



**General Certificate of Secondary  
Education**

*Classical Civilisation*

**Specimen Mark Scheme**

**CODE/1F: Greece and Rome:**

**Stories and Histories**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

## DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- where there is more than one mark available in a level, determine the mark from the mark range judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one or two years of study on the GCSE course and in the time available in the examination.

**Mark Scheme**

**Topic A Homer, *Odyssey***

**1 (a)(i) Name the Cyclops.**

Polyphemus.

**AO1 (1 mark)**

**(ii) Who was the Cyclops' father?**

Poseidon / God of the sea.

**AO1 (1 mark)**

**(b) How had Odysseus managed to get the Cyclops so drunk?**

Gave the Cyclops a bowlful of strong wine.  
Filled it up with wine three times.

**AO1 (2 marks)**

**(c) What emotions do you feel when you read the passage above? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear evaluation or personal response, as required by the question.	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may mention:

Horror – at the Cyclops being sick  
Disgust – at the sight of morsels of men's flesh  
Pleasure – at the Cyclops being overcome  
Admiration – at Odysseus encouraging his men  
Respect – that Odysseus knew how to get the end of the pole so hot

**AO3 (3 marks)**

**(d) Explain how Odysseus and his men managed to escape from the Cyclops' cave.**

**Levels of Response**

<b>0</b>	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

Candidates may mention:

Other Cyclopes went away after hearing Nobody had harmed the Cyclops  
Cyclops sat at the entrance to the cave to catch Odysseus and his men trying to escape

Odysseus placed each man under the middle of three rams  
 Cyclops ran his hands along the backs of the rams, missing the men tied beneath  
 Cyclops did not notice Odysseus was under the big ram

**AO2 (3 marks)**

**2 (a)(i) Who is speaking in the passage above?**

Circe.

**AO1 (1 mark)**

**(ii) Where did this person live?**

On the island of Aea.

**AO1 (1 mark)**

**(b) State two things you know about Scylla.**

**TWO** from:  
 Six-headed monster  
 She ate people  
 She lived in a cave  
 She had twelve feet  
 She could not die

**AO1 (2 marks)**

**(c) Explain the difficult choice that Odysseus had to make between losing six men or all of his crew.**

**Levels of Response**

<b>0</b>	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

Candidates may mention:

Scylla will eat six men with her six heads  
 If they are attacked by Charybdis  
 The whirlpool will suck down and destroy the ship and all the men

**AO2 (3 marks)**

**(d) Do you think that Odysseus showed great skill in facing Scylla? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear evaluation or personal response, as required by the question.	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may mention:

Spoke to encourage his men  
 Did not mention danger lest the crew stopped rowing  
 Did not give his men a choice  
 Put on armour despite being told to refrain by Circe  
 Only six men taken by Scylla  
 Ignored his dying men calling for help

**AO3 (3 marks)**

**3 (a) Describe how two female characters Odysseus met helped him.**

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 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 clear.	4 marks

Candidates may mention:

Circe – gave hospitality for a year / and advice about future dangers  
 Calypso – helped him back to good health / and helped him on his way with provisions for his journey  
 Ino – gave him a veil to protect him in the storm  
 Nausicaa – gave him food and clothes / and directions to the palace  
 Athene – obtained his release from Calypso / guided him to Phaeacia / got Nausicaa to help him

Max Level 2 – 3 marks if only one character is mentioned.

**AO1 (4 marks)**

**(b) Give two examples of descriptive words or phrases Homer uses to describe people, gods or goddesses in the Odyssey and explain why he uses these phrases.**

**Levels of Response**

<b>0</b>	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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 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.	4 marks

Homer composes not with single words but phrases. These phrases already created in the correct metre for the poem.

The two examples may include:

Odysseus, the man of many resources / of the many devices

Rosy fingered Dawn

Bright eyed Athene

Hermes, the giant killer

Ino, of the slim ankles

Nausicaa, of the white arms

Poseidon, the lord of the earthquake

Max Level 2 – 2 marks for examples only.

Max Level 2 – 3 marks if only one example mentioned.

