



**General Certificate of Education
June 2011**

Classical Civilisation 1021

Homer *Odyssey*

AS Unit 2B

Final

<i>Mark Scheme</i>

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX

INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the candidate's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	Demonstrates <ul style="list-style-type: none">• accurate and relevant knowledge covering central aspects of the question• clear understanding of central aspects of the question• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion• ability generally to use specialist vocabulary when appropriate.	9-10
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to use specialist vocabulary when appropriate.	6-8
Level 2	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-5
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy accurate and relevant knowledge or <ul style="list-style-type: none">• an occasional attempt to make a relevant comment with no accurate knowledge to support it.	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	<p>Demonstrates</p> <ul style="list-style-type: none"> • well chosen, accurate and relevant knowledge covering most of the central aspects of the question • coherent understanding of the central aspects of the question • ability to sustain an argument which • has an almost wholly analytical and/or evaluative focus, • responds to the precise terms of the question, • effectively links comment to detail, • has a clear structure • reaches a reasoned conclusion • is clear and coherent, using appropriate, accurate language and • makes use of specialist vocabulary when appropriate. 	19-20
Level 4	<p>Demonstrates</p> <ul style="list-style-type: none"> • generally adequate, accurate and relevant knowledge covering many of the central aspects of the question • understanding of many of the central aspects of the question • ability to develop an argument which <ul style="list-style-type: none"> has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail and has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	14-18
Level 3	<p>Demonstrates</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge • some understanding of some aspects of the question • some evidence of analysis and/or evaluation appropriate to the question • some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar • some ability to use specialist vocabulary when appropriate. 	9-13
Level 2	<p>Demonstrates</p> <ul style="list-style-type: none"> • either a range of accurate and relevant knowledge • or some relevant opinions with inadequate accurate knowledge to support them • and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar. 	5-8
Level 1	<p>Demonstrates</p> <ul style="list-style-type: none"> • either some patchy, accurate and relevant knowledge • or an occasional attempt to make a relevant comment with no accurate knowledge to support it • and little clarity; there may be widespread faults of spelling, punctuation and grammar. 	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 30 MARKS

Level 5	<p>Demonstrates</p> <ul style="list-style-type: none"> • well chosen, accurate and relevant knowledge covering most of the central aspects of the question • coherent understanding of the central aspects of the question • ability to sustain an argument which <ul style="list-style-type: none"> has an almost wholly analytical and/or evaluative focus, responds to the precise terms of the question, effectively links comment to detail, has a clear structure reaches a reasoned conclusion is clear and coherent, using appropriate, accurate language and makes use of specialist vocabulary when appropriate. 	27-30
Level 4	<p>Demonstrates</p> <ul style="list-style-type: none"> • generally adequate, accurate and relevant knowledge covering many of the central aspects of the question • understanding of many of the central aspects of the question • ability to develop an argument which <ul style="list-style-type: none"> has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally makes use of specialist vocabulary when appropriate. 	20-26
Level 3	<p>Demonstrates</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge • some understanding of some aspects of the question • some evidence of analysis and/or evaluation appropriate to the question • some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar • some ability to use specialist vocabulary when appropriate. 	13-19
Level 2	<p>Demonstrates</p> <ul style="list-style-type: none"> • either a range of accurate and relevant knowledge • or some relevant opinions with inadequate accurate knowledge to support them • and writes with sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar. 	7-12
Level 1	<p>Demonstrates</p> <ul style="list-style-type: none"> • either some patchy, accurate and relevant knowledge • or an occasional attempt to make a relevant comment with no accurate knowledge to support it • and little clarity; there may be widespread faults of spelling, punctuation and grammar. 	1-6

Mark Scheme
Unit 2B Homer *Odyssey*

Section One

Option A

- 01 *How had Odysseus overcome Circe's attempts to use her magic on him? Give three details.***

