



**General Certificate of Secondary Education
June 2011**

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) Name the person speaking in the passage.**

Hermes / Mercury

AO1 (1 mark)**(b) What was the drug he gave to Odysseus?**Moly / plant / herb / flower
Do not allow potion - antidote**AO1 (1 mark)****(c) What did the speaker tell Odysseus to do when Circe hit him with her wand?**Two from – drawswords/threaten/attack her – do not refuse to go bed with her –
make her swear oath to do no harm**AO1 (2 marks)****(d) Explain how Circe later helped Odysseus.****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: bathed, clothed and fed Odysseus. Freed his men. Provided hospitality for a year. Gave directions to Underworld and instructions for sacrifice and to question Tiresias. Later told him how to avoid Sirens and warned him of Wandering Rocks, Scylla and Charybdis and Sun-God's cattle. Provided favourable breeze.

AO2 (3 marks)**(e) What can you tell about Odysseus' personality during the time he was on Circe's island (Aeaea)? Give examples to support 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: grief for men lost at Telepylus, concern for surviving men (shot stag for food and made morale boosting speech). Curiosity in wanting to explore. Fair – drawing of lots. Brave to rescue men. God fearing – does as Hermes advised. Disloyal to Penelope. Quick tempered when tempted to kill Eurylochus. Forgetful of return home. Kind in burying Elpenor.

AO3 (3 marks)

2 (a) **What awful crime have Odysseus' men committed?**

Killed / eaten – cattle of Sun-God

AO1 (2 marks)

(b) **How did Zeus later punish them?**

Wrecked ship – all men died

AO1 (2 marks)

(c) **Odysseus' falling asleep had caused a problem earlier in the Odyssey. Explain what had happened then and say why it resulted in trouble.**

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:

Odysseus given Bag of Winds by Aeolus but didn't tell men what was in it. They thought it was treasure and, being curious and greedy, opened it while Odysseus slept. The winds blew the ship away from Ithaca and back to Aeolus, who refused to help them again.

AO2 (3 marks)

(d) **Do you think that Athene helped Odysseus more than Poseidon caused trouble for him? 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:

Athene interceded with Zeus to force Calypso to release him, otherwise he would never have returned home. She calmed the waves and gave him the idea to cling on to the rock off the coast of Scherie. Sent Nausicaa to shore and made Odysseus look handsome. She enabled him to sleep. Poseidon did send the storm to wreck Odysseus' raft but he was saved by Ino.

Also allow credit for those candidates who know that Athene saved Telemachus and helped Odysseus on his return to Ithaca.

AO3 (3 marks)

3 (a)(i) **How had Odysseus and his men become trapped in the Cyclops' cave?****Levels of Response**

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

Candidates may mention:

Went to explore and entered cave in owner's absence. Men wanted to steal cheese and leave but Odysseus made them stay in the hope of receiving more gifts. Cyclops returned and blocked cave with large boulder which they couldn't move. Cyclops did not observe custom of *xenia*.

AO1 (8 marks)

(ii) **Odysseus is often described as 'nimble witted'. How does he show this side of his character in his dealings with the Cyclops?**

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

Candidates may mention: protected other men by claiming he was shipwrecked. Use of No-one name. Plan to blind Cyclops, use of staff as weapon and wine to make Cyclops sleepy. Plan to use sheep for escape.

AO2 (8 marks)

- (iii) ***The Cyclops was a poor host. To what extent do you think other people in the Odyssey show the quality of guest friendship (xenia)? Do not write about Circe.***

Levels of Response

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

Candidates may mention:

Calypso – saved Odysseus' life and shared her home and bed with him but kept him prisoner. She offered him immortality and she provided tools/ wood for raft and provisions, a following breeze and advice.

Nausicaa – offered food, oil, clothes and directions to palace and her father provided a ship. But concerned for own reputation.

Aeolus – provided hospitality and gave them Bag of Winds and favourable breeze but on second occasion sent Odysseus away .

Antiphates – seized one man for supper and Laestrygonians threw rocks at ships and speared men for food

Lotus-eaters – drugged crew

Cicones – attacked men but they had plundered their land.

Also allow reference to suitors in Ithaca.

