



GCSE

Classical Civilisation

40201F

Mark scheme

4020

June 2016

Version: 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Topic A Homer, ‘Odyssey’

1 (a) **Who is speaking in the passage?**

Ino / Leucothoe / the White Goddess/sea goddess

AO1 [1 mark]

(b) **Why must Odysseus take off his clothes (line 4)?**

To stop him drowning / stop them weighing him down / so that he could swim more easily

AO2 [1 mark]

(c) **Why did Odysseus not take this person’s advice straight away?**

Two from:

He feared it was one of the gods/mistrusted the gods - setting a trap/playing a trick - to get him to leave his raft- when he knew the coast was so far away

AO2 [2 marks]

(d) **What help did Odysseus receive in Phaeacia?**

Levels of Response

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

Insist on identification of at least one provider of help for Level3.

From Nausicaa - food, clothes, oil for bathing, advice and directions to the palace.

From Athene – helped him sleep, sent Nausicaa to help him. Made him wake up and made him look handsome.

Also allow Athene enveloping him mist and guiding him to the palace. Alcinous gave him hospitality and a ship to take him home.

AO1 [3 marks]

- (e) **Why do you think the female characters in the ‘Odyssey’ were so willing to help Odysseus?**

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

Allow any reasonable suggestions based on the text. Most likely are:

Good looking (Nausicaa, Calypso, Circe)

Sex/love (Calypso, Circe)

Want to marry him (Nausicaa, Calypso)

Polite/use of flattery (Nausicaa, Calypso)

Interference by gods (Calypso, Nausicaa)

Threatened with sword (Circe)

Athene admired his cunning

Ino had also suffered misfortune and pitied him.

Not allowed ; great hero, wanted to help him return home.

AO3 [3 marks]

- 2 (a) **What was Charybdis?**

Whirlpool

Allowed : description e.g part of sea which sucked down ships

AO1 [1 mark]

- (b) **Who had previously warned Odysseus about Scylla and Charybdis?**

A (Circe)

AO1 [1 mark]

- (c) **How was Scylla able to snatch six of Odysseus’ men?**

Two from : she had six heads – they were distracted and looking at Charybdis

-they had to sail close to her to avoid Charybdis.

AO2 [2 marks]

- (d) **What happened to the six men snatched by Scylla?**

She ate them.

AO1 [1 mark]

- (e) **Explain how Odysseus tried to protect his men after they had passed Scylla and Charybdis.**

Two from:

He told his men about Teiresias’ and Circe’s warnings – and suggested they sail past

Thrinacia – urged them not to kill any animals – and went to pray to the gods for a means of escape from Thrinacia - on second encounter clung to tree and waited for wreckage to reappear.

AO2 [2 marks]

(f) To what extent do you think Odysseus acted well when he faced Scylla and Charybdis?

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

Allow any judgement about the following:

Choice to tackle Scylla rather than Charybdis - his speech to the crew – didn't tell his men about Scylla, in case they stopped rowing – ignored Circe's advice and put on armour – distracted by Charybdis – grief for lost men- on second encounter clung to tree and waited for wreckage to reappear.

AO3 [3 marks]

3 (a) How did the male gods help Odysseus to get home?

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

Aeolus – gave Odysseus Bag of Winds to help him get home – and favourable breeze.

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

Zeus – accepted Athene's arguments to allow him to leave for home - sent Hermes to Calypso with orders to free him.

River god – checked current to allow Odysseus to land in Phaeacia.

AO1 [4 marks]

(b) Explain how Eurylochus was unpleasant on the 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 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

Hid behind a tree and abandoned rest of men at Circe's house. Wouldn't return with Odysseus and wanted to abandon his comrades. He was mutinous when Odysseus issued Circe's invitation to stay with her and when he wanted to land on Thrinacia. He was rude and called Odysseus reckless and persuaded the men to eat the cattle when they had sworn an oath not to do so which resulted in their deaths.

AO2 [4 marks]**(c) Do you like Circe? Give reasons for your answer.****Levels of Response**

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. 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

AO3 judgement about following:

Lured men in with her singing. Turned men to pigs but did turn them back again. Offered hospitality and slept with Odysseus. Advised Odysseus to visit Teiresias for advice on the journey home and told him how to enter the Underworld. Gave him and his men food on their return. Warned of wandering rocks and Scylla and Charybdis. Told him how to pass Sirens. Told him not to harm Helios' cattle. Provided favourable breeze.

