



**General Certificate of Secondary
Education**

Classical Civilisation

Specimen Mark Scheme

CODE/1H: 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

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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

0	Nothing worthy of credit.	0 marks
Level 1	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
Level 2	Some clear evaluation or personal response, as required by the question.	2 marks
Level 3	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

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

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 Aeaea.

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

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

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

0	Nothing worthy of credit.	0 marks
Level 1	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
Level 2	Some clear evaluation or personal response, as required by the question.	2 marks
Level 3	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)(i) Describe how the female characters Odysseus met helped him.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good well-organised answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Circe – gave hospitality for a year / and advice about future dangers
 Calypso – helped him back for 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
 Nausicaa's maids – found him a seat / and laid out clothes for him to wear
 Athene – obtained Odysseus' release from Calypso / guided him to Phaeacia / got Nausicaa to help him

AO1 (8 marks)

(ii) Explain why Homer uses descriptive words or phrases to describe people, gods and goddesses. Give examples of these phrases from the books of the Odyssey you have read.

Levels of Response

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

	meaning is generally clear.	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Homer composes not with single words but phrases
 These phrases already created in the correct metre for the poem
 These phrases are the bricks from which the architecture of the poem is constructed
 Odysseus, the man of many resources / of the many devices

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

AO2 (8 marks)

(iii) Do you think Odysseus dealt well with the female characters who were unhelpful to him on his journey to Ithaca? Explain your answer with examples.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 mark
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Candidates may mention:

Circe turned Odysseus' men into pigs
 Odysseus used moly to escape from being turned into a pig
 Calypso kept Odysseus prisoner for a year / wanted to keep him forever
 Odysseus made Calypso swear a solemn oath not to harm him
 Sirens wanted to entice Odysseus on to their island
 Odysseus had his men tie him to the mast to hear the Sirens' song

Odysseus blocked his men's ears with beeswax to stop them hearing the Sirens' song
 Antiphates' wife cooked one of Odysseus' men for supper
 Odysseus stayed in his ship to watch the wife's actions
 Scylla ate six of Odysseus' men
 Odysseus kept his ship sailing past Scylla
 Charybdis would have swallowed all Odysseus' men and the ship
 Odysseus held on to the fig tree branch until parts of his boat reappeared

AO3 (10 marks)

(b)(i) Describe the different ways in which Odysseus looked after his men.

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used if appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally and meaning is generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Divided the wives and plunder equally after they sacked Ismarus
 Saluted his men killed there three times
 Forced men back from island of the Lotus Eaters on to the ship
 Devised plan of each man tied beneath three sheep to escape from the Cyclops
 Shared the spoils from the Cyclops' island equally
 Cut the rope from his ship and told the crew to row as fast as they could to escape from the Laestrygonians
 Killed a stag for his men to eat on Aeaea
 Made Circe turn his men back from being pigs
 Put beeswax in his men's ears to avoid their hearing the Siren's song

AO1 (8 marks)

(ii) Some of the actions of characters in the Odyssey would be classed as crimes today. Give examples from the books of the Odyssey you have read.

Levels of Response

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

	meaning is generally clear.	5-6 marks
Level 4	An excellent answer. Clear understanding with good development. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

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

AO2 (8 marks)

(iii) ***The hero Achilles was told always to be best and excel other men. Do you think Odysseus was a good example of a hero? Give your reasons.***

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Candidates may mention:

Yes

Brave – rescued his men from Lotus Eaters, Circe, Cyclops
 Clever – tricked the Cyclops
 Pragmatic – heated pole to blind the Cyclops, put wax in his men's ears to avoid Sirens
 Stamina – survived the storm
 Strong – hung on to the branch above Charybdis
 Inspiring – inspired his men before Scylla and Charybdis
 Compassionate – for dead colleagues at Ismarus and Thrinacie

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

Despaired – ready to give up in the storm

Would not delegate – fell asleep on the journey home from

Aeolus

AO3 (10 marks)

Topic B Livy, *Stories of Rome*

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

Levels of Response

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

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

0	Nothing worthy of credit.	0 marks
Level 1	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
Level 2	Some clear evaluation or personal response, as required by the question.	2 marks
Level 3	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)

5 (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)

(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)

(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

0	Nothing worthy of credit.	0 marks
Level 1	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
Level 2	Some clear evaluation or personal response, as required by the question.	2 marks
Level 3	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)

6 (a)(i) Describe why Lucretia was considered the best wife and how she died.

