



**General Certificate of Secondary Education
June 2012**

Classical Civilisation 40201F

Greece and Rome: Stories and Histories

Unit 1F

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' 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 students' 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 students' 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 student 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 students 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 goddess in line 4.

Calypso

AO1 (1 mark)

(b) Explain why the goddess has decided to release Odysseus from the island.

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

Students may mention:

Athene had spoken in the council of the Gods for his release. Hermes was sent by Zeus to tell Calypso to release Odysseus as he was destined to return home and not stay with her. If she refused, Hermes said Zeus may be angry and punish her.

AO2 (3 marks)

(c) State two ways in which the goddess now helps Odysseus to leave.

Two from: showed him where tallest trees grew – gave him axe – adze – boring tools – cloth for sail - food – wine – water – clothes – following breeze
Allow 1 mark for 'tools to build a raft'. Do not allow instructions on how to build a raft.

AO1 (2 marks)

(d) What did Odysseus make the goddess do before he accepted her help?

Made her swear oath that she was not plotting against him.

AO1 (1 mark)

(e) What advantages and what disadvantages do you think there were for Odysseus in staying on the island rather than going home?

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

Students may mention :

Would be safe for Poseidon. Calypso was beautiful, in love with Odysseus and they had a sexual relationship. The island was lovely and he had been offered immortality. He did not know if Penelope was still alive / faithful to him. But he was King of Ithaca and loved his wife and had a son. Was homesick.

Credit answers which examine the question from when he first arrived on the island. (Also credit any knowledge about situation in Ithaca).

AO3 (3 marks)

2 (a)(i) **What had Odysseus given the Cyclops to earn a gift from him?**

wine

AO1 (1 mark)

(ii) **Why had he given the Cyclops this gift?**

to make him drowsy / fall asleep / fuddle his wits / drunk / pass out

AO2 (1 mark)

(b) **Explain why Odysseus calls himself 'Nobody'.**

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

Students may mention:

When they stabbed the Cyclops in the eye he would scream out in pain. When his brothers came to ask who was harming him he would reply "No-one is" and so they would think he was sick. As sickness came from Zeus they would think they couldn't help him and leave without discovering the Greeks.

Cyclops unable to get revenge.

Insist on a consequence of Cyclops calling out 'No-one' for full marks.

AO2 (3 marks)

(c) **What did Odysseus and his men do when the Cyclops fell asleep?**

heated stick – and blinded Cyclops / drove it into eye

AO1 (2 marks)

(d) **'The Cyclops is a horrible creature with no likeable qualities.' To what extent do you agree with this statement?**

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

Students may mention:

Solitary creature. Cyclops cared nothing for Zeus and laws of *xenia*. He imprisoned and ate men. Mocked Odysseus with his gift. Demanded more wine and vomited. Gullible as he believed Odysseus was called Nobody. Threw rocks at boat and cursed Odysseus. But he was a good shepherd and was fond of the ram.

AO3 (3 marks)

3 (a) What good advice did Odysseus' men give him during the Cyclops story?**Levels of Response**

0	Nothing worthy of credit.	0 marks
Level 1	A very basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
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>	2-3 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 clear.</i>	4 marks

Students may mention:

They wanted to take the cheese and then return to take the animals and leave the cave and sail off. When they were escaping they told Odysseus not to taunt the Cyclops as the rock had nearly hit the boat.

AO1 (4 marks)

(b) Eurylochus appeared in the stories about Circe and the Sun God's cattle. Explain why he was not a nice man.**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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

He hid behind a tree at Circe's house and abandoned the rest of the men. He was cowardly and wouldn't return with Odysseus to try to save them and let Odysseus go on his own. He was mutinous when Odysseus told the men that Circe had invited them to stay and when he wanted to land on Thrinacia. He was rude and called Odysseus reckless and persuaded the men to eat the cattle when they had sworn not to which resulted in their deaths.

AO2 (4 marks)

- (c) **What do you admire about Odysseus as a leader? Give reasons for your answer.**

Levels of Response

0	Nothing worthy 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 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>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5marks

Students may mention:

He rescued men from Circe and Lotus-eaters. Pretended to Cyclops he was shipwrecked to protect crew and saved men from Cyclops with plan to blind him and escape under sheep. He divided sheep among crew fairly and buried Elpenor. He kept the crew clear of Charybdis and concealed information about Scylla. He gave an encouraging speech to crew and killed stags for food. He protected men from Sirens with wax in their ears / earplugs.