AO3 [5 marks]

- 4 (a) **What examples of good xenia (guest friendship) are there in the books of the ‘Odyssey’ you have read?**

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

Calypso – saved Odysseus’ life and shared her home and bed with him. She offered him immortality and she provided tools / wood for raft and provisions, a following breeze and advice. Her behaviour towards Hermes.

Circe offered hospitality for a year. Told Odysseus to visit Teiresias and gave him advice on how to pass Sirens, and Scylla and Charybdis. Warned him not to harm Helios’ cattle.

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

Odysseus – took wine for Cyclops. His behaviour towards Nausicaa and tells story to Alcinous.

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

AO1 [4 marks]

- (b) There are times when Odysseus did not behave as a hero. Choose three of these times and explain your choices. Do not write about the Cyclops story.**

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

Three from:

Could not control crew and let them stay on Ismarus resulting in 72 deaths. Sent out scouts and one man was eaten on Telepylus. Allowed other 11 ships to anchor in harbour and only his ship escaped. Risked his life and the ship to hear the Sirens' song. Did not tell crew about Scylla. Did not tell men what was in Bag of Wind. Did not force men to row past Island of Sun and didn't supervise men and they disobeyed him again. Committed adultery. Had to be stopped from killing Eurylochus. Despair in storm.

AO2 [4 marks]

- (c) Why do you think the Cyclops hated Odysseus so much?**

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

Odysseus and his crew entered the cave without permission and ate his food. Odysseus tricked him by calling himself no-one. Odysseus got him drunk. He was blinded and Odysseus stole his sheep. Odysseus taunted him.

AO3 [5 marks]

Topic B Livy, ‘Stories of Rome’

5 (a) Name the speaker in the passage.

Tanaquil

AO1 [1 mark]

(b) Explain how the gods had told Servius’ future with a crown of flames (line 2).

Levels of Response

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

As a young boy he had been a slave in the palace. One night a crown of flames appeared around his head which vanished without harming him. This meant he would one day be king and that the gods had given him a glorious future.

AO2 [3 marks]

(c) The speaker says Tarquinius was of foreign blood (line 4). What nationality was Tarquinius?

A (Greek)

AO1 [1 mark]

(d) How did Servius react to the speaker’s advice?

Carried out royal duties – pretending that Tarquin was alive and he was filling in for him.

AO1 [2 marks]

(e) Do you think Servius was a good king? Give your reasons.

Levels of Response

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

Tried to avoid animosity from Lucius and Arruns by marrying them to his daughters. Did not stop later wedding of Tullia and Lucius. Bribed common people with land. Held a referendum on whether he should be king. Fought and routed Etruscans. Held census to redistribute tax. Tried to oppose Tarquin’s coup.

AO3 [3 marks]

6 (a) What had Horatius Cocles done immediately before jumping into the Tiber?

Prayed – to the God of the Tiber

AO1 [2 marks]

(b) State one way in which Rome showed gratitude to Horatius.

One from : put up a statue of him – he was given land / food

AO1 [1 mark]

(c) Later, Cloelia swam across the Tiber. Why did she do this?

To escape from the Etruscans/ save women hostages/inspired by Gaius Mucius.

AO1 [1 mark]

(d) Explain how Cloelia’s action caused trouble for the Romans.

She had been handed over as a hostage – and her escape broke the treaty
-Porsenna was furious – and demanded her return.

AO2 [2 marks]

(e) Why was Cloelia’s action admired more than that of Horatius?

She was a woman.

AO2 [1 mark]

(f) Choose one other woman you admire in Livy’s stories and give your reasons.

Levels of Response

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

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

AO3 [3 marks]

7 (a) How did Tarquin the Proud (Tarquinius Superbus) become King of Rome?

	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

Was encouraged by his wife Tullia to plot against Servius Tullius (her father). He persuaded junior members of the Senate to support him and offered money to younger citizens. Promised to do great things and criticised Servius. Entered forum with bodyguard and sat on throne. He summoned the senators and made a speech against Servius saying he stole land from the rich and the purpose of the census was to find out where there was money for when he wanted to bribe the poor. He said Servius had got the throne from Tanaquil and that he was scum. When Servius appeared and the supporters began to fight he threw Servius down the senate-house steps and sent assassins to kill him.

AO1 [4 marks]

(b) Explain how Horatius won the triple combat.**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

In the course of the fighting his two brothers were killed but he was unharmed against three injured Albans. He ran and spaced out the Curiatii so that he could take them on individually. By the time he took on his third opponent his morale was far superior and so he killed all the Curiatii.

