



**General Certificate of Secondary Education
June 2010**

Classical Civilisation 40201F

Greece and Rome: Stories and Histories

Unit 1F

Final

Mark Scheme

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.

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
- where there is more than one mark available in a level, determine the mark from the mark range 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 or two years of study on the GCSE course and in the time available in the examination.

Mark Scheme**Topic A Homer, *Odyssey*****1 (a)(i) *What effect did the lotus have upon the men who tasted it?***

Didn't want to return with news / to ship / home / lost memory / wanted to stay with Lotus-eaters

AO1 (1 mark)

(ii) *Explain how Odysseus dealt with this problem.*

Two from:- Brought / used force to get them back to the ship – and tied them up (until the drug wore off) – got all other men back on board and set off very quickly

AO2 (2 marks)

(b) *State one other occasion when food caused trouble for Odysseus' men and say what happened as result.*

Either : - Circe put drug in food – men lost memory of native land
Or : - stayed to eat Cyclops' cheese – were locked in cave and eaten
Or : - ate Hyperion's cattle – killed in storm / by Zeus

AO2 (2 marks)

(c) *Odysseus had also faced problems from the Cicones on Ismarus. What had caused those problems?*

Two from:- Odysseus and men had plundered land- men refused to follow Odysseus' instructions to leave- Cicones had sent for reinforcements – and attacked them (while they feasted)

AO1 (2 marks)

(d) *To what extent do you think Odysseus' men caused him problems? Explain your answer. You may refer to any of the books of the *Odyssey* you have read.***Levels of Response**

0	Nothing worthy of credit	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Mixed answers allowed. Candidates may mention:

Men sometimes helped when wanted to leave Cyclops' cave – told Odysseus not to shout as they escaped – realised need to leave Circe's home

But they wouldn't leave after plundering Ismarus – wanted to kill Cyclops without realising they couldn't move stone – Odysseus thought of escape plan – they opened Bag of Winds – Polites led men into Circe's house – they insisted on landing on Thrinacia – ate Hyperion's cattle – Elpenor fell off the roof and Odysseus had to return to bury him etc.

AO3 (3 marks)

2 (a) **What two dangers were Odysseus and his men about to face?**

Scylla – Charybdis / Scylla – losing all men

AO1 (2 marks)

(b) **Explain why Odysseus had not warned his men about them.**

Might panic – and stop rowing / lead to more men dying / refuse to go further

AO2 (2 marks)

(c) **What instruction of Circe did Odysseus ignore just after this passage?**

Not to fight Scylla / put on armour (and fight back)

AO1 (1 mark)

(d) **What advice of Circe had Odysseus previously followed and how had this advice helped him?**

Either – put wax in crew's ears – they didn't steer the boat towards the Sirens / become bewitched by the Sirens

Or – had men tie him to the mast – he could safely hear the Sirens singing

AO1 and 2 (2 marks)

(e) **Which of the male villains in the Odyssey do you dislike the most? Give reasons your answer.**

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Give credit for any reasonable suggestions. Most likely are:

Cyclops – didn't follow rules of xenia – locked men in cave – ate people – gullible – cruelly offers to eat Odysseus last – cursed Odysseus

Poseidon – sent storm – which wrecked raft – to avenge son – prevent Odysseus returning home.

Antiphates – killed a man – a cannibal – threw rocks at ships – harpooned men in water

Hyperion – not prepared to share cattle – death penalty too extreme – didn't do own dirty work etc.

AO3 (3 marks)

3 (a) Who was Ino and how did she help Odysseus?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.	4 marks

Candidates may mention:

A sea goddess, also called Leucothoe, the White goddess. She had once been human and took pity on Odysseus in the storm. She gave him veil which would prevent him from injury or death and told him to take off his clothes and leave his raft and swim to the shore.

AO1 (4 marks)

(b) Explain how Calypso both helped Odysseus and caused a problem for him.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	4 marks

Candidates may mention:

She nursed him back to health and shared her bed and home with him. She offered him immortality. She kept him prisoner on her island and prevented him returning home. After Hermes' visit, she showed him where the tall trees grew and gave him tools to make a raft. She gave him cloth for a sail, clothes, provisions for his journey and a gentle breeze. She also gave him directions to reach Phaeacia.