AO3 (10 marks)

(b)(i) What sorts of monsters and acts of magic are there in the Odyssey?**Levels of Response**

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

Candidates may mention:

Scylla – Charybdis – Cyclops – Laestrygonians – Circe turns men to pigs – moly protects Odysseus – Ino’s magic veil – movement of dead cattle – lotus fruit

AO1 (8 marks)

(ii) Although there is a magical quality about the Odyssey, many people still behave in a realistic way. Give examples of where they do this and explain your choices.**Levels of Response**

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

Candidates may mention:

Calypso weaves. Calypso is lonely and is angry when she has to give up Odysseus. Odysseus is homesick. He was suspicious about her sudden decision to let him leave. He also mistrusted Ino. Nausicaa untidy. Nausicaa and her maids play games. The maids are scared of Odysseus. Nausicaa is aware that people may gossip about her. Odysseus is greedy in wanting gifts from the cave owner. He is boastful when he finally escapes. Circe’s maids clean the house. Eurylochus refuses to put his life in danger and return to Circe’s house. He later risks killing the cattle to avoid starvation. Odysseus has affairs. Elpenor gets drunk. The men are curious and open the Bag of Winds. The Cicones summoned reinforcements and attacked Odysseus.

AO2 (8 marks)

(iii) Why do you think the Odyssey has remained popular for over 2,000 years?

Levels of Response

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

Candidates may mention

- Hero to admire but with weaknesses to make him believable. Romance (Circe, Calypso, Penelope). Poseidon is the villain and other gods are involved. Suspense (will Odysseus escape from Cyclops' cave, will men open Bag of Winds?) Violence (Cicones attack – and Laestrygonians – Cyclops eats men – Odysseus blinds him). Fear (visit to Underworld.) Sadness (death of Elpenor, cries of men caught by Scylla, Calypso loses man she loves). Quality of writing. Later generations' admiration of Greek culture.

Allow references to monsters and magic provided AO3 comments made.

AO3 (10 marks)

Topic B Livy, *Stories of Rome*

4 (a) *What city were the Romans fighting against at the time of the triple combat?*

Alba Longa

AO1 (1 mark)

(b) *Why did they decide to hold the triple combat?*

To avoid large-scale bloodshed / to establish which was the dominant city

AO1 (1 mark)

(c) *In what two ways were the sets of triplets well matched?*

Age – build

AO1 (2 marks)

(d) *Explain how Horatius managed to win.*

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:

He was alone against the 3 Curiatii but they were all injured while he was unharmed. He needed to take them on in single combat and so he ran, causing them to chase him at different speeds. He killed his first two opponents and then faced the third whom he now outclassed in stamina and morale. He stabbed this man through the throat. Throughout he was encouraged by the shouts of the Romans.

AO2 (3 marks)

(e) *At the end of the story Horatius was tried for killing his sister. What facts would you have taken into consideration in deciding this case?*

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 saved Rome and been very brave. He had seen his two brothers die. He was hyped up and physically tired. The girl's father said she deserved to die and had already lost three of his children. The girl was not grieving for her brothers or rejoicing in Rome's victory.

But he had taken the law into his own hands. It is natural and not a crime to cry when one's fiancé is killed.

AO3 (3 marks)

5 (a) What had woken up Manlius?

(Honking of) geese

AO1 (1 mark)

(b) Explain how the Gauls had managed to get to the top of the Capitoline Hill.

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:

Gauls spotted tracks made by Cominus or happened to notice there was a climbable path. They waited for a night which was not too dark or too bright and sent an unarmed man to test the route. Passed weapons up first. They climbed very quietly and did not wake the dogs. The Roman sentry was asleep.

AO2 (3 marks)

(c) How did the Romans reward Manlius and why was the reward so special?

Flour / wine / corn / grain – food was short / they were starving

AO1 and 2 (2 marks)

(d) Who eventually saved Rome from the Gauls?

Camillus

AO1 (1 mark)

(e) The Romans believed the gods had helped to save Rome. Do you think they were respectful of the gods when the Gauls attacked? 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:

Ignored voice – no sacrifices or augury at the Allia
Temples on Capitoline Hill and Romans defended this. Vestals took sacred objects to safety and Albinus gave up transport to Vestals, putting them ahead of his family.
Romans didn't eat sacred geese. Dorsuo walked through Gauls to make traditional sacrifice.

