



**General Certificate of Education
June 2011**

Classical Civilisation 1021

Homer *Iliad*

AS Unit 2A

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.

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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	<p>Demonstrates</p> <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	<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 use specialist vocabulary when appropriate. 	6-8
Level 2	<p>Demonstrates either</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • some relevant opinions with inadequate accurate knowledge to support them. 	3-5
Level 1	<p>Demonstrates either</p> <ul style="list-style-type: none"> • some patchy accurate and relevant knowledge <p>or</p> <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 2A Homer *Iliad*

Section One

Option A

01 *To whom does Antenor address these remarks?*

Helen (1)

(1 mark)

02 *Where in Troy is this scene taking place?*

One of: At the (Scaean) gate (1) / tower (1) / city walls (1)

(1 mark)

03 *What event involving Menelaus (Menelaos) is about to take place on the battlefield and what will be its outcome? Give three details.*

Three from: a duel (1) / against Paris (Alexandros) (1) / to settle the war (1) / with Helen as prize (1) **but must include at least one of the following:** Menelaus is winning (1) / Aphrodite saves Paris (1) / Paris is returned to Troy (1) / fight is inconclusive (1).

(3 marks)

04 *In this speech by Antenor how effectively does Homer emphasise the differences in character and appearance between Odysseus and Menelaus?*

Discussion may include: **general:** epithets 'godlike' & 'quick-thinking' (Odysseus) & 'warlike' (Menelaus) (relevant to both character & appearance?); **basic appearance:** Menelaus – 'broad shoulders' & 'taller'; 'younger of the two'; Odysseus 'more imposing... when seated'; **characters as revealed by differences in manner of speaking:** Menelaus – spoke 'fluently', 'not at great length', 'very clearly', 'kept to the point' (all imply confidence in delivery plus simplicity of message); Odysseus – 'great voice', 'words like the snows of winter (credit for interpretation), **but** in appearance 'could be taken as 'surly/stupid'; apparent uncertainty/inexperience when holding 'speaker's staff' (suggests deviousness in contrast to straightforward Menelaus?); suggestion of embarrassment ('looked up from under eyes firmly fixed on the ground'); implied inferiority of Menelaus to competitive edge of Odysseus ('there was no man alive who could compete with him').

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 05 ***To what extent is Homer's portrayal of Odysseus elsewhere in the Iliad different from the picture we are given here? Give reasons for your answer and refer to the books of the Iliad you have read.***

You might include discussion of

- ***his returning of Chryseis to her father in Book 1***
- ***his discussion with Agamemnon and his behaviour on the battlefield in Book 4***
- ***his role in the embassy to Achilles (Achilleus) in Book 9***
- ***the part he plays in Achilles' reconciliation with Agamemnon in Book 19***
- ***his part in the games of Book 23.***

Arguments for suggesting Odysseus **is different** here might include the following:

- Odysseus is described as 'quick-thinking' in Book 1 (as in the passage) but shows little evidence of this here, basically acting as messenger boy to return Chryseis to her father; the speech of Odysseus to Chryses is plain and to the point – basically 'I have been told to bring your daughter' (peripheral part compared to other main characters in this book and not demonstrating any 'way with words')
- on the battlefield Odysseus is rarely mentioned: in Book 4 when Agamemnon accuses him of preferring banquets to fighting he simply explodes with anger ('you're all hot air'), which provokes a strategic apology from Agamemnon: no sign of any self-control or way with words here
- Although entrusted with leading the embassy to Achilles, Odysseus' speech (largely a verbatim restatement of Agamemnon's offer) has no significant effect on Achilles; if anything it serves to increase his anger and strengthen his resolve to go; the other speakers have more effect (suggesting he is not unrivalled with words); his report to Agamemnon, ignoring any positive points from the embassy overall, could be seen to make matters even worse
- Odysseus plays only a minor role in the reconciliation of Book 19: although he persuades the leaders not to rush their men into battle unfed, his language to Achilles is provocative ('my judgement is much sounder than yours'); he sounds unsympathetic for the loss of Patroclus ('day after day, men fall in their hundreds'); hardly an unrivalled speaker?
- the skills which allow Odysseus to draw and win the two events in the funeral games are not those suggested in the passage: fast running and favour of the gods win him the foot race, while his draw in the wrestling is thanks to Achilles calling a halt before the stronger Ajax could finish him off: Odysseus' speed and physical strength here seem at odds with his hesitant manner in the set passage.

