

GCSE

CLASSICAL CIVILISATION

40201F/Unit 1: Greece and Rome: Stories and Histories

Mark scheme

4020
June 2014

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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.

Topic A Homer, *Odyssey*

1 (a) *To whom is the Cyclops talking in the passage?*

AO1 (1 mark)

The ram/ his sheep

Not allowed: his flock

(b) *Explain why Odysseus had blinded the Cyclops.*

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

Emphasis is to be on the explanation for **blinding** .

He and his men were trapped in the cave by a giant boulder which was too heavy for them to move. They needed to stop the Cyclops eating them but needed him to move the boulder so that they could escape. If he was blind he would be unable to see them.

AO2 (3 marks)

(c) *Where is Odysseus hiding at this point in the story?*

Underneath the ram/sheep

Not allowed: under livestock/goats

AO1 (1 mark)

(d) *State two things the Cyclops later asks Poseidon to do to punish Odysseus.*

Two from: stop him reaching home – or if did he would come late – in a foreign ship – in wretched plight – having lost men – to find trouble in his house.

Not allowed: kill him/his men

AO1 (2 marks)

(e) *Do you agree with the Cyclops that Odysseus was a wicked man? You may refer to any of the books of the *Odyssey* you have read.*

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:

Behaviour on Ismarus – and towards Cyclops – infidelity – let men enter harbour at Telepylus – concealed truth about Scylla and Charybdis
 But respectful to Nausicaa – saved men from Circe – and Lotus-eaters -buried
 Elpenor – fed men with stag – respectful towards Athene
 Also allow reference to actions when he returned home if these are known.

AO3 (3 marks)

- 2 (a) **How had Aeolus previously tried to help Odysseus return home?**

Gave him Bag of Winds – and a breeze to blow him home/ favourable wind

AO1 (2 marks)

- (b) **Explain how an ‘untrustworthy crew and a fatal sleep’ (line 4) had caused problems for Odysseus.**

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

Odysseus did not tell his men what was in the bag and, after 9 days awake, he fell asleep on the ship when they were in sight of Ithaca. The men thought the bag contained gold and silver which Odysseus was keeping for himself. They opened the bag and the winds rushed out carrying them back to Aeolia/away from Ithaca.

AO2 (3 marks)

- (c) **Odysseus asked Aeolus to ‘put things right’ (line 5). What did Aeolus reply?**

Two from: told him to get off his island –refused to help- as Odysseus hated by the gods.

AO1 (2 marks)

- (d) **Would you have liked to have been in charge of Odysseus’ crew? Give reasons for your answer. You may refer to any books of the Odyssey you have read.**

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:

Times when they got into trouble eg eating Sun God’s cattle, being turned into pigs, eating lotus fruit, in land of Cicones. Times when they obeyed Odysseus eg when facing Sirens, Scylla and Charybdis. Lack of trust with bag of winds. Behaviour of Eurylochus and Elpenor.

AO3 (3 marks)

3 (a) Describe three ways in which members of Odysseus' crew died.

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 mark
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Any three from:

Six from each ship killed when Cicones attacked them. Six were eaten by the Cyclops – Antiphates killed one for his supper – Laestrygonians stoned many to death in the harbor / speared them for food – Elpenor broke his neck when he fell off the roof drunk – Scylla ate six of them – drowned when Zeus destroyed their ship with a lightning bolt.

AO1 (4 marks)

(b) Why were the Sirens dangerous and how did Odysseus pass them safely?

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

Students may mention:

The song of the Sirens bewitched men and drew them onto the island where they would die. He passed them by following Circe's advice and softened beeswax with which his crew blocked their ears so they couldn't hear the song. He didn't block his

own ears but had the men tie him to the mast so that he could listen but not be drawn in. When he gestured to the men to set him free, after he was enchanted by the song, they tightened the ropes and added more.

