), so could easily break (1)</li> <li>• No proper roads (1), so tracks would have got muddy, rutted and often unusable (1)</li> <li>• Mycenae and Tiryns were in hilly areas (1) increasing journey times (1)</li> <li>• There were robbers (1) who could attack traders (1)</li> <li>• Difficult to transport cargo (1) as the chariots were small (1)</li> <li>• Wild animals (1) could scare the horses (1) / attack the travellers (1)</li> </ul>	<p>2 (AO1)</p> <p>2 (AO2)</p>	<p>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.”</p> <p>Candidates should be credited for ideas travel by any reasonable method, but can gain full marks just by discussing one method.</p> <p><i>Two marks are awarded for identification of relevant features (AO1), and two for suitable analysis of them (AO2).</i></p>
6	<p><b>State two other sources of evidence, apart from what is shown in Source A, that we have for what Mycenaean chariots looked like.</b></p> <p><b>Two from:</b></p> <ul style="list-style-type: none"> <li>• (Signet) ring</li> <li>• Stele (grave-stone)</li> </ul>	<p>1 (AO1)</p>	<p>Some candidates may refer to specific items (e.g. a signet ring showing a hunter on a chariot). This is fine, and if they refer to two specific items of the same type, award two marks.</p>

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> <li>• Seal-stone</li> <li>• Linear B tablet reference</li> <li>• (Bronze) plaque</li> <li>• Pottery model</li> <li>• Painting on pottery (accept pottery)</li> <li>• Horse bits/cheek pieces</li> <li>• Specific other fresco of two people on a chariot</li> </ul>		
7	<b>What is the name given to this type of vessel?</b> <ul style="list-style-type: none"> <li>• Rhyton (1)</li> </ul>	1 (AO1)	Accept plural
8	<b>Where is Mycenae was this item found?</b> <ul style="list-style-type: none"> <li>• Grave Circle A (1)</li> </ul>	1 (AO1)	Do not accept Grave Circle, a Grave Circle, a tomb, a grave Accept Grave IV
9	<b>How does this item show the skill of the Mycenaeans in creating metal objects? Make two points.</b>  <b>Two pairs from:</b> <ul style="list-style-type: none"> <li>• Repoussé/hammering (1) to create the accurate shape of the head (1) / 3D (1)</li> <li>• Granulation/dropping molten metal (1) to create the spotted effect around the muzzle (1)</li> <li>• Thin gold sheets (1) / the fusing of the sheets (1) allow the head to be shaped (1)</li> </ul>	2 (AO1)  2 (AO2)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately.  <i>Two marks are awarded for identification of relevant features (AO1), and two for suitable analysis of them (AO2).</i>
10 (a)	<b>State two details about how the item in Source B was designed to be used.</b>  <b>Two from:</b> <ul style="list-style-type: none"> <li>• Liquid was poured in at the top (1)</li> </ul>	2 (AO1)	

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"> <li>• This would then flow through the muzzle/nose (1)</li> <li>• Designed to look impressive to use at feasts/ceremonies (1)</li> </ul>		
10 (b)	<p><b>Suggest one reason why it is unlikely this item was used for drinking from.</b></p> <ul style="list-style-type: none"> <li>• It would flow too fast (1) / no means of controlling the flow of liquid (1)</li> <li>• It was not designed for drinking from the top (1)</li> <li>• Too big to hold (1)</li> </ul>	1 (AO2)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately."
11	<p><b>"The city of Tiryns was perfectly designed to survive and be prosperous."</b>  <b>How far do you agree with this statement? Use Source C as a starting point and your own knowledge in your answer.</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Tiryns was coastal</li> <li>• Situated on a low hill</li> <li>• Long uphill ramp (47m)</li> <li>• Series of enclosed, gated areas (killing boxes)</li> <li>• City had a large gateway and high walls</li> <li>• Loop on the western wall strengthened the defences of the city and protected the staircase enclosed within it</li> <li>• Opposite the gateway on the loop is a terrace</li> <li>• Palace complex centrally situated</li> <li>• Fertile soil</li> <li>• Use of galleries</li> <li>• Some evidence of wealth/industry (metal workshops) and a settlement on the Lower Citadel</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Coastal location allowed trade to develop</li> <li>• Hill and ramp made attacks on the city more difficult and tiring</li> </ul>	4 AO1  4 AO2  (See LoR p8)	<p>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately."</p> <p>To gain full AO1 marks, answers must show clear knowledge of the distinctive features of Tiryns (i.e. general discussion of walls, gates, hill not enough).</p> <p>To gain full AO2 marks, candidates must address both "survive" and "be prosperous".</p>

