



SPECIMEN

Advanced GCE

GCE CLASSICS

Unit CC7: Roman Britain: life in the outpost of the Empire

Specimen Paper

F387 QP

Morning/Afternoon

Time: 2 hours

Additional Materials: Answer Booklet (12 pages)



INSTRUCTIONS TO CANDIDATES

- Answer **one** question from Section A and **one** question from Section B.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **5** printed pages and **1** blank page.

Answer **one** question from Section A and **one** question from Section B.

Section A: Commentary Questions

Answer **either** Question 1 **or** Question 2.

You are reminded that marks are awarded for the quality of written communication of your answer.

- 1 Study the drawing and answer the questions. You are expected to refer to the extracts and to use your own knowledge in your answers.



A drawing of the tombstone of Aurelia Aureliana, found in Carlisle.

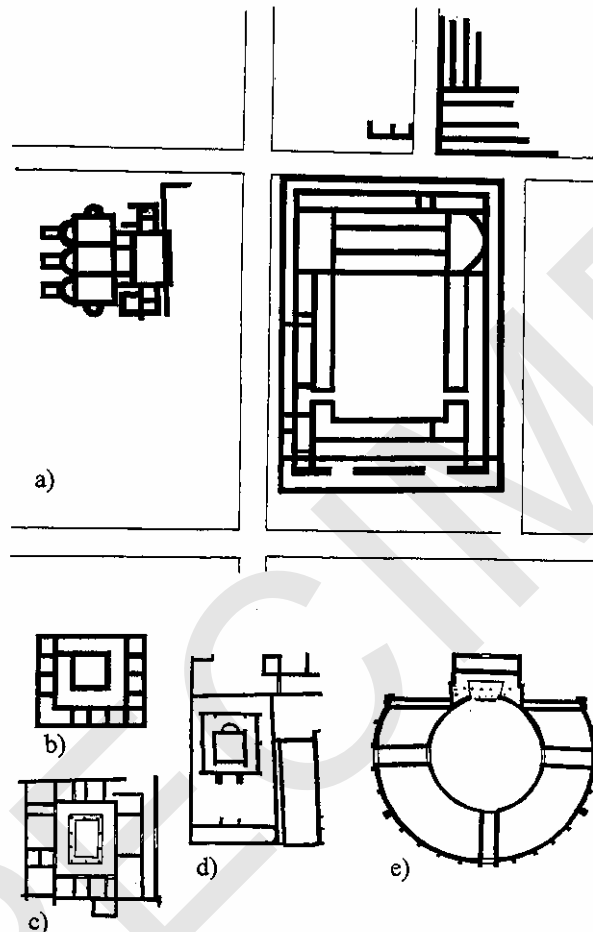
Stephen Hill and Stanley Ireland, Roman Britain, Bristol Classical Press

- (a) How does this monument illustrate Hill and Ireland's claim that 'there was a real interpenetration of cultures' in Roman Britain? **[25]**
- (b) 'The piece reflects the fact that the impact of Christianity was becoming more and more apparent' (Hill and Ireland). How far does this monument and other evidence support the idea that Christianity played an important role in Roman Britain? **[25]**

Do **not** answer Question 2 if you have already answered Question 1.

You are reminded that marks are awarded for the quality of written communication of your answer.

- 2 Study the plans and answer the questions. You are expected to refer to the extracts and to use your own knowledge in your answers.



Plans showing building types in towns.

- a) Central insulae of Leicester showing Jewry Wall bath complex and Forum-Basilica complex; b) Macellum at Wroxeter; c) Courtyard house at Caerwent; d) Temple and adjoining shop at Caerwent; e) Theatre at St. Albans.

Stephen Hill and Stanley Ireland, Roman Britain, Bristol Classical Press

- (a) 'Bath-houses ranged from the modest to the monumental' (Hill and Ireland). How far does the archaeological evidence found in Britain support this claim? [25]
- (b) 'Agricola gave private encouragement and official assistance to the building of temples, public squares and private mansions' (Tacitus). Why did the Romans actively promote the construction of buildings of this kind? To what extent is this policy supported by the archaeological record? [25]

Section A Total [50]

[Turn over

Section B: Essays

Answer **one** question.

