GCE

Classics: Classical Civilisation

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

Advanced GCE

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

SUBJECT SPECIFIC MARKING INSTRUCTIONS

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

Annotation	Meaning of annotation
BP	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	S	error of spelling
E	E	error of grammar, punctuation or expression
F	F	error of fact
^	^	omission
∿	H Wavy Line	to draw attention to an error or something which is not clear
SEEN	SEEN	to show a plan, answer or continuation of an answer has been read
....	Highlight	as directed by PE
REL	REL	irrelevant point
REP	REP	conspicuous repetition
L	L	illegible word or phrase

ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described for the individual unit:

AO1 40% Demonstrate Knowledge and Understanding
- recall and deploy relevant knowledge and understanding of literary, cultural, material, historical sources or linguistic forms in their appropriate contexts.

AO2   60%   Analysis, Evaluation and Presentation
- AO2(a) analyse, evaluate, and respond to Classical sources (literary, cultural, material historical or linguistic) as appropriate;
- AO2(b) select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. You are required to identify a candidate's performance under each assessment objective and award marks accordingly. A composite grid (combining the essay and context grids) is provided to assist you in determining the appropriate mark.

Marking Scripts:
Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.
The points in the mark scheme are indicative content and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

If you have any **queries on unexpected answers** consult your Principal Examiner.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

Using annotations
- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- **Do not leave any page unmarked** (as a last resort Highlight the very bottom of a page to indicate that you have read it - otherwise your Principal Examiner cannot tell whether account has been taken of that page).
- Highlight errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

Ticks: these are the simplest, quickest and most efficient means for examiners to convey approval to your Principal Examiner, and they should be inserted where they can be most effective. If the point you wish to highlight is in the middle of a paragraph, then put the tick in the middle of a line in the middle of a paragraph. Overuse of the tick tends to devalue its effectiveness.

Do use ticks to draw attention to anything worthy of credit [even single words].

Do not use ticks as a substitute for marking/assessment; marks for questions must be determined by reference to the assessment grid, **not** by mechanical addition of ticks.

Highlighting: use highlighting as directed by your Principal Examiner/Team Leader.

QUALITY OF WRITTEN COMMUNICATION

- There are no separate weightings for AO2(a) and AO2(b).
- QCA guidelines stipulate that all three strands of Quality of Written Communication must be explicitly addressed. For further information, see the specification grids.
- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation and other defects in English grammar (**E**).
- Legibility: use the sign (**L**) in the margin to areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your Principal Examiner.

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
1a	**To what extent do these sources suggest that native British styles of art became completely Romanised during the Roman occupation?** **Source A** 'Distance-Slab' from Old Kilpatrick on the Clyde. An example of Classical art found in Britain constructed to mark the western end of the Antonine Wall and thus erected mid-2nd century AD; records distance of 4411 feet of wall built by detachment (*vexillatio*) of 20th Legion (*Valeria Victrix*), symbolised by the boar along the bottom. The imagery is classical – laurel wreath containing details of army unit, winged personification of Victory leaning on a globe while holding a palm branch of triumph in left hand. Roman architectural features frame the stone. Slab represents Roman depiction of military power and success, 'employing conventional imperial iconography' (*Roman Era,* P. Salway (ed.) 119). **Source B** Head of a Gorgon, from the Temple of Sulis-Minerva at Bath. At the centre of a large roundel from the pediment. The Gorgon with a head of snake-hair is Classical, yet there are several British elements, such as the large, bulging eyes, the downcast mouth, the long nose, the furrowed brow and the emphasis on curves and wavy features. The Gorgon is also male unlike the female versions in myth – a Classical piece given a British 'twist'.	[25]	The focus needs to be on how 'completely' art was Romanised, and the candidate should address 'to what extent' these specific sources (in addition to others mentioned if relevant) allow a conclusion to be drawn. Reward all other examples cited to provide support for this view or a contrast, which may include: • Aurelia Aureliana tombstone • High Rochester relief of Venus bathing with her nymphs • Sulis Minerva head from Bath • Head of Antenociticus • Rudston Venus • Silver plaque of Cocidius More successful answers will likely include comparisons with some of the above but full marks can be awarded if full discussion centres only on the four sources presented. Credit discussion of the term Romanisation with regard to art.	**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	
			Content	**Levels of Response**
	Source C Female head from Towcester. Has many features of Celtic art such as the staring, large eyes, the long nose and the sad mouth; the hair is swirling and locks come down along the cheeks by the ears. It is made of limestone, is larger than life-size and is flattened, like a theatrical mask; portraits of individuals perhaps a Roman influence. **Source D** Mosaic of 'Winter' from Chedworth Villa. A mosaic in a triclinium from a villa and thus from a Roman context within Britain, but the character is wearing a Birrus Britannicus and carries a dead hare and a leafless twig. The mosaic likely dates to the 4th century AD showing fusion of styles at a relatively late period of the occupation. The evidence of Classical pieces of art as well as examples of fusion suggest Romanisation of art, but features of Celtic art found in various pieces throughout the occupation show that native art was not replaced.			

