

GCSE

Classical Civilisation

40201H 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. Do not allow Apollo

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 bolt/ thunder 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

Level 3 can be awarded for good development of only 1 incident.

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)(i) How did Odysseus meet Nausicaa and her parents?

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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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. He followed her wagon into town and then made his way to the palace guided by Athene where he walked through the hall and clasped the Queen's knees.

AO1 [8 marks]

- (ii) Explain how acts of ‘xenia’ (guest friendship) helped Odysseus on his journey 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.	1-2 marks
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Insist on A02 and not simply a list of people’s actions.

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.

Calypso – saved Odysseus’ life and eventually she provided tools / wood for raft and provisions, a following breeze and advice.

Nausicaa – offered food, oil, clothes and directions to palace and her father provided a ship.

Aeolus – provided hospitality and gave them Bag of Winds and favourable breeze.

Maron – gave wine which Odysseus used to get Cyclops drunk.

Not allowed – help from Athene and Hermes.

A02 [8 marks]

(iii) ‘Odysseus was a man of many different talents.’

To what extent do you agree with this statement? Give examples to support your answer.

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.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

This list is intended as a guide. Students may choose different qualities with different examples. Insist on identification of different talents for Levels 4 and 5 and not simply a list of Odysseus’ good ideas and actions. Beware of prepared essays on the good and bad points of Odysseus’ character.

- 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 [10 marks]

(b)(i) 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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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.

Allow reference to Cyclopes as a race.

AO1 [8 marks]

(ii) **Explain how the Cicones, Lotus-eaters and Laestrygonians caused problems for Odysseus and his crew.**

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.	1-2 marks
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 [8 marks]

(iii) ‘Goddesses are kind but gods are cruel.’ Do not write about Circe or Calypso.

To what extent is this true in the ‘Odyssey’?

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.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 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. Sent Nausicaa to help him and enhanced his appearance. Wouldn’t appear to him in Phaeacia but did keep him safe in a mist.

Also allow credit for those candidates 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 [10 marks]

Topic B Livy, ‘Stories of Rome’

4 (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 exile the leading citizens of Gabii. He bribed other citizens to keep them quiet. The town was thus leaderless and passed into Rome 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]

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

School teacher.

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]

- 6 (a)(i) What did the Kings contribute to the growth of Rome?

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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Romulus – founded the city and obtained Sabine women to enable population to grow. Later made an alliance.

(Numa – brought religion to Rome).

Tullus – allowed triple combat by which Rome gained control of Alba Longa.

Ancus – built first prison, was a great wartime leader and a good administrator.

Tarquinius Priscus – added 100 men to senate to give it a broader base.

Servius Tullius – defeated Veii, held census and altered tax system.

Tarquinius Superbus – captured Suessa Pometia – and Gabii – built temple of Jupiter and cloaca maxima.

AO1 [8 marks]

- (ii) **Explain how Tarquin the Old (Tarquinius Priscus) became King and why he 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.	1-2 marks
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Encouraged by his wife, Tarquin moved to Rome to get on. He was encouraged to aim high when Jupiter sent the eagle and the cap sign. Changed his name from Lucumo to Tarquinius Priscus to sound more Roman. Threw parties and used his money to win friends. Learnt art of government from Ancus and was appointed guardian of his sons. Sent boys on hunting trip and made speech to people putting forward his own claim. Was elected.

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.

AO2 [8 marks]

(iii) ‘Romulus was entirely good while Tarquin the Proud was completely evil.’

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.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Romulus

Stole from robbers and shared with shepherds. Plan to rescue Remus. Restoration of Numitor and killing of Amulius. Argument over naming of Rome. Willing to let gods decide. Death of Remus. Stole Sabine women but spoke kindly to them. Defeat of Sabine night attack. Possibly the son of Mars.

Tarquin

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 [10 marks]

(b)(i) 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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 [8 marks]

(ii) 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.	1-2 marks
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 [8 marks]

- (iii) **What qualities did Livy consider a person needed to be a good Roman citizen? Give examples to support your answer. 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.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 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 [10 marks]

Topic C Athens and Sparta

7 (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 century 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 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]

- 8 (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/childbirth.

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]

9 (a)(i) 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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 [8 marks]

- (ii) **Explain how male citizens, metics and slaves all had a part to play in the life 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.	1-2 marks
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Citizens – attend Ecclesia, serve on Boule, be a juror, serve in army / navy. Liturgies.

Metics – ran businesses (give credit for examples). Paid monthly tax. Served as hoplites in fleet. Liturgies?

Slaves – 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 [8 marks]

(iii) 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.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 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 syssition 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 [10 marks]

(b)(i) 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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 [8 marks]

(ii) Explain why drinking parties (symposia) were so popular in 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.	1-2 marks
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Students may refer to the following but information must be AO2:

Decoration of andron, types of food, served by slaves, use of couches, live entertainment. Use of garlands and perfumes. Dilution of wine and games played. Hetairai. Intellectual discussions, poetry, philosophy, skolia. Single sex except for hetairai. Gate crashing other events.