AO3 (5 marks)

- 4 (a) **What did Circe do to help Odysseus?**

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	A very basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
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>	2-3 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 clear.</i>	4 marks

Students may mention:

Provided hospitality for a year. Advised him to visit Teiresias for advice on journey home and told him how to enter Underworld. She warned him about the Sirens and told him to use wax earplugs. She warned him of the Wandering Rocks and Scylla and Charybdis and told him not to harm the cattle of Sun. She provided a favourable wind.

AO1 (4 marks)

(b) Explain how Athene helped Odysseus to get home safely.**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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

Athene 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. She took him to her father who helped him return home.

AO2 (4 marks)

(c) Do you like Nausicaa? Give reasons for your answer.**Levels of Response**

0	Nothing worthy 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 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>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5marks

Students may mention:

She was lazy and left clothes lying about. She was obedient / friendly / gullible when she obeyed the instructions in the dream. She was shy / modest / deceitful as she didn't mention marriage to her father. She was immature / not snobbish as she played games with her maids. She was brave not to run away from Odysseus and kind as she gave him clothes, food and oil. Confidently gave instructions and she cared about her reputation but she made him walk after being shipwrecked. She was proud of her father and his palace. She gave good advice about her mother.

Allow mixed responses

AO3 (5 marks)

Topic B Livy, Stories of Rome

5 (a) What problems were facing the Romans at this time?

Two from: Rome was under siege – food was scarce – morale was low – Tarquin was trying to regain the throne.

AO1 (2 marks)

(b) Why did Gaius Mucius inform the senate of his plan to enter the Etruscan camp?

If he was caught by Roman guards – he would be treated as a deserter / traitor or Senate ran Rome – he was respectful of authority

AO2 (2 marks)

(c)(i) Whom did Mucius want to kill?

Lars Porsennal / Etruscan King

AO1 (1 mark)

(ii) How did he think this person's death would help Rome?

Etruscans would leave Rome / fighting would stop / would raise Rome's prestige / morale

AO2 (1 mark)

(iii) Whom did he actually kill?

King's secretary

AO1 (1 mark)

(d) What good qualities do you think Livy wanted the Romans to copy from the behaviour of Gaius Musius? 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

Students 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). Brave to enter camp alone. He remained calm under pressure (as he didn't ask which was the king). He was proud of being a Roman (his speech to the king) and clever to say other Romans would attack and showed bravery / endurance (burned hand off). He was patriotic (he was willing to risk his life for Rome).

AO3 (3 marks)

6 (a)(i) **How did these negotiators deliver the message to the Gauls?**

In a rude / violent way

AO1 (1 mark)

(ii) **What did they do later which caused the Gauls to attack Rome?**

Joined in fighting – killed Gallic general

AO1 (2 marks)

(iii) **What happened to these men when the Gauls complained about them?**

They were appointed military tribunes / leaders
Allow tribunes

AO1 (1 mark)

(b) **Explain why the Romans lost the battle at the River Allia**

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

Students 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 (3 marks)

(c) **Which Romans do you think were brave 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

Students may mention:

Old senators who sacrificed their lives to set a good example. Papirius who hit the Gaul. The Romans who stayed to defend the Capitol. Camillus for his night attack on the Gallic camp and for fighting the Gauls. Dorsuo for twice walking through Gallic troops to perform sacrifice. Cominus for secretly consulting the Senate. Manlius for singlehandedly fighting off the Gauls.

AO3 (3 marks)

7 (a) How did Tarquin the Proud become King of 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 mark
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>	2-3 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 clear.</i>	4 marks

Students may mention:

He was encouraged by his wife to take the throne. He spoke against Servius behind his back and then marched into the forum with a bodyguard and made a speech against him. When Servius opposed him, he threw him down the steps of the senate house and sent assassins to kill him as he crawled home.

AO1 (4 marks)

(b) Why did the Romans admire Romulus so much?