Three from: with help from Hermes **or** god of travel (1) / who pointed him towards a herb (moly) (1) / with a black root/white flower (1) / as antidote to her drug (1) / he drank the drug without any harm (1) / she struck him with a stick (1) / he attacked her with his sword (1) / she yielded in terror (1) / he accepted her invitation into her bed (1) / he made her swear an oath (1)

(3 marks)

- 02 *Later in Book 10, what does Circe tell Odysseus that he must do before he can return to Ithaca? Give two details.***

Two from: he must go to Hades (1) / to consult Teiresias (1) **or** the blind prophet (1) / who will tell him how to get home (1) Also allow: let the north wind blow them (1) / to a wild coast (or Persephone's Grove) (1) / he should dig a trench (1) / near Acheron (1) / put offerings in the trench (1) / sacrifice a heifer (and/or sheep) (1) / keep the other ghosts away (1)

(2 marks)

- 03 *How effectively in this passage does Homer convey the relationship between Odysseus and his men?***

Discussion might include: does 'good companions' ring true, given their frequent confrontations – possibly a set phrase and red herring? Or is he appreciative of them given the near disaster that has just taken place?; 'lamenting pitifully' and 'tears streaming' suggests they are lost without him; 'round me in a weeping throng' confirms this dependency, also a different sort of weeping – relief that he is back; ditto the simile of mother cow (Odysseus) with calves; further credit for deeper look into details of simile; extra stress of their relief seen in reference 'as if they had reached their homeland'; 'Favourite of Zeus' confirms his exalted picture in their eyes; repetition of 'homeland' image further stresses their relief; his 'soothing reply' shows both that he has good news but also empathy with their concerns; 'our first business' though shows his businesslike approach; then he puts them out of their misery quickly by creating a nice picture of 'your friends eating and drinking' combining it with an invitation to join them: is he playing with their feelings a little?

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 04 ***‘Odysseus and his crew get what they deserve for the way they behave to others during their wanderings in Books 9-12.’ To what extent do you agree? Give reasons for your answer.***

You might include discussion of

- ***the visits to the Cicones and Polyphemus in Book 9***
- ***the visits to Aeolus and the Laestrygonians in Book 10***
- ***the visit to Circe in Book 10***
- ***the visit to the island of the Sun-god in Book 12***
- ***differences between Odysseus’ behaviour and that of his crew.***

Arguments suggesting they **get** what they deserve might include the following:

- they all deserve to suffer for sacking the city of the Cicones, an unprovoked attack undermining the duties of visitors; the crew’s failure to follow Odysseus’ orders sees them lose six men from each ship; a fair punishment; Odysseus too is culpable for not leading strongly enough
- they all abuse hospitality in partaking of Polyphemus’ food and shelter without asking him first, thus to an extent deserving the rough treatment they receive from him; the rescue of most of them is deserved in the sense that the punishment hardly fits the crime, but is entirely based on the cunning of Odysseus; they deserve at least in part the longer term antagonism of Poseidon for blinding his son
- initially Odysseus and his men act fully in accordance with the rules of hospitality when visiting Aeolus; they are rewarded with reciprocal hospitality and a gift to get them home quickly; the crew then abuse the gift and again deserve both the disaster it brings upon them, and Aeolus’ refusal to receive them for a second time; Odysseus shares their blame to a degree for not telling them about the gift
- on visiting the Laestrygonians Odysseus is careless in allowing his ships to enter harbour; this (but not his men’s behaviour) results in the death of all bar his own ship’s crew
- in the end the visit to Circe gives Odysseus & his men what they deserve; they are well treated, sent on their way refreshed and with instructions for getting home; they deserve this for being good guests who follow all the rules
- on the island of the Sun-god Odysseus makes clear to the crew what the rules are; they disobey and deservedly die; he obeys and survives.