**AO2 (4 marks)**

- (c) ***On what occasions do you think the female characters Odysseus met were either unhelpful or hostile towards him?***

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 marks
<b>Level 3</b>	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 marks

Candidates may mention:

Circe – turned his men into pigs

Calypso – kept him prisoner for a year / wanted to keep him forever

Sirens – wanted to entice him on their island

Scylla – ate six of his men

Antiphates' wife – cooked one of his men for supper

Charybdis – would have swallowed all his men and the ship

**AO3 (5 marks)**

**4 (a) Describe two occasions when Odysseus looked after his men.**

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 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 clear.	4 marks

Candidates may mention:

- Divided the wives and plunder equally after they sacked Ismarus
- Devised plan of each man tied beneath three sheep to escape from the Cyclops
- Shared the spoils from the Cyclops' island equally
- Killed a stag for his men to eat on Aea
- Made Circe turn his men back from being pigs

Max Level 2 – 3 marks if only one occasion mentioned.

**AO1 (4 marks)**

**(b) Explain why the actions of two of the characters in the Odyssey would be classed as crimes today.**

**Levels of Response**

<b>0</b>	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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 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.	4 marks

Candidates may mention:

- Calypso kept Odysseus hostage for a year
- Odysseus and his men sacked Ismarus
- Laestrygonians ate Odysseus' men
- Cyclops ate Odysseus' men
- Odysseus blinded the Cyclops
- Odysseus trespassed into the Cyclops' cave
- Poseidon's attempted murder of Odysseus with the storm

Max Level 2 – 3 marks if only one character mentioned.

**AO2 (4 marks)**



- (c) ***Do you think that Odysseus is a good example of a hero? Give reasons for your answer.***

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 marks
<b>Level 3</b>	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

Candidates may mention:

**Yes**

Brave – rescued his men from Lotus Eaters, Circe, Calypso

Clever – tricked the Cyclops

Pragmatic – heated pole to blind Cyclops, put wax in his men’s ears to avoid Sirens

Stamina – survived the storm

Strong – hung on to the branch above Charybdis

**No**

Greedy – waited for the Cyclops to obtain a gift

Arrogant – shouted his name to the Cyclops

Stupid – shouted again at the Cyclops who threw another boulder

Tearful – cried on the beach with Calypso

**AO3 (5 marks)**

**Topic B Livy, *Stories of Rome***

**5 (a) Why had the Etruscan king (Lars Porsenna) agreed to help Tarquin the Proud?**

**Levels of Response**

<b>0</b>	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

Candidates may mention:

He wanted to restore him to the throne of Rome  
 Tarquin was an Etruscan and would be a good ally for Porsenna  
 Porsenna was a king himself and couldn't afford to allow a fellow king to be deposed

**AO2 (3 marks)**

**(b) Describe the brave deed that Horatius had just performed.**

Any **TWO** from:  
 Stopped Etruscans getting into Rome / by standing on a bridge / alone.

**AO1 (2 marks)**

**(c) State one reward which Horatius later received.**

Any **ONE** from:  
 Statue / land / food.

**AO1 (1 mark)**

**(d) Other than bravery, what quality admired by the Romans does Horatius show in this passage?**

Piety.

**AO1 (1 mark)**

**(e) Apart from Horatius Cocles, do you think the Romans behaved well at the time of the Etruscan invasion?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear evaluation or personal response, as required by the question.	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may mention:

**No**

Senate panicked  
Mob had to be bribed

**Yes**

Senate made sure mob stayed loyal  
Citizens gave own supplies to thank Horatius  
Cloelia escaped across river  
Led other hostages  
Returned to Etruscans  
And chose to release boys  
Statue put up to her by grateful Romans  
Gaius Mucius attempted to kill Porsenna  
Showed bravery by burning hand  
Honoured with extra name

**AO3 (3 marks)**

**6 (a) Name the city being besieged in this passage.**

Falerii.

**AO1 (1 mark)**

**(b)(i) Explain how the schoolteacher thought Camillus could use the boys to help him.**

Camillus could use them as hostages / to force town to surrender.

**AO2 (2 marks)**

**(b)(ii) Suggest one reason why the schoolteacher had acted in this way.**

Any **ONE** from:  
He wanted a reward / he wanted the siege to end  
(allow any reasonable suggestion)

**AO2 (1 mark)**

**(c)(i) What did Camillus order to happen to the schoolteacher?**

Any **TWO** from:  
Stripped / hands tied behind back / taken back to Falerii by boys / beating him with sticks.