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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

Father may have been Mars. Shared stolen goods with shepherds. Loyal to family: led rescue attempt for Remus and restored grandfather to throne. Founded Rome and gave it his name. Originally left decision to gods. Prepared to defend walls, even to point of killing his brother. Intelligent to gain female population after first trying to use diplomacy. Spoke kindly to Sabine women. Brave and inspiring when Sabines attacked at night.

AO2 (4 marks)

(c) What do you like and/or dislike about Tarquin the Proud?**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 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>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Students may mention:

Tarquin the Proud was ruthless and killed his wife and brother and king and senators. He was easily influenced by Tullia and vindictive as he wouldn't allow Servius to be buried. He realised the need for a bodyguard. He cunningly captured Gabii and was clever to send message with flower heads. He was religious and built temple to Jupiter and consulted Delphi about the snake. He built the Cloaca Maxima but attacked Rome to regain throne.

AO3 (5 marks)

8 (a) How did Cloelia escape from the Etruscans and what happened when she returned to their camp?

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	A very basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
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>	2-3 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 clear.</i>	4 marks

Students may mention:

Led a group of girls past the guards and dived into the Tiber. Swam safely to Rome even though spears were thrown at them. On her return to captivity she was given a choice of hostages to set free and chose a group of the youngest boys as they were the most likely to suffer from being kept prisoner.

AO1 (4 marks)

(b) Why did Lucretia kill herself?

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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

Lucretia was raped by Sextus Tarquinius and killed herself because she did not want any woman who was unfaithful to her husband in the future to use her as an example of a woman who escaped death. She thought infidelity should always be punished by death.

AO2 (4 marks)

(c) Do you agree that Tullia was an evil woman? 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 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reasons given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Students may mention:

Tullia was willing to murder her sister and husband in order to marry her brother-in-law. She was very ambitious and wanted to be Queen (she was jealous of Tanaquil) and so she goaded her husband to take the throne from her father. She openly called him out of the Senate House to greet him as king. She even drove her carriage over her father's corpse.

Allow mixed responses

AO3 (5 marks)

Topic C Athens and Sparta

9 (a) How did an Athenian girl's education prepare her for adult life?

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

Students may mention:

Educated by mother and learnt the skills she needed to run a household: spinning and weaving to make clothes, cooking, management of slaves. Helped mother with younger children and so was prepared for being a mother as well as a wife. Some may have learned to read but this wasn't really necessary in her adult life. Elementary maths to help her keep household accounts.

AO2 (3 marks)

(b) State two ways in which Spartan girls were treated differently from Athenian girls.

Two from: - given same care and food as boys – learned basic reading and writing – estate management – physical exercise – appeared nude in processions – not rushed into marriage – freedom to go out in public.

AO1 (2 marks)

Both Athenian and Spartan woman had important management roles.

(c)(i) What did Athenian women run?

Household

AO1 (1 mark)

(ii) What did Spartan women run?

Estate / finances
Not allowed: polis

AO1 (1 mark)

(d) What do you think were the good and bad aspects of being a Spartan wife and mother?

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

Students may mention:

More mature physically when married and fitter for childbirth. Male hair cut and clothes and making love in dark on wedding night. Husband lived in barracks.

Adultery encouraged. Didn't do housework. Controlled estate. Could inherit property. Socialised in public. Physical exercise encouraged. Weak babies killed. Children raised by helots. Gave up children at age 7.

AO3 (3 marks)

- 10 (a) **State two types of entertainment at a symposium (dinner party).**

Two from: - musicians – dancers – acrobats – *hetairai* – kottabos – drinking games

AO1 (2 marks)

- (b) **The symposiarch (president) had important decisions to make. State two of these.**

Two from: - strength of wine – how much wine was to be made up (how many kraters) – size of drinking cups – number of toasts – frequency of rounds

AO1 (2 marks)

- (c) **What trades found in and around Athens would have been necessary for a symposium (dinner party) to be held? Give reasons for your answer.**

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

Students may mention:

Vineyards for wine and wine importer for good quality wine. Farming – wheat / barley for bread, olives, dates and onions for starters. Occasionally meat. Bee-keeping for honey as a sweetener. Fishing. Potter for drinking vessels. Growing flowers / ivy for decorations. Cook – could hire a professional. Furniture manufacturer for couches and small 3 legged tables. Entertainers e.g. musicians, acrobats. Musical instrument manufacturer. *Hetairai*. Slave trade