AO2 [4 marks]

(c) Why do you think the Romans admired Romulus so greatly?

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

His father was believed to be the god Mars and there was the story of how he had been saved by a wolf. (The manner of his disappearance in a cloud led people to think the gods had taken him). Romulus had founded Rome and given it his name after being given a sign by the gods. He had killed his own brother to keep it safe. He had obtained a female population and bravely defended Rome when Tarpeia let the Sabines in. He had later allied with the Sabines making Rome stronger.

AO3 [5 marks]

8 (a) Why did the Gauls attack 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 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

Originally attacked Clusium which asked the Romans for help. The Fabii delivered the Senate's message in a rude and violent manner but the Gauls were still willing to make peace if Clusium gave them the land they needed. The Romans said it was wrong to force people to hand over land and fighting broke out. The Roman ambassadors joined in and one killed a Gallic general. This turned their attention to Rome. They gave the Romans one last chance to hand over the Fabii but the Senate left the decision to the People who rewarded the Fabii by making them military tribunes and this enraged the Gauls.

AO1 [4 marks]

(b) Explain why the Gauls were not able to get to the top of the Capitoline Hill.

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

It was very steep and their attack on the hill failed as they allowed the Romans to use gravity to push them back down. Their night attack failed when the sacred geese alerted the Romans and Manlius held them off until the other Romans picked up their weapons and again pushed them back down.

AO2 [4 marks]

(c) Do you like Camillus? Give reasons for your answer.

Levels of Response

	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. 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

AO3 comments about the following:

His capture of Veii after a long siege. His treatment of the schoolteacher at Falerii. The charge of corruption over the handling of plunder from Veii. His exile and curse on Rome. His loyalty to Rome and willingness to help at time of Gallic invasion. His speech at Ardea and attack on the Gallic camp. His return to Rome and defeat of the Gauls.

AO3 [5 marks]

Topic C Athens and Sparta

9 (a) Who would have spoken lines 1 and 3?

Father of bride / 'kyrios' / girl's father betrothing his daughter

AO1 [1 mark]

(b)(i) What was a dowry?

A sum of money given by the bride's father – to the bridegroom

AO1 [2 marks]

(b)(ii) Explain why a dowry was given.

To show from : To make the woman an attractive proposition – to protect her - as the dowry had to be returned if there was a divorce

AO2 [2 marks]

(c) At the end of a wedding procession a cart's axle was burnt. Explain why this was done.

To show that the bride was now part of her husband's family /belonged to her husband– and she could not journey back to her former home.

AO1 [2 marks]

(d) What advantages do you think there were in the lives of women in Athens in the fifth century BC?

Levels of Response

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

Students may mention:

Looked after children and educated daughters. Responsible for overseeing all household tasks and the slaves. Ensured household had enough to eat and kept accounts. Did spinning and weaving and made clothes. Did not have to work. Could visit friends if chaperoned and could attend festivals. There were some women only festivals. A dutiful wife was highly regarded. Had a 'man free' area of the house!

Not allowed – information about the lives of girls.

AO3 [3 marks]

10 (a) What piece of equipment is marked X in the picture?

Greaves.

AO1 [1 mark]

(b) State two disadvantages of wearing a helmet like the one in the picture.

Two from : Impaired vision – and hearing- heavy.

AO1 [2 marks]

(c) Why did the Spartans wear red cloaks?

C - To hide any blood stains.

AO1 [1 mark]

(d) Why did Spartan soldiers not use arrows?

Two from : They thought it was womanish / cowardly – and believed true courage was only shown in close quarter fighting – of no use in phalanx formation.

AO2 [2 marks]

(e) Why did the best soldiers fight in the front row of the phalanx?

To set a good example / to keep the formation/make phalanx stronger/protect weaker soldiers.

AO2 [1 mark]

(f) Apart from their weapons why do you think the Spartan army was so successful?

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

Use of the phalanx. Practised killing in krypteia. Soldiers well trained and well disciplined and it was a full time occupation. Trained to endure pain and poor conditions. Reacted quickly to orders given by trumpeters. Reputation and mystique (didn't fight same enemy too often). Didn't kill men running from battle and so some opponents chose to flee rather than fight. Preferred to fight to the death than disgrace. Syssition bred unity and trust. Male lover provided motivation. 'Perioeci' acted as armourers and helots used as baggage carriers and runners.