**AO1 (2 marks)**

**(c)(ii) How did this decision eventually help Camillus?**

People of Falerii so impressed that they surrendered to him.

**AO1 (1 mark)**

**(d) *In the rest of his career do you think Camillus served Rome well?***

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear evaluation or personal response, as required by the question.	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may mention:

**Yes**

Captured Veii  
 Persuaded Ardeans to fight  
 Led successful night attack on Gauls  
 Rescued Rome from Gauls

**No**

Possibly corrupt with loot from Veii  
 Prayed for trouble for city when exiled

**AO3 (3 marks)**

**7 (a) *How did Tanaquil help her husband Tarquin and Servius Tullius to be successful?***

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 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 clear.	4 marks

Candidates may mention :

Tanaquil persuaded husband to move to Rome so that he could get on.  
 interpreted eagle and cap omen for him  
 interpreted flames around Servius' head omen and persuaded Tarquin to adopt him  
 coolheaded when Tarquin murdered and kept death a secret  
 made Servius king.

**AO1 (4 marks)**

**(b) Why did the Romans admire Lucretia so much?**

**Levels of Response**

<b>0</b>	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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 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.	4 marks

Candidates may mention :

Lucretia portrayed as perfect Roman wife.

Lucretia stayed at home spinning – showing fidelity / domestic virtues  
 welcomed husband and friends showing hospitality  
 committed suicide when raped showing fidelity/ bravery  
 wanted to set a good example for the future

**AO2 (4 marks)**

**(c) Do you think the women in early Rome also behaved in a bad way? Give examples to support your answer.**

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 marks
<b>Level 3</b>	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

Candidates may mention:

Tarpeia

- **traitor** when letting Sabines in
- **greedy** for gold bracelets Sabines wore

Horatia

- cried when saw fiancé's cloak
- **disloyal** to brothers
- didn't rejoice that remaining brother was still alive
- and grieve for dead brothers
- and **unpatriotic** as not rejoicing for Rome's victory

Tanaquil

- **dishonesty** over Tarquin's murder

Tullia

- **no family loyalty**
- willing to murder husband and sister
- goaded husband to take throne off her father
- **jealous** of Tanaquil
- **no respect** for father's body
- drove over it in carriage

**AO3 (5 marks)**

**8 (a) *In what ways did Romulus help to make Rome great?***

Was supposedly the son of Mars – who founded Rome...  
 Founded Rome / gave it his name / found wives for the Romans / defended it against the Sabines.

**AO1 (3 marks)**

**(b) *Why was Tarquin the Old killed?***

**Levels of Response**

- |                |  |           |
|----------------|--|-----------|
| <b>0</b>       | 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 mark    |
| <b>Level 2</b> | A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.                      | 2-3 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. | 4 marks   |

Candidates may mention:

He was made the guardian of Ancus' sons but sent them away on a hunting trip and persuaded the Roman people to make him king instead  
 Later he was going to make Servius his heir instead of them  
 Ancus' sons felt they were being cheated out of the throne again and the fact Servius' mother was a slave was a further insult

**AO2 (4 marks)**

**(c) *Do you think Tarquin the Proud deserved to be driven out of Rome?***

**Levels of Response**

- |                |  |           |
|----------------|--|-----------|
| <b>0</b>       | 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 mark    |
| <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.                               | 2-3 marks |
| <b>Level 3</b> | 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 |

Candidates may mention:

**Yes**

He had seized the throne by force, killing Servius Tullius and not allowing him to be buried

He killed those he suspected and needed a bodyguard as he ruled through fear

He treated the Roman people badly and made them do building work

He took Gabii using cunning and ordered Sextus to kill the leading citizens there

**No**

He was a good general and had captured Suessa Pometia and Gabii

He built Temple of Jupiter and Cloaca Maxima

Respected gods as he sent his sons to Delphi after the snake appeared from the pillar

His sons, especially Sextus, were unpleasant and one would be the next king of Rome