Question	Indicative Content	Marks (AO)	Guidance
	<ul style="list-style-type: none"><li>• Entrance to city well protected</li><li>• Attackers could be trapped near the entrance of the city</li><li>• Terrace/Walls could be used to throw objects on attackers</li><li>• Good soil to grow harvests</li><li>• Palace strategically situated for defence</li><li>• Use of galleries allowed items to be stored securely (possibly to be used in the event of an attack)</li></ul>		

### Guidance on applying the marking grids for the 8-mark detailed response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are equally weighted, and both worth 4 marks. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 6 might reflect a balance of 3 (AO1) + 3 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 7 made up of 6 (AO1) + 1 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
4	7–8	<ul style="list-style-type: none"> <li>consistently accurate and detailed knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows very good understanding of the sources' cultural contexts and possible interpretations</i></li> <li>a well-argued response to the question which is supported by a range of well-selected evidence (AO2)  <i>includes critical analysis, interpretation and evaluation</i></li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>accurate knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows good understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>a focused response to the question which is supported by a range of evidence (AO2)  <i>includes relevant analysis, interpretation and evaluation</i></li> </ul>
2	3–4	<ul style="list-style-type: none"> <li><i>sound, mostly accurate</i>, knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows some understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>engages with the general topic of the question, and is supported by limited range of evidence (AO2)  <i>includes some analysis, interpretation and evaluation</i></li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1)  <i>shows limited understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2)  <i>includes isolated analysis, interpretation and evaluation</i></li> </ul>
0	0	<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>

12	<p><b>“It is difficult to understand what life was like in Mycenaean times from studying only their burial sites and customs.” How far do you agree with this statement?</b></p> <p><u>AO1</u></p> <p>Candidates might discuss the following areas:</p> <ul style="list-style-type: none"> <li>• Cist graves – simple pits where a body was placed in a curled position on stones</li> <li>• Shaft graves – similar to a cist grave where a shaft was dug down to the burial. Burial chamber at the bottom had rubble walls and a roof support</li> <li>• Tholos tombs – a high-roofed stone dome, sometimes containing a separate burial chamber. Dromos led up to the tomb, which would be blocked when a body was entombed</li> <li>• Chamber tombs – an earth-built, stone-roofed tomb containing several bodies in side chambers</li> <li>• Burial customs including the decoration of the body with jewellery (possibly in a coffin), ritual mourning, a funeral feast, the sacrifice of animals, setting up of a stele</li> <li>• Funeral objects such as swords, jewellery, pottery, rings, death masks, rock crystal, pyxides, rhyta etc</li> </ul> <p>Candidates may also show knowledge of other sources of information from Mycenae unconnected with burials including:</p> <ul style="list-style-type: none"> <li>• The parts of the cities that did not contain burials (palace, gates, walls etc)</li> <li>• Frescoes</li> <li>• Warfare</li> <li>• Clothing</li> <li>• Linear B</li> <li>• Hunting</li> <li>• Chariots</li> </ul>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>5 (AO1)</p> <p>10 (AO2)</p> <p>15 (See LoR page 12)</p>
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13	<p><u>AO2</u></p> <p>Candidates might conclude:</p> <ul style="list-style-type: none"> <li>• Size of tombs tells us about the relatively prosperity of Mycenae at the time; the discontinuation of tholos tombs suggests a decline in wealth. Also this might suggest resources directed elsewhere (e.g. defence of cities)</li> <li>• Tombs tell us about building techniques such as corbelling</li> <li>• Presence of luxury items in tombs shows prosperity and trade</li> <li>• Hard to know about the offering of gifts (as tombs were robbed), beliefs about death, what actually happened at a funeral</li> <li>• Tombs tell us relatively little about the life of ordinary citizens for which Linear B tablets are more useful</li> <li>• Much of the evidence about tombs and life in general might be seen as inconclusive. We often rely on a single piece of evidence or two for theories</li> <li>• There is even a suggestion that some items, such as the Warrior Vase, are not from the Mycenaean Age</li> </ul> <p>From the evidence of Mycenaean cities and the items found within them, what sort of people do you think the Mycenaeans were?</p> <p><u>AO1:</u></p> <p>Candidates might discuss the following areas:</p> <ul style="list-style-type: none"> <li>• Cities often built on higher ground with large gateways and Cyclopean walls</li> <li>• Existence of sally ports and cisterns</li> <li>• Burials, especially tholos tombs</li> <li>• Palace complexes</li> <li>• Pottery (storage vessels, cups, linear B tablets, figurines</li> <li>• Frescoes</li> <li>• Metalwork (jewellery, cups, swords, armour, death masks)</li> </ul>	5 (AO1)	10 (AO2)	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p>