AO3 [3 marks]

11 (a) What did Athenian boys learn between the ages of 7 and 14?

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

Taught by father how to treat family and hold symposia. Learnt father's trade. Reading and writing. Basic numeracy. Literature – usually learning Iliad and Odyssey. How to play an instrument usually the *kithara* but also the *aulos*. Singing. Sports such as running, long jump, javelin, discus, boxing and wrestling. Older male lover taught him about life in general especially politics.

AO1 [4 marks]

(b) Explain why young men in Athens studied under sophists.

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

Learnt rhetoric from sophists and, as Athens was a democracy, making a good case was necessary for getting to the top in politics. It also helped them to defend themselves in the law courts and make a name as a prosecutor. Enabled them to contribute well at *symposia*. Taught them subjects like philosophy and astronomy and encouraged them to challenge traditional beliefs and think for themselves.

AO2 [4 marks]

(c) Do you think there is anything a modern school could copy from the Spartan school (agoge) to improve education for pupils?

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

Allow value judgements for reference to the following possible points:
 Clothing and footwear. Accommodation. Teachers / role of older boys. Punishments and level of violence. Curriculum. Discipline. Single sex. Self-reliance.

AO3 [5 marks]

12 (a) How did people become slaves in Athens in the fifth 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

Parents were slaves and so born into slavery. Babies exposed at birth could be taken into households as slaves. Some peoples sold their children into slavery eg Thracians. Prisoners of war. Captured by pirates and sold into slavery.
 Not allowed: enslaved for debt.

AO1 [4 marks]

(b) Explain how and why the Helots were harshly treated.

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

Outnumbered Spartans by ratio of between 10:1–20:1. Spartans always afraid of a Helot rebellion (after major revolt in 464). Each year the ephors declared war on the Helots which meant they could be attacked or killed with impunity. Had stipulated number of beatings per year. Made to dress like animals. Were forced to get drunk and then humiliated by being made to sing and dance. Young men in the *krypteia* usually operated at night and murdered any helots they caught. They also went through the fields and killed those who stood out for their build or strength.

AO2 [4 marks]

(c) In what ways do you think Athenian slaves were well treated?

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

Could earn money and eventually buy freedom. Were fed and clothed. Many employed in businesses were well treated and worked alongside free workers. Worked in master's shop or had responsibility of running business and could set up on own eg teacher. Could be hired out to other citizens or state for specialist skills. Female slaves usually had light duties eg nurse, weaving, household chores. Domestic male slaves also had light duties eg doorkeeper. Some had responsibility eg secretary, accountant. Paidagogus could be rewarding. Slaves not allowed to be struck in public.

AO3 [5 marks]

Topic D History of Roman Britain

13 (a) Explain how the Britons were able to ambush this legion.

It was the only place where the corn had not been cut and so they knew the Romans would have to go there. They hid in the woods at night. The Romans were not suspicious as some Britons were still working in the fields and others went in and out of the camp. The Romans had to put down their weapons to cut the corn and were scattered around the field.

AO2 [3 marks]

(b) What alerted the rest of the army to this ambush?

A cloud of dust.

AO1 [1 mark]

(c) How did Caesar rescue the ambushed legion?

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 took the cohorts on guard duty with him immediately and ordered the other cohorts to follow. At his approach the Britons halted and the trapped soldiers recovered their nerve. He didn't actually engage in combat, as he thought it too dangerous, but waited and in a short while led them all back to the camp.

AO1 [3 marks]

- (d) **Do you think Julius Caesar should be proud of his achievements in Britain? Give your reasons.**

Levels of Response

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

Gained a great reputation in Rome and a 'supplicatio' of 20 days.

Learned how Britons fought especially their use of chariots. Discovered Britain could provide enough corn for his army.

Cassivellaunus surrendered and hostages were given and an annual tribute fixed but he had to return to Gaul early to deal with rebellion and some historians say Britons didn't pay this. Strabo says he gained slaves and booty.

Loss of ships to tides but effective repairs on both occasions.

Night march in 54 and capture of hill-fort (Bigbury).

Crossing of Thames.

Capture of Wheathampstead.

AO3 [3 marks]

- 14 (a) **Which tribe rebelled just before Agricola's arrival in Britain?**

C (Ordovices)

AO1 [1 mark]

- (b) **Why did the time of year make it difficult for Agricola to deal with this rebellion?**

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

The summer was half over and so the soldiers were relaxing thinking the campaigning season was over.