**AO3 (5 marks)**

**Topic C Athens and Sparta**

**9 (a) How did the education of Athenian boys differ from that described above?**

Education not organized by state  
 Fee paying  
 Not merely primary  
 Subjects included: Learning of poetry by heart  
                                 Music  
                                 Arithmetic

**AO1 (3 marks)**

**(b)(i) In what ways was an Athenian boy's education similar to a Spartan one?**

Reading and writing  
 Physical education

**AO2 (2 marks)**

**(ii) Why was it similar?**

Fitness for purpose  
 (Military) need to communicate satisfactorily

**AO2 (2 marks)**

**(c) Why did the Sophists play an important part in Athenian, but not in Spartan, education?**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear evaluation or personal response, as required by the question.	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may mention:

Taught rhetoric

- to produce successful politicians
- to be able to argue, debate / speak in public
- more important to win argument than reach truth
- charged for services

Spartans did not need to argue

In fact contrary to Spartan ideas of upbringing

And of adult behaviour – unquestioning obedience / loyalty to Sparta

**AO3 (3 marks)**

**10 (a)(i) Who practised 'the manual trades' for the Spartans?**

Helots

**AO1 (1 mark)**



(ii) ***How did the Spartans treat these people?***

**TWO** from:  
As slaves / enemy  
With extreme cruelty  
Total disregard for human rights

**AO2 (2 marks)**

(iii) ***Why did they treat them in this way?***

**TWO** from:  
Because they were afraid permanently  
Of an uprising of the Helots.  
There were far more Helots than Spartan citizens  
And they would be outnumbered and could be overrun

**AO2 (2 marks)**

(b) ***State two ways in which young Spartan men were trained to be good soldiers.***

**TWO** from:  
No luxuries  
Treated harshly  
Violent training games  
Krypteia

**AO1 (2 marks)**

(c) ***Why was it so important for a Spartan man to become a member of a syssition (army mess)?***

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear evaluation or personal response, as required by the question.	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may mention:

To become a full citizen  
To avoid becoming an outcast from society  
Communal living  
Team building  
Could only marry at this stage

**AO3 (3 marks)**

- 11 (a) **Describe two differences between the life of a Spartan girl and that of an Athenian girl.**

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 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 clear.	4 marks

Candidates may mention:

Different education, less on handicraft side – had Helots for that  
 Different emphasis on physical education – strong women give birth to strong children, especially sons  
 Athenian girls married earlier than Spartans  
 Spartan life harsher by definition

Max Level 2 – 3 marks if only one difference is mentioned.

**AO1 (4 marks)**

- (b) **Why did a Spartan girl's life differ from that of an Athenian girl?**

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 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 clear.	4 marks

Candidates may mention:

Military - Spartan women's aim was to breed good soldiers  
 Girls needed to be healthy to be good breeding stock  
 Non Military - Athenian girls would be under male guidance  
 Learned housecraft and handicraft from mothers  
 Even though Athenian girls had slaves  
 If rich, life one of luxury  
 If poor, would have to work later  
 Spartan women had full control of the household – Spartan men not available as guardians

**AO2 (4 marks)**

- (c) ***Do you approve of the way married women were treated in Athenian society? Give reasons for your answer.***

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 marks
<b>Level 3</b>	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

Candidates may mention:

**Against:**

Dowries  
 No political rights  
 No personal property  
 No legal rights  
 No career  
 Formal education rare  
 Arranged marriage  
 No social life wife husband or other male  
 Seclusion inside house

**For:**

Always protected and valued  
 Looked after children  
 Trusted with household accounts  
 Had satisfying duties which were clearly defined  
 Could visit friends if chaperoned and festivals

**AO3 (5 marks)**

- 12 (a) ***How could an Athenian male be involved in governing the city?***

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 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 clear.	4 marks

Candidates may mention:  
 Could be a member of the assembly and could vote  
 Member of deme council  
 Serve on boule  
 Be a magistrate  
 serve on jury  
 Payment for office  
 Liable for liturgies instead of taxes  
 War and peace  
 Some proposals could be amended

**AO1 (4 marks)**

**(b) *Why was the navy so important to the Athenians?***

**Levels of Response**

<b>0</b>	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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 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.	4 marks

Candidates may mention:

Trade: imports – corn  
 Exports – amphorae of olive oil  
 Militaristic more important viz Persian War  
 Leading light of Delian league because of navy  
 Subsequent political and cultural richness  
 Political rise of poorer classes as oarsmen were extremely important in trireme

**AO2 (4 marks)**

**(c) *Would you like to have been a metic in ancient Athens? Give reasons for your answer.***

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 marks
<b>Level 3</b>	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

Candidates may mention:

Metics: Legal status  
Civic responsibilities  
Necessary for trade  
Some social status

**AO3 (5 marks)**

**Topic D History of Roman Britain**

**13 (a)(i) *In which year did Julius Caesar invade Britain for the first time?***

55BC

**AO1 (1 mark)**

**(ii) *Give two problems faced by the Romans as they tried to land.***

Difficulties in grounding the transport ships because of deep draughts  
Lack of local knowledge, especially about depth of water / shallows  
Lack of cavalry

**AO1 (2 marks)**

**(iii) *How successful was this invasion?***

**TWO** from:

Did not get far inland  
The Britons knew the lie of the land  
Though eventually sued for peace offering hostages

**AO2 (2 marks)**

**(b) *Why was Julius Caesar's second invasion more successful? Give two reasons.***

**TWO** from:

Had more preparation time  
Knew more of what to expect  
Boats had shallower draughts  
More legionaries  
Able to land cavalry  
Repair crews available

**AO2 (2 marks)**

**(c) *How successful was Caligula's invasion attempt?***

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear evaluation or personal response, as required by the question.	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may mention:

Gathered great numbers of soldiers in full battle order on the shores of Oceanus (Boulogne)  
Placed his ballistae and siege engines in position  
Ordered men to pick up sea shells saying that this was plunder won from the sea  
Built a lighthouse to commemorate the victory  
But did not actually invade

**AO3 (3 marks)**

14 (a)(i) **Who was the Roman governor when the Boudiccan rebellion began?**

Suetonius Paulinus

**AO1 (1 mark)**

(ii) **What do you admire this governor for and what would you criticise him for? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	Nothing worthy of credit.	0 marks
<b>Level 1</b>	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
<b>Level 2</b>	Some clear evaluation or personal response, as required by the question.	2 marks
<b>Level 3</b>	Some clear evaluation or personal response, as required by the question, with good development.	3 marks

Candidates may mention:

**For:**

Quick return to London  
Decision not to defend it  
Choice of battlefield  
Calm under pressure  
Good tactics in battle

**Against:**

Allowed abuse of Britons  
Suppression of Druids  
Could not command obedience of 2<sup>nd</sup> legion  
Left people of London to die  
Harsh policy after rebellion

**AO3 (3 marks)**

(b)(i) **Why did Prasutagus name the emperor and his daughters as co-heirs in his will?**

In the hope that his kingdom and family would be safe after his death  
Must mention kingdom **and** family for two marks

**AO2 (2 marks)**

(ii) **What happened following Prasutagus' death?**

**TWO** from:

Boudicca whipped  
Daughters raped  
Kingdom seized as if spoils of war

**AO1 (2 marks)**

- (c) **Why did the Trinovantes join with the Iceni in the rebellion? Give two reasons.**

**TWO** from:  
 Land taken from them  
 Temple of Claudius at Camulodunum  
 Had to contribute to its upkeep  
 Conduct of veterans  
 Tax and corn tax

**AO2 (2 marks)**

- 15 (a) **Describe how two British leaders other than Boudicca opposed the Roman invasions.**

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 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 clear.	4 marks

Candidates may mention:

Cassivellaunus – organised resistance against Julius Caesar’s second invasion; tried to negotiate peace  
 Caratacus – resistance against Claudian invasion, fought Romans for 8 years, fled to Wales after Battle of Medway, changed tactics to guerrilla warfare  
 Togodubnus – brother of Caratacus, also fought at Medway, but did not co-operate with his brother

Max Level 2 – 3 marks if only one leader is mentioned

**AO1 (4 marks)**

- (b) **How successful were the British leaders who opposed the Roman invasions?**

**Levels of Response**

<b>0</b>	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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 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.	4 marks

Cassivellaunus lost to Caesar at Wheathampstead  
 Togodubnus routed after failing to cooperate with Caratacus