<ul style="list-style-type: none"><li>• Gemstones and ivory</li></ul> <p><u>AO2:</u></p> <p>From these areas, candidates might deduce:</p> <ul style="list-style-type: none"><li>• The large defences, swords, sally ports, cistern, granaries, Linear B tablets on movement of forces, Warrior Vase and armour suggest a society focused on war</li><li>• The size of the walls and gates and tholos tombs, together with the technique of corbelling shows they were skilled builders</li><li>• The evidence of frescoes and decorative pottery and metalwork suggests a society that was interested in art and culture and had advanced techniques</li><li>• Tholos tombs and palace complexes suggest the presence of powerful and rich leaders</li><li>• Linear B tablets and figurines suggest a society with religious beliefs</li><li>• Linear B tablets suggest a level of literacy among some members of society and a hierarchical structure in society (e.g. the wanax)</li><li>• Linear B tablets and the presence of goods from other areas (e.g. gold, amber) show the use of trade</li></ul>			
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### Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 11 might reflect a balance of 3 (AO1) + 8 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 10 made up of 7 (AO1) + 3 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
5	13 – 15	<ul style="list-style-type: none"> <li>very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
4	10 – 12	<ul style="list-style-type: none"> <li>good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
3	7 – 9	<ul style="list-style-type: none"> <li>reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
2	4 – 6	<ul style="list-style-type: none"> <li>basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
1	1 – 3	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> </ul>

		<ul style="list-style-type: none"> <li>• limited analysis and interpretation of little relevant evidence (AO2)</li> <li>• some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>• no response or no response worthy of credit</li> </ul>

Question	Indicative Content	Marks (AO)	Guidance
<b>Section A</b>			
14	<p><b>Suggest two ways that Odysseus might be regarded as a good leader in this passage. Justify your answer.</b></p> <p><b>Two pairs from:</b></p> <ul style="list-style-type: none"> <li>• Good sailor (1) to survive storm (1)</li> <li>• Considerate (1) to let his men eat first (1)</li> <li>• Sensible (1) to collect water (1)</li> <li>• Careful (1) to send just three men out (1)</li> <li>• Gives specific tasks (1) such as choosing a third as a herald (1)</li> <li>• Respect for the men (1) as he calls them comrades and friends (1)</li> </ul>	<p>2 (AO1)</p> <p>2 (AO2)</p>	<p>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.”</p> <p><i>Two marks are awarded for identification of suitable parts of the passage (AO1), and two for suitable analysis of them (AO2).</i></p>
15	<p><b>After eating the lotus fruit, Odysseus’ men lose the desire to return home. What is the name the Greeks gave to this desire?</b></p> <ul style="list-style-type: none"> <li>• Nostos (1)</li> </ul>	1 (AO1)	