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
1b	**'All aspects of life for native Britons were Romanised during the occupation.' How far does the evidence from villas support this view?** The question is designed to prompt supported discussion about: • the extent to which villas show Romanisation • the spread of villas • which aspects of life were affected. Discussion should focus on: • how far villas can be used as evidence for Romanisation • what the term Romanised means in this context • some consideration of the expression 'during the occupation' (although the villas do not need to be considered chronologically). Villas which may be discussed include: • Chedworth • North Leigh • Woodchester • Lockleys • Great Witcombe • Bignor • Lullingstone • Hinton St Mary • Fishbourne (though treated as a special case). Evidence for Romanisation could include the shape and size of villas, replacing existing huts or buildings on site and elements such as bath suites, hypocaust systems, mosaics and wall	**[25]**	The focus needs to be on whether *all* aspects of life were Romanised or indeed whether evidence from villas shows this or can show this.	**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	
			Content	**Levels of Response**
	paintings.

Expect some discussion of:
• the limitations of the impact of villas
• whether 'all' aspects of life were affected or can be shown to have been affected
• the geographical spread of villas, which are less prevalent in the north and at the edges of the province.

Candidates may note the difficulty of knowing the influence, if any, villas had on their surrounding areas beyond their own land. | | | |

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
2(a)	**How useful are these inscriptions in illustrating how the government and administration of Britain change after the Roman invasion?** Answers may include: • some reference to the administration of Britain *before* the Roman occupation (tribal kings, less centralisation) • a comparison with the 'Roman' elements of government and administration evident in the inscriptions. Relevant detail from the inscriptions may be cited: • *speculator* on governor's staff, from London, C1st AD • *beneficiarius* on governor's staff, from Wroxeter, before AD 61 (?) • dedication by senate (annual public vow) for emperor Nero set up in Chichester (AD 59) with reference to titles and positions of power, in territory probably under control of Togidubnus (allied client king) • *vicani* of Vindolanda setting up dedication to Vulcan, to Divine House and Divine Powers of the Emperors, C2nd or C3rd AD • *beneficiarius* of the legate of the II legion, from Chester, C3rd AD Broader discussion of government and administration may include the role of the procurator and the later division of the province in to first two then four sub-divisions with their own administration and rule. Credit detailed relevant knowledge of developments in administration.	**[25]**	The key terms which should be addressed are 'how useful' and 'change'. There may be some general discussion of the importance and value, as well as the limitations, of using inscriptions as evidence (only certain areas excavated, incomplete inscriptions etc.). Candidates may also note that the five inscriptions are limited in scope and chronological range, making firm conclusions hard to draw. Reward references to the government and administration of Britain reflecting forms of rule elsewhere in the empire. **Note that Latin terms are not necessary.**	**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

