



GCE

Classics: Classical Civilisation

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

Advanced GCE

Mark Scheme for June 2017

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation must 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 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
1(a)	<p>Using these sources as a starting point, explain how far religion in Roman Britain can be understood from sculptural evidence alone.</p> <p>The pieces of sculpture depicted are:</p> <ul style="list-style-type: none"> • head of Minerva from Bath; • the Genii Cucullati from Netherby; • Venus bathing with attendants from High Rochester. <p>Other sculptures on the specification include:</p> <ul style="list-style-type: none"> • tomb of Classicianus, provincial procurator of Britain; • tombstone of Longinus, cavalry sergeant, from Colchester; • tombstone of Aurelia Aureliana from Carlisle; • tombstone of the centurion Marcus Favonius Facilis from Colchester; • head of Mercury from the temple at Uley; • statue base from Caerwent, dedicated by the Council of the civitas Silurum; • head of the god Atenociticus from the temple at Benwell on Hadrian's wall; • the god Cocidius silver plaque from Bewcastle fort on Hadrian's wall; • roundel showing male Gorgon from the pediment of the temple of Sulis-Minerva at Bath. <p>1. Candidates may also make reference to:</p> <ul style="list-style-type: none"> • local deities such as Coventina; • new cults missing from the prescribed material: Mithras, Isis, Serapis, Cybele and Christianity; 	[25]	<p>Candidates may know other pieces of sculpture which are relevant to this question. These should be credited in the usual way.</p>	<p>AO1 = 10</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>AO2 = 15</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>

	<ul style="list-style-type: none">• burial practices and rituals. <p>The discussion should focus on sculpture but candidates should also bring in some other evidence to support their argument as to whether religion can be understood from sculptural evidence alone.</p> <p>The evidence may include:</p> <ul style="list-style-type: none">• texts including inscriptions;• votive offerings;• defixiones;• wall-paintings;• mosaics• religious buildings. <p>Whilst sculpture can provide a great deal of information, without supporting evidence the picture cannot be complete.</p>			
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1(b)	<p>2. How far does the archaeological record support the idea that ‘foreign’ cults’ played an important role in the life of people in Roman Britain?</p> <p>The ‘foreign cults which candidates may discuss include:</p> <ul style="list-style-type: none"> • Isis; • Mithras; • Cybele; • Christianity. <p>Isis</p> <ul style="list-style-type: none"> • Though popular in the Roman Empire, the only temple identified with any certainty in Britain is in London. • <i>graffito</i> on 1st century flagon; • An inscription on an altar from mid-3rd century records the restoration of this or another temple to Isis in London. <p>Mithras</p> <p>The worship of Mithras was popular with soldiers and merchants and this is reflected in the distribution of Mithraea in Britain:</p> <ul style="list-style-type: none"> • Carrawburgh; • Rudchester; • Housesteads; • Caernarvon; • London; • York; • Inscriptional and sculptural evidence available elsewhere e.g. Manchester. <p>Cybele</p> <ul style="list-style-type: none"> • castration clamps found in river Thames; • altar inscription from Carvoran; 	[25]	Accept any logical conclusion which is based on specific evidence relevant to the question.	<p>AO1 = 10</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>AO2 = 15</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>
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	<ul style="list-style-type: none"> • Catterick. <p>Christianity</p> <ul style="list-style-type: none"> • Lullingstone house church and wall-paintings; • Water Newton treasure; • Hinton St Mary mosaic; • lead baptismal fonts found in various locations; • Christianity is relatively invisible in the archaeological record. Most of the evidence is literary. <p>Whilst there is a good deal of evidence, artefacts, buildings and written evidence, it is difficult to determine how important these foreign cults were to the people of Roman Britain. Some evidence in private homes may indicate that the personal element of worship in Christianity shows that it was important in the lives of that household. Mithraea tend to be found at military sites – so would be important to a limited number of the population.</p>			
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2(a)	<p>How useful are these sources as evidence of the diversity of people who lived in Roman Britain during the occupation?</p> <p>The inscriptions printed on the question paper come from a variety of locations across the province and range from the invasion period to the 3rd century. The people come from a number of different provinces, even at the beginning of the period. The only native Briton in this set of inscriptions is Regina, who was a slave, then freed and married a man from Palmyra.</p> <p>Longinus Sdapeze, a Thracian cavalryman; AD 43-49, Colchester. Possibly part of the invading force and then lived in Colchester when the <i>colonia</i> was established.</p> <p>Gaius Julius Alpinus Classicianus, Procurator of the province of Britain; AD 61-64 London.</p> <p>Claudia Severa, wife of Aelius Brocchus; c. AD 97-102/3 Vindolanda. Evidence of wives and children living in a military location with commanding officers.</p> <p>Barates of Palmyra, <i>vexillarius</i>; 3rd century AD, Corbridge. Regina, freedwoman and wife (of Barates), a Catuvellaunian; 3rd century AD South Shields.</p> <p>Antiochus, a Greek doctor; date unknown, Chester.</p> <p>Candidates need to come to a reasoned conclusion about whether the sources, both inscriptions and sculpted tombstone, are helpful as evidence for the diversity of the population in Roman Britain during the occupation.</p>	[25]		<p>AO1 = 10</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>AO2 = 15</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</p>

