



GCSE

Classical Civilisation

40201F Unit 1: Greece and Rome: Stories and Histories
Mark scheme

2020
June 2015

Version 1: Final mark scheme

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

Topic A Homer, ‘Odyssey’

1 (a) Why is Odysseus in deep anguish (line 2)?

His men had been turned into pigs.

AO1 [1 mark]

(b) Explain how Circe had earlier trapped some of Odysseus’ men.

| | | |
|----------------|---|---------|
| | 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 |

Men had been frightened by tamed wild animals and been drawn into the house by her singing. She made them welcome and offered them food and drink but this contained a drug which made them forget their homeland and she turned them into pigs which she penned in sties.

AO2 [3 marks]

(c) Why had Circe sworn an oath not to harm Odysseus?

Two from: Spell hadn’t worked/Odysseus protected by moly – he didn’t trust her - he had threatened to kill her - on Hermes’ advice.

AO1 [2 marks]

(d) For how long did Odysseus and his men stay with Circe?

1 year.

AO1 [1 mark]

(e) ‘Odysseus was often unhappy.’

**Do you agree with this statement? Give your reasons.
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 |

Always wanted to get home and see wife and son. Cried on beach when trapped by Calypso. In storm with Ino and when he approached Phaeacian coast and after he landed. When talking to Alcinous. When he lost men to Cicones, Cyclops, Laestrygonians, Scylla and Zeus. When men opened Bag of Wind and when Aeolus refused to help him a second time. When told he had to go to the Underworld. When he was swept towards Charybdis.

Give credit if any students make a good case for him not being unhappy.

- 2 (a) **Who is giving Odysseus this advice?** AO3 [3 marks]

Circe.

AO1 [1 mark]

- (b) **What must he leave ‘untouched’ (line 1)?**

Hyperion / Sun God’s cows and sheep / animals.

Insist on reference to Sun God

AO1 [1 mark]

- (c) **Explain why Odysseus was already destined to lose his ship and crew.**

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 |

He had blinded the Cyclops to escape from his cave. His father was Poseidon and the Cyclops asked him to get revenge by making sure Odysseus returned home alone and in a foreign ship. Poseidon agreed to this.

Give credit to those who argue negatively ie no evidence that Poseidon was able to bring about the Cyclops' curse. Zeus destroyed the ship because the crew had eaten Hyperion's cattle.

AO2 [3 marks]

- (d) **How was Odysseus’ ship later destroyed (line 3)?**

Struck by lightning/thunder bolt/ in a storm – sent by Zeus.

AO1 [2 marks]

- (e) **To what extent do you think Odysseus was responsible for the loss of his ship and crew?**

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 |

He had gone into the Cyclops’ cave uninvited and wanted to stay in there to receive more gifts but had taken wine as a gift. The Cyclops did not abide by the laws of xenia and was eating Odysseus’ men and so Odysseus had to do something drastic to escape. He was foolish to reveal his name.

He had been warned not to harm the animals on Thrinacia but still allowed the men to persuade him to stop there. He was trapped there by a storm and did warn the men not to touch the cows but they disobeyed him. Eurylochus had caused trouble in the past. The gods caused him to sleep while the mutiny took place.

AO3 [3 marks]

3 (a) How did Odysseus meet Nausicaa?

Levels of Response

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

He had been shipwrecked and landed on Phaeacia and was asleep in the bushes. Athene sent Nausicaa to the coast to do the washing and, while she and her maids played a ball game, Athene made one of the girls miss the ball and her scream awoke Odysseus. When he approached Nausicaa, Athene gave her the courage to face him. Athene made him look handsome and he spoke courteously to Nausicaa who gave him directions to the palace.

AO1 [4 marks]

(b) Explain how Aeolus and Circe helped Odysseus to get home.

Levels of Response

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

Circe

Bathed, clothed and fed Odysseus. Provided hospitality for a year. Gave directions to Underworld and instructions for sacrifice and to question Tiresias. Later told him how to avoid Sirens and warned him of Wandering Rocks, Scylla and Charybdis and Sun-God's cattle. Provided favourable breeze.

Aeolus

Provided hospitality and gave them Bag of Winds and favourable breeze.

