

General Certificate of Secondary Education
Classical Civilisation
Unit A352: Epic and Myth (Higher Tier)
Specimen Paper

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A352(H)

Time: 1 hour

Candidates answer on the question paper.

Additional materials: None

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Forename

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Candidate
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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Use black ink only
- There are **two** options in this paper:
Option 1: Homer *The Odyssey*
Option 2: Ovid *Metamorphoses*.
- Answer questions for **either** Option 1 **or** Option 2.
- Answer **two** questions from section A and **one** question from section B of the option that you have studied.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- Marks are awarded in Section B for the Quality of Written communication of your answer.

FOR EXAMINER'S USE ONLY

SECTION A

SECTION B

TOTAL

This document consists of **22** printed pages and **2** blank pages.

(b) Describe what happens when Nausicaa arrives at the river.

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(c) Explain how else Athene helps Odysseus during his travels.

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OR

- 2** Read the following passage from the *Odyssey* and answer the questions which follow:

The voyage after the first visit to Aeolus' island.

For nine days and nights we sailed on; and on the tenth we were already in sight of our homeland, and had even come near enough to see people tending their fires, when I fell fast asleep. I was utterly exhausted, for in my anxiety to speed our journey home I handled the sheet of my ship myself without a break, giving it to no one else.

The crew began to discuss matters among themselves, and word went round that I was bringing home a fortune in gold and silver which the great-hearted Aeolus son of Hippotas had given me. 5
And this is what they said as they exchanged glances: "It's not fair! What a captain we have, valued wherever he goes and welcomed in very port! Back he comes from Troy with a splendid haul of plunder, though we who have gone every bit as far come home with empty hands – and now Aeolus has given him all this into the bargain, as a favour for friendship's sake! Come on; let's find out and see how much gold and silver is hidden in that bag." 10

Homer, *The Odyssey*, book 10

- (a)** What impression do you get of Odysseus' crew in this passage? Give reasons for your views and support them with details from the passage.

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(b) Describe how Aeolus received Odysseus when he arrived on the island the first time.

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(c) Explain why Aeolus reacted as he did when Odysseus returned.

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(b) Describe what happened straight after this passage once the Cyclops had drunk all the wine.

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(c) Explain how Odysseus and his men managed to escape from the Cyclops.

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Option 2: Ovid *Metamorphoses*

Answer **two** questions from Section A and **one** from Section B

Section A

Answer any **two** questions, you must answer all parts of the questions you choose.

EITHER

1 Read the following passage from the *Metamorphoses* and answer the questions which follow:

An account of the Golden age

First to be born was the Golden Age. Of its own free will, without laws or enforcement, it did what was right and trust prevailed.	5
Punishment held no terrors. No threatening edicts were published in tablets of bronze; secure with none to defend them, the crowd never pleaded or cowered in fear in front of their stern-faced judges.	10
No pine tree had yet been felled from its home on the mountains and come down into the flowing waves for journey to lands afar; mortals were careful and never forsook the shores of their homeland.	15
No cities were yet ringed round with deep, precipitous earthworks; long straight trumpets and curved bronze horns never summoned to battle; swords were not carried nor helmets worn; no need for armies,	20
but nations were free to practise the gentle arts of peace.	25

Ovid, *Metamorphoses*, book 1

(a) How does Ovid make the Golden Age seem attractive in this passage? Give reasons for your views and support them with details from the passage.

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(b) How does Ovid describe the beginning of creation?

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(c) Explain how the Silver Age is different from the Golden Age.

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OR

2 Read the following passage from the *Metamorphoses* and answer the questions which follow:

The beginning of the story of Baucis and Philemon

Jupiter once came here, disguised as a mortal, and with
 him
 his son, the messenger Mercury, wand and wings set
 aside. 5
 Looking for shelter and rest, they called at a thousand
 Homesteads;
 a thousand doors were bolted against them. One
 house, however,
 did make them welcome, a humble abode with a roof
 of straw 10
 and marsh reed, one that knew its duty to gods and men.
 Here good Philemon and Baucis had happily passed
 their youth
 and here they had reached old age, enduring their
 poverty lightly 15
 by owning it freely and being content with the little
 they had.
 If you came, it made no difference to ask for the
 masters or servants;
 the household consisted of two, each giving and taking 20
 the orders.

