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GCSE

# Classical Civilisation

40201H

Mark scheme

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4020

June 2016

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Version: 1.0 Final

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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](http://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 (lines 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
<b>Level 1</b>	Something relevant and worthy of credit	1 mark
<b>Level 2</b>	Some clear, relevant knowledge	2 marks
<b>Level 3</b>	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 with 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
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	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?**

She had six heads – they were distracted and looking at 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.

**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
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	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)(i) What role was played by the male gods on Odysseus' journey home?**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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

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

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

Zeus – granted Athena's request and sent Hermes to Calypso to order Odysseus' release – but shipwrecked him and killed his crew.

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

Poseidon wrecked his raft.

Hyperion – demanded Zeus punish Odysseus and his crew for killing his cattle.

**AO1 [8 marks]**

**(a)(ii) Explain why Eurylochus can be viewed as an undesirable member of Odysseus' crew.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 [8 marks]**

**(a)(iii) Do you think Circe was more of a problem than a help to Odysseus?****Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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

Turned men to pigs but did turn them back again. Her hospitality was seductive and resulted in Odysseus staying for a year. But she did look after them well and advised Odysseus to visit Teiresias for advice on the journey home and told him how to enter the Underworld. 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 [10 marks]**



**3 (b)(i) 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
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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

**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 [8 marks]**

**(b)(ii) Explain why Odysseus may not be regarded as a hero. Do not refer to the Cyclops story.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

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. Needed help from gods.

**AO2 [8 marks]**

**(b)(iii) Imagine that the Cyclops consulted a stress counsellor after Odysseus left. What would the Cyclops (Polyphemus) have said to this counsellor?**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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

Make sure it is AO3 being rewarded and not AO1. Students may make comments about the following.

Odysseus and his crew entered the cave without permission and ate his food. The custom of *xenia*. His eating the men. Odysseus calling himself No-one and getting him drunk. He was blinded. The escape from the cave and theft of the sheep. Odysseus' taunts and Cyclops throwing rocks. His curse upon Odysseus.

**AO3 [10 marks]**

**Topic B Livy, ‘Stories of Rome’**

4 (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
<b>Level 1</b>	Limited understanding, but something worthy of credit	1 mark
<b>Level 2</b>	Some clear understanding	2 marks
<b>Level 3</b>	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
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	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]**

5 (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
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	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]

**6 (a)(i) How did Tarquin the Proud (Tarquinius Superbus) become King of Rome?****Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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

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 [8 marks]**

**(a)(ii) Explain why the triple combat was held and how Rome won it.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Cattle raiding had led to war between Rome and Alba Longa and the Alban leader suggested it as a way to avoid large-scale bloodshed. It was a triple combat because both sides had triplets who were the same age and build. Prize would be control over the defeated city. Rome won because in the course of the fighting two of her soldiers were killed but the remaining Horatius 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 had killed all the Curiatii.

**AO2 [8 marks]**

**(a)(iii) Why do you think the Romans worshipped Romulus as a god after his disappearance?****Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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

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). They wanted a protecting deity, 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 [10 marks]**



**6 (b)(i) Why did the Gauls attack Rome?****Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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

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 [8 marks]**

**(b)(ii) Explain why they were unable to capture the city of Rome.****Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

They took all of the city but could not take the Capitoline Hill which was very steep. Their attack on the hill failed as they allowed the Romans to use gravity to push them back down. They burnt grain stores in Rome and so they also ran short of food. The old senators set a good example that only the young and strong Romans should go onto the Hill. They failed to protect the camp near Ardea with guards and so were slaughtered by Camillus. Their night attack failed when the sacred geese alerted the Romans and Manlius held them off. Many Gauls died from disease. Camillus was an excellent general and returned from exile to defeat and kill them all. Livy also attributed it to Romans like Dorsuo showing qualities such as bravery and *pietas*.

**AO2 [8 marks]**

**(b)(iii) Write a reference for Camillus telling someone about his good and bad qualities and saying whether you would employ him. Give examples of his behaviour to prove your points.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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

AO3 comments which will most likely use 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 [10 marks]**

## Topic C Athens and Sparta

7 (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.

Two 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.

AO2 [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
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, 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]

8 (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
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	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]

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

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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

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 [8 marks]**

**(a)(ii) Explain why young Athenian men studied under sophists but young Spartan men joined the *krypteia*.****Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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. No fear of slave uprising in Athens unlike in Sparta.

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. This helped them become accustomed to killing people (necessary in the army) and kept the helots subdued through fear. Lycurgus had thought that youths of this age were most likely to become insolent or rebellious and so he wanted them to have something to keep them busy.

**AO2 [8 marks]**

**(a)(iii) Do you think there is anything a modern school could use from studying the Spartan agoge system of education? Give your reasons.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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

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 [10 marks]**



**9 (b)(i) How did people become slaves in Athens in the fifth century BC and what determined their price?**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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

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.

Age, talent eg potter, hairdresser, strong for farm work, education – could recite Homer, read and write and so act as a *paidagogos* or keep accounts. Gender and looks eg pretty girls / boys used for prostitution and dancers.

**AO1 [8 marks]**

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

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 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 [8 marks]**

**(b)(iii) ‘Slavery was not all bad in Athens in the fifth century BC.’  
To what extent do you agree with this statement? Give your reasons.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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

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 but some degrading jobs eg flute girls, dancers, prostitutes. Domestic male slaves also had light duties eg doorkeeper. Some had responsibility eg secretary, accountant. Paidagogus could be rewarding or hard work! But all liable to physical punishment and subject to master’s will. They could be sold and separated from relationships. Some unpleasant tasks eg mining and farming. Only evidence under torture accepted in court.