2(b)	<p><u>'Life was better under Roman rule.'</u> How far you agree with this statement.</p> <p>Areas for discussion may include the following:</p> <ul style="list-style-type: none"> • living arrangements – round house or town house or villa; • food supply – different products available; • new trading opportunities – forum, army, beyond Britain; • new methods introduced in farming and pottery production; • transport links – roads; • facilities and entertainment – e.g. water supply; bath houses, theatres and amphitheatres; • cultural changes such as introduction of Latin as the official language, different religions; • lack of freedom – administration of the province by the Romans, taxes etc. <p>Life did change quite rapidly for some people under Roman rule, but life changed very little for a significant part of the population during the whole of the Roman occupation.</p>	[25]	<p>It does not matter whether a candidate believes that the evidence supports the view that the lifestyle of the people in Roman Britain was better and changed rapidly during the occupation or not, provided there is an attempt to create a logical argument which is based on close reference to specific detailed evidence.</p>	<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</p>

3	<p>‘What achievement of the Romans in Britain do you think was the most impressive?’</p> <p>There is no model answer to this question because there are different areas which the candidates might think of as ‘most impressive achievement’ of the Romans.</p> <p>Candidates may refer to the following areas in their answers:</p> <p>Roads</p> <ul style="list-style-type: none"> • The road system linked forts, towns, villas and local communities and access to new markets in the towns and smaller communities. • ‘<i>cursus publicus</i>’ with its posting stations and <i>mansiones</i>. <p>Towns</p> <ul style="list-style-type: none"> • Some grew up around, or developed from military sites. • The amenities contained with towns may be considered to be among some of the most popular elements of the Roman legacy: <ul style="list-style-type: none"> • forum; • basilica; • administrative buildings; • baths. <p>Villas and farming</p> <ul style="list-style-type: none"> • Villas developed in different styles and in different ways over the occupation. • Some were ‘working villas’ – essentially estates with farmland, producing crops and goods on a large scale. • Here new crops were often introduced and there 	[50]	<p>A successful answer will:</p> <ul style="list-style-type: none"> • identify several areas which might be considered as the ‘most impressive achievement’ of the Romans; • discuss each area identified; • make use of appropriate examples to support and illustrate the argument; • come to a reasoned conclusion based on the material presented. 	<p>AO1 = 20</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>AO2 = 30</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>

	<p>were improvements in agriculture – field systems, equipment etc.</p> <ul style="list-style-type: none"> • Other villas were more for leisure and entertainment and had sophisticated decoration and facilities. <p>Cultural changes</p> <ul style="list-style-type: none"> • introduction of Latin – Vindolanda tablets and inscriptions; • Roman administration and law; • religious syncretism at Bath, Uley etc; • introduction of new 'foreign' cults, such as Mithras at Carrawburgh and London, Cybele at Catterick and Christianity at Water Newton and Lullingstone; 			
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4	<p>‘Romano-British culture was a unique combination of Roman and native customs, tastes and characteristics.’ How far do you agree with this opinion of art produced in Roman Britain?</p> <p>Candidates need to consider examples of art from Roman Britain which illustrate the combination of Roman and provincial customs, tastes and characteristics. In order to answer the question effectively there should also be some consideration of the main features of Celtic and Classical art, supported by appropriate examples.</p> <p>Candidates may refer to any examples of Celtic art known to them. These examples may include:</p> <ul style="list-style-type: none"> Torrs pony cap; Waterloo Helmet; Battersea Shield; Wandsworth shield; generic examples of La Tene style. <p>Examples to illustrate the main features of Classical art may include:</p> <ul style="list-style-type: none"> head of Minerva; head of Claudius; mosaics at Fishbourne; wall-painting at Fishbourne; mosaics at Low Ham, Lullingstone, Woodchester etc. <p>Examples to illustrate the combination of Roman and provincial customs, tastes and characteristics may include:</p> <ul style="list-style-type: none"> • Aurelia Aureliana tombstone; • ‘Male Gorgon’ pediment from Bath; • High Rochester relief of Venus bathing with her nymphs; 	[50]		<p>AO1 = 20</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>AO2 = 30</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>

	<ul style="list-style-type: none">• Rudston Venus;• Apollo and Marsyas mosaic from Sherborne;• female head from Towcester;• 'Winter' figure from Chedworth. <p>Candidates may make reference to any medium of art: sculpture; mosaics; pottery; painting; metalwork.</p> <p>Candidates should offer a range of examples and be able to give detail about those they have cited. The argument should be focused on the question and not be simply a general discussion of art in Roman Britain.</p>			
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	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. 	

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

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