AO2 [4 marks]

- (c) **What do you admire about Odysseus? Give examples of what Odysseus did to gain your admiration.**

Levels of Response

| | | |
|----------------|--|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question. | 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. Form and style of writing may be appropriate to answer question. | 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. Form and style of writing are appropriate to answer question. | 4-5 marks |

This list is intended as a guide. Students may choose different qualities with different examples.

Strong – held onto tree above Charybdis

Good lover – with Circe and Calypso

Practical – built raft to leave Calypso’s island.

Eloquent – speech to Nausicaa and speeches to men

Diplomatic – reply to Calypso, behaviour towards Nausicaa

Cunning – with Cyclops

Brave – blinding Cyclops

Thinks ahead – Nobody name

Enduring – surviving storm

Resourceful – used olive stake to blind Cyclops.

AO3 [5 marks]

4 (a) Write a description of the Cyclops' appearance and personality.

Levels of Response

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

Giant with one eye. Extremely strong (size of boulder he used). Lived alone and didn't abide by the laws of 'xenia'. Arrogant in claim to be stronger than the gods but hypocritical as he asks Poseidon to avenge his injury. A good shepherd who was fond of his flock. Methodical and well organised. Cruel in the way he killed and ate men in front of their comrades. Greedy when drinking the wine. Gullible to believe Odysseus was called Nobody. Vindictive in the way he curses Odysseus.

AO1 [4 marks]

(b) Choose two of the following and explain how they caused problems for Odysseus:

Cicones Lotus-Eaters Laestrygonians

Levels of Response

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

Cicones

Odysseus and his crew sacked Ismarus and then the men refused to leave as they were enjoying the food and drink. The Cicones asked their neighbours for help and they were trained fighters and so 6 men from each ship were killed. Caused grief for those who survived.

Lotus-Eaters

3 men sent to explore and they were given lotus which made them forget about wanting to return home.

Laestrygonians

Again 3 men sent to explore. Antiphates was a cannibal who killed one of the men for his supper. The others fled back to the ships but they were trapped in the harbour and were tightly packed together with the ships tied up. Consequently they couldn't escape and the Laestrygonians pelted them with rocks and speared any men left alive in the water to take home to eat. Only Odysseus' ship survived as it wasn't moored in the harbour.

AO2 [4 marks]

- (c) **Choose two gods or goddesses and say why you like or dislike each of them. Do not write about Circe or Calypso.**

Levels of Response

| | | |
|----------------|--|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question. | 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. Form and style of writing may be appropriate to answer question. | 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. Form and style of writing are appropriate to answer question. | 4-5 marks |

Athene – raised Odysseus' imprisonment at Council of Gods. She calmed the waves and gave him the idea to cling on to the rock off the coast of Scherie. She enabled him to sleep. Wouldn't appear to him in Phaeacia but did keep him safe in a mist. Also allow credit for those students who know that Athene saved Telemachus and helped Odysseus on his return to Ithaca.

Ino – gave him protective veil.

Poseidon – sent the storm to wreck Odysseus' raft but he was taking revenge for his son.

Zeus – freed Odysseus from Calypso but this caused upset for her. Killed Odysseus' crew but he was avenging Hyperion.

Hermes – gave moly and advice on how to deal with Circe. Took message to tell Calypso to free Odysseus.

Aeolus – provided hospitality, bag of winds and favourable breeze to Ithaca but wouldn't help Odysseus a second time.

Hyperion – threatened Zeus and made him take revenge upon Odysseus' crew.

River god – checked current to allow Odysseus to land.

AO3 [5 marks]

Topic B Livy, ‘Stories of Rome’

5 (a) How had Lucretia died?

Stabbed herself / committed suicide.

AO1 [1 mark]

(b) What crime had Sextus committed (line 3)?

Rape (of Lucretia).

AO1 [1 mark]

(c) Who are the tyrants in line 6?

- A The Gauls
- B The Etruscans
- C Tarquin and his family
- D The plebeians

Answer C.

AO1 [1 mark]

(d) What happened to Sextus at Gabii soon after this incident?

Killed / assassinated.

AO1 [1 mark]

(e) Explain how Sextus had earlier taken possession of the town of Gabii.