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Lucretia stayed at home while other wives out at parties
So showed fidelity
She was also spinning which was traditional duty for Roman matron
Welcomed husband and friends, showing hospitality
After being raped by Sextus she committed suicide by stabbing herself

AO1 (8 marks)

(ii) What qualities of women's behaviour did Livy disapprove of in his stories of early Rome? Give examples to support your answer.

Levels of Response

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

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 from her father
- **jealous** of Tanaquil
- **no respect** for father's body
- drove over it in carriage

AO2 (8 marks)

(iii) ***How influential do you think women were in the history of early Rome?***

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Candidates may mention:

Sabine women ran between battle lines to stop the fighting

They persuaded the Romans and Sabines to make peace and the two communities were united

Tanaquil persuaded husband to move to Rome and interpreted eagle and cap omen

This encouraged Tarquin to seek the throne

She later interpreted the flames around Servius' head and persuaded Tarquin to adopt him

His preference for Servius helped to lead to his murder by Ancus' sons

Concealed Tarquin's death and instructed Servius on how to become king
 Lucretia's rape and suicide was the catalyst for the overthrow of Tarquin and the beginning of the Republic
 Cloelia's bravery impressed Lars Porsenna and she was allowed to choose some hostages to take back to Rome
 Veturia / Volumnia approached Coriolanus and persuaded him to stop attacking Rome with the Volscian army

AO3 (10 marks)

(b)(i) How does Livy portray the personality and actions of Romulus?

Levels of Response

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

Candidates may mention:

Romulus

Family loyalty
 Organises rescue attempt for Remus
 Restores Numitor to throne
 Ambitious
 Wants to name city after himself
 God-fearing
 Willing to leave decision to gods
 Hot tempered
 Lacking family loyalty
 Kills Remus
 Or patriotic
 Willing to defend city even against own family
 Intelligent / cunning
 To think up plan to abduct Sabine women
 Caring
 Speech he makes to Sabine women
 Brave
 Inspirational leader
 Rallies Romans against Sabines

AO2 (8 marks)

(ii) How did Tarquin the Old become King of Rome and how did he die?

Levels of Response

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

Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good well-organised answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

He moved to Rome and threw parties and used his money to win friends
 The king employed him on official business and he soon became the king's friend
 and was named guardian of his children in his will
 When the king died he sent the boys on a hunting trip and persuaded the Roman
 people to make him king instead
 Years later the boys took their revenge and sent two shepherds to kill him
 They pretended to quarrel and as Tarquin listened to one of them the other struck his
 head with an axe

AO1 (8 marks)

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

Levels of Response

0	Nothing worthy of credit.	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

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 (10 marks)

Topic C Athens and Sparta

7 (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

0	Nothing worthy of credit.	0 marks
Level 1	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
Level 2	Some clear evaluation or personal response, as required by the question.	2 marks
Level 3	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)

8 (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

0	Nothing worthy of credit.	0 marks
Level 1	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
Level 2	Some clear evaluation or personal response, as required by the question.	2 marks
Level 3	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)

9 (a)(i) *In what ways did the life of a Spartan girl differ from that of an Athenian girl?*

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

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 at whatever level of society

AO1 (8 marks)

(ii) *Why did their lives differ so much?*

Levels of Response

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

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 (8 marks)

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

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

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 (10 marks)

(b)(i) *In what ways did the responsibilities of citizenship differ in Athens and Sparta?*

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

- Both could be a member of the assembly and could vote
- Spartans aged 20+ could elect Gerousia and ephors
- Could ratify treaties, declare war and choose king to lead army
- Be part of criminal court
- Spartans aged 30+ could be elected ephor (only once)
- Received foreign envoys
- Athenians: member of deme council
- Serve on boule
- Be a magistrate
- Serve on jury
- Payment for office
- Liable for liturgies instead of taxes
- War & peace
- Some proposals could be amended (unlike Spartans)

AO1 (8 marks)

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

Levels of Response

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

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 (8 marks)

- (iii) ***‘The lives of metics and slaves in ancient Athens were not all bad.’ Do you agree with this statement? Give your reasons.***

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Candidates may mention:

Metics: Legal status
 Civic responsibilities
 Necessary for trade
 Some social status
Slaves: Lack of legal and marital status
 Type of life depended on what sort of slave you were
 – Paidagogos fine
 – slave in silver mine not fine
 If in court could only give evidence after torture
 Could not own property

AO3 (10 marks)