AO2 (4 marks)

- (c) **Many people, monsters and gods caused Odysseus problems. Choose your top three and give your reasons for choosing them.**

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 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Three from: the cicones, the cyclops, scylla and charybdis, the laestrygonians, poseidon, calypso, circe, the lotus-eaters, hyperion's cattle, his crew.

AO3 (5 marks)

- 4 (a) **How did Athene help Odysseus?**

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 mark
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Students may mention:

Imprisonment by Calypso – she raised this at the council of the gods and persuaded Zeus to send Hermes to order his release.

Storm at sea sent by Poseidon – she checked the winds except the North Wind with

which she flattened the waves in Odysseus' path.
 Rocks around Scherie – Athene gave him the idea of holding onto a rock with both hands until he was swept back out to sea.
 Exhaustion – Athene sent him to sleep
 Shipwreck on Scherie – she sent Nausicaa down to the river, made Odysseus wake up and gave her courage to face him. She made Odysseus handsome.
 Also allow references to other books of the *Odyssey* which are not on the specification.

AO1 (4 marks)

(b) Why might you feel sorry for Calypso?

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

Students may mention:

Odysseus did not love her and sat on the shore weeping and wanting to go home. She had saved his life. She loved him and had offered him immortality. She was more beautiful than Penelope but he still preferred his wife to her. She was ordered by Zeus to free him and no option but to obey. She felt the gods had double standards and that gods were allowed to sleep with mortal women. Even when she offered him tools, food etc. he still didn't trust her and made her swear she was not planning any mischief. Odysseus left her alone.

AO2 (4 marks)

- (c) **Who do you think was the nicer character: Circe or Nausicaa? Give your reasons.**

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 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Students may mention:

Circe

Lured men into house with singing and turned them into pigs. Swore oath not to harm Odysseus and turned men back into human form. Committed adultery. Provided hospitality for a year. Gave good advice about Underworld, Sirens, Scylla and Charybdis and Hyperion's cattle. Provided favourable breeze.

Nausicaa

Lazy and shy. Gullible/ obedient after dream. Washed clothes for family. Friendly towards maids and brave to face Odysseus. Kind to provide food, clothes, oil. Proud of family and Phaeacia. Wished for a husband like Odysseus. Wanted to protect reputation but at expense of Odysseus having to walk. Gave directions to palace and advice to supplicate mother.

AO3 (5 marks)

Topic B Livy, *Stories of Rome***5 (a) *To whom is Horatius speaking?***

Horatia / his sister.

AO1 (1 mark)

(b) *Explain what he means by ‘Go and join your lover.’ (lines 1-2)***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

Her fiancé, one of the Curiatii had been killed in the battle and so was in the Underworld. Horatius is going to kill her and so they will be reunited in death.

AO2 (3 marks)

(c) *What had Rome gained from Horatius’ victory?*

Control of Alba Longa.

Not allowed : land

AO1 (1 mark)

(d) *How was Horatius eventually punished?*

Walked under wooden beam /yoke – with head covered.

AO1 (2 marks)

(e) *Do you think the King behaved well in this story? Give your reasons.***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:

Agreed to triple combat to save lives. Appointed *duumviri* as he realised the death sentence would be unpopular with the mob. Later intervened and encouraged Horatius to appeal. Wanted to be merciful without breaking the law.

AO3 (3 marks)

6 (a) **What rank did the old men hold in Roman society?**

Senatorial.

AO1 (1 mark)

(b) **Explain why they had decided to stay in the city.**

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

Insufficient room for everyone on Capitol and did not want to take up precious space and food. Wanted to set a good example to the plebeians that the rest of the city should be abandoned. Did not have long left to live. Desire for a noble death.

AO2 (3 marks)

(c) **Describe what led to the deaths of the old men.**

Levels of Response

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

Gauls broke into houses and old men sat very still appearing like statues of gods. One Gaul stroked Papirius' beard and he hit him with his ivory staff. This led to the massacre.

