



**General Certificate of Secondary Education  
June 2013**

**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) *Why did Poseidon hate Odysseus?***

He had blinded – his son

**AO1 (2 marks)**

**(b) *What did Ino give to Odysseus and what did she tell him to do with this gift?***

A veil / shawl – wrap it around him / throw it back to her.

**AO1 (2 marks)**

**(c) *Explain how Odysseus found deliverance (help) when he reached Phaeacia***

**Levels of Response**

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

River god allowed him to land. Athene sent a dream to send Nausicaa to the river. Here she caused the ball to fall into the water and the girls' shrieking awoke Odysseus. She gave Nausicaa the courage to face Odysseus and Nausicaa clothed and fed him and told him to go to the palace where her father was king. Advised him to supplicate her mother. Athene guided him there.

Allow credit for those who know Alcinous gave him a ship.

Accept analysis of Odysseus' conduct towards Nausicaa as an alternative answer for up to 3 marks.

**AO2 (3 marks)**

**(d) *Do you admire Odysseus' behaviour in this storm? Give reasons for your answer.***

**Levels of Response**

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

Students may mention :

Could appear self-pitying but did wish for a heroic death in battle. Had presence of mind to scramble back onto raft.

Didn't trust Ino but then obeyed her instructions. Later returned her veil.

Swam for two days and nights / determination to survive.

Had strength to hold on to rock.

Needed Athene's help.

Prayed to river god.

**AO3 (3 marks)**

2 (a) **Name the speaker in the passage.**

Eurylochus

AO1 (1 mark)

(b) **Why couldn't Odysseus and his men leave the Sun God's island?**

Gales / winds / storm / stopped them.

AO1 (1 mark)

(c) **What was Odysseus doing when his men killed the cows?**

Sleeping

AO1 (1 mark)

(d) **Name one person who had warned Odysseus not to harm these cows**

Teiresias / Circe

AO1 (1 mark)

(e) **Explain how Hyperion (the Sun God) later got revenge upon Odysseus' men for killing his animals.**

**Levels of Response**

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

Told Zeus that he would only shine in the Underworld if he did not get revenge for him on Odysseus and his crew. Zeus sent a storm and destroyed the ship with a thunderbolt and all of the crew were killed.

AO2 (3 marks)

(f) **Other than in this story, do you like Odysseus' men? Give reasons for your answer**

**Levels of Response**

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

Students may refer to their behaviour: on Ismarus, when facing the Sirens, Scylla and Charybdis, eating the lotus fruit, opening bag of winds, in the Cyclops' cave and as they were escaping, when they entered Circe's house and asked Odysseus to leave Aeaea, Elpenor was drunk and fell off the roof, Eurylochus' behaviour.

AO3 (3 marks)

3 (a) **What happened when Odysseus faced Scylla and Charybdis?****Levels of Response**

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

Odysseus gave the men a morale boosting speech and told them to keep clear of Charybdis and hug the cliffs. He didn't tell them about Scylla in case they stopped rowing and hid. Ignoring Circe's instructions, he put on his armour. The men were watching Charybdis when Scylla took six of them. They were screaming and wriggling but Scylla took them up onto the rocks and ate them. When he later visited Charybdis he clung on to a tree until the whirlpool released his bit of wreckage and then quickly paddled away before he could be sucked down.

**AO1 (4 marks)**

(b) **Explain how Hermes helped Odysseus.****Levels of Response**

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

Hermes took Zeus' message to Calypso and so he was set free. He gave him moly so that Circe's spell would not work on him and told him to attack Circe with his sword and make her swear an oath not to do him any harm. He also told him he had to go to bed with Circe if he wanted to free his men.

**AO2 (4 marks)**

**(c) Do you think Odysseus was a nice person? Give reasons for your answer.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	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

Accept any judgement provided backed up by reference to the text. Students may mention:

- Desire to return to wife and son but unfaithful with Circe and Calypso.
- Behaviour on Ismarus.
- Saved men from Lotus Eaters, Circe and Cyclops.
- Let himself into Cyclops' cave and wanted to stay to gain gifts. Brought wine as gift for Cyclops.
- Blinded him but he had imprisoned Odysseus and eaten some of his men.
- Arrogance led to him being cursed.
- His behaviour towards Nausicaa.
- Relationship with gods especially Athene.
- Relationship with crew.

