



**General Certificate of Secondary Education  
June 2010**

**Classical Civilisation 40201H**

**Greece and Rome: Stories and Histories**

**Unit 1H**

**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**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
<b>Level 3</b>	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**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
<b>Level 3</b>	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)(i) What help did Nausicaa give to Odysseus?****Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Nausicaa gave food, drink, clothing and olive oil for bathing. She offered advice on how to approach her mother. She directed him to the palace – but was keen to protect own reputation, made him walk into town and wait in grove.

**AO1 (8 marks)**

**(ii) To what extent did Calypso both help and hinder Odysseus?****Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 (8 marks)**

- (iii) ***How would you describe the relationships between Odysseus and the female characters in the Odyssey? Give examples to support your answer.***

***Do not repeat any information you have used in your answers to parts (i) and (ii).***

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 mark
<b>Level 2</b>	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.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Candidates may mention:

Odysseus' desire to return home to Penelope and her faithfulness to him. Sexual nature of relationships with Circe and Calypso. Calypso was also in love with him. Both caused him problems but eventually offered him help and good advice.

Nausicaa found him attractive and wanted a husband like him. Odysseus was modest when he first met Nausicaa and was polite and flattered her.

(Arete was very kind and helpful to him.)

Athena was his patron goddess and ensured his survival and safe return home.

Ino pitied him and gave him the veil to stop him from drowning. He was at first suspicious of her.

Other female characters were frightening and tried to harm Odysseus: Antiphates' wife and daughter, Scylla, the Sirens.

**A03 (10 marks)**

**(b)(i) What help did Athene give to Odysseus?****Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 mark
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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, caused ball to fall into water, gave Nausicaa courage to face Odysseus, made Odysseus handsome.

**AO1 (8 marks)**

**(ii) Other than Athene and Circe, to what extent did the gods and goddesses play a part in Odysseus' voyage home.****Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Calypso kept him prisoner for many years but he was finally freed because Zeus sent Hermes to tell her to release him.

Calypso then helped him to build a raft and gave him provisions and directions to Phaeacia.

Poseidon wrecked his raft but Odysseus was saved by Ino.

The River God allowed him to land safely.

Aeolus gave him a favourable wind and the other winds in a bag but refused to help him a second time.



Hermes gave him moly to protect him from Circe's spell and advice on how to overcome her.  
Lampetie told Hyperion that the men had eaten his cattle and he asked Zeus to punish them. He wrecked the ship which caused Odysseus to drift to Calypso's island.

**AO2 (8 marks)**

**(iii) To what extent do you think Odysseus owed his survival to his own good qualities?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Candidates may mention:

Odysseus was:

brave – blinding Cyclops

cunning/clever – plan to blind Cyclops – and escape from cave

thinks ahead – Nobody name

enduring – surviving storm

strong – holding onto fig tree above Charybdis

resourceful – used olive stake to blind Cyclops

diplomatic – with Circe- Calypso- Nausicaa

skilful – building raft

eloquent – Nausicaa

determined – to reach home

Also give credit for negative qualities which show Odysseus creating problems for himself.

**AO3 (10 marks)**

**Topic B Livy, Stories of Rome****4 (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**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	Limited understanding, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear understanding.	2 marks
<b>Level 3</b>	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**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
<b>Level 3</b>	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)**

5 (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)(i) **Gaius Mucius was later given the name Scaevola.**

**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**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
<b>Level 3</b>	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)

**6 (a)(i) What did Camillus do which made the Romans admire him?****Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Captured Veii. Behaved honourably at Falerii and refused to use the schoolboys as hostages. His humiliation of the teacher and sense of honour caused the townspeople to surrender to him. After being exiled (possibly unfairly) from Rome he was willing to return to help them against the Gauls. Made a rallying speech at Ardea and led a successful night attack on the Gauls. Defeated Gauls twice in battle.

**AO1 (8 marks)**

**(ii) In the story of Cincinnatus, what qualities of character did Livy admire?****Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Worked hard on farm. Respectful to authority and patriotic as he immediately accepted appointment as dictator. Didn't show favouritism as he appointed best man for job as his deputy. Showed great organisational skills in preparing campaign. Brave as he scouted enemy position himself. Great tactician – his plan to rescue Minucius. Merciful as he spared the lives of the Aequi. Fair – booty only given to his troops and not those of Minucius who didn't deserve it. Didn't want power – resigned dictatorship after 15 days. Kept power long enough to help his son in a court case showing family loyalty.

**AO2 (8 marks)**

**(iii) To what extent do you think Livy's stories of early Rome show that unpleasant behaviour results in disaster?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 mark
<b>Level 2</b>	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.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 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.