AO2 [8 marks]

(iii) What would you have liked and disliked about the life of a male Athenian citizen? Give your reasons. Do not discuss attending 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.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Students may make reference to the following in either category:

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 [10 marks]

Topic D History of Roman Britain

10 (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]

11 (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 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]

12 (a)(i) What caused the Iceni and Trinovantes to 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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Iceni

Prasutagus' will ignored and Boudicca whipped and daughters raped. Relatives treated as slaves.

Trinovantes

Temple of Claudius built on their land. Had to pay for its upkeep. Abused by veterans at Colchester.

Common complaints.

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 [8 marks]

(ii) To what extent did the sea and rivers cause problems for the Romans in their visits to and conquest 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.	1-2 marks
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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.

Narcissus had to stop a mutiny of the soldiers who feared crossing the ocean to an island outside the limits of the civilised world.

Battle at the Medway. Plautius used German auxiliaries to swim across and attack the British chariot horses and caused chaos. Vespasian then crossed the river and surprised the enemy killing many of them.

Romans found it harder to cross the Thames but eventually crossed using the German auxiliaries again and a bridge and they killed many Britons. But the Romans then lost men in the marshes.

River was easily crossed by Scapula when he defeated Caratacus and the Ordovices.

Needed to cross to Anglesey but Paulinus managed by using flat bottomed boats for the infantry and the cavalry swam across and Agricola by using auxiliaries who swam across.

AO2 [8 marks]

- (iii) **Agricola used a variety of approaches to be successful.’
To what extent do you agree with this statement? Give your reasons.**

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.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 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 [10 marks]

(b)(i) 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.	1-2 marks
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.	3-4 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 generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 [8 marks]

(ii) Explain why Ostorius Scapula can be viewed as a successful 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.	1-2 marks
Level 2	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Acted quickly in the face of unrest and disarmed the tribes. Subdued a rebellion by the Iceni and moved against the Decani 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 [8 marks]

- (iii) **Do you think the Emperors after Claudius considered Britain to be a worthwhile part of the Roman Empire from AD 54 to the end of Agricola's governorship? Give your reasons.**

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.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Students may refer to:

Useful exports of lead, copper, iron, tin, gold, corn, woollen goods. Cut off escape route for Gallic trouble makers.

Problems for Nero with Boudiccan rebellion and lost a good part of the 9th legion and 400 from 14th and 20th Arguments between Paulinus and Classicianus had to be resolved.

For all emperors the upkeep of 4 legions was expensive. It was a drain on military resources and may have weakened the Rhine frontier.

Continuing trouble from Wales and the North.

Vespasian gained a good reputation and military experience when campaigning in Britain before becoming emperor.

Domitian may have felt threatened by Agricola's success.

AO3 [10 marks]

Assessment Objective Grid: 40201H**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			
Either			
(a)(i)	8		
(a)(ii)		8	
(a)(iii)			10
Or			
(b)(i)	8		
(b)(ii)		8	
(b)(iii)			10
Total	8	8	10
Overall Total			
	16	14	16

Topic B - Livy, 'Stories of Rome'

Part	AO1	AO2	AO3
Question 4			
(a)	1		
(b)	1		
(c)	1		
(d)		3	
(e)	1		
(f)			3
Total	4	3	3
Question 5			
(a)	1		
(b)	1		
(c)	2		
(d)		3	
(e)			3
Total	4	3	3
Question 6			
Either			
(a)(i)	8		
(a)(ii)		8	
(a)(iii)			10
Or			
(b)(i)	8		
(b)(ii)		8	
(b)(iii)			10
Total	8	8	10
Overall Total			
Overall Total	16	14	16

Topic C – Athens and Sparta

Part	AO1	AO2	AO3
Question 7			
(a)	1		
(b)	1		
(c)	1		
(d)	1		
(e)		3	
(f)			3
Total	4	3	3
Question 8			
(a)	1		
(b)		2	
(c)	1		
(d)		1	
(e)	2		
(f)			3
Total	4	3	3
Question 9			
Either			
(a)(i)	8		
(a)(ii)		8	
(a)(iii)			10
Or			
(b)(i)	8		
(b)(ii)		8	
(b)(iii)			10
Total	8	8	10
Overall Total			
Overall Total	16	14	16

Topic D – History of Roman Britain

Part	AO1	AO2	AO3
Question 10			
(a)	1		
(b)	1		
(c)	2		
(d)		3	
(e)			3
Total	4	3	3
Question 11			
(a)	1		
(b)		3	
(c)	1		
(d)	2		
(e)			3
Total	4	3	3
Question 12			
Either			
(a)(i)	8		
(a)(ii)		8	
(a)(iii)			10
Or			
(b)(i)	8		
(b)(ii)		8	
(b)(iii)			10
Total	8	8	10
Overall Total	16	14	16