You are reminded that marks are awarded for the quality of written communication of your answer.

- 3 How successfully did the Romans manage the administration of Roman Britain? [50]
- 4 Why did the Romans need to change farming techniques in Britain? To what extent were these changes beneficial? [50]

Section B Total [50]

Paper Total [100]

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Copyright Acknowledgements:

Sources

Q 1 and **Q2** Stephen Hill and Stanley Ireland, Roman Britain, Bristol Classical Press, 1996, ISBN 185399 140 6, by permission of Gerald Duckworth & Co. Ltd

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Oxford Cambridge and RSA Examinations

Advanced GCE

GCE CLASSICS

F387 MS

Unit CC7: Roman Britain: life in the outpost of the Empire

Specimen Mark Scheme

The maximum mark for this paper is **100**.

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This document consists of **10** printed pages **2** blank pages.

Section A		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
<p>1</p> <p>1(a)</p> <p>1(b)</p>	<p>Study the drawing and answer the questions. You are expected to refer to the extracts and to use your own knowledge in your answers.</p> <p>How does this monument illustrate Hill and Ireland's claim that 'there was a real interpenetration of cultures' in Roman Britain?</p> <p>This 3rd century tombstone of the freedwoman Aurelia Aureliana was set up by her husband. The fact it was found at the furthest boundary of the province is not without significance. The date of its carving, a time when the Roman empire was not at its healthiest, is also significant.</p> <p>The Roman influences include:</p> <ul style="list-style-type: none"> • the use of tombstones; • the presence of columns; • Roman elements in the carving and artwork; • the use of Latin. <p>The Celtic influences include:</p> <ul style="list-style-type: none"> • the use of the Birrus Britannicus; • possible Celtic facial features. <p>The Christian influence also reflects the interpenetration of cultures and its optimistic message of life to come.</p> <p>'The piece reflects the fact that the impact of Christianity was becoming more and more apparent' (Hill and Ireland). How far do this monument and other evidence support the idea that Christianity played an important role in Roman Britain?</p> <p>Answers must refer to both this tombstone and other evidence.</p> <p>Discussion concerning the tombstone might include the following points:</p> <ul style="list-style-type: none"> • Aurelia Aureliana is clutching a bunch of poppies, the symbol of sleep; • pine-cones on top of the columns; • as large seeds the pine-cones symbolised life and so there is a promise of life to come. <p>In the eyes of Hill and Ireland, 'the religious impact of Christianity was becoming more and more apparent'.</p>	<p>[25]</p>

Section A		
Question Number	Answer	Max Mark
1(b) cont'd	<p>Answers should assess the extent to which the evidence supports the claim. With the final legislation of Christianity, the faith probably began to make accelerated progress. Yet, in the words of Hill and Ireland, 'it would be wrong to see at this time a wholesale conversion of the country, especially since archaeology provides virtually no incontrovertible evidence for worship in urban centres, in sharp contrast to the continued use of pagan buildings'. Yet the continuing presence of pagan elements in art, now in the guise of Christian allegory, suggests the tenacity of earlier Classical forms.</p>	[25]
2 2(a)	<p>Study the plans and answer the questions. You are expected to refer to the plans and to use your own knowledge in your answers.</p> <p>'Bath-houses ranged from the modest to the monumental' (Hill and Ireland). How far does the archaeological evidence found in Britain support this claim?</p> <p>Bath-houses were an essential element in Roman life. They were important for the following reasons:</p> <ul style="list-style-type: none"> • hygiene; • recreational purposes; • social purposes; • the conduct of law; • administration; • business and commerce. <p>Aquae Sulis also was important for the water's healing properties.</p> <p>Hill and Ireland's claim is very much supported by the archaeological record. At one end of the spectrum we have examples found at Hardknot and Silchester where a simple row of spaces and rooms provide a palaestra and apodyterium, and the rooms for the three stages of the bathing process. At the other end there are the examples found in Wroxeter, Leicester and Bath.</p>	[25]

