



**General Certificate of Secondary Education
June 2013**

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 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
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

River god allowed Odysseus 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
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 :

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
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

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
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 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' cowardice.

AO3 (3 marks)

3 (a)(i) What happened when Odysseus faced Scylla and Charybdis?

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. <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

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 (8 marks)

(a)(ii) Apart from Athene and Ino, how did the gods, goddesses and immortal beings help and hinder Odysseus on his journey?

Levels of Response

	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

Insist on AO2 comments on helping and hindering.

Calypso – helped Odysseus build raft – gave provisions – and advice – and breeze – but imprisoned him for 7 years

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.

Aeolus – gave Odysseus bag of winds to help him get home – and favourable breeze but later sent him away.

Hermes – gave moly – and advice on how to deal with Circe

Zeus – sent Hermes to Calypso – but shipwrecked him

River god – checked current to allow Odysseus to land

Poseidon – wrecked his raft

AO2 (8 marks)

(a)(iii) **Do you think Odysseus was an honourable, moral man? Give reasons for your answer.**

Levels of Response

	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

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.

Relationship with gods especially Athene.

Relationship with crew.

Behaviour towards Nausicaa.

Prepared to take blame for opening Bag of Winds.

Desire for glorious death at Troy.

Beware of answers which focus on Odysseus' intelligence and resourcefulness.

AO3 (10 marks)

3 (b)(i) What sorts of obstacles did Odysseus face on his journey home?

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. <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

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.

Maximum Level 3 if no attempt at categorisation.

AO1 (8 marks)

(b)(ii) How is xenia (guest friendship) shown in the books of the Odyssey which you have read and where is it lacking?

Levels of Response

	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

Students 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. Offered hospitality to Hermes.

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 wine

Also allow reference to suitors in Ithaca.

AO2 (8 marks)

(b)(iii) Do you think Homer portrays strong family relationships in the Odyssey? Refer to humans and immortals in the books you have read.

Levels of Response

	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

Students may mention:

Relationship between Odysseus and Penelope and his desire to see Telemachus.
The relationship between Nausicaa and her father and between her father and mother.

Polyphemus' brothers came to help when he screamed and Poseidon took revenge for the blinding of his son.

Zeus listened to Athene and freed Odysseus from Ogygia.

Athene calmed down Poseidon's storm

Odysseus considered killing Eurylochus even though they were closely related and Eurylochus encouraged the men to disobey Odysseus and kill Hyperion's cattle.

Antiphates' daughter and wife seemed eager to help and please him.

AO3 (10 marks)

Topic B Livy, *Stories of Rome*

4 (a) *Why did the Romans have to steal the Sabine women?*

Levels of Response

	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

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
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:
 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)

5 (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
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

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
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

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

Not allowed: Sabine Women

AO3 (3 marks)

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

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. <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

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 (8 marks)

(a)(ii) **Why did the Romans admire Horatius Cocles?**

Levels of Response

	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

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 (8 marks)

(a)(iii) **'Tarquin the Proud and his family were evil people.'** To what extent do you agree with this statement?

Levels of Response

	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

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.

But – captured Suessa Pometia and used booty to build Temple of Jupiter. Built Cloaca Maxima. Good general. Consulted Delphi about snake.

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

Sextus – lied to people of Gabii and executed and exiled its leading citizens. Raped Lucretia.

Titus and Arruns – teased Brutus. Consulted Apollo about next king and decided to hide reply from Sextus.

Allow reference to his parents.

AO3 (10 marks)

6 (b)(i) Describe how the Gallic invasion ended.

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. <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

Romans starving and so agreed to pay Gauls 1,000 pounds of gold to leave. 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 said he was dictator and hadn't agreed to this 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 (8 marks)

(b)(ii) What lessons did Livy want the Romans to learn from the actions of Dorsuo, Cominus and Manlius? Give reasons for your answer.

Levels of Response

	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

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

Cominus – floated down Tiber to consult senate on whether Camillus could return from exile as dictator. Risked life as had to get through Gauls and patriotism as he wanted to help to save Rome. Also had respect for laws and authority.

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 (8 marks)

(b)(iii) What mistakes do you think the Romans and Gauls made at the time of the Gallic invasion?

Levels of Response

	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

Romans – Exiled Camillus. Fabii were rude, joined in fighting and killed Gallic general. Romans supported Fabii and made them military tribunes when Gauls complained. Didn't gather army quickly enough and allowed Gauls to come 11 miles from city. At Allia didn't set up camp, pick a retreat, offer sacrifices. Stretched battle line so that centre was very thin. Army fled, threw away weapons, most didn't return to Rome and those who did failed to shut gates. Papirius hit Gaul which led to massacre of senators. Cominus failed to conceal his route up Capitoline Hill.

Gauls – attack on hill failed as they allowed the Romans to use gravity to push them back down. Burnt grain stores in Rome and so they also ran short of food. Failed to protect camp with guards and so were slaughtered by Camillus.

Maximum Level 4 if no attempt at Gallic mistakes.

AO3 (10 marks)

Topic C Athens and Sparta

7 (a) Explain what determined the price of a slave.

Levels of Response

	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

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
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

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)

8 (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 (men's room) differ from the gynaikon (women's area)?**

Levels of Response

	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

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
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

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.