16 (a)	<p><b>Describe two things that Odysseus did before he sailed away when he realised the effect that eating lotus had.</b></p> <p><b>Two from:</b></p> <ul style="list-style-type: none"> <li>• He dragged the men back to the boats (1)</li> <li>• He put them under the benches (1)</li> <li>• He ordered the rest of the crew to get on the boats (1)</li> </ul>	2 (AO1)	
16 (b)	<p><b>Suggest one thing that this shows about him.</b></p> <p><b>One from:</b></p> <ul style="list-style-type: none"> <li>• He is very strong (1)</li> <li>• He cares about his men (1)</li> <li>• He fears the effect of losing nostos (1)</li> <li>• He is clever to put them below deck to avoid a possible mutiny (1)</li> </ul>	1 (AO2)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately."
17	<p><b>'At this my proud heart was convinced' (Rieu line 1) / 'To this my proud heart consented' (Kline line 1). What had Circe asked Odysseus to do? Make two points.</b></p> <p><b>Two from:</b></p> <ul style="list-style-type: none"> <li>• Go to his ship (1)</li> <li>• Drag the ship onto land (1)</li> <li>• Store the tackle and goods in a cave (1)</li> <li>• Bring the men back (1)</li> </ul>	2 (AO1)	Candidates do not need both tackle and goods for the mark
18	<p><b>How do similes add to our appreciation and enjoyment of the Odyssey? Use Source E as a starting point and your own knowledge of other similes in your answer?</b></p> <p><b><u>AO1</u></b></p> <p>The printed simile describes cattle, rejoicing at the arrival of their mother.</p>	4 (AO1)  4 (AO2)	The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately."  To gain full AO1 marks, answers must show precise and

	<p>Candidates should discuss describe the scene that Homer presents. Other chosen similes might include:</p> <ul style="list-style-type: none"> <li>• Polyphemus bashing the heads of his victims like puppies</li> <li>• The drill simile at the blinding of Polyphemus</li> <li>• The plunging of hot metal into water at the blinding of Polyphemus</li> <li>• The men being speared like fish in the harbour of the Laestrygonians</li> <li>• Penelope's tears being compared to melting snow</li> <li>• The store-room door making a noise like a bellowing bull</li> <li>• The bow sounding like a swallow's note when strung</li> <li>• The suitors stampeding like cattle</li> <li>• Odysseus' men swooping on them like vultures</li> <li>• The maids being compared to thrushes caught in a net when hung</li> </ul> <p><b><u>AO2</u></b></p> <p>Candidates must analyse how the similes compare to the situation in the story at that point. For example:</p> <ul style="list-style-type: none"> <li>• The use of irony in the printed simile and the farmyard scene reflects the wider story at this point</li> <li>• The printed simile compares the relief of the men to that of the calves</li> <li>• The men of Odysseus are compared to puppies to show their helplessness, whilst Polyphemus is compared to a lion to show his savagery and barbaric nature in eating them whole</li> </ul> <p>Candidates might also comment on:</p> <ul style="list-style-type: none"> <li>• Creation of pathos for characters in some similes</li> <li>• Helping us to understand ancient life (e.g. how drills operated)</li> </ul>	<p><b>(See LoR p16)</b></p>	<p>detailed knowledge of <b>at least three</b> similes (as the question asks for discussion of other similes).</p>
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### Guidance on applying the marking grids for the 8-mark detailed response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are equally weighted, and both worth 4 marks. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 6 might reflect a balance of 3 (AO1) + 3 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 7 made up of 6 (AO1) + 1 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
4	7–8	<ul style="list-style-type: none"> <li>consistently accurate and detailed knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows very good understanding of the sources' cultural contexts and possible interpretations</i></li> <li>a well-argued response to the question which is supported by a range of well-selected evidence (AO2)  <i>includes critical analysis, interpretation and evaluation</i></li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>accurate knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows good understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>a focused response to the question which is supported by a range of evidence (AO2)  <i>includes relevant analysis, interpretation and evaluation</i></li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>sound, mostly accurate, knowledge and understanding of classical sources, using <b>both</b> those given in assessment <b>and</b> own wider knowledge (AO1)  <i>shows some understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>engages with the general topic of the question, and is supported by limited range of evidence (AO2)  <i>includes some analysis, interpretation and evaluation</i></li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources; responses may only make use of the sources given in the assessment (AO1)  <i>shows limited understanding of the sources' cultural contexts and/or possible interpretations</i></li> <li>little attempt at a very basic explanation of the topic of the question, supported by a few references to evidence (AO2)  <i>includes isolated analysis, interpretation and evaluation</i></li> </ul>
0	0	<ul style="list-style-type: none"> <li>No response or no response worthy of credit</li> </ul>