Ovid, *Metamorphoses*, book 8

(a) How does Ovid portray poverty in this passage? Give reasons for your views and support them with details from the passage.

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(b) Describe what happens to Baucis and Philemon after this passage.

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(c) Explain why Baucis and Philemon are rewarded.

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OR

3 Read the following passage from the *Metamorphoses* and answer the questions which follow:

Scylla considers how she can get what she wants

‘There are sentries on guard
and the keys of the gates are held by my father. He is
my only
reason, alas, for fear, the only bar to my hopes.
I would to God that I had no father! Yet God helps
those 5
who help themselves, remember, and fortune favours
the brave.
Another woman whose passion was blazing as strongly
as mine 10
would now be already destroying whatever opposed her
love -
and delight in destroying it. Why should another be
braver than I?
I’d venture to go through fire and sword. Yet fire and 15
sword
are not what I need. What I need is my father’s magical
lock.
That crimson lock is far more precious than much fine
gold. 20
With the lock I am happy and mistress of all the joy that I
pray for!’

Ovid, *Metamorphoses*, book 8

(a) What impression do you get of Scylla from this passage? Give reasons for your views and support them with details from the passage.

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(b) Describe what happens to Scylla after she steals the lock.

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(c) Explain why Scylla wants the crimson lock.

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Copyright Acknowledgements:

Sources

Homer, *The Odyssey*, translated by E.V. Rieu, ed. D. C. H. Rieu and P. V. Jones, Penguin 1991, book 6 lines 19-35

Homer, *The Odyssey*, *ibid.* book 10, lines 28-45

Ovid, *Metamorphoses*, translated by David Raeburn, introduction by Denis Feeney, Penguin 2004; book 1, lines 88-100

Ovid, *Metamorphoses*, *ibid.* book 8, lines 614-629

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Specimen Mark Scheme

The maximum mark for this paper is **60**.

SPECIMEN

Option 1: Homer <i>The Odyssey</i>		
Section A		
Question Number	Answer	Max Mark
	<p>Examiners are reminded that when marking the section B answers they must refer to the Higher Tier Section B marking grid for allocation of marks.</p> <p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p>	
1	<p>Read the following passage from the <i>Odyssey</i> and answer the questions which follow:</p> <p>The polished doors were closed; but Athene swept through like a breath of air to the girl's bed, leant over her head and spoke to her, taking the form of the daughter of a ship's captain named Dymas, a girl of Nausicaa's own age and one of her closest friends.</p> <p>In the form of this girl, bright-eyed Athene said: 'Nausicaa, how did your mother come to have such a lazy daughter as you? All your shining clothes have been left lying about neglected, but you may soon be married and need beautiful clothes, not only to wear yourself but to provide for your bridegroom's party. That is how a bride gains a good reputation with people, which brings great pleasure to her father and her mother. Let us go and do some washing together the first thing in the morning. I will go with you and help, so that you can get it done as soon as possible, because you certainly won't remain unmarried long. Every nobleman in Phaeacia, where you yourself were born and bred, wants you for his wife.'</p> <p style="text-align: right;">Homer, <i>Odyssey</i>, book 6</p> <p>(a) What impression do you get of Athene in this passage? Give reasons for your views and support them with details from the passage.</p> <p>Answers should include impressions of Athene based on interpretation of, and supported with evidence from this passage:</p> <p>She is cunning/sneaky:</p> <ul style="list-style-type: none"> • she disguises herself so that Nausicaa is not afraid; • so that she can get Nausicaa to do what she wants. <ul style="list-style-type: none"> – sensible choice of disguise/knowledge about Nausicaa - 'a girl of Nausicaa's own age and one of her closest friends'. <p>She is persuasive:</p> <ul style="list-style-type: none"> • she knows the best way to do this; • she is aware of Nausicaa's situation; • she flatters Nausicaa and knows what to say to persuade her; <ul style="list-style-type: none"> – motivation of Nausicaa – 'Nausicaa, how did your mother come to have such a lazy daughter as you?'; – and persuasion – 'you may soon be married and need beautiful clothes,' or 'That is how a bride gains a good reputation with people, which brings great pleasure to her father and her mother.'; – flattery – 'you certainly won't remain unmarried long. Every nobleman in Phaeacia, where you yourself were born and bred, 	[5]

