



**GCE**

**Classics: Classical Civilisation**

Unit **F387**: Roman Britain: Life in the outpost of the empire

Advanced GCE

**Mark Scheme for June 2015**

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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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Annotation	Meaning of annotation
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.

Symbol	Description	Comment
	Tick	worthy of credit
	?	unclear
	S	error of spelling
	E	error of grammar, punctuation or expression
	F	error of fact
	^	omission
	H Line	to draw an attention to an error
	H Wavy Line	to draw attention to something
	Highlight	as directed by PE
	REL	irrelevant point
	REP	conspicuous repetition
	L	illegible word or phrase

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1a	<p><b>How useful are these buildings as evidence for the introduction of a Roman lifestyle into Britain?</b></p> <p>The diagrams provide the following indicators of 'Roman Life':</p> <ul style="list-style-type: none"> <li>a) Leicester – bathhouse and forum complex, which may be interpreted as showing leisure / hygiene and trade / judiciary / local government;</li> <li>b) Wroxeter, the <i>macellum</i> – evidence of trade, the city developed as a centre for merchants, in particular regarded as part of the meat trade;</li> <li>c) a courtyard house at Caerwent – this is evidence in particular of domestic life organised in a similar way to that found e.g. at Pompeii, and is a marked contrast to pre-Roman Iron Age buildings; separate rooms may have been bedrooms, dining room, <i>tablinum</i> etc.</li> <li>d) temple and adjoining shop at Caerwent – indications of Romanised religion, possibly involving imperial cult (though there is no indication here about which divinity was worshipped); shop may be an indication of trade, or local specialised manufacturing (again no data available, allow speculation);</li> <li>e) Theatre at St Albans – which may have been used for public meetings and cult functions as well as/ instead of the more obvious entertainment.</li> </ul>	[25]	<p>Likewise reward contextual knowledge about these examples and other towns which may be discussed in order to address the issue of towns providing signs of 'Roman lifestyle', contrasted with that of the pre-Roman native Britons.</p> <p><b>Note that Latin terms are not necessary.</b></p> <p>These and other points where outlined and discussed in context of 'Roman lifestyle' should be rewarded. Answers may note that there is a wide <i>range</i> of building types, all civilian.</p> <p>Reward discussion of the <i>location</i> of these sites, some of which are approaching the periphery of the province.</p> <p>Reward all other examples cited to provide a contrast or support for the examples in the diagrams, or bring in evidence of other buildings from towns (London might be an obvious town to use in such a way, omitted from the towns in the diagram).</p> <p>The focus needs to be on 'ways in which a Roman lifestyle was introduced' through buildings, and there should be some attempt to address 'how useful'.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1b	<p><b>‘The urbanisation of Roman Britain shows that all Britons benefitted from Roman rule.’ How far do you agree with this view?</b></p> <p>This might be dealt with:</p> <p><b>Chronologically</b></p> <ul style="list-style-type: none"> <li>and take into account the development of towns after AD 43;</li> </ul> <p><b>Geographically</b></p> <ul style="list-style-type: none"> <li>and note the spread of towns in the SE ‘lowland zone’ with fewer towns on the periphery;</li> </ul> <p><b>Socially</b></p> <ul style="list-style-type: none"> <li>and discuss how many Britons actually were able to benefit from the towns, and how much (depending on their standing in society and their access to money and leisure).</li> </ul> <p>Reward discussion of whether towns in Britain actually functioned in the way in which other towns elsewhere in the Empire did (or were simply tokens of Romanisation imposed on an unwilling population, and never embraced – i.e. did <b>not</b> ‘benefit from Roman rule’). This may be illustrated by:</p> <ul style="list-style-type: none"> <li>the cost of towns (leading to the Boudiccan rebellion, in the early stages of the invasion);</li> <li>evidence for the use made of buildings such as the basilica in Silchester or the theatre at Verulamium, in the later periods – apparently</li> </ul>	[25]	<p>The question is designed to prompt supported discussion about:</p> <ul style="list-style-type: none"> <li>the functions of towns within the province;</li> <li>the extent to which these functions were welcomed by the native population, or not;</li> <li>the extent to which towns were in a position to enable the native Britons to benefit from their presence, due to their size and concentration in the SE/ lowland area</li> <li>other factors which enabled Britons to access ‘benefits of Roman rule’ in any way the candidate chooses to explore the question.</li> </ul> <p>The focus needs to be on the issue of whether <i>all</i> Britons were able to <i>benefit</i> (and <i>whether they actually did!</i>) with an indication of ‘how far’ the candidate agrees with the view.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
	<p>not needed for their primary purposes any more;</p> <ul style="list-style-type: none"> <li>the failure of towns to continue after the 'Roman period'.</li> </ul>			