19	<p><b>Why is the epithet quick-witted (Rieu line 8) / resourceful (Kline line 7) appropriate here?</b></p> <ul style="list-style-type: none"> <li>Odysseus is resourceful/quick-witted in coming up with an explanation on the spot (1)</li> </ul>	1 (AO1)	The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.”
20	<p><b>What animal had caused the injury to Odyssey?</b></p> <ul style="list-style-type: none"> <li>A boar</li> </ul>	1 (AO1)	
21	<p><b>What impression do you get of Eurycleia from this passage? Make two points.</b></p> <p><b>Two pairs from:</b></p> <ul style="list-style-type: none"> <li>Perceptive (1) to realise the stranger looks like Odysseus (1)</li> <li>She has a good memory (1) as she hasn’t seen him to 20 years (1)</li> <li>Respectful (1) as she calls Penelope “wise” (1)</li> <li>Eager to please (1) as she washes the feet for Penelope’s sake (1)</li> <li>Loyal/frank/impassioned (1) to call the other women shameless hussies/bitches (1)</li> </ul>	2 (AO1) 2 (AO2)	<p>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.”</p> <p><i>Two marks are awarded for identification of suitable parts of the passage (AO1), and two for suitable analysis of them (AO2).</i></p>
22	<p><b>How does Homer make the final two paragraphs dramatic? Make one point.</b></p> <p><b>One pair from:</b></p> <ul style="list-style-type: none"> <li>Odysseus is nearly caught (1), when Eurycleia notes the similarity between Odysseus and the beggar (1)</li> <li>Odysseus realises he might get caught (1), and turns around to avoid detection (1)</li> <li>He moves abruptly (1), the pace of which creates drama (1)</li> </ul>	1 (AO1) 1 (AO2)	<p>The ‘indicative content’ is a description of possible content only; all legitimate answers and approaches must be credited appropriately.”</p> <p><i>One mark is awarded for identification of a suitable part of the passage (AO1), and one for suitable analysis of it (AO2).</i></p> <p><i>Do not credit discussion of the interruption of the narrative with</i></p>

			<i>how Odysseus got the scar as this is not in the final paragraph.</i>
23	<p><b>How did Eurycleia later react to recognising Odysseus? Make two points and justify your answer.</b></p> <p><b>Two</b> from:</p> <ul style="list-style-type: none"> <li>• Let go of Odysseus foot (1) from shock (1)</li> <li>• Dropped the basin (1) from shock (1)</li> <li>• Eyes were filled with tears (1) from delight (1) / relief (1) / hatred of suitors (1)</li> <li>• She said that she recognised him (1), wanting to share her joy (1)</li> <li>• She looked to Penelope to tell her (1) to share the good news (1)</li> <li>• Promises not to tell other people (1) and keeps her composure after her initial shock (1)</li> <li>• She offers to pick out the disloyal maids (1) to help Odysseus (1) / to punish those who are guilty (1)</li> </ul>	<p>2 (AO1)</p> <p>2 (AO2)</p>	<p>The 'indicative content' is a description of possible content only; all legitimate answers and approaches must be credited appropriately."</p> <p><i>"Let go of his foot and basin from shock" – 4 marks</i></p>
24	<p><b>How important is the custom of hospitality (xenia) to Odysseus' survival in the Odyssey? Justify your opinions.</b></p> <p><u>AO1</u></p> <p>Candidates might consider the following episodes in the story where hospitality is a key factor in survival:</p> <ul style="list-style-type: none"> <li>• His survival in the palace before the battle is at least partly due to the hospitality shown to him by Penelope, Telemachus and Eumeus</li> <li>• The hospitality and advice given by Circe helps him to continue his journey</li> <li>• The "hospitality" of Polyphemus to eat him last</li> </ul> <p>Candidates might consider the following episodes in the story where hospitality is given, but is perhaps not a key factor in survival:</p>	<p>5 (AO1)</p> <p>10 (AO2)</p> <p>15 (See LoR page 21)</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>Candidates may purely look at hospitality, but may consider other factors as well. Both approaches are valid and are capable of achieving full marks.</p>