Option 1: Homer <i>The Odyssey</i>		
Section A		
Question Number	Answer	Max Mark
	<p>– wants you for his wife.’;</p> <p>offers to go with Nausicaa – ‘Let us go and do some washing together’.</p> <p>She is powerful:</p> <ul style="list-style-type: none"> • she has power over her appearance/how people see her; • she is a powerful goddess - Athene swept through like a breath of air’; • disguise - ‘taking the form of the daughter of a ship’s captain named Dymas’. 	AO1:2
(b)	<p>Describe what happens when Nausicaa arrives at the river.</p> <p>Answers should give a description of what happens:</p> <ul style="list-style-type: none"> • the girls play and do washing; • Odysseus arrives from the wood naked; • and other girls run away; • except Nausicaa; • who Odysseus asks for help; • She talks to him and he gains her trust; • She gives him food, drink, clothes and advice. 	[5]
(c)	<p>Explain how else Athene helps Odysseus during his travels.</p> <p>Answers should show understanding of role of Athene in helping Odysseus:</p> <ul style="list-style-type: none"> • They may refer to other instances of helping from Phaeacia such as the beautification of Odysseus or the cloud which covers him on his journey into Scherie; • understanding of the relationship between Odysseus and Athene as a hero and goddess; • she is largely absent from the adventure books, but then Odysseus is telling those stories; • that she often gives advice but does not always act directly. 	[5]
	Total	[15]

Option 1: Homer <i>The Odyssey</i>		
Section A		
Question Number	Answer	Max Mark
2	<p>Read the following passage from the <i>Odyssey</i> and answer the questions which follow:</p> <p>For nine days and nights we sailed on; and on the tenth we were already in sight of our homeland, and had even come near enough to see people tending their fires, when I feel fast asleep. I was utterly exhausted, for in my anxiety to speed out journey home I handled the sheet of my ship myself without a break, giving it to no one else.</p> <p>The crew began to discuss matters among themselves, and word went round that I was bringing home a fortune in gold and silver which the great-hearted Aeolus son of Hippotas had given me. And this is what they said as they exchanged glances: "It's not fair! What a captain we have, valued wherever he goes and welcomed in every port! Back he comes from Troy with a splendid haul of plunder, though we who have gone every bit as far come home with empty hands – and now Aeolus has given him all this into the bargain, as a favour for friendship's sake! Come on; let's find out and see how much gold and silver is hidden in that bag."</p> <p style="text-align: right;">Homer, <i>Odyssey</i>, book 10</p>	
(a)	<p>What impression do you get of Odysseus' crew in this passage? Give reasons for your views and support them with details from the passage.</p> <p>Answers should include impressions of the crew based on interpretation of, and supported with evidence from, this passage:</p> <p>They are suspicious and lacking in trust of Odysseus:</p> <ul style="list-style-type: none"> • they don't trust Odysseus to share any treasure with them and assume that he has treasure and is hiding it from them; <p>They are untrustworthy - Odysseus can't trust them:</p> <ul style="list-style-type: none"> • they talk together about Odysseus while he is asleep - 'The crew began to discuss matters among themselves and word went round', and 'hidden' in 'let's find out and see how much gold and silver is hidden in that bag'; • Odysseus has not told them what is in the bag; • Odysseus felt the need to control the ship without giving it to anyone else -- 'in my anxiety to speed out journey home I handled the sheet of my ship myself without a break, giving it to no one else.' <p>They feel unappreciated and unrewarded:</p> <ul style="list-style-type: none"> • the crew feel that after all their sufferings in Troy only Odysseus is rewarded and recognised and welcomed, and they have no share in this - "It's not fair! What a captain we have, valued wherever he goes and welcomed in every port! Back he comes from Troy with a splendid haul of plunder, though we who have gone every bit as far come home with empty hands and now Aeolus has given him all this into the bargain'. <p>They are greedy:</p> <ul style="list-style-type: none"> • they want the gold and silver that they imagine to be in the bag - 'a splendid haul of plunder' 'gold and silver'. 	[5]