**A03 (10 marks)**

**(b)(i) *What had happened to make the Gauls attack Rome?***

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 mark
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:-

Gauls attacked Clusium to gain land – people of Clusium appealed to Romans – who sent tactful message – but Fabii delivered it rudely and joined in fighting – and killed Gallic general – Romans refused to hand over Fabii – and appointed them military tribunes

**AO1 (8 marks)**

**(ii) *Why did the Romans lose the battle at the River Allia?***

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 (8 marks)**

**(iii) What do you admire about the Romans' behaviour when the Gauls attacked Rome after the battle at the Allia?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 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 (10 marks)**

**Topic C Athens and Sparta**

**7 (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**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
<b>Level 3</b>	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**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Limited understanding, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear understanding.	2 marks
<b>Level 3</b>	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)**



8 (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**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Something relevant and worthy of credit	1 mark
<b>Level 2</b>	Some clear, relevant knowledge	2 marks
<b>Level 3</b>	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**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
<b>Level 3</b>	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)

- 9 (a)(i) **Describe the appearance of an Athenian house and the materials used to build it.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Stone foundations and walls made of sun baked clay bricks. Clay tiles for roof. 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 (8 marks)**

- (ii) **What do the design of the house and the daily life within it show us about the position and role of women in Athenian society?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 3</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Women had separate room (*gynaikon*) usually at back of house or on first floor to keep women secluded. 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. *Hetairai* could attend *symposia* and women expected to put up with husband's adultery. 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 (8 marks)**

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

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 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 (10 marks)**

**(b)(i) Who were metics and what contribution did they make to the city of Athens?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention: foreign residents of Athens. Paid a monthly tax and were expected to fight for Athens in time of war. Wealthier ones served as hoplites but many were rowers in navy. Couldn't own property so generally found in non-farming industries such as crafts and commerce e.g. baking, gardening, nut-selling and mule driving. Many lived in Piraeus and were engaged in foreign trade and banking. Some female metics were *hetairai*.

**AO1 (8 marks)**

- (ii) ***What were the main differences between how the Athenians carried out trades and occupations and how they are carried out today? Do not write about modern inventions such as computers.***

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 (8 marks)**

**(iii) What do you consider the best and worst aspects of working as a slave in Athens?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 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 (10 marks)**

**Topic D History of Roman Britain**

**10 (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**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 marks
<b>Level 3</b>	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)**

11 (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**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	Limited understanding, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear understanding.	2 mark
<b>Level 3</b>	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**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	Opinion supported by simple reason.	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given.	2 mark
<b>Level 3</b>	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. 2<sup>nd</sup> 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)**

- 12 (a)(i) **Which legions took part in the invasion in AD 43 and how were they used in Britain in the early stages of the conquest?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:-

2<sup>nd</sup> legion under Vespasian operated along south coast taking hill forts e.g. Maiden Castle. 9<sup>th</sup> legion moved north towards its later base at Lincoln. Built Ermine Street and forts along it. 14<sup>th</sup> Legion moved into Midlands, possibly based at Leicester and later advanced along Watling Street to Wroxeter. Reserve force of part of 20<sup>th</sup> legion was kept at Colchester.

**AO1 (8 marks)**

- (ii) **To what extent was Caratacus successful in his opposition to the Romans?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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. It suited Claudius' propaganda to portray Caratacus as a great leader when he appeared in a triumph. His defiance and brave speech in Rome impressed Claudius who pardoned him.

**AO2 (8 marks)**



**(iii) Do you think Claudius would have been pleased with Aulus Plautius' campaign in Britain from AD 43-47?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Candidates may mention:-

Landed safely, used local help e.g. Cogidubnus. Overcame rivers using amphibious troops e.g. Medway and Thames. Bridges were built. Successful in killing Togodumnus and putting Caratacus to flight but he failed to capture him. Sent for Claudius who led troops across Thames to defeat British force and capture Camulodunum where he received the surrender of 11 British rulers. One of Claudius' main aims had been to win a military reputation for himself and he was now awarded a triumph.

2<sup>nd</sup> 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.

**AO3 (10 marks)**

- (b)(i) *What situation did Agricola find when he arrived in Britain as governor and how did he deal with it?***

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	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 generally clear.	5-6 marks
<b>Level 4</b>	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:-

It was late summer and Roman soldiers thought campaigning was over. Ordovices attacked and almost wiped out a squadron of cavalry. Auxiliary units were scattered throughout Britain. Agricola gathered legionaries serving on detachment and a small force of auxiliaries and, because the Britons wouldn't fight on the plain, led his force up into the hills. He led the charge and virtually wiped out the enemy troops. He then captured Anglesey.

**AO1 (8 marks)**

- (ii) *What problems did Agricola face at Mons Graupius (Graupian Mountain) and how did he win this battle?***

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:-

Enemy had greater numbers and better knowledge of land. Calgacus was an inspirational leader. The Britons had the advantage of higher ground. If the Romans lost, it would be very difficult to retreat.

Used auxiliaries in the centre and cavalry on the wings. Left legions to defend camp and they could be reserve force if auxiliaries defeated. Used thin, extended battle line to avoid being attacked on flanks. Fought on foot to inspire men.

Used Batavians to fight with swords at close quarters. Kept four squadrons of cavalry to attack Britons who descended from the hill tops and they routed these Britons. Cavalry then attacked enemy in rear. Agricola used his troops to chase Britons out of the woods and kill them.

**AO2 (8 marks)**

**(iii) To what extent do you consider Agricola's governorship a success?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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.	3-4 marks
<b>Level 3</b>	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
<b>Level 4</b>	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
<b>Level 5</b>	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 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. But Cerialis and Frontinus had done a lot of the groundwork in Wales and the north.

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 using new tactics (use of auxiliaries).

Checked abuses e.g. with corn tribute. Programme of Romanisation (helped with building) and education. Extended self-government for *civitates*.

Must take into account that Tacitus' biography of Agricola is biased.

Also according to Tacitus, Agricola's success in Britain was not good for him personally as Domitian was jealous and disliked him.

**AO3 (10 marks)**