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2a	<p><b>How useful are these inscriptions in showing how widespread Roman religious practice became in Britain during the occupation?</b></p> <p>Relevant detail from the sources may be cited:</p> <ul style="list-style-type: none"> <li>the inscriptions show devotion to ‘the god who devised roads and paths’ (a Roman concept of <i>genius</i> may be discussed in connection with this);</li> <li>Jupiter and Volcanus; the <i>numen Augustorum</i>;</li> <li>the <i>genius</i> of a military unit, akin to the ethos of a school, with more obvious religious overtones;</li> <li>Jupiter and Cocidius (a native deity equated with the Roman one through <i>interpretatio Romana</i>);</li> <li>the <i>genius loci</i>; Mercury.</li> </ul> <p>Other aspects of Roman religious practice may be noted; vows and the fulfilment of them are shown in the first two; acts of devotion by way of a gift may be identified in the third inscription.</p> <p>Non-Roman aspects of the inscriptions are Cocidius (a deity located in the Hadrian’s Wall area).</p> <p>‘Widespread’ may be noted in various ways:</p> <ul style="list-style-type: none"> <li><b>geographically</b>, from the find-spots – these range from Uley in Gloucestershire to Caerleon in Wales and as far north as Hadrian’s wall;</li> <li>three of the inscriptions are <b>from military contexts</b>, where Roman religious practice might be expected; the other two are from contexts which are not military and might</li> </ul>	<p>[25]</p> <p>7</p>	<p>Discussion may be limited to the inscriptions or may extend to include wider own knowledge of the candidate, though this is not necessary for full marks to be awarded.</p> <p>The key terms which ought to be addressed are ‘how useful’ and discussion of ‘widespread’. There may be some general discussion of the importance and value of inscriptions as primary testimony to practice in a given time or place; this is limited of course by the three examples which are ‘date unknown’, and the six inscriptions presented give only a limited picture of religious practice in Roman Britain as a whole during the occupation period.</p>	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>

Question	Answer	Marks	Guidance	
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2b	<p><b>It was always Roman policy to encourage the native population to worship Roman gods and goddesses instead of their own.’ How far do you agree with this statement?</b></p> <p>There may be some discussion of Roman attitudes to other native cults, syncretism, and <i>interpretatio Romana</i>, illustrated by cults such as that of Sulis-Minerva at Bath, or the numerous cults equating Roman and native or Celtic deities on Hadrian’s Wall and included in the prescription.</p> <p>By and large candidates are likely to disagree with the statement, though they may discuss the ways in which natives were encouraged to express religious devotion using Roman models – for example through the practice of the Imperial Cult (cf. Colchester / Tacitus <i>Annals</i> and the evidence of general Romanisation in <i>Agricola</i> 21).</p>	[25]	Discussion of later religious developments, and particularly the growth of Christianity in the 4 <sup>th</sup> century, needs to be focused on the terms of the question.	<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10</p> <p>Level 4 7 – 8</p> <p>Level 3 5 – 6</p> <p>Level 2 2 – 4</p> <p>Level 1 0 – 1</p>
			<p>Allow discussion of Eastern cults such as Isis, Osiris, Mithras, Cybele, provided these are examined in connection with the issue set out in the question.</p> <p>There should be a supported discussion and developed argument leading to a clear conclusion about ‘how far’.</p>	<p><b>AO2 = 15</b></p> <p>Level 5 14 – 15</p> <p>Level 4 10 – 13</p> <p>Level 3 6 – 9</p> <p>Level 2 3 – 5</p> <p>Level 1 0 – 2</p>
3	<p><b>‘The way in which Britain was governed changed radically at both a provincial and local level during the Roman occupation of Britain.’ How far do you agree with this view?</b></p> <p>Answers may cover developments (‘change’) in the various aspects of government covered by the question.</p> <p><b>Provincial government</b></p>	[50]	<p>The question asks candidates to consider government and administration at both provincial and local levels; there may well be an imbalance in these, but there ought to be <i>some</i> treatment of both issues for good AO2 marks.</p> <p>In addition, any other material which may be cited in order to place these in a context; this other evidence may include geographical awareness and factual knowledge about the development of the government and</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p><b>AO2 = 30</b></p> <p>Level 5 26 – 30</p> <p>Level 4 20 – 25</p> <p>Level 3 14 – 19</p>