Option 1: Homer <i>The Odyssey</i>		
Section A		
Question Number	Answer	Max Mark
(b)	<p>Describe how Aeolus received Odysseus when he arrived on the island the first time.</p> <p>Answers should give a description of how Odysseus was received:</p> <ul style="list-style-type: none"> • Aeolus was a good host; • he entertained him for one month; • he asked him lots of questions and showed an interest in his life; • he gave Odysseus all the help he asked for; • he gave him pack of winds; • he called on West wind to help Odysseus; <p>Answers may refer to xenia, which should be rewarded but is not essential.</p>	<p>[5]</p> <p>AO1:4</p>
(c)	<p>Explain why Aeolus reacted as he did when Odysseus returned.</p> <p>Answers should include how Aeolus reacted and the reasons for his reaction:</p> <ul style="list-style-type: none"> • he was astounded and questioned how they came to back on the island; • after all the help they had given Odysseus he expected him to have returned to Ithaca; • on hearing Odysseus' reply he became angry, would not give him any further help and told Odysseus to get off the island instantly; • the manner of Odysseus' return showed Aeolus that Odysseus was cursed by the gods; • Aeolus did not want to help a man the gods were punishing, which would be going against their will. 	[5]
	Total	[15]

Option 1: Homer <i>The Odyssey</i>		
Section A		
Question Number	Answer	Max Mark
3	<p>Read the following passage from the <i>Odyssey</i> and answer the questions which follow:</p> <p>‘The Cyclops took the wine and drank it up. And the delicious drink gave him such exquisite pleasure that he asked me for another bowlful. “Give me more, please, and tell me your name, here and now – I would like to make you a gift that will please you. We Cyclopes have a wine of our own made from the grapes that our rich soil and the rains from Zeus produce. But this vintage of yours is a drop of the real nectar and ambrosia.”</p> <p>‘So said the Cyclops, and I handed him another bowlful of the sparkling wine. Three times I filled it for him; and three times the fool drained the bowl to the dregs. At last, when the wine had fuddled his wits, I addressed him with soothing words.</p> <p>‘ “Cyclops,” I said, “you ask me my name. I’ll tell it to you; and in return give me the gift you promised me. My name is Nobody. That is what I am called by my mother and father and by all my friends.”</p> <p>‘The Cyclops answered me from his cruel heart. “Of all his company I will eat Nobody last, and the rest before him. That shall be your gift.” ‘</p> <p style="text-align: right;">Homer, <i>Odyssey</i>, book 10</p>	
(a)	<p>How is Odysseus presented in this passage? Give reasons for your views and support them with details from the passage.</p> <p>Answers should include presentation of Odysseus based on interpretation of, and supported with evidence from, this passage:</p> <ul style="list-style-type: none"> • Odysseus is clearly a gifted speaker – he uses ‘soothing’ words • his wiliness is evident in the Nobody ruse • he is also shown to be successful – his plan of getting Polyphemus drunk is working. 	[5]
(b)	<p>Describe what happened straight after this passage once the Cyclops had drunk all the wine.</p> <p>Answers should give a description of what happens next:</p> <ul style="list-style-type: none"> • Polyphemus collapses in a drunken stupor • Odysseus and his men sharpen the stake. • They use the stake to blind the Cyclops • Polyphemus unsuccessfully calls for help from the other Cyclopes 	[5]

Option 1: Homer <i>The Odyssey</i>		
Section A		
Question Number	Answer	Max Mark
(c)	<p>Explain how Odysseus and his men managed to escape from the Cyclops.</p> <p>Answers should include explanation of how they were able to escape:</p> <ul style="list-style-type: none">• Polyphemus opens the cave to let his flock out;• His men hide underneath the sheep;• Odysseus hides under the prize ram;• They make their way back with the plunder to their ships.	[5]
		[Total: 15]