**AO3 [10 marks]**

## Topic D History of Roman Britain

10 (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
<b>Level 1</b>	Something relevant and worthy of credit	1 mark
<b>Level 2</b>	Some clear, relevant knowledge	2 marks
<b>Level 3</b>	Some clear, relevant knowledge 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 have been proud of his achievements in Britain?  
Give your reasons.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	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]**

- 11 (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
<b>Level 1</b>	One simple, relevant reason	1 mark
<b>Level 2</b>	One relevant reason with development or two simple, relevant reasons	2 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
<b>Level 1</b>	Opinion supported by simple reason	1 mark
<b>Level 2</b>	Limited evaluation or personal response, as required by the question, but more than a simple reason is given	2 marks
<b>Level 3</b>	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]**

**12 (a)(i) How did Suetonius Paulinus' troops cross to Anglesey and what happened when they arrived there?**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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

Infantry taken across the shallows and quick sands in flat bottomed boats. Cavalry followed them and either forded the channel or swam in deeper water besides their horses. 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 [8 marks]**

**(a)(ii) Explain why Boudicca herself rebelled and why the Trinovantes joined her.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

**Boudicca** – seizure of Boudicca’s kingdom against Prasutagus’ will – flogging of Boudicca – rape of her daughters – treatment of her people.

**Trinovantes** – veterans’ seizure of their land – building of and their enforced contributions to Temple of Claudius – badly treated by veterans – disliked earlier confiscation of weapons and imposition of tax – and corn tax (*annona*) – and calling in of debts / loans – interest on ‘gifts’ – at extortionate rate.

**AO2 [8 marks]**



**(a)(iii) What does the rebellion led by Boudicca show us about her personality and that of Suetonius Paulinus?**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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

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. Paulinus' speed in returning and his abandonment of London. His courage and strategy for the final battle. His speech to the troops. His treatment of the Britons after the rebellion.

**AO3 [10 marks]**

**12 (b)(i) How did Ostorius Scapula defeat and capture Caratacus?****Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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

Reconnoitered 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 [8 marks]**

**(b)(ii) What were client kingdoms and how did some Britons benefit from them?**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A basic answer. Limited understanding, but something worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
<b>Level 3</b>	A good answer. Clear understanding with some development. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
<b>Level 4</b>	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Monarchs were allowed to remain rulers of the kingdoms provided they had the same foreign policy as Romans and provided troops if they ever needed to. In return they enjoyed the protection of the Roman army.

Cogidubnus had palace built at Fishbourne with imported marble. It had beautiful mosaics, fountains, wall paintings etc. He was possibly given Roman citizenship. He built temples to Neptune and Minerva, helping to promote Roman religion.

Prasutagus ruled the Iceni who were not badly treated like the Trinovantes but he was not allowed to leave his kingdom to his daughters and the treaty ended with his death.

Cartimandua ruled the Brigantes and may have been one of the 11 monarchs who surrendered to Claudius increasing his prestige. She handed over Caratacus to them. They defended her when she was attacked by her husband Venutius and saved her throne the first time but could not keep it for her in AD 69.

**AO2 [8 marks]**

**(b)(iii) What do you think were the worst features of the Roman conquest for the Britons? Give your reasons.**

**Levels of Response**

	Nothing worthy of credit	0 marks
<b>Level 1</b>	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
<b>Level 2</b>	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
<b>Level 3</b>	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
<b>Level 4</b>	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
<b>Level 5</b>	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

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 [10 marks]**

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

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1</b>			
(a)	1		
(b)		1	
(c)		2	
(d)	3		
(e)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 2</b>			
(a)	1		
(b)	1		
(c)		2	
(d)	1		
(e)		2	
			<b>3</b>
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 3</b>			
(a)(i)	8		
(a)(ii)		8	
(a)(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>OR</b>			
<b>Question 3</b>			
(b)(i)	8		
(b)(ii)		8	
(b)(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>Overall Total</b>	<b>15</b>	<b>15</b>	<b>16</b>

**Topic B – Livy, ‘Stories of Rome’**

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

**Topic C – Athens and Sparta**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 7</b>			
(a)	1		
(b)i	2		
(b)ii		2	
(c)		2	
(d)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 8</b>			
(a)	1		
(b)	2		
(c)	1		
(d)		2	
(e)		1	
(f)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 9</b>			
(a)(i)	8		
(a)(ii)		8	
(a)(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>OR</b>			
<b>Question 9</b>			
(b)(i)	8		
(b)(ii)		8	
(b)(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>Overall Total</b>	<b>15</b>	<b>15</b>	<b>16</b>

**Topic D – History of Roman Britain**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 10</b>			
(a)		3	
(b)	1		
(c)	3		
(d)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 11</b>			
(a)	1		
(b)		2	
(c)	1		
(d)	2		
(e)		1	
(f)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 12</b>			
(a)(i)	8		
(a)(ii)		8	
(a)(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>OR</b>			
<b>Question 12</b>			
(b)(i)	8		
(b)(ii)		8	
(b)(iii)			10
<b>Total</b>	<b>8</b>	<b>8</b>	<b>10</b>
<b>Overall Total</b>	<b>16</b>	<b>14</b>	<b>16</b>