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 |

Fled to Gabii pretending to be in danger from his father. Gradually gained influence by conducting campaigns against Rome and was appointed to lead their army. When he received Tarquin’s message about the poppy heads he executed or drove into the exile the leading citizens of Gabii. He bribed other citizens to keep them quiet. The town was thus leaderless and passed into Rome’s control.

AO2 [3 marks]

- (f) **Do you admire Brutus? Give your reasons. You may refer to any of Livy's stories in 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 |

Protected himself against Tarquin by pretending to be stupid. Clever gift for Apollo. Interpreted oracle correctly and clever to pretend to fall and conceal his real intention. Got revenge for Lucretia. Made rousing speech. Drove out Tarquins and founded Republic. Took side road to bypass Tarquin's forces and reach Ardea. Executed his own sons when they plotted to restore Tarquin. Died in battle fighting against Tarquin.

AO3 [3 marks]

- 6 (a) To whom is Camillus speaking?**

Schoolteacher.

AO1 [1 mark]

- (b) What was 'the present' (line 1)?**

Boys / sons of important citizens.

AO1 [1 mark]

- (c) What did Camillus do after he finished speaking?**

Two from:

Stripped teacher – tied hands behind his back – handed him over to boys – gave them sticks (to beat him).

AO1 [2 marks]

(d) Explain how Camillus, later in his life, caused trouble for the Gauls.

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 |

Encouraged people of Ardea to attack Gauls. Led the night attack on the Gauls. Agreed to lead the Roman soldiers who has survived the battle of the Allia. Told the Gauls they couldn't have the payment of gold. Drove them out of Rome and then won a second battle in which he captured their camp and killed them all.

AO2 [3 marks]

(e) Do you think that the Roman people and senate behaved well when the Gauls attacked? Give your reasons. Do not write about individual Romans.

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 |

No

Ignored Caedicius' warning. Exiled Camillus. Chose the Fabii to deliver their message. Promoted the Fabii. Slow to raise an army. Lack of precautions and sacrifices at Allia. Soldiers ran off at Allia. Didn't return to help Rome. Left gates open. Women were hysterical and indecisive. Agreed to pay Gauls to leave.

Yes

Old senators sacrificed themselves. Priests and Vestals saved sacred objects. Defended Capitol. Held out even when Rome burnt. Let Gauls climb half way up hill before attacking them. Rewarded Manlius. Threw bread pretending they weren't starving.

AO3 [3 marks]

7 (a) What did Romulus do to help Rome grow and survive?

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

He founded the city and invited people from neighbouring towns to come and live there. When they needed women he devised the plan to steal the Sabine women. He spoke kindly to them after their abduction to calm them down. When the Sabines were let into the city at night he rallied the Romans and drove the Sabines out but later made an alliance with them.

AO1 [4 marks]

(b) Explain how and why Tarquinius Priscus (Tarquin the Old) was killed.**Levels of Response**

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

Killed by shepherds hired by Ancus' sons. They were annoyed because they felt he had originally cheated them out of the throne and now they were to miss out again in favour of Servius Tullius. This was more insulting because of his servile roots. They killed Tarquin and not Servius because the King was more likely to punish them for murder and he could easily choose someone to replace Servius. He was killed by two shepherds who pretended to quarrel and, while he was listening to one of them, the other hit his head with an axe.

AO2 [4 marks]

(c) Tarquin the Proud was a very evil man. 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. Form and style of writing may be inappropriate to answer question. | 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. Form and style of writing may be appropriate to answer question. | 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. Form and style of writing are appropriate to answer question. | 4-5 marks |

Killed wife and brother. Led coup against Servius and killed him and those senators who had supported him. Was vindictive and wouldn't bury Servius. Didn't mind being feared. Cunning with poppy head message and sneaky capture of Gabii. Attacked Rome to regain throne. But consulted Delphi about the snake and built temple of Jupiter. Built cloaca maxima but used Roman people as slave labour.

AO3 [5 marks]

8 (a) What did the Romans admire about the behaviour of Gaius Mucius Scaevola?

Levels of Response

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

He had respect for authority / thought things through as asked the senate's permission for his mission so that he didn't look like a deserter. He was brave to enter the Etruscan camp alone and patriotic to risk his life for Rome. He remained calm under pressure and didn't ask which man was the king. He was proud of being Roman and gave a speech which praised the Romans and was clever to say there were others who would come to kill Porsenna. Had amazing courage to burn off his arm.