**AO3 (5 marks)**

**4 (a) How was Odysseus delayed on his journey home?**

**Levels of Response**

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

- Opposition of Poseidon who wrecked his raft.
- Monsters – Scylla, Charybdis, Sirens, Cyclops, Laestrygonians.
- Calypso imprisoned him.
- His own desire to stay with Circe.
- Magic- lotus fruit.
- Misbehaviour of men e.g opening Bag of Winds

Attacks from Cicones.  
Storms

AO1 (4 marks)

(b) **Was Odysseus treated well by those he visited? Explain your answer.**

**Levels of Response**

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

**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.

**Circe** – turned his men to pigs but later turned them back into humans and offered hospitality for a year. Told Odysseus to visit Teiresias and gave him advice on how to pass Sirens, and Scylla and Charybdis. Warned him not to harm Helios' cattle.

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

**Cyclops** – imprisoned them and ate six men but they had let themselves into his cave.

**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 but had offered food.

**Cicones** – attacked men but they had plundered their land.

**Maron** – gave him wine.

AO2 (4 marks)



- (c) **How would you describe the relationships between Nausicaa and her parents and brothers? Give reasons for your answer.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	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

Nausicaa does washing for her brothers. She accepted Athene's rebukes about doing the family washing. Too shy to talk about marriage to her father. Manipulative as she persuaded him to allow her to take the washing. But he understood what she wanted and allowed her to go out with her maids. Her mother gave her olive oil for bathing. She was very proud of her father and his palace. Wouldn't take Odysseus back with her in case it caused gossip and embarrassed her parents. She was flattered by Odysseus' suggestions about how her parents and family would be proud on her wedding day. She understood that her mother had great influence over her father.

**AO3 (5 marks)**

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

**5 (a) *Why did the Romans have to steal the Sabine Women?***

**Levels of Response**

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

Mainly male population and so couldn't have future generation of Romans. Local towns refused marriage alliances because looked down on criminal population of Rome and feared how powerful Rome might one day become.

**AO2 (3 marks)**

**(b) *What did Romulus say to the Sabine Women after they were captured?***

Two from : their fathers were to blame for refusing marriage alliances – will have children – calm down and accept what has happened – rage can turn to love – Romans will try to be good husbands

**AO1 (2 marks)**

**(c) *What did the Sabine Women do later which shows they were happy in Rome?***

Ran between two armies – and said the fighting was wrong / peace should be made

**AO1 (2 marks)**

**(d) *Other than in this story, do you like Romulus? Give reasons for your answer.***

**Levels of Response**

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

Students may mention:  
stealing from robbers and sharing with shepherds. Plan to rescue Remus.  
Restoration of Numitor and killing of Amulius. Argument over naming of Rome.  
Willing to let gods decide. Death of Remus. Defeat of Sabine night attack.

**AO3 (3 marks)**

**6 (a)(i) *Whose mother is speaking in the passage?***

Coriolanus

**AO1 (1 mark)**

**(a)(ii) *Which members of his family had come with her?***

wife – sons / children

**AO1 (2 marks)**

**(b) Explain why her son had been exiled.**

**Levels of Response**

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

At time of famine had said that either the people should give up the tribunes who protected them in exchange for low corn price or keep tribunes but starve (as they couldn't afford the corn). Without tribunes they could be enslaved if they fell into debt. Hence choice of death or slavery. Had ignored tribunes' summons and not appeared at trial.

**AO2 (3 marks)**

**(c) What effect did her speech have upon her son?**

Stopped the attack on Rome / took Volscian army away

**AO2 (1 mark)**

**(d) Choose a woman you admire from Livy's stories and say why you admire her. Do not write about the lady in the passage.**

**Levels of Response**

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

Accept any good reasons. Most likely choices are: Tanaquil, Lucretia, Cloelia

Not allowed: Sabine women

**AO3 (3 marks)**

7 (a) **What did the school teacher do wrong and how did Camillus deal with him?**

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

While the Romans were besieging Falerii, he led the sons of the leading citizens into the Roman camp. He thought Camillus would use them as hostages so that he could take the town. Camillus said war had its own rules and the Romans didn't fight against children but men. He had the schoolteacher stripped and his hands tied behind his back. Then he gave the boys sticks and they beat the teacher all the way back to the town.