AO3 (3 marks)

6 (a)(i) How did Romulus obtain a female population for Rome?**Levels of Response**

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

Candidates may mention:

After his negotiations for marriage alliances failed, he organised Games and publicised them widely throughout the local towns. The Sabines turned up and were invited to stay in the Romans' homes and given a tour of the city. When the Games began and their attention was riveted the Romans dashed into the crowd and grabbed the girls. After their parents left, Romulus spoke kindly to the girls. The Romans and Sabines fought until finally the women persuaded them to make peace.

AO1 (8 marks)

(ii) Explain how Tanaquil helped to make Tarquin the Old and Servius Tullius Kings of Rome.**Levels of Response**

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

Candidates may mention:

She encouraged her husband (Tarquin) to move to Rome as his birth would not count against him there. On the way she interpreted the eagle removing his cap as a sign that Jupiter wanted him to be king.

When Servius' hair caught fire she persuaded Tarquin to bring him up as a royal prince as the gods were marking him out for greatness.

When Tarquin was killed she concealed his death and told Servius to act as king. She did not reveal Tarquin's death until Servius had consolidated his position.

AO2 (8 marks)

- (iii) ***Do you think Livy portrays women as likeable people in his stories of early Rome? Give examples to support your answer. Do not write about Tanaquil.***

Levels of Response

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

Candidates may mention:

Sabine women – brave to stand in front of armies – loyal to husbands and fathers

Tarpeia – traitor when letting in Sabines – greedy for gold

Horatia – disloyal to brother and Rome

Tullia – willing to murder family – goaded husband to take throne – jealous of

Tanaquil – no respect for father's body

Lucretia – fidelity – domestic virtues – hospitality – courage

Cloelia – brave to escape – good judgement about boys

Veturia / Volumnia went to see Coriolanus to try to save Rome.

Vestals saved sacred objects

AO3 (10 marks)

(b)(i) How did Horatius Cocles stop the Etruscans from entering Rome?**Levels of Response**

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

Candidates may mention:

He was on guard at the bridge when the Etruscans attacked. He saw the Roman soldiers running away and tried to stand in their way. He told them to smash down the bridge while he held the Etruscans off. Two friends helped him but just before the bridge broke he sent them back. He then held off the enemy attack while standing alone on the bridge. As the bridge broke, he dived into the water after praying to the God of the Tiber.

AO1 (8 marks)

(ii) Explain why Livy calls Tarquin the Proud's method of capturing Gabii 'un-Roman.'**Levels of Response**

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

Candidates may mention:

Tarquin was unable to take the town by a frontal assault or a blockade. The Romans considered both of these methods an honourable way to conduct warfare. He then sent his son to Gabii, pretending to be scared of his father. After he had gained the trust of the Gabines, he sent a messenger to Tarquin who replied with the message of the 'poppy heads'. Sextus then began to dispose of the leading citizens of Gabii in various ways. The Romans disapproved of the use of deceit and trickery in warfare.

AO2 (8 marks)

- (iii) **What qualities of character do you think Livy admired in the heroes of the Republic? 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. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style of writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Candidates may mention the following but may express qualities differently and use different examples. This list is only intended as a guide.

courage – Horatius – Scaevola – Cloelia – Coriolanus – Camillus – old senators – Dorsuo- Cominus- Manlius

endurance – Scaevola – Cominus

quick thinking – Coriolanus – Manlius

sense of honour – Camillus at Falerii

respect for parents – Coriolanus

military ability – Coriolanus – Cincinnatus – Camillus – Manlius

simplicity of life – Cincinnatus

law abiding – Cincinnatus

piety – Horatius – Albinus – Dorsuo

justice/morality – Brutus on suicide of Lucretia

patriotism – up to 3 examples. Passim.

diplomacy – Menenius Agrippa

AO3 (10 marks)

Topic C Athens and Sparta

7 (a) State two ways in which a person could become a slave.

Two from: - born into slavery – exposed as baby – prisoner of war – sold by parents – captured by pirates

AO1 (2 marks)

(b) How was a slave treated differently from an Athenian citizen in the law courts?

Could only give evidence under torture.

AO1 (1 mark)

(c)(i) What was mined at Laurion?

Silver

AO1 (1 mark)

(c)(ii) Why was mining here considered one of the worst jobs for slaves?

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:

Dark, narrow shafts which frequently collapsed. Death rate high. Had to spend a lot of time kneeling or lying flat to dig out ore using smoky oil-lamps. Poisonous fumes from smelting. Slaves lived in barracks and allowed no contact with families.