Section A		
Question Number	Answer	Max Mark
2(b)	<p>‘Agricola gave private encouragement and official assistance to the building of temples, public squares and private mansions’ (Tacitus). Why did the Romans actively promote the construction of buildings of this kind? To what extent is this policy supported by the archaeological record?</p> <p>Despite Tacitus’ remark - 'they spoke of such novelties as 'civilisation', when really they were only a feature of enslavement' - the use of public and private buildings played an essential part in the Romanisation of the province of Britain.</p> <ul style="list-style-type: none"> • provided the stability for peace to flourish; • public buildings like the basilica were used for judicial purposes; • temples were used to promote the imperial cult and loyalty to the empire; • business and commerce were conducted in the macellum. <p>Thus the Romans enforced law and order and offered a focal point for business to expand.</p> <p>The essentially tolerant attitude to Celtic and other religions is another important factor in the successful 'civilisation' of the province, though the building of temples also focused attention and worship of the Roman pantheon.</p> <p>The construction of private mansions also highlighted the material advantages to be had in supporting the Roman system of government but also provided an increase in the production of food which was vital for supporting life in the towns and feeding the army.</p> <p>The archaeological record amply proves the importance of the policy both in towns and the wealth of villas recorded, especially below the Fosse Way:</p> <ul style="list-style-type: none"> • the dedicatory inscription from the forum in St. Albans contains Agricola's name and is built on a grand scale; • Silchester is less grand, where the forum measured 43 by 39 metres, with a colonnade and shops on three sides and the west side occupied by the basilical hall; • even though no forum and basilica remain intact, parts of these buildings are among the most substantial non-military relics of Roman Britain; • foundations of the simple square Roman-Celtic temple at Caerwent; • the rectangular shrine at the temple of Antenociticus; • impressive temple of Sulis-Minerva at Bath. 	[25]
Section A Total		[50]

Section B		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
3	<p>How successfully did the Romans manage the administration of Roman Britain?</p> <p>After conquest the Romans needed to administer the conquered territory. This was done like any other province throughout the Roman Empire; it was different from other provinces because of its large military garrison and the fact that its governors often came from men who had been consuls.</p> <p>Answers should consider the following areas:</p> <p>The governor</p> <ul style="list-style-type: none"> • supreme authority lay in the hands of the governor; • particular governors were often chosen for Britain because of some particular expertise which matched the province's needs at that time; • The responsibilities of the governor were wide-ranging. When he was not fighting he would be expected to: <ul style="list-style-type: none"> • Romanise the local nobility; • construct roads; • administer justice. <p>Staff</p> <ul style="list-style-type: none"> • below the governor was a large permanent staff to carry out the governor's policy; • under the governor operated various grades of people whose duties included legal matters, organisation of supplies, maintenance of roads and possibly the supply of transport. <p>Local administration</p> <ul style="list-style-type: none"> • local administration replaced the tribal governments that had operated before the invasion, largely using native help; • client-kings were used where the locals retained their identity, laws, right to bear arms in return for enforcing Roman law; • colonies were like a mini-Rome with a local Senate and two presiding officers who looked after the Senate and regulated local justice, festivals and other ceremonies; • municipia were normally pre-existing settlements taken over by the Romans; • civitates were old tribal areas converted into Roman administrative units which held their own power as the Romans shifted the responsibility for administration onto the local population as soon as it was practical. 	

Section B		
Question Number	Answer	Max Mark
3 cont'd	<p>Answers should address the how successful part of the question by discussing some of the following:</p> <ul style="list-style-type: none"> failures of the system e.g. Boudicca and Cartimandua; success of maintaining peace for a considerable amount of time; the Romans' cleverness in involving the native Celts wherever possible in the running of their own country. 	[50]
4	<p>Why did the Romans need to change farming techniques in Britain? To what extent were these changes beneficial?</p> <p>Answers should address both parts of the question. The Romans needed to change farming techniques in Britain for the following reasons:</p> <ul style="list-style-type: none"> increase in population; need for greater agricultural output. <p>Answers should base their assessment of the extent of the benefits on the following factors:</p> <ul style="list-style-type: none"> the greater availability of good tools e.g. iron-shod spades, steel axes; improvements to the plough; improvements to drainage of fields and changes to their shape; clearance of woodland; surplus food to feed flocks through the winter; subsequent increase in the size of the flocks; surpluses of wool and dairy produce; changes in crops; better storage. <p>As Hill and Ireland comment, however, 'the agricultural revolution which led to greatly increased levels of agricultural production was well under way before the conquest'.</p> <p>Answers should provide a variety of specific evidence from archaeological and literary sources to support their arguments.</p>	[50]
Section B Total		[50]
Paper Total		[100]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	Total
1(a)	10	15	25
1(b)	10	15	25
2(a)	10	15	25
2(b)	10	15	25
3	20	30	50
4	20	30	50
Totals	40	60	100

