



GCE

Classics: Classical Civilisation

Advanced GCE

Unit **F387**: Roman Britain: life in the outpost of the Empire

Mark Scheme for June 2013

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Annotations

Annotation	Meaning
✓	worthy of credit
F	errors of fact
S(p)	misspellings
P	errors of punctuation
E	errors of grammar and expression
^	omissions
R	irrelevant material;
?!	improbable or confused statements
REP	conspicuous repetition
L?	illegible words
.....	Highlight

Question		Answer	Marks	Guidance		
				Content	Levels of response	
1	(a)	<p>To what extent do these town plans show that the development of towns in Roman Britain showed a consistent pattern?</p> <p>Answers may include discussion of:</p> <p>Similarities of design:</p> <ul style="list-style-type: none"> grid layouts; central forums and administrative areas; layout in <i>insulae</i>. <p>Differences:</p> <ul style="list-style-type: none"> not all have a theatre or an amphitheatre (though one or the other); differences in size, all the diagrams are to the same scale; note that no site is fully excavated and much is unknown about London in particular. <p>Origins:</p> <ul style="list-style-type: none"> Silchester was already an Iron-age settlement, not necessarily imposed on an unwilling population; Colchester, original capital, a focus for rebellion under Boudicca; Verulamium, municipium status according to Tacitus, Annals – a reward for co-operation?; Wroxeter a later <i>civitas capital</i> established after the army had moved on, in an area lacking in <i>oppida</i>; London – developed initially as an <i>emporium</i> with no Pre Roman Iron Age settlement located. <p>Chronology of development:</p> <ul style="list-style-type: none"> Colchester, London, Silchester and Verulamium begin early; Cirencester follows; 	25		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1	AO2 = 15 Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2

Question		Answer	Marks	Guidance	
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		<ul style="list-style-type: none">• Wroxeter is the latest foundation; there is a gradual move to the NW from early starts in the SE These and other points should be supported where possible with specific examples and evidence.			

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(b)		<p>'All towns in Roman Britain grew and prospered in similar ways.' How far does other evidence support this view?</p> <p>Answers may include discussion of:</p> <p>'Grew' may take into account <i>the chronological development</i> of towns in Britain:</p> <ul style="list-style-type: none"> the earliest being very soon post-conquest (eg Chichester, along with Colchester, London, Verulamium); contrasted with the much later establishment of <i>civitas capitals</i> on the periphery; there do not seem to be any towns of note in the NW in the area which as a result has been termed the 'military area'; 'grew' may also be explored by comparing the physical size of towns – London in particular, which outgrew its walls and had Southwark as a kind of 'suburb' – whereas Colchester never expanded to fill its defended area; others towns such as Chelmsford contract; small towns may be discussed, showing 'growth' in particular areas. 	25	<p>The question is designed to prompt discussion about:</p> <ul style="list-style-type: none"> the extent of towns within the province; the extent and nature of their development (and decline, in places); the extent to which the nature of their development forms a regular pattern, or differs. <p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table> <p>AO2 = 15</p> <table> <tr> <td>Level 5</td> <td>14–15</td> </tr> <tr> <td>Level 4</td> <td>10–13</td> </tr> <tr> <td>Level 3</td> <td>6–9</td> </tr> <tr> <td>Level 2</td> <td>3–5</td> </tr> <tr> <td>Level 1</td> <td>0–2</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	14–15	Level 4	10–13	Level 3	6–9	Level 2	3–5	Level 1	0–2
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		<p>'Grew' may also be addressed by examining the <i>geographical</i> spread of towns; these are most in evidence in the lowland/south east region; to the north and west there is some evidence for growth at a relatively late period, but little density of towns. Many areas at the extremes (eg Cornwall) have no examples of towns at all.</p> <p>For 'prospered' there may be discussion of the wealth displayed in towns and the steady development of buildings:</p> <ul style="list-style-type: none"> the replacement of wooden structures with stone and brick; the development of wall-painting and more luxurious features such as hypocausts and private bath suites; the building of public baths, fora, temples, seen as evidence of increasing prosperity; changes in use of some key buildings in particular towns (eg Silchester, basilica used for metalworking; Verulamium, theatre used as a rubbish tip) may be cited, and may be explained positively or negatively (as signs of decline, or increasing industrial activity and domestic consumption, or as changes in function as administration and religion changed during the fourth century). 			