Caratacus defeated in Wales – handed over to Romans by Cartimandua, Queen of the Brigantes

**AO2 (4 marks)**

- (c) ***To what extent do you admire the actions of Julius Classicianus? Give reasons for your answer.***

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 marks
<b>Level 3</b>	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

Candidates may mention:

Position as financial agent to Emperor (procurator)  
 Change of policy from vengeance to cooperation  
 Argued for replacement of Governor (Paulinus)  
 Reported on Famine in Britain

**AO3 (5 marks)**

- 16 (a) ***Describe how two British chiefs supported the Claudian invasion.***

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 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 clear.	4 marks

Candidates may mention

Cogidubnus – completely Romanised, coinage and trade, sent scouts and supplies to help Romans.

Prasutagus – husband of Boudicca, stayed neutral, will split power between Boudicca and Romans in an attempt to keep peace

Cartimandua – Queen of Brigantes, married to Venutius, supported Romans in exchange for keeping control of lands, client-kingship, handed Caratacus over to Romans

Max Level 2 – 3 marks if only one chief is mentioned

**AO1 (4 marks)**

**(b) Why did some British chiefs support the Romans?**

**Levels of Response**

<b>0</b>	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 mark
<b>Level 2</b>	A sound answer. Some clear understanding. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	2-3 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.	4 marks

Candidates may mention:

- Cogidubnus – richly rewarded – Fishbourne palace the result
- Prasutagus – kept his kingdom, but had to pay taxes
  - Those who opposed Rome lost their lands
- Cartimandua – handed over Caratacus following defeat
  - Pro-Roman following Ostorius scapula’s execution on nobles who had rebelled against her

**AO2 (4 marks)**

**(c) To what extent did Claudius achieve his aims in Britain? Give reasons for your answer.**

**Levels of Response**

<b>0</b>	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 mark
<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.	2-3 marks
<b>Level 3</b>	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

Candidates may mention:

- Wanted to emulate other Julio Claudian emperors in a military manner
- Greed for precious metals
- Removal of escape route for Gallic troublemakers/Druids
- Trade with Britain improved

**AO3 (5 marks)**

**Assessment Objective Grid: Unit 1 Foundation Tier****Topic A – Homer, *Odyssey*****Foundation Tier**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1</b>			
(a)(i)	1		
(a)(ii)	1		
(b)	2		
(c)			3
(d)		3	
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 2</b>			
(a)(i)	1		
(a)(ii)	1		
(b)	2		
(c)		3	
(d)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 3</b>			
(a)	4		
(b)		4	
(c)			5
(d)			
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Question 4</b>			
(a)	4		
(b)		4	
(c)			5
	<b>4</b>	<b>4</b>	<b>5</b>
<b>Overall Total</b>			
	<b>16</b>	<b>14</b>	<b>16</b>

**Topic B – Livy, *Stories of Rome*****Foundation Tier**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 5</b>			
(a)		3	
(b)	2		
(c)	1		
(d)	1		
(e)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 6</b>			
(a)	1		
(b)(i)		2	
(b)(ii)		1	
(c)(i)	2		
(c)(ii)	1		
(d)			3
<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>
<b>Question 7</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Question 8</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Overall Total</b>			
	<b>16</b>	<b>14</b>	<b>16</b>

**Topic C – Athens and Sparta****Foundation Tier**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 9</b>			
(a)	3		
(b)(i)		2	
(b)(ii)		2	
(c)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 10</b>			
(a)(i)	1		
(a)(ii)		2	
(a)(iii)		2	
(b)	2		
(c)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 11</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Question 12</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Overall Total</b>			
	<b>14</b>	<b>16</b>	<b>16</b>

**Topic D – History of Roman Britain****Foundation Tier**

<b>Part</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 13</b>			
(a)(i)	1		
(a)(ii)	2		
(a)(iii)		2	
(b)		2	
(c)			3
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 14</b>			
(a)(i)	1		
(a)(ii)			3
(b)(i)		2	
(b)(ii)	2		
(c)		2	
<b>Total</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Question 15</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Question 16</b>			
(a)	4		
(b)		4	
(c)			5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Overall Total</b>			
	<b>16</b>	<b>14</b>	<b>16</b>