**AO1 (4 marks)**

(b) **Why did the Romans admire Horatius Cocles?****Levels of Response**

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

When the Etruscan army attacked to restore Tarquin to the throne, the other soldiers ran off, throwing away their weapons. He **kept his head**, grabbed them and appealed to them to respect their oaths to the gods and their loyalty to Rome. He showed his **patriotism** and **bravery** by standing alone against the whole Etruscan army and stopping them getting across the bridge. He was joined by two friends but before the bridge broke he sent them back to safety **putting other people ahead of himself**. He was **prepared to die for Rome**. As the bridge broke, he prayed to the God of the Tiber, showing his **piety**.

**AO2 (4 marks)**

**(c) What do you dislike about Tarquin the Proud and his wife Tullia?**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	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

**Tarquin** – killed wife, brother, nephew and father-in-law. Talked behind Servius' back. Staged armed coup. Refused to bury Servius. Murdered senators who had supported Servius. Wanted people to hate him so long as they feared. Had bodyguard. Captured Gabii using trickery. Started war against Volsci.

**Tullia** – murdered husband and sister. Plotted against father and drove over his dead body.

**AO3 (5 marks)**

**8 (a) What happened after the Romans surrendered to the Gauls?**

**Levels of Response**

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

When they came to weigh out the gold, the Gauls used weights which were too heavy and the Romans complained. Gallic leader threw sword onto scales, saying 'vae victis'. Camillus arrived with troops and told the Gauls to leave. They refused and he told them to prepare for battle. He attacked the Gauls who fled and he then fought them in a second battle eight miles from the city and killed them all.

**AO1 (4 marks)**

- (b) **What did the Romans admire about the behavior of Dorsuo and Manlius on the Capitoline Hill when the Gauls attacked Rome? Give reasons for your answer.**

**Levels of Response**

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

**Dorsuo** – walked through Gauls to perform sacrifice which his family made every year. Showed bravery, piety and respect for tradition.

**Manlius** – when woken up by geese, reacted quickly and grabbed his weapons. While other Romans armed themselves, he single-handedly fought Gauls showing bravery, patriotism and military skill.

**AO2 (4 marks)**

- (c) **What do you dislike about the way the Gauls behaved?**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	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

Attacked towns like Clusium to take their land. Massacred old senators. Set fire to Rome. Didn't set up guards around camp which allowed massacre by Camillus. Foolish plan to try to climb Capitoline Hill. Teased Romans about them being starving. Used weights which were too heavy.

**AO3 (5 marks)**

**Topic C Athens and Sparta**

**9 (a) Explain what determined the price of a slave.**

**Levels of Response**

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

Insist on an explanation of the criteria offered.  
Age, talent e.g. potter, hairdresser, strong for farm work, education – could recite Homer, read and write and so act as a *paidagogos* or keep accounts. Gender and looks .eg pretty girls / boys used for prostitution and dancers.

**AO2 (3 marks)**

**(b) State two ways a person could become a slave.**

Two from: born into slavery – exposed at birth – sold into slavery – prisoner of war – captured by robbers / pirates.

Not allowed: bought at auction, fell into debt, committing a serious crime.

**AO1 (2 marks)**

**(c) State two jobs performed by publicly-owned slaves in Athens.**

Two from: police force – public executioner – work in public mint – street sweepers

Not allowed – mining

**AO1 (2 marks)**

**(d) Do you think slaves were better treated in Athens or Sparta? Give reasons for your answer.**

**Levels of Response**

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

**Athens** – had some legal protection as it was illegal to strike another man's slave and master who killed a slave was considered polluted by the gods. Wore same clothes as citizens. Could seek asylum at altar and state official would hear complaint. Many slaves lived as part of family. Evidence in court given under torture.

**Sparta** – helots could be hunted and killed. War formally declared on them every year. Alcohol used to humiliate them. Beaten every year as reminder they were slaves. But owned by state and not subject to whims of individual master and could live with their families.

**AO3 (3 marks)**

10 (a)(i) **Where would you have found a Herm in an Athenian house?**

Outside front door.

AO1 (1 mark)

(a)(ii) **What was its purpose?**

Symbol of good fortune / protection for household.

AO1 (1 mark)

(b) **State one other piece of evidence from a Greek house which shows that the owners were religious.**

Hearth / altar dedicated to Hestia / altar to Zeus (Horkeios)

Do not allow shrine / statue without reference to specific deity.

AO2 (1 mark)

(c)(i) **What was the main purpose of the andron (men's room)?**

*Symposia* / entertaining / socialising / parties held here.