Option 1: Homer <i>The Odyssey</i>		
Section B		
Question Number	Answer	Max Mark
	<p>The Higher tier Section B Assessment grid should be used to mark Section B.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	
1	<p>‘Women are the source of many of the difficulties for Odysseus in the <i>Odyssey</i>.’ How far do you agree with this statement?</p> <p>In your answer you might like to discuss:</p> <ul style="list-style-type: none"> • the range of women that Odysseus encounters; • how they help or hinder him on his journey home; • anything else that you think is significant. <p>Answers should include factual details of what women and goddesses do to help or hinder Odysseus, which may include:</p> <ul style="list-style-type: none"> • details of Odysseus’ time with Calypso and her reluctance to let him leave her; • her help to him in building a raft after the arrival of Hermes; • her attempts to persuade him to become immortal; • the role of Nausicaa in Scherie in getting him to Alcinous; • Arete’s role in helping Odysseus; • Circe’s role as a source of difficulty – pig incident and delaying Odysseus by a year; • Helpful in that she does help him get advice on how to get home in the end; • Athene helps Odysseus throughout the <i>Odyssey</i>; • Though there are times when she is absent or helps in a more indirect way; <p>Answers should also consider some of the other obstacles:</p> <ul style="list-style-type: none"> • Cyclopes; • Scylla and Charybdis; • his own men. <p>Answers should show some understanding of the role and cultural context of women/goddesses:</p> <ul style="list-style-type: none"> • Nausicaa as a woman of marriageable age; • Calypso as a nymph on her own and the offer of immortality to Odysseus; • Circe having magical powers and its effects; • Athene as a goddess and her powers of disguise and giving advice. <p>Answers should show an understanding of how the women/goddesses relate to the cultural context of the poem.</p>	<p>[30]</p> <p>AO1:11</p> <p>AO2:8</p>

Option 1: Homer <i>The Odyssey</i>		
Section B		
Question Number	Answer	Max Mark
	<p>Answers should evaluate with a focus on ‘how far’ they agree or disagree with the statement:</p> <ul style="list-style-type: none"> women do cause many of the difficulties faced by Odysseus; but there are a lot of other difficulties which cannot be blamed on women; that in fact women often help Odysseus; where they do cause difficulties to him, they are more of a delaying factor than a more dangerous threat; in some senses though they are more of a barrier to his return home, because their attempts to stop him are more appealing and harder to resist than the more obvious threats. 	AO3:11
2	<p>‘Odysseus may be cunning, but he is an ineffective leader.’ How far do you agree with this statement?</p> <p>In your answer you might like to discuss:</p> <ul style="list-style-type: none"> what makes an effective or ineffective leader; the qualities Odysseus shows in the situations that he encounters; anything else that you think is significant. <p>Answers should include factual details of Odysseus’ leadership:</p> <ul style="list-style-type: none"> his treatment of the Cyclops: use of wine, blinding, the escape method, but then the calling out to the Cyclops; his mooring outside the harbour with the Laestrygonians and its consequences; his leadership during the lotus eaters incident; his cleverness in dealing with the threat from the Sirens; failure to think about consequences of actions with Cicones; inability to control men with Sun God’s cattle; the falling asleep and the bag of winds; the time spent with Circe and how he eventually moved on; details of the men killed in each incident. <p>Answers should demonstrate understanding of Odysseus’ cunning and the difficulties with his leadership.</p> <p>Answers should show understanding of what a good leader might do and what the deaths of Odysseus’ men suggest about his leadership; They should also show how the actions he takes show cunning, where appropriate.</p>	AO1:11 AO2:8

Option 1: Homer <i>The Odyssey</i>		
Section B		
Question Number	Answer	Max Mark
	<p>Answers might evaluate 'how far' Odysseus is an effective or ineffective leader:</p> <ul style="list-style-type: none"> • answers should evaluate the actions of Odysseus in the light of the ideas of cunning and an ineffective leader; • look at him as an effective leader; • suggest that cunning contributes to effectiveness; • compare cunning with other heroic characteristics; • decide that in the adventures Odysseus and his man face, cunning is more useful. <p>Answers may evaluate either way, but should be supported with evidence and reasoning.</p>	AO3:11
Total		[30]