AO1 [4 marks]

(b) Explain why the Romans disliked Tarpeia and Coriolanus.

Levels of Response

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

Tarpeia

Was greedy for gold and a traitor to Rome when she opened the gates for the Sabines. Gullible to believe Sabine general.

Coriolanus

Gave the Roman people a very cruel choice in the famine, either keep their tribunes and starve or the corn price would be lowered but without tribunes they could be enslaved for debt. He was arrogant and wouldn't appear before the tribunes. He abandoned his family. He led the Volscian army against Rome and tried to stir up class hatred. He ignored the embassies from the senate and priests.

AO2 [4 marks]

- (c) **Choose three good qualities which you think Livy admired. For each quality, give an example of a person showing this quality in their behaviour. Do not write about Gaius Mucius Scaevola.**

Levels of Response

| | | |
|----------------|--|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question. | 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. Form and style of writing may be appropriate to answer question. | 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. Form and style of writing are appropriate to answer question. | 4-5 marks |

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

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

endurance – Cominus

quick thinking – Coriolanus – Manlius

sense of honour – Camillus at Falerii

respect for parents – Coriolanus

military ability – Coriolanus – Cincinnatus – Camillus – Manlius

simplicity of life – Cincinnatus

law abiding – Cincinnatus

piety – Horatius – Albinus – Dorsuo

justice/morality – Brutus on suicide of Lucretia

patriotism – up to 3 examples. Passim.

diplomacy – Menenius Agrippa.

AO3 [5 marks]

Topic C Athens and Sparta

9 (a) What did it mean if the father picked up the baby?

He acknowledged he was the father / accepted it into his family.

AO1 [1 mark]

(b) What happened to babies who were not picked up?

Exposed.

AO1 [1 mark]

(c) What was hung on the front door to announce the birth of a baby boy?

A olive wreath

B flowers

C a notice

D blue ribbons

Answer A.

AO1 [1 mark]

(d) At what age did an Athenian boy start school?

Answer 7.

AO1 [1 mark]

(e) Explain how teachers in Athens in the 5th BC were different from modern teachers.

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 |

Accept any reasonable suggestions about teachers but not education in general.

Most likely are:

all male – low status – didn't need qualifications – poorly paid – often worked alone – used corporal punishment – didn't write reports / attend parents evenings

Beware of answers which only list facts about Athenian teachers and which offer no comparison.

AO2 [3 marks]

- (f) **What do you think were the advantages and disadvantages of having a 'paidagogus'?**

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 |

Points may be used in either category. This is intended only as a guide.

Advantages

Carried school bags – helped with homework- taught good manners – set good example – could have good relationship.

Disadvantages

Behaviour monitored on way to school and in lessons – report given to father – could be caned – paidagogus may be unable to give help.

AO3 [3 marks]

- 10 (a) **What nickname did other Greeks give to Spartan women?**

Thigh flashers.

AO1 [1 mark]

- (b) **Why did Spartan girls do physical exercise?**

Produce strong babies – more likely to survive pregnancy.

AO2 [2 marks]

- (c) **Why did Spartan women need to learn to read, write and do basic arithmetic?**

To run estate ('kleros').

AO2 [1 mark]

- (d) **Spartan women had basic education and did exercise. State two other ways in which they were different from Athenian women.**

Two from:

Given same amount of food as boys – married at a later age – didn't do housework – allowed to inherit property – went out in public unescorted – adultery allowed – wore more revealing clothing – shaved heads for marriage – could express opinions.

AO1 [2 marks]

(e) The Spartan princess Kyniska was the first woman to do what?

Win at Olympic Games.

AO1 [1 mark]

(f) What do you think a modern woman would find unusual about Spartan marriage?

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 |

For wedding bride had hair cut short and wore a man's cloak so that she would feel like a man when her husband touched her – husband continued to live in mess – only visited her on a dark night – could lend his wife to other men – left to run estate on own with no input from husband – children taken away from parents at age 7 – wife's advice to come back with shield or on it.

AO3 [3 marks]

11 (a) What were the duties of an Athenian wife in the 5th century BC?