AO1 (1 mark)

(c)(ii) **In what ways did the andron differ from the gynaikon (women's area)?**

**Levels of Response**

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

No women allowed to enter *andron* which had mosaics on floor and ornately decorated walls whereas little decoration in women's quarters. Located near front door but women at back of house or upstairs. Visitors went in *andron*. Loom in women's quarters.

AO2 (3 marks)

(d) **How difficult do you think it was to burgle a Greek house? Give reasons for your answer.**

**Levels of Response**

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



Insist on reference to building materials and layout of house.

Students may mention:

Walls easy to cut through as made from baked clay bricks. Roof clay tiles.

Few windows, small and high up but had no glass in them.

Large, impressive front door.

Women always about.

House open plan

**A03 (3 marks)**

**11 (a) What subjects did an Athenian boy study?**

**Levels of Response**

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

Possibly learnt Aesop's fables as a child.

At school learnt reading and writing. Literature – usually learning Iliad and Odyssey.

From these could learn about history, geography and astronomy.

In music learnt to play an instrument usually the *kithara*. Singing.

Sport – running, long jump, javelin, discus, boxing and wrestling.

Could learn rhetoric.

**A01 (4 marks)**

**(b) What was the purpose of the Spartan *krypteia* (secret police)?**

**Levels of Response**

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

Young men usually operated at night and murdered any helots they caught. They also went through the fields and killed those who stood out for their build or strength.

This helped them become accustomed to killing people (necessary in the army) and kept the helots subdued through fear. Lycurgus had thought that youths of this age

were most likely to become insolent or rebellious and so he wanted them to have something to keep them busy.

**A02 (4 marks)**

(c) **What would you have liked and/or disliked about attending an agoge (Spartan school)?**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	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

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

**AO3 (5 marks)**

12 (a) **What were the duties of an Athenian man who was the head of a household?**

**Levels of Response**

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

Make sure his wife was running the household and finances effectively. Check on education of his sons with *paidagogos*. Buy slaves. Arrange marriages for daughters. Represent family at weddings, funerals and festivals. Host *symposia*. Make offerings to Hestia. Act as role model for rest of family. Take part in politics. Oversee running of estates, factories etc.

**AO1 (4 marks)**

**(b) Which trades were needed for life in Athens in 5<sup>th</sup> Century BC?**

**Levels of Response**

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

Growing crops for food, olive oil production for washing, heating cooking and lighting  
 bee keeping for honey , rearing animals for sacrifices  
 Production of wool for clothing. Quarrying stone/marble for building  
 Making weapons for war.  
 Potters, leather workers, cobblers.  
 Could also be a teacher, herald, speech writer.

**AO2 (4 marks)**

**(c) Would you have liked to have worked in trade and business in Athens? Give reasons for your answer.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	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

Allow any valid judgment. Students may mention: few factories. Shop usually attached to house. Market stalls common. Plenty of slave labour. Specialist areas of city. Need to be manufacturer and retailer. No safety regulations. Workforce virtually all male. Piraeus good for import / export.

**AO3 (5 marks)**

**Topic D History of Roman Britain**

**13 (a) Name one British king in Roman Britain.**

Allow any correct answer. Most likely are: Cogidubnus – Prasutagus – Cunobelinus – Commius – Caratacus – Togodumnus

**AO1 (1 mark)**

**(b) Explain how the Britons used chariots in battles.**

**Levels of Response**

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

Each chariot had a driver and a warrior. The driver dropped off the warrior on the battlefield and then withdrew a little to a safe place but where he could see the battle. If the warrior had defeated all of his opponents the driver picked him up and took him to another part of the battlefield. If the warrior was wounded the driver took him out of the battle to safety.

**AO2 (3 marks)**

**(c) In which year did Caesar first come to Britain?**

55 BC

**AO1 (1 mark)**

**(d) State two things which Strabo said the Romans could gain from Britain.**

Two from: corn – cattle – gold – silver – iron – hides – slaves – hunting dogs

**AO1 (2 marks)**

**(e) If you had been the standard bearer of the 10<sup>th</sup> Legion in the first invasion, what would you have said to encourage the men to leave the ships?**

**Levels of Response**

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

The Romans had better armour and equipment. They had good discipline, training and tactics. Caesar was a great general. There was glory and plunder to be won. The Celts had no sense of order or a battle plan and were badly armed, painted blue, wore trousers and had women in their ranks.