<ul style="list-style-type: none"><li>• The feasting and gift of Aeolus</li><li>• The offering of the gift of lotus by the Lotus-eaters</li><li>• Polyphemus' hospitality would do the opposite of helping him survive</li></ul> <p>Candidates should consider stories where Odysseus' survival is not due to hospitality:</p> <ul style="list-style-type: none"><li>• His escapes from Polyphemus and the Laestrygonians are due to his intelligence</li><li>• His becoming a beggar is due to Athene's help</li><li>• His final defeat of the suitors is due to his skill, courage and the help of others</li></ul> <p><u>AO2</u></p> <p>Candidates might conclude:</p> <ul style="list-style-type: none"><li>• Hospitality often provides him with food when he really needs it.</li><li>• He is given help to get him on to the next stage of his journey.</li><li>• The theme of hospitality is perhaps best illustrated in his time back in Ithaca. Without this, he would have been unable to gain access to the palace and defeat the suitors. Even the suitors (grudgingly) give him hospitality.</li><li>• In many stories where he is given hospitality, other factors are also key to his survival, such as the help of the gods (Hermes gives him moly, Athene changes his appearance in Ithaca), his handsomeness (Circe), his skill in battle (Cicones, the battle in the hall) and his cunning (Polyphemus).</li></ul>		
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### Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

Examiners must use a **best fit** approach when applying the mark scheme. This means considering both the strengths and the weaknesses of a response, particularly if it is imbalanced in terms of the two assessment objectives, when deciding which level reflects the overall performance. AO1 and AO2 are closely interlinked. Typically responses demonstrate **both** knowledge and understanding **and** analysis and interpretation of that knowledge in reasonably equal measure. In this way, a total mark of 11 might reflect a balance of 3 (AO1) + 8 (AO2), for example. However, an overly-descriptive response may focus on details from the sources but not draw many valid conclusions; this would be considered AO1 heavy. Care should be taken when marking such answers, as the lack of AO2 skills should limit the level at which this work can be rewarded; it should not be possible to achieve a mark of 10 made up of 7 (AO1) + 3 (AO2).

Examples of specific issues or common unbalanced approaches to the question will be identified when finalising the mark scheme in preparation for standardisation. Details about how to deal with this will be included in the Guidance column for the question.

Level	Mark	Characteristics of Performance
5	13 – 15	<ul style="list-style-type: none"> <li>very good, detailed and accurate knowledge and understanding of classical sources with detailed understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>very good analysis and interpretation of a wide range of well-selected evidence (AO2)</li> <li>coherent argument with a clear line of reasoning, successful evaluation of sources, and convincing conclusions (AO2)</li> </ul>
4	10 – 12	<ul style="list-style-type: none"> <li>good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
3	7 – 9	<ul style="list-style-type: none"> <li>reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
2	4 – 6	<ul style="list-style-type: none"> <li>basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
1	1 – 3	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> </ul>

		<ul style="list-style-type: none"> <li>• limited analysis and interpretation of little relevant evidence (AO2)</li> <li>• some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• no response or no response worthy of credit</li> </ul>