AO1 (3 marks)

(d) **Apart from Camillus, who is your favourite individual character from the story of the Gallic invasion? Give your reasons.**

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

Possible choices include:

Albinus, Camillus, Dorsuo, Cominus, Manlius, Brennus.

Accept any reasonable argument.

AO3 (3 marks)

7 (a) How did Horatius Cocles stop the Etruscan army from reaching Rome?

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

Students may mention:

When the army attacked Horatius and two friends stood on the bridge which led across the Tiber to Rome. They stopped the army from crossing while the other Romans chopped down the bridge. Towards the end Horatius stood there on his own and held them back until the bridge broke.

AO1 (4 marks)

(b) Explain why the Romans admired Gaius Mucius Scaevola.**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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	4 marks

Students may mention:

He was willing to go on his own into the Etruscan camp to try to kill their king to save Rome.

He respected the senate and asked its permission to go. He kept calm when he couldn't identify the King and was very brave with his speech and burning his hand off. He was clever to scare the King by saying there were other Romans waiting to kill him.

AO2 (4 marks)

(c) Which women in Livy's stories do you admire? Give your reasons.

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 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Most likely are: Sabine Women – Tanaquil – Lucretia – Cloelia – Veturia.
Accept any reasonable explanation. No limit on number of women discussed, look for quality of discussion.

AO3 (5 marks)

8 (a) How did Cincinnatus save the trapped Roman army?

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 mark
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Students may mention:

Cincinnatus stationed his troops in a circle around the enemy camp. This meant the Aequi were now between 2 Roman armies. When the signal was given Cincinnatus' army raised a battle cry. This terrified the Aequi but boosted the hopes of Minucius' army who now found the courage to attack the Aequi who were defeated as they were surrounded by the Romans.

AO1 (4 marks)

(b) How did Camillus' behaviour towards the schoolteacher and the Gauls help Rome?

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

Students may mention:

His refusal to use the schoolboys as hostages and his sending the schoolteacher back showed he was honourable and caused the townspeople to surrender to him.
 The town (Falerii) came under Roman control.
 Made a rallying speech at Ardea and led a successful night attack on the Gauls.
 Defeated Gauls twice in battle and saved the city.

AO2 (4 marks)

(c) Do you like Coriolanus? Give your reasons.

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 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	-5 marks

Students may mention:

His capture of Corioli. His harsh attitude over the price of corn and choice of death or slavery. Refusal to attend trial. Going over to Volsci and his plan to have the Volsci expelled from the Games to fuel their anger. His attack on Rome and refusal to listen to embassies. His behaviour towards his family especially his mother.

AO3 (5 marks)

Topic C Athens and Sparta

9 (a) *How did a Spartan become a member of a syssition (mess / dining hall)?*

Levels of Response

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

Students may mention:

Applied to join when he was 20. All the existing members voted by dropping a ball of bread into a jar. If any one person squeezed his ball flat the candidate was automatically rejected.

AO1 (3 marks)

(b) *Why had Lycurgus set up the syssition system of living?*

Two from : - promote comradeship – and equality / show mess more important than private life - instill responsibility(providing food) – to ensure different generations mixed together.

AO2 (2 marks)

(c) *A visitor tasted the black broth of Sparta, and said, ‘Now I know why the Spartans have no fear of death.’ What did the visitor mean?*

Death was preferable and easier to cope with – than putting up with eating such disgusting food.

AO2 (2 marks)

(d) *Why do you think the Spartans were so desperate to join a syssition?*

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:

Disgrace if not elected and became a social outcast. Desire for comradeship and to bond with the men with whom they would fight. Could socialise with men of different ages. Could talk of politics, sing and joke and everything was confidential. Food was shared.

AO3 (3 marks)

10 (a) **What name is given to the men in line 1 of the quotation in the passage?**

Sophists.