**AO3 (3 marks)**

**14 (a)(i) Which battle was about to take place?**

Graupian Mountain / Mons Graupius

**AO1 (1 mark)**

**(a)(ii) In what modern day country was this battle fought?**

Scotland

**AO1 (1 mark)**

**(b) How was the enemy's position on the battlefield an advantage to them?**

They were on higher ground so had better view / easier to attack downhill

**AO1 (1 mark)**

**(c) Why did Agricola prefer to fight the battle without using his legions?**

**Levels of Response**

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

It would bring him greater glory. It was better to lose auxiliaries (of whom there was a more plentiful supply) than Roman citizens. If the auxiliaries were pushed back the legions could come to the rescue but not vice versa.

**AO2 (3 marks)**

**(d) Why did Agricola send away his horse? (line 5)**

To encourage his soldiers by showing he was sharing the danger.

**AO2 (1 mark)**

**(e) Do you admire the Britons in this battle? Give reasons for your answer.**

**Levels of Response**

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

**Yes:** Tacitus says they showed great steadiness and skill. Could parry spears with their swords or catch them on their little shields.  
 Fought with swords which were unwieldy and unsuitable for fighting at close quarters. Some who were unarmed deliberately charged to certain death.  
 Rallied in woods and killed first Romans who reached them.  
**No:** allowed themselves to be attacked from behind. Others with weapons fled.  
 When Romans rallied at end of battle, they all fled with no sense of order of thought for their comrades.

**AO3 (3 marks)**

15 (a) **How did the Romans manage to conquer Anglesey and defeat the Druids?****Levels of Response**

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

(Names of generals not necessary).

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

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.

Agricola used auxiliaries who could swim and they made a surprise attack and the people on the island asked for peace. Behaviour of Druids.

**AO1 (4 marks)**

15 (b) **What did the Emperor Claudius hope to gain by conquering Britain?****Levels of Response**

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

Wanted to improve his reputation and extend the Empire.

Wanted to gain mineral wealth of Britain, slaves, hunting dogs and corn.

Wanted to cut off escape route for rebellious Gauls and cut links between Britons and Gauls.

Stop Druids causing trouble.

Wanted to employ troops on Rhine/Danube to prevent rebellion.

Wanted to wipe out memory of Gaius' fiasco.

**AO2 (4 marks)**

**(c) What do you admire about Julius Caesar's behaviour when he invaded Britain?**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	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

Rebuilt ships when smashed by the tide.  
 Rescue of ambushed legion.  
 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.  
 Demanded gold and hostages.  
 Enhanced reputation.  
 Wrote Commentaries.

**AO3 (5 marks)**

**16 (a) Describe what happened when Boudicca attacked Colchester (Camulodunum) and London.**

**Levels of Response**

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

There was no ditch or rampart and the old people and women remained.  
 Camulodunum was plundered and burned and the soldiers took refuge in the temple for two days. Eventually the Britons set it on fire and burned them alive.  
 Paulinus told the people of London he couldn't defend the town and said the inhabitants could accompany him. Those who stayed were slaughtered and tortured.

**AO1 (4 marks)**

**(b) Why did the Romans beat Boudicca in the final battle?**

**Levels of Response**

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

The Romans had better armour and weapons and were better trained and disciplined. They had the advantage of being slightly uphill and had a wood behind them for protection. Suetonius a more experienced general. They had excellent battle tactics. They threw two volleys of javelins, used a wedge formation and cavalry attacked from flanks.

**Britons** had no battle plan and were over-confident. They allowed themselves to be trapped in narrow space which didn't allow them to use their superiority in numbers and their escape was blocked by their own wagons and families. Many were poorly armed.

**AO2 (4 marks)**

**(c) Would you have helped Boudicca and her tribe fight the Romans? Give reasons for your answer.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	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
<b>Level 2</b>	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
<b>Level 3</b>	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

**For** - dislike of foreign rule – weapons taken by Romans – calling in of debts / loans – charged interest on 'gifts' – at extortionate rate – seizure of Boudicca's kingdom – ill-treatment of nobles – flogging of Boudicca – rape of her daughters – veterans' seizure of land (from Trinovantes) – their treatment of Britons – enforced contributions to Temple of Claudius – imposition of tax – and corn tax (*annona*) – absence of Paulinus – with two legions – attack on Druids – numerical superiority – Colchester unprotected

**Against** - fear of retribution – Roman army well trained – and well equipped – defeat of previous leaders.

**AO3 (5 marks)**