AO2 [2 marks]

- (c) **After dealing with the rebellion what did Agricola attack next?**

Anglesey.

AO1 [1 mark]

(d) What criticism of Agricola’s reforms does Tacitus make?

He said baths and banquets were demoralizing temptations and that Romanisation was not civilisation but actually helped to make the Britons slaves to the Romans and this way of life.

AO1 [2 marks]

(e) Why is it surprising that Tacitus criticises Agricola?

He was his son-in-law.

AO2 [1 mark]

(f) Which of Agricola’s reforms do you think benefited the Britons most? Give your reasons.

Levels of Response

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

Allow any reasonable suggestion. Most likely reforms are:

He shared burdens of paying tax and corn fairly and cut out practices such as the Britons having to deliver corn to far distant places or be forced to pay money instead of giving corn. Help to build *fora* and good houses. Provided education for sons of chiefs.

AO3 [3 marks]

15 (a) What happened when the Roman army met the Druids on the island of Anglesey?

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

Met by densely packed body of men with women, holding torches, running wildly in between them. Druids raised their hands to the sky and cursed the Romans. At first the Romans seemed almost paralysed but then they attacked and killed people and set them on fire with their own torches. The sacred groves were cut down and a garrison was established.

AO1 [4 marks]

(b) Explain why Boudicca hated the Romans.

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

Seizure of her kingdom against Prasutagus' will who had wanted his wife and daughters to inherit the kingdom. Flogging of Boudicca – rape of her daughters – treatment of her people.

AO2 [4 marks]

(c) What does the rebellion led by Boudicca show us about her personality?

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

Allow any AO3 deductions provided linked to AO1 knowledge which will most likely centre on Boudicca's willingness to confront the Romans. The number of people who followed her. Her treatment of people in Colchester, London and St. Albans. Her overconfidence and lack of strategy in final battle. Her suicide.

AO3 [5 marks]

16 (a) How did Ostorius Scapula defeat and capture Caratacus?

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

Reconnoitred approach and crossed river without difficulty. Used tortoise to protect soldiers while they tore down the roughly built wall. Enemy withdrew onto slopes of hills but had no helmets or breastplates. Used both light armed troops who attacked them with spears and heavy armed troops who advanced in close formation. British line broke and they fled. Caratacus went to the Brigantes but their Queen handed him over to the Romans.

AO1 [4 marks]

(b) Explain how Cogidubnus benefited from the Romans coming 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

Cogidumnus became a client king and ruled the Regnenses. Had protection of Romans against other tribes. He had a palace built at Fishbourne with imported marble. It had beautiful mosaics, fountains, wall paintings, etc. He was possibly given Roman citizenship.

AO2 [4 marks]

(c) What do you think was bad about Roman rule for the Britons? 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 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

Had land taken and had to pay tax. Had to give corn to the Romans and its collection was corrupt. Their weapons were taken off them. Paid for upkeep of troops. Druids were wiped out. Imperial cult introduced and had to pay for temple of Claudius. Mistreated by veterans and had to work on roads etc. Officials were corrupt. Lost traditional way of life. According to Tacitus they were enslaved by Romanisation.

AO3 [5 marks]

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

Part	AO1	AO2	AO3
Question 1			
(a)	1		
(b)		1	
(c)		2	
(d)	3		
(e)			3
Total	4	3	3
Question 2			
(a)	1		
(b)	1		
(c)		2	
(d)	1		
(e)		2	
(f)			3
Total	3	4	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			
	15	15	16

Topic B – Livy, ‘Stories of Rome’

Part	AO1	AO2	AO3
Question 5			
(a)	1		
(b)		3	
(c)	1		
(d)	2		
(e)			3
(f)			
Total	4	3	3
Question 6			
(a)	2		
(b)	1		
(c)	1		
(d)		2	
(e)		1	
(f)			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)i	2		
(b)ii		2	
(c)		2	
(d)			3
Total	3	4	3
Question 10			
(a)	1		
(b)	2		
(c)	1		
(d)		2	
(e)		1	
(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			
	15	15	16

Topic D – History of Roman Britain

Part	AO1	AO2	AO3
Question 13			
(a)		3	
(b)	1		
(c)	3		
(d)			3
Total	4	3	3
Question 14			
(a)	1		
(b)		2	
(c)	1		
(d)	2		
(e)		1	
(f)			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