AO1 (1 mark)

(b)(i) **Who did they teach?**

Rich – young men. (Sons of wealthy men – 2 marks)

Not allowed: boys

AO1 (2 marks)

(b)(ii) **Why was it important for the people they taught to learn to win arguments?**

To win cases in the law courts – be an influential politician in the assembly.

AO2 (2 marks)

(c) **Why were these teachers unpopular?**

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	One simple, relevant reason	1 mark
Level 2	One relevant reason with development or two simple, relevant reasons	2 marks

Charged high fees. Thought to teach young men to be dishonest and use deception. Challenged established beliefs.

AO2 (2 marks)

(d) **How successful do you think education for poor children was in Athens in the 5th century BC?**

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:

Education not compulsory and was not free (but quite cheap) so many children may not have gone to school. Those boys who did go started age 7 and only stayed until 11 years old. Learnt 3Rs. No quality control of teachers. Much rote learning in mixed age classes. But most probably literate. Hard to judge because no formal testing. Then learnt father's trade. Girls did not go to school, taught by mother to look after

house – market stall.

AO3 (3 marks)

- 11 (a) **How did an Athenian girl in the 5th century BC prepare for her wedding? Do not write about the ceremony itself.**

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 mark
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Students may mention:

Sacrifices offered to gods especially to Artemis. Dedicated her toys, girl's clothing and a lock of hair to Artemis on day before the wedding. Bathed in sacred spring water. Dressed in wedding robe and a veil, wore a crown, perfume and jewellery. Had hair arranged.

AO1 (4 marks)

- (b) **Why might an Athenian girl have been scared on her wedding day?**

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

Students may mention:

Ages of bride and bridegroom. She may have never met the groom before the wedding day. Expense of clothing and feast. Was symbolically dragged from mother's arms and had to leave her home. In new home either had to get on with mother-in-law or take responsibility for running the house. Procession was noisy and could be lewd. Took place at night with burning torches. Emphasis on fertility, eg

ritual bath, fruit and flowers thrown in procession and a mixture of dates, coins, dried fruits, figs and nuts was thrown over the couple. Cart axle burned to show she couldn't return home. Consummation of marriage.

AO2 (4 marks)

(c) What do you think were the advantages and disadvantages of women's lives in Athens in the 5th century BC?

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 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Students may mention:

Expected to produce children and especially boys. Look after children and educate daughters. Responsible for overseeing all household tasks and the slaves. Had to ensure household had enough to eat and keep accounts. Spinning and weaving and making clothes. Poorer women may have collected water or taken jobs such as market stall holder or washer-woman. Bride had to leave her family and home to live with husband. Became legal possession of husband. If husband died dowry passed to sons. If he died leaving a daughter she was then married to the closest available male relative of the deceased. Women rarely allowed to leave the house. Regarded as burden to family, hence dowries. Formal education rare and no political or legal rights. Mostly confined to home and little social life. Seclusion inside house and expected to tolerate husband's adultery but a woman's adultery was severely punished. Divorce difficult for women. Under control of *kyrios*. But a dutiful wife was valued and educated her daughters and was trusted to run household. Could visit friends if chaperoned and could attend festivals. There were some women only festivals.

AO3 (5 marks)

12 (a) **How did Spartan soldiers fight and protect themselves in the phalanx formation?**

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 mark
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Students may mention:

Hoplites used their shields/body weight to push enemy soldiers off battlefield. Hoplites fought with long spears. Also carried short swords which could be used to stab through the gaps in the enemies' shield wall and armour when two opposing phalanxes collided. Each hoplite had a shield in his left hand and this also protected his neighbour's unprotected right hand side. If a soldier in the front row fell, the men in the rows behind would move up a place to maintain the formation. The best soldiers fought at the front.

AO1 (4 marks)

(b) **How did the agoge (Spartan school) make boys tough?**

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

Students may mention:

Left home and lived in barracks away from parents. Had to go out in dark without a light. Elders encouraged the boys to fight each other. Games were tough and violent.