<b>25</b>	<p>“There is nothing to admire in the actions and opinions of the suitors.” How far do you agree?</p> <p><u>AO1</u></p> <p>Candidates might consider the following actions of the suitors:</p> <ul style="list-style-type: none"> <li>• Their continual feasting and pressuring of Penelope to marry one of them.</li> <li>• Their deception by Penelope’s weaving trick.</li> <li>• Their admiration of Telemachus’ arrangement of the axes.</li> <li>• The failure and reaction of Leodes at not stringing the bow and Antinous’ response</li> <li>• The decision to grease the bow and proposal to postpone the contest</li> <li>• The threats of Antinous towards Odysseus and Eumeus</li> <li>• Eurymachus’ argument of why Odysseus should not be given the bow</li> <li>• The lack of realisation that Odysseus is back when he strings the bow</li> <li>• The death of Antinous</li> <li>• Eurymachus shifting the blame onto Antinous and offering to repay from a public levy</li> <li>• Their decision to fight and rallying by Agelaus</li> <li>• Their stampede to get out and eventual slaughter</li> <li>• They sleep with the maids</li> </ul> <p><u>AO2</u></p> <p>Candidate might conclude:</p>	<p><b>5</b> (AO1)</p> <p><b>10</b> (AO2)</p> <p><b>15</b> (See LoR page 24)</p>	<p><i>The indicative content is a description of possible content only; all legitimate answers and approaches must be credited appropriately.</i></p> <p>The best answers should discuss suitors individually, rather than consider them as all alike.</p> <p>Candidates are likely to find little to admire in their behaviour. Do not expect a balanced essay, but do credit those who do find some positives.</p>
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	<ul style="list-style-type: none"><li>As a group, the suitors are greedy, abusive and inconsiderate of Penelope and Telemachus. They are gullible in being taken in by Penelope and slow to realise the beggar is Odysseus</li><li>Antinous is a ring-leader who is full of bravado and picks on easy targets like the beggar and slaves. He is the most violent and abusive suitor, even towards fellow suitors like Leodes</li><li>However, his decision to delay the contest might be seen as wise (giving him more chance of succeeding)</li><li>Leodes might be seen in a more positive light for his abhorrence of the suitors' actions, but he is too weak to make a stand</li><li>Eurymachus is particularly sneaky in blaming the situation on a dead man and offering to make reparations from money that he will get by taxing his own people</li><li>The suitors make a fight of it, but are clearly no match for Odysseus and his men</li></ul>		
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### Guidance on applying the marking grids for the 15-mark extended response

Two Assessment Objectives are being assessed in this question: AO1 (Demonstrate knowledge and understanding...) and AO2 (Analyse, interpret and evaluate...). The two Assessment Objectives are **not** equally weighted, as AO1 is worth 5 marks, and AO2 10. The weighting of assessment objectives remains consistent throughout the levels. Responses are credited for **AO1** for the detail and accuracy of the knowledge of the sources, their context and interpretation. Responses are credited for **AO2** for how well the question is addressed, selecting relevant evidence from the sources and the conclusions drawn.

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Level	Mark	Characteristics of Performance
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4	10 – 12	<ul style="list-style-type: none"> <li>good, accurate knowledge and understanding of classical sources with clear understanding of the sources' cultural contexts <b>and</b> possible interpretations (AO1)</li> <li>good analysis and interpretation of a wide range of relevant evidence (AO2)</li> <li>consistently well-structured argument, consistent evaluation of sources, and sound conclusions (AO2)</li> </ul>
3	7 – 9	<ul style="list-style-type: none"> <li>reasonable, mostly accurate, knowledge and understanding of classical sources with reasonable understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>reasonable analysis and interpretation of a range of relevant evidence (AO2)</li> <li>argument is on the whole appropriately structured, reasonable evaluation of sources, and relevant conclusions (AO2)</li> </ul>
2	4 – 6	<ul style="list-style-type: none"> <li>basic knowledge and understanding of classical sources, with basic understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> <li>basic analysis and interpretation of some relevant evidence (AO2)</li> <li>argument has some structure, some evaluation of sources, and some credible conclusions (AO2)</li> </ul>
1	1 – 3	<ul style="list-style-type: none"> <li>limited knowledge and understanding of classical sources with little understanding of the sources' cultural contexts <b>and/or</b> possible interpretations (AO1)</li> </ul>

		<ul style="list-style-type: none"><li>• limited analysis and interpretation of little relevant evidence (AO2)</li><li>• some attempt at reasoning, isolated use of sources, and weak conclusions (AO2)</li></ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"><li>• no response or no response worthy of credit</li></ul>

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