Topic D History of Roman Britain

10 (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

0	Nothing worthy of credit.	0 marks
Level 1	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
Level 2	Some clear evaluation or personal response, as required by the question.	2 marks
Level 3	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)

11 (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

0	Nothing worthy of credit.	0 marks
Level 1	Limited evaluation or personal response, as required by the question, but something worthy of credit.	1 mark
Level 2	Some clear evaluation or personal response, as required by the question.	2 marks
Level 3	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 2nd 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)

12 (a)(i) **Who, apart from Boudicca, were the main British leaders who opposed the Romans, and what happened to them?**

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms generally used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

- Cassivellaunus – negotiated peace with Julius Caesar to end second invasion
- Lost fort at Wheathamstead
- Several tribes subjected – became Roman ‘allies’
- Togodumnus- refused to co-operate with Caratacus
- Routed –later killed in skirmish
- Caratacus –routed in first encounter – lost battle of Medway
- Fled to Wales- persuaded Silures and Ordovices to fight
- Changed tactics to guerrilla warfare – became more successful
- Tactical awareness so Roman cavalry could not operate freely
- But defeated – fled to the Brigantes – handed over to the Romans

AO1 (8 marks)

(ii) **Why were most Roman commanders in Britain from AD 43-61 successful?**

Levels of Response

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

Candidates may mention: Examples of:

- Loyalty of troops
- Superior training
- Superior equipment
- Use of specialist troops
- Tactically aware
- New infrastructure allowing for speed of troop movement

AO2 (8 marks)

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

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
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Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Candidates may mention:

Came as procurator
 Emperor's financial agent
 Realised need to change policy
 From vengeance following Boudiccan revolt
 to spirit of cooperation with British tribes
 Argued for new governor
 Reported on famine in Britain
 Paulinus removed

AO3 (10 marks)

(b)(i) Which British chiefs supported the Claudian invasion and why?

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A basic answer. Something relevant and worthy of credit. Spelling, punctuation, and grammar may obscure meaning.	1-2 marks
Level 2	A sound answer. Some clear, relevant knowledge. Some classical terms used where appropriate. Spelling, punctuation and grammar are sufficiently accurate not to obscure meaning.	3-4 marks
Level 3	A good answer. Clear, relevant knowledge with some development. Classical terms used where appropriate. Spelling, punctuation and grammar are generally accurate and meaning is generally clear.	5-6 marks
Level 4	An excellent, well-organised answer. Clear, relevant knowledge with good development. Classical terms used consistently. Spelling, punctuation and grammar are accurate and meaning is clear.	7-8 marks

Candidates may mention:

Cogidubnus
 Completely Romanised – coinage and trade
 Sent scouts and supplies to help Romans
 Richly rewarded – Fishbourne palace the result
 Prasutagus stayed neutral
 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

AO1 (8 marks)

(ii) ***Why did Claudius decide to invade Britain?***

Levels of Response

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

Candidates may mention:

Lead
Copper
Tin
Gold

Woollen goods

Personal aggrandisement – parity with other Julio-Claudian emperors on military front

Removal of Druids – removed escape route for Gallic troublemakers

Increased market for trade

AO2 (8 marks)

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

Levels of Response

0	Nothing worthy of credit	0 marks
Level 1	A very basic answer. An opinion supported by simple reason. Form and style of writing may be inappropriate to answer question.	1-2 marks
Level 2	A basic answer. Limited evaluation or personal response, as required by the question, but more than a simple reason is given. Form and style of writing may be appropriate to answer question.	3-4 marks
Level 3	A sound answer addressing the main points of the question. Some clear evaluation or personal response, as required by the question. Form and style of writing may be appropriate to answer question.	5-6 marks
Level 4	A good answer addressing most aspects of the question. Some clear evaluation or personal response, as required by the question, with some development. Form and style of writing are generally appropriate to answer question.	7-8 marks
Level 5	An excellent answer addressing all aspects of the question. Clear evaluation and personal response, as required by the question. Form and style of writing are appropriate to answer question.	9-10 marks

Candidates may mention:

Examples of success of aims, e.g.

Military success

Trade with Britain improved

Dealt successfully with Druids

Improved his standing in Rome

However, invasion was a drain on military resources

Weakened Rhine frontier

Not profitable

Continuing trouble from Wales and the North

AO3 (10 marks)

Assessment Objective Grid: Unit 1 Higher Tier

Topic A – Homer, *Odyssey*

Higher Tier

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

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

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

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

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

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

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