AO2 (4 mark)

- (c) **What sort of a person do you think Nausicaa was? Give reasons for your answer.**

Levels of Response

- 0** Nothing worthy of credit
- Level 1** A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question. 1 mark
- Level 2** A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question. 2-3 mark
- Level 3** A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question. 4-5 marks

Allow any deductions based on facts given by Homer:

Left clothes lying around and needed to be told to take them to be washed. Didn't mention marriage to her father. Relationship with maids. Reaction to Odysseus and the help she gave him. Concern for her reputation. Proud of city and her people. Romantic. Easily flattered.

AO3 (5 marks)

- 4 (a) **What help did Athene give to Odysseus?**

Levels of Response

- 0** Nothing worthy of credit
- Level 1** A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning. 1 mark
- Level 2** A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning. 2-3 mark
- Level 3** A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear. 4 marks

Candidates may mention:

Athena raised his imprisonment by Calypso with Zeus who sent Hermes to tell her to release him. She calmed the waves in the storm and gave him the idea of holding onto the rock.

Helped him sleep on Phaeacia. Sent Nausicaa to beach, made ball fall into water, gave Nausicaa courage to face Odysseus, made Odysseus handsome.

AO1 (4 marks)

(b) Explain why Poseidon disliked Odysseus and how he caused trouble for him.

Levels of Response

0	Nothing worthy of credit	
Level 1	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 mark
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	4 marks

Candidates may mention:

Odysseus had blinded his son Polyphemus who had asked his father to take revenge for him. Sent a storm which destroyed Odysseus' raft and caused him to swim to Phaeacia.

AO2 (4 marks)

(c) What do you admire about Odysseus? Give reasons for your answer.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Candidates may mention:

Odysseus was:

brave – blinding Cyclops – rescued men from Circe
 cunning/clever – plan to blind Cyclops – and escape from cave
 thinks ahead – Nobody name
 enduring – surviving storm
 resourceful – used olive stake to blind Cyclops
 strong – holding onto fig tree above Charybdis
 diplomatic – with Circe – Calypso – Nausicaa
 skillful – building raft
 eloquent – Nausicaa
 determined – to reach home

AO3 (5 marks)

Topic B Livy, *Stories of Rome*

5 (a) *How had Tarquinius deprived Ancus' sons of the throne?*

Two from:- sent boys on hunting trip – made speech to people- putting forward own claim – elected by large majority

AO1 (2 marks)

(b)(i) *Name the slave who would become the next king.*

Servius Tullius

AO1 (1 mark)

(ii) *Explain how this slave had come to be in such an important position.*

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	Limited understanding, but something worthy of credit.	1 mark
Level 2	Some clear understanding.	2 marks
Level 3	Some clear understanding with good development.	3 marks

Candidates may mention:

Hair caught fire – Tanaquil said it was a sign from the gods – that he was destined for greatness – so persuaded Tarquin to treat Servius as one of the family – later married to Tarquin's daughter.

AO2 (3 marks)

(c) *What did Ancus' sons eventually decide to do as a result of their hatred of Tarquinius?*

Hired shepherds to kill him.

AO1 (1 mark)

(d) *Tarquinius had behaved in an underhand or sneaky way. Choose one other example of a king behaving in a similar way and explain your choice.*

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Candidates may mention:-

Romulus –when unable to make marriage alliances with local towns he invited Sabines to Games – as if in friendship – but when attention on show – stole women
Servius – pretended Tarquin still alive – and carried out king's duties – until people were accustomed to him in the role – and then announced king's death - gave common people land – before holding referendum

Tarquinius the Proud – sent Sextus to Gabii – pretending to have quarrelled – gained trust of Gabines – father sent him coded message about poppy heads – telling him to execute leading citizens.