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2	(a)	<p>How useful are these sources as evidence for great diversity in religious practice in Roman Britain during the Roman occupation?</p> <p>Answers may include discussion of:</p> <ul style="list-style-type: none"> these are only three examples of religion in Roman Britain – Christianity, shown by the Hinton St Mary Chi-Rho figure (although this may be questioned); an apparently native and obscure god <i>Cocidius</i> – there is therefore room for discussion on ‘useful’ here in both positive and negative ways; the <i>Genii Cucullati</i> are commonly regarded as examples of native deities, but their interpretation is obscure; two are from northern areas, while the third is taken from a very high-status villa complex in the south; again, they are examples of ‘diversity in religious practice’, though it may be argued that all three show a need to depict an object of worship in visual terms; the three examples actually illustrate two belief-systems – one syncretic, one more exclusive – reward discussion of the Roman approach to religion illustrated by the <i>Cocidius</i> votive plaque and inscription, and the <i>Genii Cucullati</i> (allow for multiple interpretations of these) and/or contextual knowledge about the growth of Christianity, Roman approaches to it, and its acceptance as first one and then <i>the</i> Roman religion by the end of the occupation period. <p>Reward discussion of other examples which support discussion of the usefulness of these <i>three</i> examples.</p>	25	<p>AO1 = 10</p> <p>Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1</p> <p>AO2 = 15</p> <p>Level 5 14–15 Level 4 10–13 Level 3 6–9 Level 2 3–5 Level 1 0–2</p>	

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(b)		<p>How far does other evidence support the view that the Britons were free to follow whatever religion they chose under Roman rule?</p> <p><i>Freedom to worship</i> might be illustrated by:</p> <ul style="list-style-type: none"> • Syncretism and <i>interpretatio Romana</i> – most obviously in Sulis-Minerva, as well as the depiction of the ‘Bath Gorgon’ – also found in numerous inscriptions to deities such as <i>Mars Thincsus</i> – the Romans adopted and adapted native cults, not necessarily forcing natives to abandon pre-Roman beliefs; • The range of deities shown by the limited but quite widely spread evidence for the practice of foreign cults – again supported by inscriptional evidence, and some statuary, and specific state-sponsored support in some instances – the reconstruction ‘in honour of the divine house’ of the dilapidated temple to Isis (LACTOR 4 262); • Adoption by Romans of ‘foreign gods’ – as appears to be the case with Cocidius, and also Atenociticus; • The fact that the introduction/imposition of <i>new</i> gods did not prevent continued worship of native deities, eg Nodens; • Some cults such as Mithraism may have been restricted to the army and not widely imposed on the natives. <p><i>Against</i> the proposition, possible points include:</p> <ul style="list-style-type: none"> • The Roman attitude to Druidism, an early casualty (or at least driven underground); • Requirement of worship of state cults, including the imperial house (shown by inscriptions); • Attitudes to Christianity, and attitudes of Christians to other religions (very limited evidence on which to draw from Britain itself). 	25	<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9–10</td></tr> <tr><td>Level 4</td><td>7–8</td></tr> <tr><td>Level 3</td><td>5–6</td></tr> <tr><td>Level 2</td><td>2–4</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p>AO2 = 15</p> <table> <tr><td>Level 5</td><td>14–15</td></tr> <tr><td>Level 4</td><td>10–13</td></tr> <tr><td>Level 3</td><td>6–9</td></tr> <tr><td>Level 2</td><td>3–5</td></tr> <tr><td>Level 1</td><td>0–2</td></tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	14–15	Level 4	10–13	Level 3	6–9	Level 2	3–5	Level 1	0–2
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3		<p>'Villas in Roman Britain are conclusive evidence that the Romans had a wide-ranging effect on the whole province of Britain.' How far do you agree with this view?</p> <p>Discussion should focus on the value of villas as evidence for Romanisation, their geographical extent in the province, and the chronology of their development. There may be discussion about different types of villas and the varying levels of culture which they indicate – at the upper end of society (eg Bignor, Hinton St Mary) or more modest (eg Lockleys, Sparsholt).</p> <p>The wording of this question asks candidates to think about the impact of villas – this may be contrasted with the impact of other aspects of the Roman presence and governance of Britain such as towns or the presence of the army.</p> <p>Look for consideration of the different types and sizes of villa, and the extent to which they may legitimately be regarded as having a 'wide-ranging effect' on the 'whole province'.</p> <p>Key features of villas may be discussed, including positive points such as:</p> <ul style="list-style-type: none"> presence of mosaics, wall-paintings and high-status objets d'art – statues, silver plate – which through their scale, their implied cost, and their artistic content (Roman myths, evidence of literacy eg Lullingstone) provide evidence to the wide ranging effect of the Romans on Britain; examples of 'developed' high-status architecture – scale of the buildings, multiple rooms, bath suites and hypocausts (eg Chedworth); likely economic impact on the province of Britain if major villas were centres of large agricultural estates (eg Bignor); 	50		<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 30</p> <table> <tr><td>Level 5</td><td>26–30</td></tr> <tr><td>Level 4</td><td>20–25</td></tr> <tr><td>Level 3</td><td>14–19</td></tr> <tr><td>Level 2</td><td>6–13</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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		<ul style="list-style-type: none"> reward discussion of the question whether they resulted from or contributed to economic growth and thus had a 'wide-ranging effect'; reward assessment of the late flowering of villas in the 'Golden Age' of the fourth century – how much 'wide- ranging impact' may they be said to have had in earlier periods (Fishbourne may be discussed here – but should be treated as a unique example). <p>On the other hand, evidence from villas is limited:</p> <ul style="list-style-type: none"> candidates may note the lack of villas in some areas, notably the extremities of the province and the north-western parts; the presence of villas might not mean that the countryside round about was necessarily affected to any great extent; other regional diversity may be noted, eg along the Sussex Weald. <p>Discussion may also focus on the presence of Romans in some areas in other ways, for example along the Wall – the Romans clearly did have a 'wide ranging effect' in this area, but not through villas. The spread of towns might also be discussed in order to stress the limited value of villa evidence.</p>			