AO2 (3 marks)

- (d) **What would you have liked and what would you have found embarrassing about attending a symposium (dinner party)? 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

Allow any reasonable judgements. Students may mention:

Guests all male – and well bred and well educated – need for good understanding of politics – and philosophy – presence of hetairai – having to sing *skolia* / drinking songs – and play kottabos – amount drunk – drunkenness – gatecrashing other events – slaves - decoration of andron – watered-down wine – reclining to eat – no cutlery

AO3 (3 marks)

- 11 (a) **What sort of things did sophists teach?**

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	A very basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
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>	2-3 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 clear.</i>	4 marks

Students may mention:

The most popular subject taught was rhetoric and young men were taught to argue either side of a case and challenge established beliefs. They also taught ethics, astronomy, history, geography, literature, geometry, law and government.

AO1 (4 marks)

(b) Why did the Greeks think it was important to teach physical education?

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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

Fitness was needed for service in the army and, according to Plato, a soldier would not be pushed into being a coward because he was unfit. Also they thought physical fitness promoted mental well-being. Also useful for Olympic competition

AO2 (4 marks)

(c) Would you prefer to attend a school run like those in Athens in the fifth century BC or a modern school? 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 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>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question</i>	4-5 marks

Give marks for any evaluation base on following:

- started at later age – earlier leaving age – not compulsory – all fee-paying – all boys only – accompanied by *paidagogos* – early morning start – finishing at midday – small size – no purpose-built schools – or furniture – only one teacher – who was male – usually a slave or metic – low status – taught several levels together – not specialist subject teacher – limited curriculum – much rote learning – and recitation aloud – Homer / poetry very important – music considered important – and physical education – and public speaking – Sophists – writing materials - corporal punishment – taught trade by father – girls educated at home – by mother – trained for household duties – no government involvement – education not available for all children – many spent only a few years at school – original thinking not encouraged - no formal qualifications/exams – corporal punishment allowed etc.

Allow mixed responses

AO3 (5 marks)

12 (a) What did a Spartan hoplite look like?**Levels of Response**

0	Nothing worthy of credit.	0 marks
Level 1	A very basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
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>	2-3 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 clear.</i>	4 marks

Students may mention:

Round shield inscribed with capital L carried in left hand. Spear about 3 m. long. Short sword hanging from right side of belt around waist. Tunic and corselet of bronze (later leather). Red cloak. Greaves and leather boots in battle. Plumed helmet. Long haired. Unshaven.

AO1 (4 marks)

(b) Why were the Spartans such 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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

Soldiers very well trained and disciplined. Reacted very quickly to orders given by trumpeters and pipers. Upbringing taught them to cope with hardship of campaign e.g heat, lack of food. Brought up not to accept defeat and had frightening reputation.

AO2 (4 marks)

- (c) **What would you have disliked about the life of an adult male Spartan? 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 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>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate</i>	4-5 marks

Students may mention:

Army only career. Living in barracks. No family life. Banned from market place. Food. Bachelors publicly punished. Wife sharing. Music only reflected military outlook. Training. Need to be elected into a *syssition* and take all meals there. Not allowed to make money or travel abroad. Little say in politics. Lack of conversation. Helots.

AO3 (5 marks)

Topic D History of Roman Britain

13 (a)(i) Why did Julius Caesar leave Britain in 54 BC?

To deal with rebellion in Gaul

AO1 (1 mark)

(ii) Why did he never return?

Forced to fight civil war / killed in 44BC

AO1 (1 mark)

(b) What order did Caligula give immediately after this passage and why?

Told soldiers to collect sea-shells – he was having a battle with Neptune

AO1 and 2 (2 marks)

(c) Explain why the Emperor Claudius invaded 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

Students may mention:

Prestige for Claudius – to better Caesar’s achievements in Britain – security of Gaul – hopes for lead – gold – tin – corn – hunting dogs – wipe out Druidism – occupy legions on the Rhine / Danube frontier.