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A2 Classics Marking Grid for units CC7-CC10: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

		AO1	AO2
<i>Section A Commentary Questions</i>	Qa	10	15
	Qb	10	15
<i>Section B Essays</i>		20	30
<i>Total</i>		40	60
<i>Weighting</i>		40%	60%
<i>Total mark for each A2 unit</i>		100	

Quality of Written Communication: The QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3 – 5.

There are no separate weightings for AOs 2a and 2b, but in assigning a mark for AO2 examiners should focus first on AO2(a) – i.e. bullet points 1 and 2 to decide the appropriate Level descriptor band. They should then consider the evidence of QWC to help them decide where in the Level descriptor band it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level descriptor band.

A2 Classics Marking Grid for units CC7-CC10: A01

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
	9-10	17-20	<ul style="list-style-type: none"> Recall and application of subject knowledge; Relevance to question/topic; Understanding of sources and evidence; Awareness of context.
Level 5	9-10	17-20	<ul style="list-style-type: none"> Specific factual knowledge, selected with care; Fully relevant to the question; Well supported with evidence and reference where required; Strong awareness of context as appropriate.
Level 4	6-8	12-16	<ul style="list-style-type: none"> Generally well chosen factual knowledge; Relevant to the question; Usually supported with evidence and reference where required; Awareness of context as appropriate.
Level 3	4-5	8-11	<ul style="list-style-type: none"> Some factual knowledge, not always well chosen; At least partially relevant to the question; Some supporting evidence and reference where required; Limited awareness of context.
Level 2	2-3	4-7	<ul style="list-style-type: none"> Restricted selection of factual knowledge, possibly including some inaccurate detail; Little evidence of relevance to the question; Occasional use of appropriate supporting evidence; Context occasionally or very superficially indicated.
Level 1	0-1	0-3	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.

A2 Classics Marking Grid for units CC7-CC10: AO2(a and b)

(a) <i>Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</i> (b) <i>Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</i>	Max. mark and mark ranges		Characteristics of performance
	15	30	<ul style="list-style-type: none"> • Analysis; • Evaluation and response; • Organisation and use of technical vocabulary; • Control of appropriate form and style; • Accuracy of writing.
Level 5	13-15	25-30	<ul style="list-style-type: none"> • Perceptive, well supported analysis leading to convincing conclusions; • Very well balanced evaluation based on clear engagement with sources/task; • Argument incisive, very well structured and developed; technical terms accurately and effectively used; • Sustained control of appropriate form and register; • Legible, fluent and technically very accurate writing.
Level 4	9-12	18-24	<ul style="list-style-type: none"> • Careful and thorough analysis leading to generally sound conclusions; • Balanced evaluation based on clear engagement with sources/task; • Argument well structured and developed; technical terms accurately and effectively used; • Good control of appropriate form and register; • Legible and technically accurate writing, conveying meaning well.
Level 3	6-8	12-17	<ul style="list-style-type: none"> • Attempts at analysis leading to some tenable conclusions; • Limited evaluation but some evidence of engagement with sources/task; • Argument coherent if cumbersome or under-developed; some technical terms accurately used; • Limited control of appropriate form and register; • Legible and generally accurate writing, conveying meaning clearly.
Level 2	3-5	6-11	<ul style="list-style-type: none"> • Occasional evidence of analysis gesturing towards acceptable conclusions; • Very limited evaluation or evidence of engagement with topic/task; • Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately; • Very limited control of appropriate form and register; • Legible and generally accurate writing, clarity not obscured.
Level 1	0-2	0-5	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.