Levels of Response

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

Controlled household including the store cupboards. Had to make sure there was enough food for winter. In charge of household budget. Had to ensure slaves did duties properly and take care of ill ones.

Poor women fetched water and helped with the shop / market stall/ took in washing. Had to spin and weave cloth to make clothes for household and for curtains and sheets. Surplus could be sold.

Produce children, especially sons and look after them. Educate boys until age 7 and teach daughters how to run household / be a good wife.

AO1 [4 marks]

(b) Why were slaves important in the running of the city of Athens?

Levels of Response

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

Gave citizens time to participate in democracy.
 Worked in docks, farming and mines at Laureion. Worked in construction industry and in factories making pottery.
 Provided entertainment eg musicians, dancers, prostitutes.
 Public slave acted as a police force, as street sweepers and worked in the public mint.

AO2 [4 marks]

(c) What hopes and fears do you think a male Spartan had from the age of 18?

Levels of Response

| | | |
|----------------|--|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question. | 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. Form and style of writing may be appropriate to answer question. | 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. Form and style of writing are appropriate to answer question. | 4-5 marks |

Students may refer to some of the following in either category.

Be chosen for 'kyrpteia', killing of helots. Be chosen for Kings' bodyguard and keep his place. Marry and produce healthy sons. Wife sharing. Weak babies killed. Humiliation if a bachelor. Win choral contest. Be elected to 'sysstition' for comradeship and fear of being a social outcast if not chosen. Have enough to eat, be a good hunter, wife would provide monthly ration. Be a brave and successful soldier or die in battle.

AO3 [5 marks]

12 (a) What arrangements needed to be made to hold a drinking party (symposium)?

Levels of Response

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

Statues of limestone made or bought and sent via slaves as invitations. Cook hired and menu discussed and food and wine bought. Garlands made and 'andron' decorated with flowers and long streamers of ivy or vine. Entertainment hired, eg musicians, dancers and acrobats. 'Hetairai' also hired. Pottery bought: 'amphorae' for wine, 'krater' for mixing it and drinking cups. Couches prepared for guests.

AO1 [4 marks]

(b) Explain how guests were entertained at a drinking party (symposium).

Levels of Response

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

Use of 'Hetairai'. Intellectual discussions, poetry, philosophy, 'skolia'. Musicians, dancers, acrobats. 'Kottabos'.

AO2 [4 marks]

- (c) **What would you have liked about the everyday life of a male Athenian citizen? Do not write about drinking parties (symposia).**

Levels of Response

| | | |
|----------------|--|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question. | 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. Form and style of writing may be appropriate to answer question. | 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. Form and style of writing are appropriate to answer question. | 4-5 marks |

Climate, open-air life, festivals, shopping in markets and ‘agora’, slaves to do work leaving time for participation in politics, accepted superiority to women but wife supervised household and looked after children, dowry, design of houses, diet. Duties of ‘kyrios’.

AO3 [5 marks]

Topic D History of Roman Britain

13 (a) What is the name of the city in line 2?

- A Colchester
- B London
- C Rome
- D Lincoln

Answer C.

AO1 [1 mark]

(b) Which Roman general had defeated Caratacus?

Scapula.

AO1 [1 mark]

(c) How did Claudius treat Caratacus after he made this speech?

Pardoned him – and his family.

AO1 [2 marks]

(d) To what extent had Claudius benefited from the conquest of Britain?

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 |

Had improved own reputation with Roman people. Claimed to have surrender of 12 kings. Had support of Cogidubnus. Had control of Britain up to Fosse Way. But expensive to maintain 4 legions and mineral wealth was not as great as expected.

AO2 [3 marks]

(e) Do you think Caratacus had anything to be proud of in his military career in Britain?

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 |

Routed in first encounter and lost the battle at the Medway. Failure to work effectively with his brother. Fled to Wales where he effectively used guerilla tactics, organized opposition to the Romans and attacked allied territory. But was driven back by Scapula who defeated him in battle causing him to flee again.

AO3 [3 marks]

14 (a) In what area of Britain did this battle take place?

Midlands.