Option 2: Ovid <i>Metamorphoses</i>		
Section A		
Question Number	Answer	Max Mark
	<p>Examiners are reminded that when marking the section A answers they must refer to the Higher tier Section A Assessment grid for allocation of marks.</p> <p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p>	
1	<p>Read the following passage from the <i>Metamorphoses</i> and answer the questions which follow:</p> <p>First to be born was the Golden Age. Of its own free will, without laws or enforcement, it did what was right and trust prevailed. Punishment held no terrors. No threatening edicts were Published in tablets of bronze; secure with none to defend them, the crowd never pleaded or cowered in fear in front of their stern-faced judges. No pine tree had yet been felled from its home on the mountains and come down into the flowing waves for journey to lands afar; mortals were careful and never forsook the shores of their homeland. No cities were yet ringed round with deep, precipitous earthworks; long straight trumpets and curved bronze horns never summoned to battle; swords were not carried nor helmets worn; no need for armies, but nations were free to practise the gentle arts of peace.</p> <p style="text-align: right;">Ovid, <i>Metamorphoses</i>, book 1</p> <p>(a) How does Ovid make the Golden Age seem attractive in this passage? Give reasons for your views and support them with details from the passage.</p> <p>Answers should include the techniques used to make the Golden Age seem attractive based on interpretation of, and supported with evidence from, this passage:</p> <ul style="list-style-type: none"> • The may highlight: <ul style="list-style-type: none"> – lack of laws, – no terrors, – no fear, – no walls around cities, 	[5]

Option 2: Ovid <i>Metamorphoses</i>		
Section A		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> – no battles; – no need for armies; • there did not need to be laws because trust prevailed without them; • there was no unjust punishment that people needed to fear and defend themselves from; • there was no need for walls around cities as peoples did not leave their lands to attack others; • Answers should also evaluate why the particular features chosen are attractive and will probably focus on the idea of freedom and peace. 	
(b)	<p>How does Ovid describe the beginning of creation?</p> <p>Answers should describe the beginning of creation:</p> <ul style="list-style-type: none"> • before earth or sea; • nature was Chaos; • a shapeless mass; • no sun/moon; • earth not poised in the air; • no lasting shape for anything; • a god resolved the strife; • sorted out the elements to make a harmonious union; • development of the separate elements. 	[5]
(c)	<p>Explain how the Silver Age is different from the Golden Age.</p> <p>Answers should include that:</p> <ul style="list-style-type: none"> • spring shortened; • four seasons instituted; • air became parched/arid; • hanging icicles; • people looked for covered homes; • corn sown in long furrows; <p>It is presented as being inferior. Rather than just being able to gather up the food etc that they needed, people had to work and build places to shelter</p>	[5]
		[Total: 15]

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
	<p>Read the following passage from the <i>Metamorphoses</i> and answer the questions which follow:</p> <p style="text-align: center;"><i>The beginning of the story of Baucis and Philemon</i></p> <p>Jupiter once came here, disguised as a mortal, and with him his son, the messenger Mercury, wand and wings set aside. Looking for shelter and rest, they called at a thousand Homesteads; a thousand doors were bolted against them. One house, however, did make them welcome, a humble abode with a roof of straw and marsh reed, one that knew its duty to gods and men. Here good Philemon and Baucis had happily passed their youth and here they had reached old age, enduring their poverty lightly by owning it freely and being content with the little they had. If you came, it made no difference to ask for the masters or servants; the household consisted of two, each giving and taking the orders.</p> <p style="text-align: right;">Ovid, <i>Metamorphoses</i>, book 8</p>	
2(a)	<p>How does Ovid portray poverty in this passage? Give reasons for your views and support them with details from the passage.</p> <p>Answers should include the way poverty is portrayed based on interpretation of, and supported with evidence from, this passage:</p> <ul style="list-style-type: none"> • the house is portrayed as humble, the roof is described as being made of straw and reeds • the couple are described as ‘having little’ • no difference to ask for the master or the servants, as there were no servants. • however poverty also portrayed as a light burden, because shared and because the couple accept it and are content with what they have. 	[5]
(b)	<p>Describe what happens to Baucis and Philemon after this passage.</p> <p>Answers may include details of how Baucis and Philemon behave to the gods and are rewarded during their lifetimes and their transformation into trees at their death:</p>	[5]