Arguments suggesting they **don’t get** what they deserve might include the following:

- while the crew, by delaying the departure, may deserve the loss of their colleagues, following Odysseus’ leadership would have prevented this; he does not deserve the reversal met from the Cicones
- their relatively minor transgression in entering Polyphemus’ cave in no way merits the treatment the crew receive; again men are lost; in a sense Odysseus’ initial bravado in calling out his name might be seen to deserve the sinking of the ship which fortuitously is avoided by pure luck; they do not deserve the treatment they later receive from Poseidon, as his son was the transgressor
- Odysseus acts as a perfect guest during the stay with Aeolus; although his crew unwisely unleash the winds while Odysseus is asleep, he does not deserve the curt dismissal he receives on his second visit; at the very least their treatment is an over-reaction which has massively negative effects in the long run, out of all proportion to their mistake

- in no way does the slaughter of Odysseus' men by the Laestrygonians lead on from his men's behaviour; following all the rules of *xenia* they approach the city as suppliants only to be butchered simply because of the barbaric natures of the locals
- initially the crew (or half of them) do not get what they deserve when visiting Circe; approaching her as suppliants they are deceived and changed into animals; only through Odysseus (helped by Hermes) do they get reprieved and from then on are well treated; Odysseus only gets what he deserves by the help of Hermes; Elpenor certainly does not deserve his fate
- the crew only eat the Sun-god's cattle because they would otherwise starve; their annihilation is unfair as they have no choice; the unsuccessful attempt to destroy Odysseus in the same storm as kills the crew is totally undeserved.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

- 05** *How do Odysseus and Telemachus deal with the serving-women in the scene which follows this passage? Give three details.*

Three from: left the good ones alone (1) / ask Eurycleia to identify the guilty maids (1) 12 of them (1) / ordered to help carry out the dead (1) / then clean up the mess (1) / took them outside (1) / intended to cut throats (1) / but hanged them (1) / by a ship's cable (1)

(3 marks)

- 06** *How does Odysseus later convince Penelope that he is her husband? Give two details.*

Two from: passes the test she sets him (1) / about moving the bed (1) / by telling her it couldn't be moved (1) / because it was formed by/within an (olive) tree (1) / formed one bed post (1) / he described the décor of the room (1)

(2 marks)

- 07** *How effectively in this passage does Homer convey the atmosphere in the palace straight after the battle?*

(He has just let Medon go after a section of extreme brutality); starts peacefully & quietly with Odysseus looking 'round **his** house' (it is now HIS again); 'black death' is a reminder of the carnage which has just taken place while the avenger is having a final check; the suitors, recently individuals, now lie 'in heaps in the blood and dust' (no longer men); fish simile (one of many in *Odyssey*) reinforces helplessness of suitors (the fish) compared to Odysseus & his small band of helpers (fishermen), even if the prolonged death of the fish does not quite get the idea of the vicious killing of the suitors; repetition of 'heaps' further reinforces lifelessness and lack of identity; Odysseus gives straight instructions to Telemachus; he is in charge; the rattling of the doors breaks the silence, suggesting the women cowering behind them in fear; Telemachus' words to Eurycleia are abrupt to suit the mood; no pleasantries in this situation; she knows her place and senses the mood ('made no reply' and 'hurried along'); dramatic picture of Odysseus the central character to finish: 'spattered with blood and gore'; simile of lion (credit for details) further reinforces the mess that covers him but also his animal savagery; repetition of 'blood dripping' (including from his jaws – very graphic; idea that he has almost been eating the suitors looks back to the lion) rams home message; final phrase sums it up 'a fearsome spectacle'.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

08 How important is Telemachus to Odysseus from the time they are reunited on Ithaca? Give reasons for your answer and refer to Books 16, 19, 21, 22 and 23 of the Odyssey.

