

# **Classics: Classical Civilisation**

Advanced GCE

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

## **Mark Scheme for June 2012**

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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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Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>the development of a major road network throughout the province led to the development of an urban network in the SE;</li> <li>location of links between major settlements may be identified;</li> <li>road network – primary purpose military and civil administration’s communication – the Imperial Post, but in addition knock-on effects included some ease of transport;</li> <li>structural effects of the road system enabled villa estates to supply urban areas with higher population density (eg Bignor);</li> <li>facilitated agricultural supplies to the army, including corn and hides (<i>Vindolanda letters</i>);</li> <li>facilitated supply of bulk foodstuffs and animals ‘on the hoof’ (and already butchered) to urban centres.</li> </ul> <p>These and other points should be supported where possible with specific examples and evidence.</p> <p>Reward any other material or evidence cited in order to develop and support a discussion of the <i>context</i> of the province’s agricultural development; this may be archaeological or (for the earlier period of the province at least) literary:</p> <ul style="list-style-type: none"> <li>existence of a network of tracks prior to the Roman invasions;</li> <li>Caesar, Strabo – used as a base-line for discussion;</li> <li>for the slightly later period, Tacitus <i>Agricola</i>;</li> <li>references to later documents such as the <i>Price Index</i> of Diocletian which mentions British exports.</li> </ul> <p>Credit responses which discuss the difficulty of establishing the part played by roads in the development of agriculture in the light of the lack of later literary sources about Britain, and the challenge of interpreting archaeology in many cases. Reward discussion of limitations of road transport for bulk items and use of water transport not shown on the plan.</p>	25		<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question			Answer	Marks	Guidance	
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			Perceptive answers may note that the growth of substantial towns and of villas does <i>not</i> match the road layout, but that there is evidence in all areas for agricultural change of very varying kinds and to different degrees.			

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	(b)	<p>Reward detailed treatment of the following:</p> <ul style="list-style-type: none"> <li>• ‘impact’ may take into account <i>the gradual conquest</i> of Britain and any discussion of the development of the economy under an imposed peace (ie cattle-raiding and inter-tribal wars brought to an end by the Romans) should be rewarded;</li> <li>• there may be discussion of the divisions of Britain into ‘highland’ and ‘lowland’ or ‘military’ and ‘civilian zones’, with discussion of relative frequency and density of villas and towns used as indicators of ‘economic impact’;</li> <li>• development of agriculture, especially in the south and south-west, with major villa developments by the 4<sup>th</sup> century seen as centres of major estates farmed by <i>coloni</i> – examples include Chedworth, Bignor, Hinton St Mary, – also attesting to economic development in mosaic and decorative arts (but NOT shown by the map; location of villas does not correlate with army presence);</li> <li>• growth of towns, which like villas do not provide a match with the location of major roads shown on the map; numerous examples, which can be illustrated by the use of just one or two (eg Silchester, Winchester);</li> <li>• reward supported discussion of tribal variations (eg were the Iceni subjected to ‘special measures’ and what was the economic impact of such a policy?);</li> <li>• The ‘frontier zone’ along Hadrian’s Wall may be introduced into the argument – again, what impact did this make on the economy?</li> </ul> <p><i>Against</i> the idea of stark regional variation other points may be made:</p> <ul style="list-style-type: none"> <li>• communication – roads are marked on the map and these should be discussed; built by the army primarily for military communication, what other uses were they put to?</li> <li>• transport of and trade in portable objects, metalwork, likewise pottery and ‘fancy goods’, are all attested in the archaeological records and in inscriptions;</li> </ul>	25		<p><b>AO1 = 10</b></p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p><b>AO2 = 15</b></p> <p>Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question			Answer	Marks	Guidance	
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			<ul style="list-style-type: none"> <li>• 'impact' may take into account <i>the gradual conquest</i> of Britain (the map shows a mature stage of development) and any discussion of regional variation which is appropriately supported should be rewarded;</li> <li>• local development of economic activity because of the presence of the army in 'military' areas: <i>vicus</i> settlements and <i>cannabae</i> attested in numerous places, eg Vindolanda, Housesteads;</li> <li>• military presence responsible for the introduction of coinage on a substantial level, promoting a monetary economy;</li> <li>• army used in the imposition of taxation and its collection, requiring payment in silver and (later) gold;</li> <li>• specific needs to feed and clothe the army – shown for example in Tacitus <i>Agricola</i>, <i>Vindolanda letters</i>;</li> <li>• development of mining and mineral exploitation – gold at Dolaucothi, silver by cupellation in the Mendips and in Northumbria, lead extracted extensively, iron in the Forest of Dean and in the Sussex Weald (<i>Classis Britannica</i> activity).</li> </ul>			