Arguments for suggesting Odysseus **is similar** here might include the following:

- Agamemnon entrusts Odysseus with the task of winning back Apollo's favour by seeing that Chryseis is returned to her father (recognition of his ability with words)
- although in the prescribed books he plays little part on the battlefield (besides helping in the preparations for the duel in Book 3), Agamemnon refers to his deviousness ('master of sharp practice'); in Book 4 Odysseus does display his strength in killing Democoon;
- Agamemnon's choice of Odysseus as leader of the embassy in Book 9 confirms his trust in Odysseus' ability with words; he speaks first, using Hector's success in battle to appeal to Achilles' sense of pride. Although this approach fails, Odysseus perhaps 'softens Achilles up' for the partial successes of the other speakers; he is the one who reports the outcome directly to Agamemnon

- In Book 19 Odysseus has the sense to step in and ensure that the men are fed and ready for battle when Achilles is all for chasing straight off into battle; Agamemnon sees the sense in this at once, and Odysseus manages to persuade Achilles to hold fire by using persuasive arguments against abstaining from food: 'we must steel our hearts .. and let one day's tears suffice'; he finishes with a powerful 'pep talk' ('unleash the dogs of war')
- At the funeral games Odysseus 'knew all the tricks' (deviousness again); when in trouble against Ajax in the wrestling, his 'craft did not desert him' and he forces a draw; as always the epithet 'quick-thinking' is applied here; good tactics and using the right words to ensure Athene's assistance win the running prize for Odysseus 'the older man'; all consistent with his appearance in the set passage.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

06 *Whose death has led Achilles (Achilleus) to seek to end his quarrel with Agamemnon?*

Patroclus (Patroklos)

(1 mark)

07 *Give three details of the gifts that Achilles has just received from Thetis.*

Three from: (body) armour (1) / shield (1) of five layers (1) made of gleaming metal (1) with silver strap (1) credit for specific detail (1) and decoration – up to two scenes from the shield, e.g. wedding / harvest etc. (1 + 1) with ocean around rim (1) / helmet (1) with (gold) crest (1) / leg guards (1) of tin (1).

(3 marks)

08 *Who was the maker of these gifts?*

One from: Hephaestus (Hephaistos) (1) / god of craft (or similar) (1)

(1 mark)

09 *How effectively in this passage does Homer convey Agamemnon's mood?*

Discussion might include: positive initial address put three ways ('friends ... Ares') suggesting conciliatory tone; call for silence overdone ('how can anyone ... shrillest speaker' hardly needed); suggestion again of Agamemnon being conciliatory here; also that a public statement will follow ('all the rest ... pay attention') aimed at 'Achilles in particular', but hint that it is not quite an apology ('clarify my position'). Defensive start to statement ('The Greeks have ... me'); does not refer specifically to cause of quarrel ('very point ... speech began'; denies culpability ('But ... blame'); blames higher forces naming three ('Zeus ... in darkness'); credit for discussion of the three; accuses them ('blinded my judgement'); admits 'I took ... for myself' but again defensive ('What could I do?'); angry now (as senses audience not convinced?) – 'damn her' an insult to the gods? Final sentence reinforces anger at the gods and/or his continuing refusal to accept responsibility.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 10 To what extent is Agamemnon's speech in this passage typical of his character as portrayed by Homer elsewhere in the Iliad? Give reasons for your answer and refer to the books of the Iliad you have read.**

You might include discussion of

- *his behaviour throughout Book 1*
- *his actions in battle, for example in Books 3, 4 and 6*
- *his motives for making the offer to Achilles in Book 9*
- *the way this offer is presented*
- *the remainder of the scene from which this passage is taken.*

Arguments for suggesting that the character of Agamemnon suggested here **is** typical may include the following:

- angry & self-important here; similar to Book 1 where he angrily dismisses Chryses ('get out and don't provoke me'); also he cannot bear to lose face ('give me another prize at once') when he is forced to give up Chryseis
- he accepts he is subject to the power of the gods here; similar to Book 1 where, despite anger with Calchas, he agrees to give Chryseis back ('Still I am willing to give her up')
- he knows he is leader and is jealous of his position here; similar in Book 1, 'teach others to shrink from claiming parity with me' ...
- ... but reasonably considerate of others here; similar in Book 1: ('I want my army alive and well') as reason for returning Chryseis (but see below); respectful of Nestor in Book 1 until anger at Achilles takes over; ready to praise his men in battle (e.g. Idomeneus, Ajax & Teucer), but see below
- he wants to transfer blame to others here; in similar vein he shouts at Calchas in Book 1 ('never yet have you said a word to my advantage') to cover his own wrong-doing
- he makes a similar speech to the one in Book 19 before he sends the embassy to Achilles in Book 9 (putting blame for his mistakes onto the gods).