AO3 (3 marks)

- 6 (a) **Why did Mucius want to kill King Porsenna? Make two points in your answer.**
- Two from:- Rome was under siege – food was scarce – Mucius felt someone should make a gesture of resistance – to raise Rome’s prestige and morale – it might force the Etruscans to leave – Mucius felt ashamed – that the Romans were now worse off than under the kings
- AO2 (2 marks)**
- (b) **What did he do when he realised he could not identify the king for certain?**
- Guessed/ took a chance- killed wrong man/secretary
- AO1 (2 marks)**
- (c) **Gaius Mucius was later given the name Scaevola.**
- (i) **What does this name mean?**
- Left handed
- AO2 (1 mark)**
- (ii) **Why was he given this name?**
- He had burned off his right hand.
- AO2 (1 mark)**
- (d) **What reward did Gaius Mucius later receive?**
- Land
- AO1 (1 mark)**
- (e) **Do you admire Gaius Mucius? Give reasons for your answer.**
- Levels of Response**
- | | | |
|----------------|---|---------|
| 0 | Nothing worthy of credit | 0 marks |
| Level 1 | Opinion supported by simple reason. | 1 mark |
| Level 2 | Limited evaluation or personal response, as required by the question, but more than a simple reason is given. | 2 marks |
| Level 3 | Some clear evaluation or personal response, as required by the question, with good development | 3 marks |
- Candidates may mention:
 He had respect for authority / thought things through (he asked for the senate’s permission to go into the Etruscan camp / so that he didn’t look like a deserter) – remained calm under pressure (he didn’t ask which was the king) – was proud of being a Roman (his speech to the king) – was brave (burned hand off) – was patriotic (he was willing to risk his life for Rome) etc.
- AO3 (3 marks)**

7 (a) What did the schoolteacher offer to do for Camillus and how did Camillus treat him?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.	4 marks

Candidates may mention:

He offered the sons of the leading citizens of Falerii as hostages.

Camillus could use the boys to force the surrender of the town.

Camillus said this was dishonourable and had the teacher stripped and his hands tied behind his back. He gave the boys sticks to beat the teacher with as they drove him back to the town.

AO1 (4 marks)

(b) Why did the Romans admire Cincinnatus?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	4 marks

Candidates may mention:

He was a hardworking farmer who only held the position of dictator for 15 days and resigned his power after rescuing the trapped army. He responded to the summons quickly and organised a rescue mission. His plan to surround the Aequi themselves was clever and he saved the army. He was merciful to the enemy and rebuked Minucius.

AO2 (4 marks)

- (c) ***In Livy's stories do you think bad things happened to people who behaved in a nasty way? Give examples to support your answer.***

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Candidates may mention:

Remus' taunting of Romulus led to his death but Romulus killed brother and named city.

Tarpeia showed greed and lust and was unpatriotic and was crushed to death. Horatia didn't mourn for her brothers and rejoice for Rome and her brother killed her. Tarquin the Old cheated Ancus' sons out of the throne and was killed but many years later. Tarquin's arrogance and cruelty lost him the throne. Sextus' rape of Lucretia led to her suicide and his exile and his previous conduct in Gabii caused his death.

Coriolanus' contempt of Roman people and arrogance led to his exile. His attack on Rome led to mother's contempt. Behaviour of Fabii caused Gauls to attack Rome. Complacency of Romans led to lack of preparation at Allia and cowardice lost them battle.

But Romulus' abduction of Sabine women saved Rome. Tarquin killed Servius but became king for many years. Tullia murdered husband and married Lucius Tarquin and became queen.

AO3 (5 marks)

- 8 (a) ***What happened when the Fabii brothers were sent to talk to the Gauls?***

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.	4 marks

They delivered their message in a very rude manner – and joined in the fighting which broke out – one of them killed a Gallic leader – this led to the Gauls marching against Rome.