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
(c)	<ul style="list-style-type: none"> • they feed the gods and make them welcome; • they go to kill their goose but the gods stop them; • they are not killed in the flood with their wicked neighbours; • their house is changed to a temple and they act as its guardians; • their lives end at the same time and they turn into trees; • they have time to say farewell to each other before the transformation is complete. <p>Explain why Baucis and Philemon are rewarded.</p> <p>Answers should not just be a repetition of what happens to them but should instead be an explanation of why the gods rewarded them:</p> <ul style="list-style-type: none"> • Answers will focus on their piety which will include discussion of the immense hospitality shown which is a stark contrast to the actions of the other mortals. • Other areas which might be considered are their ready obedience to follow the gods' commands, the manner they endure their poverty, the quality and equality of their relationship. 	[5]

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
	<p>Read the following passage from the <i>Metamorphoses</i> and answer the questions which follow:</p> <p><i>Scylla considers how she can get what she wants</i></p> <p>'There are sentries on guard and the keys of the gates are held by my father. He is my only reason, alas, for fear, the only bar to my hopes. I would to god that I had no father! Yet God helps those who help themselves, remember, and fortune favours the brave. Another woman whose passion was blazing as strongly as mine would now be already destroying whatever opposed her love - and delight in destroying it. Why should another be braver than I? I'd venture to go through fire and sword. Yet fire and sword are not what I need. What I need is my father's magical lock. That crimson lock is far more precious than much fine gold. With the lock I am happy and mistress of all the joy that I pray for!'</p> <p style="text-align: right;">Ovid, <i>Metamorphoses</i>, book 8</p>	
3(a)	<p>What impression do you get of Scylla from this passage? Give reasons for your views and support them with details from the passage.</p> <p>Answers should include impressions of Scylla based on interpretation of, and supported with evidence from, this passage:</p> <ul style="list-style-type: none"> • brave – not scared of the sentinels and would venture through fire and sword; • bold – 'fortune favours the brave' and prepared to commit a most audacious crime; • in Love – 'whose passion was blazing as strongly as mine.' 	[5]
(b)	<p>Describe what happens to Scylla after she steals the lock.</p> <p>Answers should include:</p> <ul style="list-style-type: none"> • Scylla made her way to Minos and presented him with the lock and professes her love; • Minos is disgusted and leaves. She chases after the ships and is attacked by her father in the shape of a sea eagle; • she is then transformed into a seabird. 	[5]

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
(c)	Explain why Scylla wants the crimson lock. Answers should include: <ul style="list-style-type: none">• Scylla has fallen passionately in love with Minos;• to win his love she decides to grant him victory in battle;• to achieve this, she has to cut the purple lock of her father's hair which ensured his invincibility.	[5]

Option 2: Ovid <i>Metamorphoses</i>		
Section B: Essays		
Question number	Answer	Max Mark
	<p>The Higher tier Section B Assessment grid should be used to mark Section B.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	
1	<p>‘Ovid did little to educate and his stories are only meant to entertain.’ Do you agree?</p> <p>In your answer you might like to discuss:</p> <ul style="list-style-type: none"> • the events he recounts in the stories; • his literary technique; • anything else that you think is significant. <p>Answers should include factual details of the stories in books 1, 3 and 8 of the <i>Metamorphoses</i>. Stories might include:</p> <ul style="list-style-type: none"> • the flood; • the story of men and giants; • Deucalion and Pyrrha; • Python; • Cadmus; • Semele; • Teiresias; • Narcissus and echo; • Pentheus and Dionysus; • Meleager and the Calydonian boar; • Scylla and Minos; • the Minotaur and Ariadne; • Baucis and Philemon; • Daedalus and Icarus. <p>Answers might also include stories from other books of the <i>Metamorphoses</i>, and while this is not required, it should still be credited.</p> <p>Answers should demonstrate understanding of the nature and function of Ovid’s stories and style of writing, which might include:</p> <ul style="list-style-type: none"> • a distinction between the creation stories in book 1 and those which are more clearly mythological; • the details which he includes to make things entertaining; • also the emphasis given to love and metamorphosis in each story; • any elements that might have been intended to educate. 	<p>[30]</p> <p>AO1:11</p> <p>AO2:8</p>