AO3 (3 marks)

9 (a)(i) Who taught an Athenian boy and what did he learn?

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. <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

Mother up to age 7. Possibly taught Aesop's fables.
Father – how to treat family and hold *symposia*. His trade.
Paidagogus – helped boy with lessons.
Grammatistes – reading and writing. Literature – usually learning *Iliad* and *Odyssey*.
Kitharistes – playing an instrument usually the *kithara*. Singing.
Paidotribes – running, long jump, javelin, discus, boxing and wrestling.
Sophists – rhetoric. Some taught history, geography, ethics and astronomy.

AO1 (8 marks)

(a)(ii) Explain who served in the krypteia (secret police) and what purpose it served in Sparta.

Levels of Response

	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

Strongest pupils from *agoge* served. 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. Lygurgus 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.

AO2 (8 marks)

(a)(iii) What would you have liked and disliked about attending an agoge (Spartan school)?

Levels of Response

	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.

AO3 (10 marks)

9 (b)(i) What were the main duties of an Athenian citizen who was a *kyrios* (head of the household)?

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. <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

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 (8 marks)

(b)(ii) How important were the *perioikoi* (neighbours) in Sparta and the *metics* (resident foreigners) in Athens?

Levels of Response

	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

Perioikoi: served as auxiliary force in Spartan army. They were the tradesmen and craftsmen of Sparta and made shoes, furniture, pottery. They were fishermen and shipbuilders

Metics: may have been about one third of free male population. Had to pay a monthly tax of one drachma. Had to fight for Athens – wealthier ones were hoplites but many served as rowers in the navy.

They could not own property and were important in non-farming industries such as crafts and commerce. Did trades such as baking, gardening, mule-driving. Some female *metics* were *hetairai*. Wealthiest ones could be *choregoi*.

AO2 (8 marks)

(b)(iii) What do you think were the advantages of living in Athens in the 5th century BC for making money through business or trade?

Levels of Response

	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 any reasonable value judgments.

Students may mention: great number of trades eg growing crops for food, olive production and uses, bee keeping, rearing animals for sacrifices (many temples and festivals). Production of wool for clothing. Quarrying stone/marble for building (big building programme). Making weapons for war. Potters (great need for pots and Athens famed for pottery) – leather workers (terrible smell from tanning) – cobblers. Could also be a teacher, herald, speech writer. Piraeus good for import and export.

But 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. Virtually all male workforce.

AO3 (10 marks)

Topic D History of Roman Britain

10 (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
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

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 10th 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
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

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)

11 (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
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

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
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

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 or thought for their comrades.

AO3 (3 marks)

12 (a)(i) Describe the attacks on the Druids carried out by Suetonius Paulinus and Agricola.

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. <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

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

A01 (8 marks)

(a)(ii) What similar reasons did Julius Caesar and Claudius have for invading Britain and in what ways did their motives differ?

Levels of Response

	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

Both wanted to increase their reputations, although for different purposes.
 Both wanted to gain mineral wealth of Britain, slaves, hunting dogs and corn.
 Both wanted to cut off escape route for rebellious Gauls and cut links between Britons and Gauls.
 Druids may have been causing both of them problems.
 Claudius had been asked for help by Adminius / Amminius and Verica
 Claudius wanted to extend Empire but Caesar provincial governor with civil war looming.
 Claudius wanted to employ troops on Rhine / Danube to prevent rebellion.
 Claudius wanted to wipe out memory of Gaius' fiasco.

AO2 (8 marks)

(a)(iii) What do you think were the high and low points of Aulus Plautius' invasion and governorship of Britain?

Levels of Response

	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 any reasonable judgement. Students may refer to following points:

High points :

wise selection of legions (experienced in war) – and specialist troops (cavalry, swimmers) – well-chosen landing site – in poorly defended territory – use of decoy landings – successful tactics at battle of Medway – against fierce opposition – capture of Thames crossing – capture of Colchester – flight of Caratacus – surrender of British chiefs – tactful request for emperor's help – systematic strategy for conquest – colony established at Colchester – division of force into three – established Fosse Way as frontier – subjugation of south and east by Vespasian – hill forts taken – eg Maiden Castle – defensive zone in West Midlands – forts in E. Midlands, Lincoln – awarded ovation at end of term.

Low points:

unable to deal with near mutiny and needed Narcissus' intervention – invasion dangerously delayed – flight of Caratacus.

AO3 (10 marks)

12 (b)(i) Describe the attacks on Camulodunum (Colchester) and London at the start of Boudicca's rebellion.

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. <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

Catus Decianus sent 200 men to help defend Camulodunum and there was a small colony of veterans. There was no ditch or rampart and the old people and women remained. The town was plundered and burnt and the soldiers took refuge in the temple for two days. Eventually the Britons set it on fire and burnt 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 (8 marks)

(b)(ii) Explain why Boudicca lost the final battle against the Romans.

Levels of Response

	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

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. Paulinus was 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 number and their escape was blocked by their own wagons and families. Many were poorly armed.

AO2 (8 marks)

(b)(iii) What would you have taken into consideration when deciding whether or not to join Boudicca at the start of the rebellion?

Levels of Response

	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

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 (10 marks)