AO1 (4 marks)

(b) Why did the Romans lose to the Gauls at the battle of the River Allia?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	4 marks

Candidates may mention:

No dictator appointed and so Fabii were in charge – they claimed situation not serious – slow to raise an army – didn't choose place for camp and had nowhere they could retreat – no augury – or sacrifices – stretched battleline over a wide front to avoid being outflanked because Gauls had larger numbers – but centre weak – Brennus, fearing a trap, attacked Roman reserves on hill – rest of army heard shouting and threw away their weapons and fled – were cut down from behind – many died in river exhausted or unable to swim.

AO2 (4 marks)

(c) Which Romans do you think behaved well after the battle of the River Allia? Give reasons for your choices.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Candidates may mention:

Old senators sacrificed their lives to set an example to people – people showed respect for gods – Vestals took sacred objects to safety and Albinus gave up transport to Vestals – Romans didn't eat sacred geese – Dorsuo walked through Gauls to make traditional sacrifice – attacks on Capitol repulsed – Camillus' victory near Ardea – Camillus appointed dictator – Cominus took message about Camillus showing respect for senate – Manlius repulsed night attack, he was quick thinking and brave – throwing bread at enemy during siege – victory under Camillus

AO3 (5 marks)

Topic C Athens and Sparta

9 (a) **Name one famous poem studied by Greek boys.**

Iliad/Odyssey

AO1 (1 mark)

(b) **Give one reason why boys studied this type of poetry.**

To learn moral lessons/to learn what it was to be Greek / to be inspired to be brave

AO2 (1 mark)

(c) **State two other subjects the Athenians considered important.**

Two from:- music – physical education – rhetoric

AO1 (2 marks)

(d) **Do you think it was easy for an Athenian boy to make good progress in his lessons? Give reasons for your answer.**

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Candidates may mention:

Small class sizes – but mixed ages – with different levels of ability – teacher not a professional – no formal testing – had *paidagogos* to help him – and make sure no misbehaviour – but much rote learning – no distraction of girls

AO3 (3 marks)

(e) **How did a Spartan boy's upbringing help to make him a good soldier?**

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Limited understanding, but something worthy of credit.	1 mark
Level 2	Some clear understanding.	2 marks
Level 3	Some clear understanding with good development.	3 marks

Candidates may mention:

Selection of fittest from birth – taught to have no fear of dark/pain/extremes of temperature/lack of food – competitive spirit encouraged – physically fit – had older lover as mentor – served time in *krypteia* where helots could be killed.

AO2 (3 marks)

10 (a)(i) What colour were the cloaks worn by Spartan soldiers?

red

AO1 (1 mark)

(ii) Why did they use this colour?

So that blood didn't show up.

AO2 (1 mark)

(b) Why did Spartan soldiers have their hair long for battle?

Made them look larger – and more frightening

AO2 (2 marks)

(c) Describe the method of fighting in a phalanx.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Something relevant and worthy of credit	1 mark
Level 2	Some clear, relevant knowledge	2 marks
Level 3	Some clear, relevant knowledge with good development	3 marks

Candidates may mention:- rectangular formation – normally 8 rows deep- best soldiers at front – if soldier in front row fell, men in rows behind would move up – each hoplite had shield in left hand and depended on his neighbour's shield to protect his exposed right side – orders communicated by trumpets and pipes.

AO1 (3 marks)

(d) How important do you think the Helots were in making the Spartan army so successful?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Candidates may mention:-

Used on campaign as baggage-handlers, skirmishers, slaves and runners- in later years fought on frontline. 35,000 were at Plataea. But Spartans always worried they might rebel and had to keep an eye on them. Helots grew food and so army had provisions and their labour meant Spartans could devote their time to training for battle.

AO3 (3 marks)

11 (a) **What did an Athenian house look like?****Levels of Response**

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.	4 marks

Candidates may mention:

Made of brick with clay roof tiles. Rectangular shape with smaller second floor reached by a ladder. Windows were few, small and high up. Floor was beaten earth or covered with tiles and blocks of stone. Large, impressive, wooden front door which led into a courtyard with a well. Often there was a veranda on one side of the courtyard.