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2	(a)	<p>Reward all evaluative comment which is based on these inscriptions and related to the topic; a very detailed focus on the material alone, with context, should be sufficient for candidates to gain marks in the highest levels.</p> <p>Some obvious points which may be made using the inscriptions are:</p> <ul style="list-style-type: none"> <li>the three inscriptions show <b>three very distinct stages</b> of the government and administration of the province:</li> <li>a client kingdom, from the first century;</li> <li>a governor of the whole of Britannia, post-client kingdom period (early 2<sup>nd</sup> century);</li> <li>an inscription from the period following the reorganization of the empire into <i>dioceses</i> and <i>provinciae</i> by Diocletian, late 3<sup>rd</sup> or early 4<sup>th</sup> century.</li> </ul> <p>Credit mention of the 'intermediate' division of <i>Britannia</i> into <i>inferior</i> and <i>superior</i> under Septimius Severus.</p> <p>The question as worded is deliberately loaded so that weaker candidates may be able to make some response gaining marks in both AO1 and AO2 from the inscriptions themselves.</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 administration of Roman Britain, using specific examples.</p> <p>Stronger responses may include, in discussion of 'useful', the absence of many types of 'government and administration' – for example:</p> <ul style="list-style-type: none"> <li>other client kingdoms, <i>Iceni</i> and <i>Brigantes</i>;</li> <li>decurions and the <i>ordo</i> set up in each of the <i>civitates</i> (reward specific mention of these and support from inscriptions);</li> <li>the division of responsibility between governor (<i>legatus pro praetore</i>) and procurator, perhaps best known from Tacitus' account of the Boudiccan revolt in <i>Annals</i> 14;</li> </ul>	25		<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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			<ul style="list-style-type: none"> <li>role of the army in administration, tax-collection, and so forth.</li> </ul> <p>Credit answers which also explore the <i>limitations</i> of epigraphic evidence:</p> <ul style="list-style-type: none"> <li>in terms of the amount which survives/ may survive, and its often fragmentary nature;</li> <li>the limited sections of society who made use of it – expensive inscriptions on stone are likely to be the result of only a small segment of society. This is particularly the case with the three we have here, though the question focuses on higher-status sections involved in ‘government and administration’.</li> </ul>			

Question		Answer	Marks	Guidance	
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2	(b)	<p>This question should be an open one, and arguments either way are acceptable. The focus should be on <i>government and administration</i>, not just a list of 'what the Romans have done for us.'</p> <p>For the proposition, points made might include:</p> <ul style="list-style-type: none"> <li>the arrival of the <i>Pax Romana</i> brought an end to a semi-permanent state of warring, raids and mutual enslavement which existed among the British tribes;</li> <li>stable government and a rule of law allowed the development of pre Roman Iron Age economic activity, primarily based on agriculture, and new industries/ techniques were developed during the Roman occupation (clothing/ weaving, agriculture, minerals);</li> <li>increasing levels of involvement in <i>Romanitas</i> saw a growth in other activities connected with trade: the growth of documentation in trade such as bills of exchange (surviving in the form of tablets), a monetary economy which worked, and the use of legal means rather than violence to settle disputes (the thrust of Tacitus <i>Agricola</i> 21);</li> <li>the development of <i>colonia</i> and the one certain <i>municipium</i> gave the inhabitants advantages over those not covered by Roman or Latin law (a situation which changed after AD 212);</li> <li>preservation of local identities in the <i>civitates</i>; the <i>ordo</i> provided a means for local aristocrats to maintain their dominant positions in local societies, and benefit in material ways from <i>Romanitas</i>;</li> <li>involvement in the wider empire saw migration and opportunities for Britons to 'expand their horizons' at home and abroad, and ultimately to take on roles in the army and to make their mark in wider society (an example might be Pelagius).</li> </ul>	25		<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><i>Against</i> the proposition, possible points include:</p> <ul style="list-style-type: none"> <li>the loss of native freedom, placed by Roman authors in the mouths of Caratacus, Boudicca, Calgacus, and sometimes used to explain the occasional persistence of native forms of art and architecture such as round-houses;</li> <li>the increased taxation levied on the population, and the need to pay both for local and national government, and the large standing army imposed on the Britons;</li> <li>seduction by luxury goods, baths, and towns (Tacitus' acerbic comment in <i>Agricola</i> 21) leading to enervation and loss of manliness;</li> <li>exploitation and near-enslavement of the native population by incomers – the downside of the development of villa estates.</li> </ul>			