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
2(b)	**'The focus of the Roman occupation was to inspire fear among the natives.' How far does the available evidence support this view?** Answers may include: • what inspiring 'fear' may mean • how the Romans caused this from any angle provided that specific examples are given to support arguments Discussion may include: • number of troops deployed and locations of forts • scale of forts, towns and cities • colonies (Colchester, Lincoln, Gloucester, York) • ubiquity of Roman tombstones • presence of Roman buildings • temples (e.g. Temple of Claudius at Colchester) • annual vow of soldiers to Emperor and family • statues of Emperor and family • coinage. Discussion should consider if inspiring 'fear' was the primary focus or a focus at all. How does Tacitus Agricola 21 fit in with this idea of 'fear'? Some response may evaluate the extent to which the Romans were feared and their general success in this matter, considering evidence such as that of Boudica and Cartimandua. Some may discuss regional differences of the effect of the Roman presence and may distinguish between time periods within the occupation.	**[25]**	There should be reference to different types of evidence. Some use may be made of the inscriptions set in 2(a). Allow broad definitions of the term 'fear'. There should be a developed argument which leads to a clear conclusion about 'how far'.	**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

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
3	**'The Romans did not tolerate other religious practices in Britain during the occupation.' How far do you agree with this view?** Answers may include: **Did not tolerate other religious practices** • the treatment of the Druids • Christianity **Did tolerate other religious practices** • Celtic deities were adopted through syncretism (e.g. Sulis-Minerva). • Celtic deities remained, referred to in inscriptions (e.g. Brigantia) or known otherwise (e.g. head of Atenociticus; plaques of Cocidius; genii cucullati). • changing attitude to Christianity in the 4th century AD, supported by evidence (Christian imagery in villas such as at Hinton St Mary and Lullingstone) • Mithraism (Mithrea at Carrawburgh, London) • The Temple of Isis in London suggests acceptance of Egyptian goddess. **Romans imposed their own religion on Britons** • dissemination of Imperial Cult (vows, statues, imagery, coinage) • Romans referencing own gods on tombstones/in inscriptions (e.g. Silvanus, Mercury, Romulus, Jupiter etc.) which served as visual 'presence' of Roman religious practice.	**[50]**	This question is deliberately worded to allow as wide-ranging an answer as possible, but candidate should make use of a large number of specific examples.	**AO1 = 20** Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4 **AO2 = 30** Level 5 26 – 30 Level 4 20 – 25 Level 3 14 – 19 Level 2 6 – 13 Level 1 0 – 5

Question	Answer	Marks	Guidance	
			Content	**Levels of Response**
4	**To what extent did the development of the economy of Britain under Roman rule depend solely on agriculture?** Answers may include: **Development of the economy:** • an assessment of the economy before the invasion • an assessment of the economy post invasion • a consideration of the impact of Roman rule on the economy • an explanation of the term 'development of the economy' – did it develop? • how development might be shown, considering the evidence of villas, towns, mining and agricultural productivity. **Role of agriculture:** • increase in productivity led to surplus which fuelled markets • productivity increased through improvements to tools, drainage, storage facilities and alterations to the use of land (shapes of fields, clearing of woods, crop-rotation) • improvement in farming techniques led to prosperity of villas which employed many natives. Candidates may consider the roles of other factors in the development of the economy – urbanisation, trade (esp. pottery, luxury goods as evidenced by treasure hoards such as the Traprain Treasure or items such as the Silver-gilt pepper pot from the Hoxne Treasure), mining, roads, army presence etc. and through comparison draw a clear conclusion on whether agriculture was solely responsible for the development of the economy.	[50]	The key term is 'solely' and candidates should assess the validity of this statement, with argument leading to a clear conclusion about 'to what extent'.	**AO1 = 20** Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4 **AO2 = 30** Level 5 26 – 30 Level 4 20 – 25 Level 3 14 – 19 Level 2 6 – 13 Level 1 0 – 5

	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**
	· 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.		· 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**
	· 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.		· 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**
	· 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.		· 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**
	· Limited factual knowledge; · Occasionally relevant to the question; · Occasionally supported with evidence; · Displays limited understanding/awareness of context, as appropriate.		· 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**
	· 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.		· 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)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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