AO2 (3 marks)

(d) What aspects of their treatment do you think made slaves in fifth century Athens feel more like human beings than objects?

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:

When they arrived they were formally accepted into the *oikos* with religious ceremonies at the family's hearth. Some were welcomed into the family and could take part in family worship. They could be initiated into the Eleusinian Mysteries. Some legal protection: only master could hit them and he was considered polluted before the gods if he killed a slave. Some responsible for running a business or had responsible job like a *paidagogos*. Could be given money and save to buy freedom.

AO3 (3 marks)

- 8 (a) **Where in a house like the one shown in the diagram would the following activities have taken place:**

cooking

courtyard

spinning and weaving?

gynaikon / loom room

AO1 (2 marks)

- (b) **State two ways in which the household's belief in the gods is shown in the design of the house.**

Two from: - herm at front door – altar (to Zeus) in courtyard – shrine to Hestia

AO1 (2 marks)

- (c) **How would the furniture in a wealthy Athenian house have differed from the furniture in a typical modern house?**

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:

Far less furniture, most of which was portable and some of it was stored away. Mainly found in dining room and couches were used for dining and arranged around the edge of the room. Couches often served as beds too. Tables were smaller and usually had 3 legs. People didn't sit at tables. All furniture handmade and wood. Chairs and benches in bedrooms and no wardrobes. Few cupboards, many objects hung on walls. Special chair for spinning and a loom.

AO2 (3 marks)

- (d) **What would you have liked and disliked about living in a house like the one shown in the diagram? Give reasons for your answer. Do not write about the events which took place at symposia (dinner parties).**

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	Opinion support 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:

Built of clay brick so easy for burglars to break in. Few windows, high up and unglazed – kept out heat and dust but dark. Segregation of women who had rooms at the back of the house or upstairs. Mosaics and wall paintings in *andron*. No running water, poor toilet facilities. Cooking done outside. A lot of other time spent outdoors in courtyard. Little furniture so appeared spacious. Furniture individual but perhaps uncomfortable. Didn't eat at tables. Couldn't hang up clothes properly.

AO3 (3 marks)

- 9 (a)(i) **Describe the treatment of Spartan boys from their birth until they went to school.**

Levels of Response

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

Candidates may mention:

Inspected at birth by committee of elders to see if they were strong enough to be allowed to live. Exposed if weak or deformed. Brought up by nurses not by their mothers. Bathed in wine to harden them. No swaddling clothes. Left in dark, alone and crying ignored. Taught not to be fussy about food and not to sulk or be bad tempered.

AO1 (8 marks)

- (ii) **How did the daily lives of male Spartans over the age of 20 help make them into good soldiers?**

Levels of Response

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

Candidates may mention:

All activities strictly controlled and intended to train Spartans for war. Until age 30 lived in barracks and banned from market place. Spartans usually married in late 20s. Time spent at festivals, feasts to encourage comradeship as did conversation and music. Choral contests held to make them work as a team and be competitive. No individual events. Songs were about Spartan courage and military glory. Much physical exercise for fitness and hunting trained men to catch food when on campaign. Business and money making never discussed. Meals taken together to breed comradeship. Food was plain and unpleasant.

AO2 (8 marks)

- (iii) **If a modern day school inspector was transported back in time to a Spartan school, what comments do you think he would make about what he saw there?**

Levels of Response

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

Allow value judgements for reference to the following possible points :
Clothing and footwear. Accommodation. Teachers. Punishments and level of violence. Curriculum. Discipline. Single sex.

A03 (10 marks)

(b)(i) What were the duties of an Athenian wife?

Levels of Response

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

Candidates may mention:

Expected to produce children and especially boys. Look after children and educate daughters. Responsible for overseeing all household tasks and the slaves. Had to ensure household had enough to eat and keep accounts. Spinning and weaving and making clothes. Poorer women may have collected water or taken jobs such as market stall holder or washer-woman.

A01 (8 marks)

(ii) What aspects of Athenian marriage show us that their society was dominated by men?