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3		<p>Reasons for 'establishment' may include:</p> <ul style="list-style-type: none"> <li>• trade – London being the prime example, <i>vici</i> such as Housesteads and Vindolanda also being relevant here (see below);</li> <li>• establishment of colonies (Colchester, Gloucester, Lincoln, perhaps York later on; recent suggestions add Chester and London, in <i>Britannia Prima</i>) and discussion of their role (reward use of Tacitus <i>Annals</i> 12) and their impact on the regions in which they were located;</li> <li>• development of towns following abandonment/ vacation of military establishments (also used as <i>civitas capitals</i> – Exeter, Wroxeter);</li> <li>• <i>Civitas Capitals</i> proper (Silchester, Cirencester, <i>Durobrivae</i>): these may be seen as the willing involvement of local groups in <i>Romanitas</i>, or imposed on an unwilling population;</li> <li>• <i>vicus</i> or <i>cannabae</i> settlements (eg Housesteads, Vindolanda, York, Chester);</li> <li>• reward to tribes of <i>municipium</i> status (St Albans definitely, London?).</li> </ul> <p>The wording of this question on towns asks candidates to think about the 'continuing development' of towns – which at the higher levels should show awareness of the fluid nature of some specific towns; a variety of reasons for this development ought to be present (imposition/ encouragement/ trade / location near to military bases), and there should be some discussion of 'success' (which may be interpreted as varying over the period, and not all towns 'took root' as it were).</p> <p>'Continuing development' includes growth, renovation and repair, and instances of change of use or disuse; addition of walls, use of theatre at Verulamium as a rubbish dump, basilicas in some towns put to industrial use; there may also be some discussion of 'failed' towns, as explained and defined by Wachter in <i>Towns of Roman Britain</i>, such as Water Newton and Chelmsford.</p>	50		<p><b>AO1 = 20</b></p> <p>Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4</p> <p><b>AO2 = 30</b></p> <p>Level 5 26 – 30 Level 4 20 – 25 Level 3 14 – 19 Level 2 6 – 13 Level 1 0 – 5</p>

Question		Answer	Marks	Guidance	
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4		<p>Answers may include information drawn from the whole period of the Roman occupation, and may cite a variety of cults and gods, drawn from, first, native Celtic cults:</p> <ul style="list-style-type: none"> <li>• Druidism – apparently an early casualty;</li> <li>• possible survivals of native religion in the <i>deae matres</i> and worship of <i>Brigantia</i>, <i>Sulis</i>; <i>genii cucullati</i>.</li> </ul> <p>Classical Roman religion, including:</p> <ul style="list-style-type: none"> <li>• the Capitoline Triad;</li> <li>• Venus and Mars;</li> <li>• the cult of the emperors;</li> <li>• <i>genius loci</i>.</li> </ul> <p>‘Other cults’, which may or may not be regarded as Roman (<i>not so</i> because of their origins, but ‘<i>Roman</i>’ because their importation was part and parcel of Britain’s incorporation into the wider empire), for example:</p> <ul style="list-style-type: none"> <li>• Isis;</li> <li>• Mithras;</li> <li>• Cybele;</li> <li>• Christianity.</li> </ul> <p>Allow discussion of continental cults brought in by auxiliary units, and the rare examples of Greek deities.</p> <p>Answers may provide information on religion in its broadest sense, including altars and votive inscriptions or curse tablets (Lactor 4 section VIII refers) or the numerous dedicatory or funerary inscriptions found elsewhere. Other source material which may be noted includes artistic works, such as mosaics or the <i>orantes</i> wall-painting at Lullingstone, or archaeological sites such as Bath, Colchester, Lydney, Uley. Reward any aspects of religion or cult practice, with answers which address a wide range of <i>developments</i> in religious beliefs and practices receiving good credit in the highest levels. Reward supported and evaluated discussion of examples of <i>fusion</i> and <i>interpretatio Romana</i> – eg <i>Sulis-Minerva</i>, <i>Mars-Thincsus</i>.</p>	50		<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>

Question			Answer	Marks	Guidance	
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			<p>'Extent' may be addressed by drawing contrasts with the location and origin of the surviving evidence, such as:</p> <ul style="list-style-type: none"> <li>• urban and rural differences;</li> <li>• high-status and low-status (of which we know very little!);</li> <li>• military and civilian or urban.</li> </ul> <p>Perceptive responses may note that in some contexts there were many influences at work, not just two – for example, an auxiliary military unit might bring its own local cults, pay deference (or lip-service) to 'official' imperial cults, may have devotees of eastern religions, and/ or adopt local deities of place (<i>An(ten)ociticus</i> being a prime example).</p>			

## 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.</b> <b>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/terms.</li> </ul>	

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