Question	Answer	Marks	Guidance	
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	<ul style="list-style-type: none"> <li>In the early stages of Roman occupation, there was a combination of direct military rule in the south, alongside the client king system (of whom three are known by name, though Claudius claimed to have had the submission of 'eleven British kings).</li> <li>The client king policy was abandoned by Vespasian c. AD 70 (throughout the empire, not just in Britain) and this coincided with expansion to the north (Cartimandua's need for assistance in Brigantian territory is dated at AD 69, though a case has been made for making this earlier); Agricola is the governor credited for much of this expansion by his son-in-law Tacitus.</li> <li>The administration of the province was divided.</li> <li>The governor (<i>legatus pro praetore</i>) had assistance from military personnel with specialised roles (<i>beneficarii</i>) and controlled security via the army and was the senior judicial official, or <i>iuridicus</i>, known from inscriptions.</li> <li>The <i>procurator</i> or financial officer, best known from the example of Julius Classicianus (Tacitus / tombstone).</li> <li>The province was divided into two possibly at the imperial reorganization of the 3<sup>rd</sup> century into <i>Inferior</i> (HQ at York) and <i>Superior</i> (centred around London).</li> <li>Further re-organisation into <i>dioceses</i> and <i>provinciae</i> (?under Diocletian, late 3<sup>rd</sup> or early 4<sup>th</sup> century, or possibly Constantine); there</li> </ul>		<p>administration of Roman Britain, using specific examples.</p> <p>Credit answers which also explore the <i>limitations</i> of the evidence available to us, whether literary or epigraphic.</p>	<p>Level 2    6 – 13 Level 1    0 – 5</p>

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	<p>were now four provinces, the role of <i>procurator</i> disappeared, and military commands were transferred to specialists (the <i>comes</i> and <i>praeses</i>) while governors took over financial responsibility.</p> <ul style="list-style-type: none"> <li>There may even have been a fifth province, <i>Valentia</i>, according to the <i>Notitia Dignitatum</i>.</li> </ul> <p><b>Local government</b></p> <p>This may run in parallel with provincial government for the early period, with discussion of client kings, and what material can be gleaned about the Celts' life and the Celts' tribal society, with military hierarchies and legal judgements in the hands of the priests (Druids, according to Caesar).</p> <p>With the demise of the client kingdom system came the steady establishment of the <i>civitas capitals</i> beginning in the SE and culminating with sites such as Caerwent, Aldborough and Carlisle by the early second century AD. There may also be mention of epigraphic evidence which shows activity of these communities later in the period (e.g. restoration of Hadrian's Wall by the <i>Catuvellauni</i>) and from out-of-the way places such as that bequeathed to us by the <i>Textoverdi</i>. There may be an explanation of the various roles in such local government, including an outline of the <i>ordo</i> and the role of <i>quaestors</i> and <i>aediles</i>.</p>			

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4	<p><b>To what extent did the landscape of Britain change as a result of the four centuries of Roman occupation?</b></p> <p>There may be some discussion of what the landscape of Britain was (probably) like before and at the time of the invasion by Rome in AD 43. This may be based on:</p> <ul style="list-style-type: none"> <li>archaeology of particular sites (e.g. Maiden Castle area, Hod Hill, Nene Valley);</li> <li>on literary evidence from the Roman side – Caesar, Strabo, Tacitus <i>Agricola</i>. This may not be covered in great detail, but sufficient to establish a baseline.</li> </ul> <p>Effects on the landscape brought about by the Romans might include:</p> <ul style="list-style-type: none"> <li>military activity, including the construction of roads and forts;</li> <li>changes in agriculture, notably in field sizes and the growth over a long period of many villas, such as than at Barton Court Farm; here, division of the land areas into several different holdings may be contrasted with an allegedly more ‘communal’ type of land exploitation by the native British; candidates may link this to inscriptional evidence about land-division and surveying, a Roman development;</li> <li>the development of towns and growth of populations, which entailed greater exploitation of the landscape;</li> </ul>	[50]	<p>This question is deliberately worded to allow as wide-ranging a discussion as possible – any relevant information related to changes made to the landscape of Britain during the Roman occupation should be credited</p> <p>There should be a clear conclusion about ‘extent’ based on the material discussed.</p>	<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20</p> <p>Level 4 14 – 17</p> <p>Level 3 9 – 13</p> <p>Level 2 5 – 8</p> <p>Level 1 0 – 4</p> <p><b>AO2 = 30</b></p> <p>Level 5 26 – 30</p> <p>Level 4 20 – 25</p> <p>Level 3 14 – 19</p> <p>Level 2 6 – 13</p> <p>Level 1 0 – 5</p>

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	<ul style="list-style-type: none"> <li>development of industry on a greater scale than had been seen before; such as iron (Sussex Weald, Forest of Dean); mining (Mendips, Wales, Derbyshire, Northumberland);</li> <li>other ways in which industries could have an impact on the landscape, such as pottery (Alice Holt, Nene Valley, Dorset, numerous local sites) or salt (Droitwich/ Middlewich area, the Fens, for instance);</li> <li>there may be some discussion about changes in appearance of the landscape due to drainage projects, deforestation, and the introduction of new crop types and farming methods.</li> </ul>			

## APPENDIX 1

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

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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