Levels of Response

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

Candidates may mention:

Marriages arranged by men, bride had no say and often hadn't met the bridegroom until her wedding day. Often didn't attend betrothal ceremony. Father and groom exchanged oaths. Bridegroom much older than bride. Dowry paid by bride's father. At ceremony bridegroom acted out symbolically dragging bride from mother. Axle of chariot burned to show bride couldn't return home. Bride had to leave her family and home to live with husband. Became legal possession of husband. If husband died dowry passed to sons. If he died leaving a daughter she was then married to the closest available male relative of the deceased. Women rarely allowed to leave the house.

AO2 (8 marks)

(iii) What do you think were the advantages and disadvantages of the lives of Athenian and Spartan women?

Levels of Response

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

Candidates may mention:

Spartan women – no spinning and weaving but did physical exercise. Took part in dancing and singing competitions and learnt poetry and how to play the lyre. Exercised and ate and drank freely during pregnancy and so more likely to have a healthy baby. Childbirth dangerous. But they didn't really look after their families and husbands and sons lived in barracks. Wives could also be shared. No political or legal rights. No careers. Male relatives expected to fight and Spartan warriors were either victorious or died.

Athenian women – regarded as burden to family hence dowries. Formal education rare and no political or legal rights. Mostly confined to home and little social life. Seclusion inside house and expected to tolerate husband's adultery but a woman's adultery was severely punished. Divorce difficult for women. Under control of *kyrios*. But a dutiful wife was valued and educated her daughters and was trusted to run household. Could visit friends if chaperoned and could attend festivals (there were some women only festivals).

Allow points in parts (i) and (ii) if candidate hasn't used them there.

Max level 3 if only one side of issue discussed.

A03 (10 marks)

Topic D History of Roman Britain

- 10 (a) Explain how Narcissus had played an important role at the start of Aulus Plautius' invasion of Britain.**

Levels of Response

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

Army reluctant to leave Gaul because considered Britain to be at the edge of the world. Wouldn't obey Aulus Plautius but then Narcissus came to address them. The soldiers eventually saw the funny side of a freedman being sent to sort out the problem and it reminded them of the Saturnalia where slaves could give orders to their masters. This persuaded them to obey and sail to Britain.

AO2 (3 marks)

- (b) Which legion captured the Isle of Wight?**

Legio II

AO1 (1mark)

- (c) What happened when Claudius himself came to Britain?**

Levels of Response

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

According to Dio, Claudius took command of the troops and led them across the river Thames into battle. He defeated the tribes and captured Camulodunum. However Suetonius claims he fought no battles. He received the submission of 11 British rulers. He deprived them of their arms and told Plautius to subdue the remaining areas.

AO1 (3 marks)

- (d) What do you think were the most important factors which contributed to Aulus Plautius' successful campaign in Britain?**

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:

Training, armour and weapons of Roman army were superior to those of the Britons. Use of artillery and auxiliaries by Romans e.g at Medway and Thames. Effective use of elephants. Romans had engineers to build bridges. Disunity of British tribes and their leaders. Romans received help from some Britons e.g Cogidubnus. Togidubnus was killed.

AO3 (3 marks)

- 11 (a) **Name the island mentioned in line 1.**

Anglesey

AO1 (1 mark)

- (b) **Which tribe did Agricola defeat immediately upon his arrival in Britain?**

Ordovices

AO1 (1 mark)

- (c) **How did he show his courage when fighting this tribe?**

Led the men himself from the front on foot.

AO1 (1 mark)

- (d) **Why do historians have to use Tacitus' account of Agricola's governorship carefully as a historical source?**

He was Agricola's son-in-law / he was a Roman writing about a Roman governor for a Roman audience

AO2 (1 mark)

- (e) **In what ways did Agricola successfully use auxiliary troops in Britain?**

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:

Used a small force of auxiliaries along with vexillations of legions to defeat Ordovices. Used auxiliaries who could swim carrying weapons and keep control of their horses to launch a surprise attack on Anglesey. Inhabitants surrendered. Fleet reconnoitered harbours and also used for attacking purposes.

Only used auxiliary troops to win victory at Mons Graupius.

AO2 (3 marks)

(f) **Do you think Agricola's reforms made life better for the Britons?**

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, with good development.	2 marks
Level 3	Some clear evaluation or personal response, as required by the question, with good development	3 marks

Candidates may mention:

Yes: he shared burdens of paying tax and corn fairly and cut out practices such as the Britons having to deliver corn to far distant places or be forced to pay money instead of giving corn. Help to build *fora* and good houses. Also temples but these may have been resented? Provided education for sons of chiefs.