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4		<p>To what extent, and for what reasons, did the economy of Roman Britain undergo major changes during the Roman occupation?</p> <p>There may be some discussion of the economy of Britain at the time of the invasion – based on written accounts (Caesar, Strabo, Tacitus <i>Agricola</i>) and archaeology (field systems, eg Hengistbury Head).</p> <p>Answers may include discussion of changes in and growth of the economy of the province in the following areas:</p> <p>Industry:</p> <ul style="list-style-type: none"> • government and administration – new jobs with salaries attached? added to the economy; • building projects, brick and tile-making, stone quarrying, burning lime for cement mortar; • iron and metal production, mining (eg Dolaucothi); • pottery; • glass; • mosaics and decorative arts; • ‘service industries’ – bars, shops, gambling, entertainment in towns, down to street vendors. <p>Agriculture:</p> <ul style="list-style-type: none"> • agriculture – the development of new techniques for ploughing and harvesting; • changes in field patterns and reclaiming land eg in the Fens, S. Wales; • new crops introduced and improved breeds of livestock; • the growth of villa estates. 	50		<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18–20</td> </tr> <tr> <td>Level 4</td> <td>14–17</td> </tr> <tr> <td>Level 3</td> <td>9–13</td> </tr> <tr> <td>Level 2</td> <td>5–8</td> </tr> <tr> <td>Level 1</td> <td>0–4</td> </tr> </table> <p>AO2 = 30</p> <table> <tr> <td>Level 5</td> <td>26–30</td> </tr> <tr> <td>Level 4</td> <td>20–25</td> </tr> <tr> <td>Level 3</td> <td>14–19</td> </tr> <tr> <td>Level 2</td> <td>6–13</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	26–30	Level 4	20–25	Level 3	14–19	Level 2	6–13	Level 1	0–5
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		<p>Trade:</p> <ul style="list-style-type: none"> development of a monetary-based economy; transport and infrastructure – the development and maintenance of roads; river transport and maritime links; these may be supported with inscriptions as evidence. <p>Other issues may include:</p> <ul style="list-style-type: none"> demands made on the local economy by the growth of towns – a stimulus to sourcing farming, supply, road networks; varying demands made on the economy by the presence of the army. <p>Answers may provide information on economic aspects based on archaeology (reward detail from specific sites) and inscriptions, a wide range of trades – including slavery – being attested here.</p> <p>‘Extent’ may be addressed by considering the chronological development (and decline?) of industries, the size and scale of industries as they expanded over the period of the occupation, and regional variations where these can be identified.</p> <p>There may be an awareness of a multiplicity of reasons why the economy developed – changes in agricultural practice and the demands of towns combining to stimulate growing more wheat, better meat production, more demand for metals in farming, and so on.</p>			

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.	
Level 5	9–10	18–20	14–15	26–30
	<ul style="list-style-type: none"> • A very good collection/range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference where required; • Displays a very good understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary/terms. 	
Level 4	7–8	14–17	10–13	20–25
	<ul style="list-style-type: none"> • A good collection/range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference where required; • Displays a good understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary/terms. 	
Level 3	5–6	9–13	6–9	14–19
	<ul style="list-style-type: none"> • A collection/range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference where required; • Displays some understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary/terms. 	
Level 2	2–4	5–8	3–5	6–13
	<ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Occasional analysis of evidence/issues; • Limited evaluation or engagement with sources/task; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with some recognisable specialist vocabulary/terms. 	
Level 1	0–1	0–4	0–2	0–5
	<ul style="list-style-type: none"> • Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Very superficial analysis of evidence/issues; • Little or no evaluation or engagement with sources/task; • Very poorly structured or unstructured response; • Little or no effective communication of ideas. • Little or no accuracy in the writing or recognisable specialist vocabulary/terms. 	

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