You might include discussion of

- *their meeting in Eumaeus' hut*
- *Telemachus' role in the build-up to the battle in the hall*
- *the part Telemachus plays in the battle*
- *Telemachus' words and actions after the battle.*

Arguments supporting the **importance** of Telemachus might include the following:

- the meeting in Book 16: we have waited over half the poem for this, following the travels of both; in particular Odysseus has been striving to return to Ithaca in the hope that his son survives; the meeting itself is well described by Homer: Odysseus, before the recognition scene, gets time to assess his son's clear merits; the emotion of the recognition scene (credit for detail) shows the high importance to Odysseus of having his son with him; immediately they start planning and, although the instructions are Odysseus' (or Athene's), immediately Odysseus trusts Telemachus to play a leading role
- Telemachus has important tasks to carry out in Book 19: as one of the few men Odysseus can totally trust, he manages to not give the game away, playing along fully with his instructions; he sees to the hiding of the weapons without arousing suspicion
- he plays a leading role in diverting the suitors' attention in the build up to the battle in Book 21; his worth is shown by the fact that he could have strung the bow; also by the fact that he does not (willingly playing second fiddle for the greater good); he intercedes in good time to prevent Penelope from spoiling the plot, sounding like the master of the house as he gets her away from the hall ('sensible decision'); again he puts the suitors off guard by pretending to shout at Eumaeus (prepared to be mocked for the sake of the plan); Odysseus calls on him at the critical moment, speaking almost as an equal as he prepares to fire the bow
- in Book 22 he stands side by side with Odysseus and plays his full part in the fight; he speedily fetches weapons when told to do so; he intercedes on behalf of Phemius and Medon, advice which Odysseus immediately accepts; he helps with the cleaning up and decrees the fate of the immoral servant women
- in Book 23 he looks after the business of returning the palace to normal while Odysseus is reunited with Penelope.

Arguments suggesting relative **lack of importance** might include the following:

- the meeting in Book 16: hitherto Odysseus has not apparently suffered from the absence of Telemachus; although there is considerable emotion here, there are few signs that Telemachus is in any sense an 'equal'; he simply listens to what his father has to say
- while he is given jobs to do in Book 19, none are tasks any competent servant could not do; he is quickly sent off to bed by Odysseus and disappears for the rest of the book
- although Telemachus plays a greater part in Book 21, he is still very much a supporting act; much of his behaviour is reminiscent of the gauche young man of the early books; clearly he is playing a part but not one which made any fundamental difference; all the focus is on Odysseus
- despite playing a part in the fighting of Book 22 it is a relatively minor part, and he does make what could have been a fatal error in leaving the weapon room door open; it is only thanks to Athene that the pair are not killed by the suitors; he is left to clean up while Odysseus remains the focus

- at the climax of the tale (Book 23) he disappears from view while the grand reunion takes place between Odysseus and Penelope.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section Two

Option C

- 09 ***To what extent would removing the immortals from the Odyssey improve or weaken the poem? Give reasons for your answer and refer to the books of the Odyssey you have read.***

You might include discussion of

- ***the parts individual immortals play in the story***
- ***relationships between individual mortals and immortals***
- ***relationships between immortals and other immortals***
- ***the powers of Zeus and Fate over humans***
- ***the nature of human responsibility.***

Arguments that removing the immortals would **improve** the *Odyssey* might include the following:

- it would remove an unnecessary layer of authority which confuses the plot and demeans the achievements of Odysseus and other characters. By stressing the immutability of 'Fate' suspense is removed and there is little or no point in the human figures striving for glory; there is considerable confusion as to what power Zeus actually wields if he too is subject to 'fate'; e.g. his compromise solution to Poseidon's plan to effectively destroy Phaeacia in Book 13: is this personal choice or his applying of fate?
- when Hermes tells Calypso that Odysseus 'is destined to.. come to his high-roofed house' (Book 5) this effectively removes (or makes irrelevant) all that Odysseus seems to do for himself in the subsequent books; removing the gods would allow us to see whether or not our hero could take responsibility for his own actions; attempts to set the gods as examples of morality fail because they often demonstrate the reverse (e.g. Poseidon as above and in his persecution of Odysseus following the Cyclops incident in Book 9)
- actions by the gods weaken the characterisation of mortals; it is no great achievement for Odysseus to swim ashore in Book 5 if this is achieved largely by Ino and Athene intervening to help him; likewise the killing of the suitors in Book 22 would be much more admirable had Athene not 'made the whole volley miss' them, effectively preventing the suitors from fighting back; Nausicaa would appear a more interesting character in Book 6, if she was not being constantly prodded and deceived by Athene
- again the confusion over responsibility is clouded by Odysseus (and Telemachus) being constantly championed by Athene (giving Odysseus a complete plan of action in Book 13, for example, and sending Telemachus out of harm's way in Book 1); his further assistance from Hermes (saving him from Circe in Book 10) and Circe herself detract from Odysseus' successes.
- the scenes on Olympus may be seen as unnecessary diversions from the main story; the all-too-human behaviour of the gods may be seen as demeaning religion; the apparently fickle nature of Zeus in giving in to whichever deity shouts loudest mars any moral message which may be sought from the characterisation of the gods; e.g. Poseidon pushes his personal vendettas throughout, ignoring the merits or faults of the

mortals he helps or hinders; the cowardice of Zeus in failing to stand up to this is hardly exemplary.

Arguments that removing the immortals would **weaken** the *Odyssey* might include the following:

- they provide a second layer helping explain that which is beyond the merely mortal; their removal would take away something profound; they may not be perfect (thus metaphorically casting light on the imperfections of human kind) but essentially see to it that order continues and the world makes sense; the contradictions in Zeus (all-powerful, yet swayed by junior family members – e.g. trying to intercede between Athene and Poseidon) mirror the contradictory nature of the world as experienced by mortals
- if characters lost their religious motivation for doing the ‘right’ thing, there would be a moral vacuum; the nature of ‘human responsibility’ is such that it requires a higher authority to validate it; removal of the gods would therefore weaken the actions of the mortals; human life is transitory; the quest of Odysseus to reach home is a metaphor for something much higher than a physical journey
- the basic plot frequently gains excitement and momentum from the appearance of the immortals; the wanderings of Books 9-12 would be dull in the extreme without the panoply of immortals intervening for good or ill; the anger of Poseidon (e.g. in Book 13) adds menace (and black humour), while Athene provides a strong female influence; also there is humour/distraction in, for example, the tale of the Aphrodite/Ares story
- having individual gods champion individual mortals casts a second light on the nature of the mortals; in particular the idea of Odysseus as a mortal equivalent of Athene (e.g. the planning meeting in Book 13) - almost a mother/son relationship; credit for other specific examples
- the scenes on Olympus allow us to see the gods as characters, not merely elemental forces; their appearances provide a change of scene from the grimness of Odysseus’ struggles on earth; also dark humour as their exchanges reveal the gulf between their existence and that of the mortals; Odysseus’ greatest supporter Athene can still say ‘I was not prepared to oppose my uncle Poseidon’.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 10 ***To what extent do all the Suitors deserve what happens to them? Give reasons for your answer and refer to the books of the Odyssey you have read.***

You might include discussion of

- ***the introduction of the Suitors in Book 1***
- ***differences between the Suitors***
- ***the views of Athene and Eumaeus about the Suitors in Books 13 and 14***
- ***the Suitors’ attitudes to Penelope and Telemachus in Book 16***
- ***their treatment of the disguised Odysseus in Book 21***
- ***the events of Book 22.***

Arguments that the Suitors **do** deserve the fates they suffer might include the following:

- our introduction in Book 1 to the ‘insolent’ Suitors ‘swaggering in’ (Homer’s language makes clear their abuse of *xenia*); they are, according to Telemachus ‘eating me out of