AO1 [1 mark]

(b) Explain why Suetonius wanted to fight:

- (i) in a narrow defile**
- (ii) with a wood blocking the rear.**

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 |

(i) He was outnumbered by at least 10-1 and didn't want to fight on open ground where he could be surrounded or have over extend his battle line. Only a limited number of Britons could engage with the Romans at a time and the narrowness of the valley packed them closely together, making it difficult for them to fight but easy for the Romans to mow them down.

(ii) Couldn't be attacked by the Britons from behind.

AO2 [3 marks]

(c) Where had the Fourteenth and Twentieth legions recently been campaigning?

Anglesey.

AO1 [1 mark]

(d) What other two legions were in Britain?

9th and 2nd.

AO1 [2 marks]

- (e) **To what extent do you think the Britons made it easy for the Romans to defeat them in this battle?**

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 |

Overconfident that vast numbers would win the day. Got drunk the night before the battle and had no battle plan. Allowed Suetonius Paulinus to pick the battlefield which he used to his advantage. Many were badly armed but they took on the well-armed and trained Roman army. Their own wagons and families cut off their retreat.

AO3 [3 marks]

- 15 (a) **Why did Boudicca and her tribe rebel against the Romans?**

Levels of Response

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

Prasutagus' will ignored and Boudicca whipped and daughters raped. Relatives treated as slaves. Loss of land tax and corn tax. Recall of money given by Claudius as gifts. High interest rates. Disarming of tribes. Suppression of Druidism.

AO1 [4 marks]

(b) How did the sea cause problems for Julius Caesar on his visits to Britain?

Levels of Response

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

Caesar arrived without his cavalry which couldn't land. No harbour found and to land his soldiers had to be encouraged to jump off their ships into the sea by the standard bearer. But they did manage this and defeated the Britons on the shore, storms twice destroyed some of Caesar's ships.

AO2 [4 marks]

(c) What do you think made Agricola a successful governor of Britain?

Levels of Response

| | | |
|----------------|--|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question. | 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. Form and style of writing may be appropriate to answer question. | 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. Form and style of writing are appropriate to answer question. | 4-5 marks |

Speed – attacked Ordovices immediately upon his arrival
 Use of auxiliaries – to attack Angelsey, Mons Graupius
 Personal courage – led men from front when they attacked the Ordovices, fought on foot at Mons Graupius and was everywhere on the battlefield.
 Encouraged men and chose sites for camps himself.
 Fair treatment of Britons – cut down abuses, encouraged Romanisation
 Fair treatment of own forces – gave jobs to those best qualified for them, condoned minor offences but dealt strictly with major crimes.
 Strategic siting of forts.

AO3 [5 marks]

16 (a) What did Julius Caesar gain from his campaigns in Britain?

Levels of Response

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

55 – knowledge of British tribes and fighting methods especially war chariots
 54 – captured hill fort but couldn't follow up victory as storm wrecked his fleet. Some British tribes had formed alliance led by Cassivellaunus but they were routed by legions and cavalry and were then defeated at Thames. Some British tribes submitted to Caesar and told him where to find Cassivellaunus' stronghold (Wheathampstead). He captured this and Cassivellaunus asked for peace. But rebellion in Gaul meant Caesar had to leave. He collected hostages and levied annual tribute which Britons soon stopped paying. In terms of conquest and booty he achieved very little but his fame and reputation in Rome were enhanced thanks to his Commentaries.

AO1 [4 marks]

(b) Explain why Ostorius Scapula can be praised as Governor of Britain.

Levels of Response

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

Acted quickly in the face of unrest and disarmed the tribes. Subdued a rebellion by the Iceni and moved against the Deceangli but had to return to quell trouble among the Brigantes. Established a colonia at Colchester to have a strong force of veterans in reserve. Won battle against Caratacus after attacking uphill and breaking through the barrier of stones. Brigantes handed over Caratacus to him.

AO2 [4 marks]

(c) What do you think the Romans gained from having Britain as part of their Empire?

Levels of Response

| | | |
|----------------|--|-----------|
| | Nothing worthy of credit | 0 marks |
| Level 1 | A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question. | 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. Form and style of writing may be appropriate to answer question. | 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. Form and style of writing are appropriate to answer question. | 4-5 marks |

Useful exports of lead, copper, iron, tin, gold, corn, woollen goods. Cut off escape route for Gallic trouble makers. Druid headquarters destroyed. Pride in conquering mysterious island on edge of world. Vespasian gained a good reputation and military experience when campaigning in Britain before becoming emperor.