Arguments for suggesting that the character of Agamemnon suggested here **is not** typical may include the following:

- considerate of Achilles here; not like Book 1 ('you are the most hateful to me')
- respectful to his men here; bullying attitude in Book 1 (see Calchas above; also abrupt attitude to Talthibius & Eurybates); also quick to criticize his men at times (e.g. Odysseus – although he apologises quickly – and Diomedes) but see above
- trying to sort it himself here; threatened to go to Achilles' tent in Book 1, but sends minions to do dirty work in the end
- respect for enemies in Book 3 not reflected here (appeal to Greeks to stop fighting & listen to Hector), nor his brutal side towards them (e.g. killing of Adrestus in Book 6)
- no sign of Agamemnon the brave fighter here; made clear in Book 4 ('eager for the battle where men win glory')
- no mention of the gifts here; in Book 9 he seems to think they (and their vast quantity) are all-important – hence lengthy list; now he tacitly admits that he got it wrong ('Zeus ...blinded my judgement' when 'I took Achilles' prize') and mentions the gifts briefly in conclusion, offering to fetch them personally
- long-winded story of gods which follows this extract in Book 19 is not typical; usually Agamemnon's words are sharp and to the point; here we see the effect his discomfort has on him when he is for once not really in charge of the situation.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section Two

Option C

- 11 ***To what extent would removing the immortals from the Iliad improve or weaken the poem? Give reasons for your answer and refer to the books of the Iliad 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 *Iliad* might include the following:

- it would remove an unnecessary layer of authority which confuses the plot and takes attention away from the mortal characters. By stressing the immutability of 'Fate' all suspense is removed and there is little or no point in the human figures striving for glory etc.; there is also considerable confusion as to what power Zeus actually wields if he too is subject to 'Fate'
- when Agamemnon claims 'it was the gods, not me' he is quite reasonably avoiding taking responsibility for his actions; removing the gods would put the onus fairly and squarely back on the mortal characters
- actions by the gods weaken the characterisation of mortals; it is no achievement for Achilles to refrain from killing Agamemnon in Book 1 if this is only achieved by Athene intervening directly; the 'courage' of Priam and 'humanisation' of Achilles in Book 24 would have more merit if these qualities arose from the characters of the mortal characters rather than by order of Zeus
- again the confusion over responsibility is clouded by the human heroes being championed by individual immortals. Aphrodite's rescue of Paris in Book 3 prevents a 'fair fight' from taking place; inequalities between the gods (e.g. Apollo & Athene) are transferred to their mortal favourites, preventing any outcome from being settled by the merits of the mortal combatants (e.g. the fights between Patroclus and Hector in Book 16 and between Achilles and Hector in Book 22 where the stronger deity either weakens the opponent, strengthens the 'favourite', or does both)
- 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 (often female) deity shouts loudest mars any moral message which may be sought from the characterisation of the gods; e.g. Hera and Athene push personal vendettas throughout, ignoring the merits or faults of the mortals they help or hinder.

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

- they provide a second layer setting out a moral framework and helping explain that which is beyond the merely mortal; their removal would take away something profound
- 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

- the basic plot frequently gains excitement and momentum from the intervention of the immortals; if Athene did not prevent Achilles from killing Agamemnon in Book 1, the story would be over before it starts; Zeus' agony over Sarpedon adds to the pathos - his presence above it all, yet inability to act
- having individual gods champion individual mortals casts a second light on the nature of the mortals; e.g. Helen as a mortal Aphrodite, Apollo as champion of Hector and the mother/son relationship of Thetis and Achilles; these relationships form an important part of the story; credit for 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 the battles on earth, as well as (dark) humour; the apparent unfairness of their conniving to help or harm this or that mortal represents the all-too-clear unfairness of the world as mortals see it. Zeus on the other hand, despite apparent weaknesses (e.g. giving in to goddesses despite the consequences for mortals), has depths of character (response to Sarpedon/Hector deaths) and brings about a satisfactory resolution (Book 24) suggesting there is a degree of order in the world.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Option D

- 12 *How important are old men to the Iliad? Give reasons for your answer and refer to the books of the Iliad you have read.***

You might include discussion of

- ***the influence of Nestor in Books 1, 4, 9 and 11***
- ***the importance of Phoenix (Phoinix) in Book 9***
- ***the part played by Priam in Books 3, 22 and 24***
- ***the influence of elderly fathers, present and absent.***

Arguments that **support** the importance of old men might include the following:

- the respect paid to Nestor and the reasons for this as conveyed by his own words and those of the other Greeks ('Now listen to me. You are both my juniors' – Book 1 with Agamemnon's response 'Venerable sir, all that is very true')
- Nestor's leadership skills as illustrated in Book 4 ('So old Nestor used the experience he had gained in battles ... to inspire his troops' plus details of him skillfully deploying his troops)
- Nestor's successful intervention in the dispute between Agamemnon and Diomedes at the start of Book 9 ('they heard and agreed') setting up the scene for Agamemnon to send the envoys to placate Achilles, then daring to tell Agamemnon he was wrong ('your arrogant temper got the better of you') and suggesting they 'appease him with soothing gifts'; then his choosing of a good trio of men to carry the message to Achilles (credit for details)
- Nestor's persuasion of Patroclus to fight instead of Achilles (Book 11) effectively ensures the return of Achilles to battle, the death of Hector and the satisfactory conclusion to the *Iliad* from the Greek point of view (even if he takes a long time to make his point)
- Phoenix makes the most effective presentation of the three envoys in Book 9. His appeal to Achilles' respect for his senior status results in Achilles withdrawing his threat to go home; hence Achilles is still there when needed in Book 18 onwards
- the seniority of Priam is respected in Book 3 when the duel between Menelaus and Paris is held up so that Priam can officiate at the swearing of oaths; his fair treatment of

- Helen in this book indicates wisdom only to be found in an older hero
- in Book 22 Priam's speech to Hector, although delivered in desperation, makes sense; Hector would have done well to listen
 - in Book 24 Priam shows great courage in visiting Achilles' tent and so impressing him that he returns the body of Hector, an act which both redeems Achilles and provides the 'right end' to the *Iliad*
 - credit for references to elderly fathers e.g. Chryses: (lack of respect from Agamemnon gets the whole story rolling), also frequent references to younger heroes as 'son of ... Peleus/Menoetius etc.' indicate the importance of lineage; part of this involves total respect of all concerned for the fathers of other heroes (Homer takes issue with Achilles for not observing this when killing Hector).

Arguments **against** the importance of old men might include the following:

- the fact that Nestor is generally ignored in Book 1 once the courtesies of listening to him have been observed (fails to prevent the dispute between Agamemnon & Achilles from escalating despite his best attempts)
- the limitations of age as mentioned by Agamemnon after praising Nestor in Book 4 ('But age, which no one can escape, lies heavy on you'); real heroes must fight, and only the young can do so
- despite his success in persuading Agamemnon to seek a rapprochement with Achilles in Book 9, his selection of the members of the embassy, while fine in themselves, misses the point that, without Agamemnon's personal appearance, it will be doomed to fail
- the rambling nature of Nestor's talk to Patroclus in Book 11, despite ending with the plan for Patroclus to fight instead of Achilles, actually brings about the desired outcome only accidentally. It basically results in the death of Patroclus; the fact that this leads to the return of Achilles is not directly related to Nestor's request
- Phoenix has some small success in applying emotional blackmail to Achilles in Book 9, but his pleas for him to return to the fight are roundly rejected: the embassy fails to move Achilles
- despite his attendance to sanctify the duel in Book 3, Priam rushes back to the city in a state, unable to watch; he seems a static, helpless figure throughout this book
- throughout Book 22 Priam cuts a pitiful figure; his early appeal to Hector not to fight, made in public, lacks the dignity a king should show – 'Have pity on me too, your poor father'; his speech has no effect on Hector; similarly his behaviour after Hector's death is unworthy – 'grovelled in the dung' for example
- even Priam's apparent success in Book 24 is really not his doing; he carries out the instructions of Zeus, which allow Hermes to mock him, while Achilles is under instructions from Zeus to grant him Hector's body back
- others: e.g. Chryses: ignored by Agamemnon; stress on powerlessness of absent fathers like Peleus, Menoetius etc.

Apply Levels of Response at beginning of Mark Scheme.

(30 marks)

Assessment Objectives Grid
Unit 2A Homer *Iliad*

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	1	0	1
02	1	0	1
03	3	0	3
04	5	5	10
05	8	12	20
TOTAL	18	17	35

Or
Option B

	AO1	AO2	TOTAL
06	1	0	1
07	3	0	3
08	1	0	1
09	5	5	10
10	8	12	20
TOTAL	18	17	35

Section Two

Either
Option C

	AO1	AO2	TOTAL
11	12	18	30
TOTAL	12	18	30

Or
Option D

	AO1	AO2	TOTAL
12	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