No : still had to pay tax. Tacitus thought baths and banquets were demoralizing and the Romanisation only designed to make them accept being conquered.

AO3 (3 marks)

12 (a)(i) **What did Julius Caesar gain from his visits to Britain in 55 and 54 BC?**

Levels of Response

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

Candidates may mention:

Visit in 55 BC was probably reconnaissance for campaign in 54. Learned how Britons fought especially their use of chariots. Discovered Britain could provide enough corn for his army. Received surrender of some tribes and offer of hostages. Gained a great reputation in Rome and a *supplicatio* of 20 days.

54BC – some tribes surrendered and helped Caesar.

Cassivellaunus surrendered and hostages were given and an annual tribute fixed. Some historians say Britons didn't pay this. Strabo says he gained slaves and booty.

Treaties made to safeguard Trinovantes.

Again the propaganda value was immense

AO1 (8 marks)

(ii) **To what extent was Caesar to blame for any failures he suffered?**

Levels of Response

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

Candidates may mention:

55 BC - cavalry failed to arrive owing to contrary wind (not within Caesar's control). Failed to discover harbour at Richborough (Volusenus sent to discover a landing place). Meant Caesar had to land on open beach and tide caused damage to ships (should he have drawn them up higher? or was he victim of nature?)
 Ambush of legion – should he have been more wary of a British trap in the only place where there was still corn?

54BC - left ships at anchor and didn't learn lesson from previous year. But wouldn't have had time to beach ships securely before storm.
 Had to return to Gaul early to deal with rebellion – he was Governor of Gaul and had left a province with causes for rebellion when it was not properly conquered.

AO2 (8 marks)

- (iii) **Caesar sent accounts of his campaigns back to Rome. What events of his campaigns in Britain do you think would have impressed the Roman people and why?**

Levels of Response

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

Candidates may mention:

Standard Bearer leaping into water to encourage troops to leave the ships. Rescue of ambushed legion.

Repair of ships on both occasions.

Night march in 54 and capture of hill-fort (Bigbury).

Rout of Britons when they attacked a foraging party. Pursuit of them by cavalry.

Crossing of Thames.

Capture of Wheathampstead.

AO3 (10 marks)

(b)(i) Describe how Suetonius Paulinus captured Anglesey.**Levels of Response**

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

Candidates may mention:

Paulinus built flat bottomed boats to ferry infantry across shallows. Cavalry forded the channel or swam beside their horses in deeper water.

They faced densely packed armed men and women who were running around wildly among them.

Druids raised their hands to heaven and cursed the Romans who were at first unnerved and stood still. But then they attacked and killed the enemy in their path and set them on fire with their own torches. They cut down the sacred groves and established a garrison.

AO1 (8 marks)

(ii) To what extent did the Iceni and Trinovantes have different reasons to rebel against the Romans and what complaints did they have in common?**Levels of Response**

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

Candidates may mention:

Iceni

Prasutagus' will ignored and Boudicca whipped and daughters raped. Relatives treated as slaves.

Trinovantes

Temple of Claudius built on their land. Had to pay for its upkeep. Abused by veterans at Colchester.

Common complaints.

Loss of land

Tax and corn tax

Recall of money given by Claudius as gifts

High interest rates.

Disarming of tribes

Suppression of Druidism.

AO2 (8 marks)

- (iii) **Who do you think was the better leader, Boudicca or Suetonius Paulinus? 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. <i>Form and style of writing may be inappropriate to answer question.</i>	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. <i>Form and style or writing may be appropriate to answer question.</i>	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. <i>Form and style of writing are generally appropriate to answer question.</i>	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. <i>Form and style of writing are appropriate to answer question.</i>	9-10 marks

Allow any point of view provided valid reason.

Candidates may mention:

Boudicca : ability to inspire troops, destruction of Colchester, London and St. Albans.
Ambushed detachment of IX legion. Barbaric treatment of captives.
Total lack of strategy in final battle. Placement of wagons. Killed herself.

Paulinus: quick return to London and decision not to hold it. But left people to die.
Choice of battlefield and strategy for battle. Calm under pressure. But camp prefect of II legion didn't obey him. Stunning victory in which he killed many of the enemy with very few losses.
Harsh treatment of Britons after rebellion.

AO3 (10 marks)