Once a year had cheese stealing / whipping contest. Hands toughened from breaking reeds for beds. Clothing not adequate for all temperatures. Poor and insufficient food and so had to steal. Harsh discipline.

AO2 (4 marks)

- (c) **Would you have preferred to be an adult Spartan man or an adult Spartan woman? Give your reasons.**

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 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Students may mention:

Men did fighting and won glory but danger of death in battle. Had to show courage or be an outcast. Need to be elected to a *syssition*. Women could die in childbirth but could gain glory from producing sons. Men had political rights. Men had to live in barracks but had comradeship. Homosexuality. Women possibly lonely. Neither sex had family life but women had more contact with children. Both did physical exercise. Women took part in dancing and singing competitions and learnt poetry and how to play the lyre. Wives could also be shared. Marriage. No careers except army for men. Women managed estates with helot help. Poor food for both.

AO3 (5 marks)

Topic D History of Roman Britain

13 (a)(i) Name the river in line 1.

Thames.

AO1 (1 mark)

(a)(ii) Name the man who took control of the troops in line 1.

Claudius.

AO1 (1 mark)

(b) Which son of Cunobelinus had died in fighting before this battle?

Togodumnus.

AO1 (1 mark)

(c) Which road marked the area subdued by Aulus Plautius?

Fosse Way.

AO1 (1 mark)

(d) Explain how Camulodunum (Colchester) played an important part in the rebellion led by Boudicca.

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

Students may mention:

Trinovantes annoyed by having land taken to build town and temple of Claudius was focal point for hatred. Behaviour of veterans who lived here also caused offence.

Ninth legion was ambushed trying to save the town. Destruction of town was first success for Boudicca and gave impetus to rebellion.

AO2 (3 marks)

- (e) ***There were some strange events at Camulodunum before it was attacked. What effect do you think these events had on the people who lived there?***

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:

Statue of Victory fell down and its back was turned as though it was retreating from the enemy. Britons thought this meant the Romans would run away from them and have no chance of victory. Barbarian cries may have been interpreted as the Britons' war cries and the wailing in the theatre as the noise by the people in the town when Boudicca defeated them. The image of the colony in ruins meant they would win and the blood in the Thames was the blood of all the Romans they would kill. The human corpses were the dead Romans. The Britons would have been very optimistic of victory and encouraged to rebel and take on the Romans. The colonists may have been nervous and scared.

AO3 (3 marks)

- 14 (a) **Name the procurator in line 3.**

Julius Classicianus.

AO1 (1 mark)

- (b) ***Explain why the procurator had argued with Suetonius Paulinus.***

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

After Boudicca was defeated in battle, Paulinus laid waste the territory of any tribe which had taken part in the rebellion or whose allegiance was suspect which helped to cause famine. Tribes were also starving because they hadn't sowed any crops. Classicianus thought Paulinus was being too harsh in his vengeance and that it would cause the tribes to rebel again. He was also responsible for finance in the province and saw his revenues draining away.

AO2 (3 marks)

- (c) ***What reason was later given for Suetonius Paulinus' recall to Rome?***

Loss of ships.

AO1 (1 mark)

- (d) **What had the previous procurator Catus Decianus done which helped to cause the rebellion led by Boudicca?**

Two from: took control of Iceni kingdom – whipped Boudicca – daughters raped by his men – Iceni nobles badly treated – recalled the money Claudius had given them - with interest.

AO1 (2 marks)

- (e) **Do you admire Suetonius Paulinus? Give your reasons.**

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:

Attack on Druids. Quick return to London and decision not to hold it. But left people to die. Choice of battlefield and strategy for battle. Calm under pressure. But camp prefect of 2nd legion didn't obey him. Stunning victory in which he killed many of the enemy with very few losses. Harsh treatment of Britons after rebellion.