AO3 [5 marks]

Assessment Objective Grid: 40201F**Topic A – Homer, ‘Odyssey’**

| Part | AO1 | AO2 | AO3 |
|----------------------|--------------|--------------|------------|
| Question 1 | | | |
| (a) | 1 | | |
| (b) | | 3 | |
| (c) | 2 | | |
| (d) | 1 | | |
| (e) | | | 3 |
| Total | 4 | 3 | 3 |
| Question 2 | | | |
| (a) | 1 | | |
| (b) | 1 | | |
| (c) | 2 | | |
| (d) | | 3 | |
| (e) | | | 3 |
| Total | 4 | 3 | 3 |
| Question 3 | | | |
| (a) | 4 | | |
| (b) | | 4 | |
| (c) | | | 5 |
| Total | 4 | 4 | 5 |
| Question 4 | | | |
| (a) | 4 | | |
| (b) | | 4 | |
| (c) | | | 5 |
| Total | 4 | 4 | 5 |
| Overall Total | | | |
| | 14/16 | 14/16 | 16 |

Topic B - Livy, 'Stories of Rome'

| Part | AO1 | AO2 | AO3 |
|----------------------|------------|------------|------------|
| Question 5 | | | |
| (a) | 1 | | |
| (b) | 1 | | |
| (c) | 1 | | |
| (d) | | 3 | |
| (e) | 1 | | |
| (f) | | | 3 |
| Total | 4 | 3 | 3 |
| Question 6 | | | |
| (a) | 1 | | |
| (b) | 1 | | |
| (c) | 2 | | |
| (d) | | 3 | |
| (e) | | | 3 |
| | | | |
| Total | 4 | 3 | 3 |
| Question 7 | | | |
| (a) | 4 | | |
| (b) | | 4 | |
| (c) | | | 5 |
| Total | 4 | 4 | 5 |
| Question 8 | | | |
| (a) | 4 | | |
| (b) | | 4 | |
| (c) | | | 5 |
| Total | 4 | 4 | 5 |
| | | | |
| Overall Total | 16 | 14 | 16 |

Topic C – Athens and Sparta

| Part | AO1 | AO2 | AO3 |
|----------------------|------------|------------|------------|
| Question 9 | | | |
| (a) | 1 | | |
| (b) | 1 | | |
| (c) | 1 | | |
| (d) | 1 | | |
| (e) | | 3 | |
| (f) | | | 3 |
| Total | 4 | 3 | 3 |
| Question 10 | | | |
| (a) | 1 | | |
| (b) | | 2 | |
| (c) | 1 | | |
| (d) | | 1 | |
| (e) | 2 | | |
| (f) | | | 3 |
| Total | 4 | 3 | 3 |
| Question 11 | | | |
| (a) | 4 | | |
| (b) | | 4 | |
| (c) | | | 5 |
| Total | 4 | 4 | 5 |
| Question 12 | | | |
| (a) | 4 | | |
| (b) | | 4 | |
| (c) | | | 5 |
| Total | 4 | 4 | 5 |
| Overall Total | | | |
| | 16 | 14 | 16 |

Topic D – History of Roman Britain

| Part | AO1 | AO2 | AO3 |
|----------------------|------------|------------|------------|
| Question 13 | | | |
| (a) | 1 | | |
| (b) | 1 | | |
| (c) | 2 | | |
| (d) | | 3 | |
| (e) | | | 3 |
| Total | 4 | 3 | 3 |
| Question 14 | | | |
| (a) | 1 | | |
| (b) | | 3 | |
| (c) | 1 | | |
| (d) | 2 | | |
| (e) | | | 3 |
| Total | 4 | 3 | 3 |
| Question 15 | | | |
| (a) | 4 | | |
| (b) | | 4 | |
| (c) | | | 5 |
| Total | 4 | 4 | 5 |
| Question 16 | | | |
| (a) | 4 | | |
| (b) | | 4 | |
| (c) | | | 5 |
| Total | 4 | 4 | 5 |
| Overall Total | 16 | 14 | 16 |