Option 2: Ovid <i>Metamorphoses</i>		
Section B: Essays		
Question number	Answer	Max Mark
	<p>Answers should evaluate whether Ovid intended to educate as well as entertain his audience, evaluation might include:</p> <ul style="list-style-type: none"> • an awareness of any lessons which can be drawn from the chosen stories; • how Ovid made these stories amusing; • interpretation should be based on the factual details given; • Answers might distinguish between the myths as received by Ovid and his interpretation of them. 	AO3:11
2	<p>How successfully does Ovid employ the theme of change in the <i>Metamorphoses</i>?</p> <p>In your answer you might like to discuss:</p> <ul style="list-style-type: none"> • at least two stories from the <i>Metamorphoses</i>; • the transformations that take place; • anything else that you think is significant. <p>Answers should include factual details of the stories in books 1, 3 and 8 of the <i>Metamorphoses</i>, stories might include:</p> <ul style="list-style-type: none"> • the flood; • the story of men and giants; • Deucalion and Pyrrha; • Python; • Cadmus; • Semele; • Teiresias; • Narcissus and echo; • Pentheus and Dionysus; • Meleager and the Calydonian boar; • Scylla and Minos; • the Minotaur and Ariadne; • Baucis and Philemon; • Daedalus and Icarus. <p>Answers might also include stories from other books of the <i>Metamorphoses</i>, and while this is not required, it should still be credited.</p> <p>Answers should demonstrate understanding of the nature of Ovid's work and the concept of change/metamorphoses:</p> <ul style="list-style-type: none"> • an understanding of the nature of the myths which Ovid depicts in the <i>Metamorphoses</i>; • a clear connection back to the idea of transformation/ <i>Metamorphoses</i>; • within the stories chosen answers should show how the transformation happens. 	AO1:11 AO2:8

Option 2: Ovid <i>Metamorphoses</i>		
Section B: Essays		
Question number	Answer	Max Mark
	<p>Answers should evaluate how successfully Ovid used the theme of change. This should include:</p> <ul style="list-style-type: none"> • Interpretation and evaluation in relation to the stories chosen; • focus on the nature of the stories and how Ovid uses them; • Answers might also conclude that while the stories always involve transformations there are other themes, such as love, punishment for wrong –doing etc. that keep recurring throughout the stories, and perhaps have more significance and impact. 	AO3:11
	Total	[30]
	Paper Total	[60]

Higher tier Section A Assessment Grid

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	5	5	5
	Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview.	Demonstrates thorough understanding of evidence with clear and detailed explanation.	Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	4	4	4
	Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview.	Demonstrates sound understanding of evidence with explanation.	Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	3	3	3
	Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview.	Demonstrates some understanding of evidence with some explanation.	Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	2	2	2
	Demonstrates limited relevant knowledge and information.	Demonstrates limited understanding of evidence.	Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/ None	0-1	0-1	0-1
	Demonstrates minimal or no relevant knowledge.	Demonstrates minimal or no understanding of evidence.	Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

Higher tier Section B Assessment Grid

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
Thorough	9-11 Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>	7-8 Demonstrates thorough understanding of evidence with clear and detailed explanation.	9-11 Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.
Sound	7-8 Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. <i>Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>	5-6 Demonstrates sound understanding of evidence with explanation.	7-8 Sound evaluation with analysis of evidence. Answers offer a personal response to the question.
Some	5-6 Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>	3-4 Demonstrates some understanding of evidence with some explanation.	5-6 Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question.
Limited	3-4 Demonstrates limited relevant knowledge and information. <i>Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>	2 Demonstrates limited understanding of evidence.	3-4 Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level.
Minimal/ None	0-2 Demonstrates minimal or no relevant knowledge. <i>Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>	0-1 Demonstrates minimal or no understanding of evidence.	0-2 Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response.

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
Section A				
1	5	5	5	15
2	5	5	5	15
3	5	5	5	15
Section B				
1	11	8	11	30
2	11	8	11	30
Totals	21	18	21	60