AO3 (3 marks)

- 15 (a) **What did the Romans hope to gain from conquering Britain?**

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 mark
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Students may mention:

Commanders like Caesar and Claudius wanted to increase their reputations. Gain mineral wealth of Britain especially silver for coinage, lead, iron, slaves, hunting dogs and corn. Rumours of pearls on the beaches. It would cut off escape route for rebellious Gauls and cut links between Britons and Gauls. Stop Druids causing problems. It would extend the Empire. Claudius wanted to employ troops on Rhine / Danube to prevent rebellion. Claudius wanted to wipe out memory of Gaius' fiasco.

AO1 (4 marks)

(b) Why did Julius Caesar have problems when he invaded Britain?**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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	4 marks

Students may mention:

Caesar didn't know of a suitable harbour and had to land on open beach and tide caused damage to ships. His cavalry failed to arrive owing to contrary wind and a storm. Ambush of legion because corn only available in one place and so Britons knew where the soldiers would be.

54BC – left ships at anchor and didn't learn lesson from previous year. Extensive damage caused by storm.

Had to return to Gaul early to deal with rebellion.

AO2 (4 marks)

(c) What would you have disliked about being ruled by the Romans? Do you think there were any advantages of being part of the Roman Empire?**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 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Students may mention:

Had land taken and had to pay tax. Paid for upkeep of troops. Druids were wiped out. Imperial cult introduced and had to pay for temple of Claudius. Mistreated by veterans and had to work on roads, etc. Officials were corrupt. Lost traditional way of life.

Gained protection from external attack and internal fighting stopped. Improved agriculture. Army provided a market and goods could be exported. Good road network. Better housing and entertainment. Education. Some prospered, eg Cogidubnus who possibly had palace at Fishbourne and Roman citizenship.

AO3 (5 marks)

- 16 (a) ***Agricola won the battle at the Graupian Mountain (Mons Graupius). What other successes did he have as Governor of Britain?***

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 mark
Level 2	A sound answer. Some clear, relevant knowledge. <i>Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear, relevant knowledge with some development. <i>Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is clear.</i>	4 marks

Students may mention:

Captured Anglesey and consolidated conquest of Wales. Advanced north in two columns on either side of country and consolidated hold on Brigantia. Advanced into Scotland and forts may have been built across Forth – Clyde isthmus. Stopped Selgovae causing trouble. Built roads in southern Scotland and strategically placed forts and fortress of Inchtuthil. Fleet sailed all round Britain. Checked abuses, eg with corn tribute. Programme of Romanisation. Extended self-government for *civitates*.

AO1 (4 marks)

(b) What was special about Agricola's victory at the Graupian Mountain (Mons Graupius)?**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 mark
Level 2	A sound answer. Some clear understanding. <i>Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.</i>	2-3 marks
Level 3	A good answer. Clear understanding with some development. <i>Spelling, punctuation and grammar are generally accurate and meaning is generally clear.</i>	4 marks

Students may mention:

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

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

Used Batavians to fight with swords at close quarters. Kept four squadrons of cavalry to attack Britons who descended from the hill tops and they routed these Britons.

Cavalry then attacked enemy in rear. Agricola used his troops to chase Britons out of the woods and kill them. Won battle using only auxiliaries, thus protecting best troops and Roman lives.

AO2 (4 marks)

- (c) **What qualities made Agricola and Suetonius Paulinus good generals and successful governors of Britain? Give examples of the two generals showing these qualities.**

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 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. <i>Form and style of writing may be appropriate to answer question.</i>	2-3 marks
Level 3	A sound answer addressing all the main points of the question. Some clear evaluation or personal response, as required by the question, with good development. <i>Form and style of writing are appropriate to answer question.</i>	4-5 marks

Students may mention:

Military skill and bravery eg Paulinus, Agricola
 Fairness eg Agricola's reforms
 Strategic planning eg Agricola's fort
 Make hard decisions eg Paulinus abandoned London
 Ability to act quickly eg Paulinus, Agricola on his arrival
 Oratory eg Agricola at Mons Graupius.

AO3 (5 marks)