- house and home'; Antinous obliquely threatens Telemachus 'heaven grant that you may never be its king' (taking gods in vain?)
- Athene describes the Suitors as 'shameless' and makes it clear that their deaths are in line with divine intentions (Book 13); also that they will try to kill Telemachus; Eumaeus describes the Suitors as 'overbearing masters'; clearly they are abusing their positions; he emphasises their excessive consumption of animals and wine; he confirms that they are intending to kill Telemachus (important); he emphasises that abuse of hospitality is 'a crime against Zeus'
 - the Suitors stand condemned in their own words in Book 16 – Antinous: 'Telemachus must not slip through our fingers'; they lie to Penelope about this plot: Eurymachus says 'have no fear'
 - Eurymachus' insults to Odysseus and his lowly friends in Book 21 stand against *xenia*; ditto the Suitors' attitude to Odysseus' request to be given the bow, ('miserable intruder'); also telling Eumaeus that his dogs will eat him; the mockery of Odysseus' quiet demeanour before he strings the bow; 'the old vagabond is up to no good'
 - the killing of the Suitors in Book 22 is fair (although Antinous perhaps deserves his fate more than the others do); Medon and Phemius who do not deserve to die are rightly spared; the rest are killed in a fair fight, or rather despite having a great advantage in numbers; Athene, representing the gods, ensures that justice is done; abuse of *xenia* being a crime against Zeus (above), the perpetrators must suffer the consequences and do so, deservedly.

Arguments that the Suitors **do not** deserve the fates they suffer might include the following:

- there is no doubt from Book 1 that the Suitors are over-indulging **but**: Odysseus has been away for years; fair for them to wish to marry Penelope; Telemachus is a boy rather than a man; mass killing would be an over-reaction
- Athene in Book 13 seems more like a metaphor for Odysseus' conscience and ill-feeling towards the Suitors than an unbiased deity looking at the picture in a balanced way; the views of a swineherd who is loyal to his master (Eumaeus in Book 14) must display bias; even if his description of the Suitors' excess is true, again this hardly warrants killing them all
- it is clear from Book 16 that 'the Suitors' is not a simple generic term; Eurymachus may lie about his intentions, while Antinous is clearly bent on killing Telemachus, but Amphinomus speaks up passionately against the plan; clearly all do not deserve the same fate
- although the Suitors mock Odysseus in Book 21, they accept his presence in the hall; they allow him (admittedly with reluctance) to join in the contest with the bow; there is no justification for killing them all; clearly some are more culpable than others
- the killing of Antinous in Book 22 is a cowardly act ('no thought of bloodshed entered his head'); while the rest receive some warning, even the Suitors whose behaviour did not deserve this treatment are killed (Amphinomus is third to die, given no chance); Athene (as Mentor) stops the Suitors' weapons from hitting their targets ('Athene made the whole volley miss'); Leodes makes a reasonable appeal for his life, Odysseus kills him without really listening; only the intervention of Telemachus saves other innocent Suitors from dying (Phemius and Medon); the sadistic treatment of the Suitors' allies Melanthius and the maids emphasizes the unnecessarily barbaric behaviour of Odysseus in Book 22.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid
Unit 2B **Homer *Odyssey***

Section 1

Either
Option A

	AO1	AO2	TOTAL
111	3	0	3
112	2	0	2
120	5	5	10
130	8	12	20
TOTAL	18	17	35

Or
Option B

	AO1	AO2	TOTAL
211	3	0	3
212	2	0	2
220	5	5	10
230	8	12	20
TOTAL	18	17	35

Section Two

Either
Option C

	AO1	AO2	TOTAL
300	12	18	30
TOTAL	12	18	30

Or
Option D

	AO1	AO2	TOTAL
400	12	18	30
TOTAL	12	18	30

OVERALL

	AO1	AO2	TOTAL
TOTAL	30	35	65
%	46%	54%	100%

UMS conversion calculator www.aqa.org.uk/umsconversion