AO1 (4 marks)

(b) **How did the lives of women inside the house differ from those of men at home?****Levels of Response**

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	4 marks

Candidates may mention:

Women had separate room (*gynaikon*) usually at back of house or on first floor to keep women secluded and a loom room as women expected to make clothes. Most important room was *andron* for men and women were banned as they didn't attend *symposia* and socialise. But wife had keys to storerooms and was expected to supervise slaves and keep the accounts. She also brought up the children. Men or slaves did shopping, women rarely left the house.

AO2 (4 marks)

(c) What would you have liked and disliked about attending a symposium (dinner party)?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Candidates may mention:

Decoration of *andron*, types of food, served by slaves, use of couches, live entertainment. Use of garlands and perfumes. Dilution of wine and games played. Intellectual discussions, poetry, *skolia*. Single sex except for *hetairai*.

AO3 (5 marks)

12 (a) Which trades and occupations were important in Athens?

Four from:- pottery – leather-working – metal working – cobblers – teachers – heralds – sculptor – corn merchant

AO1 (4 marks)

(b) What differences were there between Athenian shops and factories and those of today?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	4 marks

Candidates may mention:

Few factories – largest known employed 120 people. Most shops were attached to homes and there was frequent use of market stalls. Specialist areas of city e.g. Kerameikos and some specialization within trades in large cities. Charcoal fuel used for furnaces but high temperatures not achieved and metal was impure and could be brittle. Slave labour used and very few female employees. No distinction between manufacturer and retailer. No safety regulations. Trade passed on through generations/little mobility.

AO2 (4 marks)

(c) ***What do you think were the advantages and disadvantages of being a slave in Athens?***

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Candidates may mention:-

Could earn money and eventually buy freedom. Were fed and clothed. Many employed in businesses were well treated and worked alongside free workers. Worked in master's shop or had responsibility of running business and could set up on own e.g. teacher. Could be hired out to other citizens or state for specialist skills. Female slaves usually had light duties e.g. nurse, weaving, household chores but some degrading jobs e.g. flute girls, dancers, prostitutes. Domestic male slaves also had light duties e.g. doorkeeper. Some had responsibility e.g. secretary, accountant. Paidagogus could be rewarding or hard work! But all liable to physical punishment and subject to master's will. They could be sold and separated from relationships. Some unpleasant tasks e.g. mining and farming.

AO3 (5 marks)

Topic D History of Roman Britain

13 (a)(i) Why were Caesar's soldiers unwilling to leave the ships when they arrived in Britain in 55 BC?

Two from:- had to jump into waves – while heavily armed – and fight enemy – who were on dry land – and throwing javelins

AO1 (2 marks)

(ii) Who eventually persuaded them to do so?

Standard bearer (of 10th legion)

AO1 (1 mark)

(b) What did Caesar admire about the way the Britons fought?

Use of war chariots

AO1 (1 mark)

(c) Why were the Britons able to ambush a legion in 55 BC?

Two from:- Romans needed corn – only one place hadn't yet been cut – so they knew where Romans would go – the Britons had supposedly made peace

AO2 (2 marks)

(d) Why did Caesar leave Britain in 54 BC without 'bringing the war to the sort of conclusion he wanted' (line 4)?

Had to deal with rebellion in Gaul.

AO2 (1 mark)

(e) How successful do you consider Caesar's second invasion of Britain in 54 BC?

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Candidates may mention:- captured hill fort but couldn't follow up victory as storm wrecked his fleet. Carried out repairs but took 10 days and some British tribes had formed alliance led by Cassivellaunus. These forces were routed by legions and cavalry and were then defeated at Thames. Some British tribes submitted to Caesar and told him where to find Cassivellaunus' stronghold (Wheathampstead). He captured this and Cassivellaunus asked for peace. But rebellion in Gaul meant Caesar had to leave.

He collected hostages and levied annual tribute which Britons soon stopped paying. In terms of conquest and booty he achieved very little but his fame and reputation in Rome were enhanced thanks to his Commentaries.

AO3 (3 marks)

14 (a) **Why did the Ninth Legion need troops to bring it up to full strength?**

Vexillation had been attacked by Boudicca's forces and infantry had been killed.