AO2 (3 marks)

(d) Do you admire Cogidubnus’ behaviour when the Romans invaded Britain? 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

Students may mention :

Traitor to country but sensible to back likely winner and served best interests of his tribe. Gained client-king status and possibly Roman citizenship. Had palace built at Fishbourne with beautiful mosaics, fountains, garden, wall paintings and imported marble. Built temple to Neptune and Minerva – god-fearing but these were Roman gods.

AO3 (3 marks)

14 (a) **Where was Suetonius Paulinus when the Boudiccan rebellion began?**

Anglesey

AO1 (1 mark)

(b) **Who was Petilius (line 4) and what had happened to him?**

Legate of IX legion – ambushed by Boudicca – escaped with cavalry

AO1 (3 marks)

(c) **Why was it easy for the Britons to destroy Colchester, London and St. Albans?**

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

Students may mention:

Had huge number of troops. Two legions on Anglesey, one at Exeter and fourth ambushed. Towns had no defences. Portents in Colchester gave them hope and frightened the Romans there. People inside Colchester worked against the Romans. Old women and children got in Romans' way. Catus Decianus was inept.

AO2 (3 marks)

(d) **'Boudicca's troops were a cruel, disorganised mob.' How far do you agree with this statement? 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

Students may mention:

Killed 70,000 people including Britons. Cut off women's breasts and impaled their bodies on sticks - did this in sacred places. Took plunder. Did not take or sell prisoners or carry out exchanges, simply wanted to hang, burn and crucify. But were acting in response to cruel treatment by Romans, especially of Boudicca and her daughters. Had no discipline in final battle. But evidence comes from Roman writers.

AO3 (3 marks)

15 (a) **What happened at the battle of the River Medway?****Levels of Response**

0	Nothing worthy of credit.	0 marks
Level 1	A very basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
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>	2-3 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 clear.</i>	4 marks

Students may mention:

Romans sent detachment of Germans who could swim in equipment. Britons thought Romans wouldn't cross and were taken unawares. Hadn't set up camp properly. Germans in particular attacked chariot horses. Vespasian and his brother then crossed and surprised and killed many of the enemy. Survivors didn't flee and there was a battle the following day which the Romans won.

AO1 (4 marks)

15 (b) **How did the Romans capture Caratacus and why didn't they kill him?****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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

Lost battle in Wales and fled to Brigantes. Queen handed him over to Romans. Taken to Rome where he was paraded before the people. Wasn't scared and made a brave speech to Claudius who was impressed. He pardoned him for his bravery and to show how merciful he was.

AO2 (4 marks)

(c) Do you think Caratacus was a hero? Give your reasons.

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 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>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Students 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.

Allow mixed responses.

AO3 (5 marks)

16 (a) How did Agricola try to make the Britons accept the Romans?

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	A very basic answer. Something relevant and worthy of credit. <i>Spelling, punctuation, and grammar may obscure meaning.</i>	1 mark
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>	2-3 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 clear.</i>	4 marks

Students may mention:

Made contributions of tax and corn fairer and stopped profiteering e.g. making Britons buy their own corn and so they were really making a money payment or making them deliver corn to out-of-way destinations. Helped them to build temples, *fora* and good houses. Educated sons of chiefs. Made sure his own staff were disciplined and didn't use freedmen or slaves on official business.

AO1 (4 marks)

(b) How successful was Agricola in Britain?**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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 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>	4 marks

Students may mention:

Defeated Ordovices and finished conquest of Anglesey. Subdued the Brigantes. Spread Romanisation but according to Tacitus this was demoralising and represented enslavement. Built forts in Scotland between Forth and Clyde. Won Mons Graupius but didn't complete conquest of Scotland. Built Dere Street. Ships first to circumnavigate the island. Earned hatred / fear of Domitian – didn't get proconsulship of Africa / Asia.

AO2 (4 marks)

(c) What do you admire about Agricola as a general? Give your reasons.**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 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>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Students may mention:

Did the unexpected e.g. fought at end of summer, surprise attack on Anglesey. Courage and shared danger with men e.g fighting Ordovices and Mons Graupius. Inspiring leader – present everywhere on march, praised good discipline, speech at Mons Graupius. Realised need for great reputation to inspire fear. Use of specialist troops e.g swimmers Sense of proportion – didn't let success go to his head. Personally reconnoitred sites for camps and good strategic eye for siting forts.

AO3 (5 marks)

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