AO2 (1 mark)

(b) **Name two tribes who had taken part in the Boudiccan rebellion.**

Iceni – Trinovantes

AO1 (2 marks)

(c) **Why had the Second Legion not taken part in the final battle against Boudicca?**

Commander disobeyed order to move legion in support of Paulinus.

AO1 (1 mark)

(d) **Why was Suetonius Paulinus eventually recalled to Rome?**

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	Limited understanding, but something worthy of credit.	1 mark
Level 2	Some clear understanding.	2 mark
Level 3	Some clear understanding with good development.	3 marks

Candidates may mention:- Classicianus disapproved of Paulinus' tactics of reprisal and there was a personal feud between the governor and procurator. Classicianus told Britons it was worth waiting for a new governor who would be more sympathetic towards them and also reported to Rome that hostilities would not cease until Paulinus was replaced.

Polyclitus was sent to investigate and eventually Paulinus was recalled to Rome after the loss of a few ships and their crews, on pretext war was still ongoing.

AO2 (3 marks)

(e) **At the start of the rebellion, do you think the Britons were realistic in thinking that they could defeat the Romans?**

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	Opinion supported by simple reason.	1 mark
Level 2	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 mark
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Candidates may mention: yes as they outnumbered the Romans considerably and Suetonius and two legions were far away on Anglesey. 2nd legion at Exeter.

Colchester had no real defences. Catus Decianus was a poor leader and fled.

Boudicca was an inspiring leader and there had been many injustices.

No – Romans were better trained, better equipped and had better tactics. They had defeated previous British leaders.

AO3 (3 marks)

15 (a) What happened when the Emperor Claudius himself came to Britain?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 mark
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.	4 marks

Claudius took over Roman troops and defeated an enemy force. He captured Camulodunum and received surrender of a number of British Leaders.

AO1 (4 marks)

(b) How far had Aulus Plautius managed to conquer Britain by AD 47?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 mark
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	4 marks

British forces defeated and Caratacus had fled. 2nd legion captured many hill forts but conquest limited to South East. Fosse Way marked area of conquest, roads were built and strategically placed forts. Some larger towns built e.g. London and Verulamium. Some tribes disarmed and others were made into client kingdoms e.g. Iceni

AO2 (4 marks)

(c) How successful do you think Caratacus was in fighting against the Romans?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 mark
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Candidates may mention:

Routed in first encounter and lost the Battle at the Medway. He fled to Wales and organized opposition to Romans there. Realised effectiveness of guerilla tactics and attacked allied territory. But driven back by Scapula and lost the battle. He fled to the Brigantes but was handed over to the Romans.

AO3 (5 marks)

16 (a) How did Agricola help the Britons to live more like the Romans?

Four from:- helped them to build temples – fora – houses – educated sons of chiefs – who learnt Latin – and people wanted to wear togas

AO1 (4 marks)

(b) Why did Calgacus think he could defeat Agricola at the battle of Mons Graupius (Graupian Mountain)?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1 mark
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 mark
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	4 marks

Candidates may mention: He had greater numbers and better knowledge of land. He was an inspirational leader. The Britons had the advantage of higher ground. If the Romans lost, it would be very difficult to retreat. The Britons had more to lose than the Romans had to win.

AO2 (4 marks)

- (c) **To what extent do you admire Agricola? Do not repeat any material you have used in your answers to parts (a) and (b) of this question.**

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	2-3 mark
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. Form and style of writing are appropriate to answer question.	4-5 marks

Candidates may mention:

Captured Anglesey and consolidated conquest of Wales. Advanced north in two columns on either side of country and consolidated hold on Brigantia.

Advanced into Scotland and forts may have been built across Forth – Clyde isthmus. Stopped Selgovae causing trouble. Built roads in southern Scotland and strategically placed forts and fortress of Inchtuthil. Fleet sailed all round Britain. Won battle of Mons Graupius.

Checked abuses e.g. with corn tribute. Programme of Romanisation. Extended self-government for *civitates*.

AO3 (5 marks)