

**GCE**

**Classics: Classical Civilisation**

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

Advanced GCE

**Mark Scheme for June 2014**

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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 <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) 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 or expression
	F	error of fact
	^	omission
	H Line	to draw an attention to an error
	H Wavy Line	to draw attention
	Highlight	depends on the unit
	REL	irrelevant point
	REP	conspicuous repetition
	L	illegible word or phrase

Question	Answer	Marks	Guidance																					
			Content	Levels of Response																				
1(a)	<p><b>With reference to these diagrams, explain how useful these villas are in helping us to understand how villas developed in Roman Britain.</b></p> <p>The diagrams provide a range of examples which ought to be explored in some detail.</p> <p>Candidates may make use of the stages outlined in the example from Lockleys to:</p> <ul style="list-style-type: none"> <li>• provide a framework for 'development' over an extensive time-period;</li> <li>• discuss the changes in layout and scale identified at each style;</li> <li>• place each in a chronological context.</li> </ul> <p>Discussion may include:</p> <ul style="list-style-type: none"> <li>• the differences in scale between the other villas and Lockleys;</li> <li>• the chronology of these examples;</li> <li>• Fishbourne is exceptional in size;</li> <li>• Fishbourne is exceptional because of its late 1<sup>st</sup> century AD date;</li> <li>• the arrival of the 'Golden Age of Roman Villas' in the 4<sup>th</sup> century AD.</li> </ul> <p>The question asks 'how' and not 'why' the villas developed.</p> <p>There should be some attempt to provide a supported discussion of 'how useful'. This include discussion of:</p>	25	<p>Reward appropriate discussion of other villas which candidates may have studied:</p> <ul style="list-style-type: none"> <li>• Chedworth;</li> <li>• Gatcombe;</li> <li>• Great Witcombe;</li> <li>• Bignor;</li> <li>• Newport;</li> <li>• Brading;</li> <li>• Horkstow;</li> <li>• Rudston;</li> <li>• Sparsholt;</li> <li>• Folkestone;</li> <li>• Stroud;</li> <li>• there are numerous examples.</li> </ul>	<p><b>AO1 = 10</b></p> <table border="0"> <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><b>AO2 = 15</b></p> <table border="0"> <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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	<ul style="list-style-type: none"> <li>• the limited range of examples provided;</li> <li>• the fact that Fishbourne does not 'fit the pattern';</li> <li>• the difficulty of dating villas accurately</li> <li>• other examples, where the Lockleys pattern has been applied but where it has been concluded that it does not fit (eg. the example from Sparsholt, used as the model for the Butser Ancient Farm reconstruction).</li> </ul>			

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1(b)	<p><b>‘The villas in Britain are proof that, by the end of the period of Roman rule, the way of life for native Britons had changed completely.’ How far do you agree with this view?</b></p> <p>Reward detailed discussion of the issue ‘the way of life for native Britons’ had been changed completely.</p> <p>This may include discussion of social customs (literacy, organisation of the day, use of bath-houses, dining rooms etc.) among a high-status elite.</p> <p>Candidates may note that only a small proportion of the native Britons lived in the major villas; the ‘way of life’ of those in smaller villas (Lockleys, Sparsholt) may not have differed very much from Iron Age populations in Britain. Candidates may refer to peripheral areas such as Chysauster of the north and west, though more detailed awareness of these sites may note the presence in them of indicators of a change in lifestyle, such as of Roman styles of pottery (Samian ware at Chysauster and in Welsh sites, for example).</p> <p>The focus needs to be on the issue of the <i>extent</i> to which native British culture changed, with an indication of ‘how far’ the candidate agrees with the view.</p>	25	<p>There may be attempts to illustrate ‘native British culture’, making use either of literary evidence (for example Caesar, Tacitus, Strabo) or from archaeology, and then comparing this to the evidence provided by the villas (presence of bath-houses, mosaics, heated winter dining rooms, artistic decoration).</p> <p>Reward discussion of change over time</p> <p>There may be discussion of how many <i>Britons</i> benefitted – or indeed, whether the 4<sup>th</sup> century flourishing of villas was due to some immigration eg. from Gaul.</p> <p>Reward discussion of sites such as Chysauster, where no change appears to have occurred throughout the period.</p> <p>In addition, reward discussion of the extent to which the population <i>as a whole</i> was affected by the presence of Rome, in local areas (rural settlements close to villas) or in areas of the north and west where villas appear not to have been built in any number.</p>	<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>

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2(a)	<p><b>How useful are these inscriptions in showing how the Roman army helped the development of the economy of Britain during the occupation?</b></p> <p>Responses should focus on the ways in which the inscriptions provided are linked to the army and the development of the economy.</p> <p>Their impact may be interpreted as 'upstream' (i.e. the materials which they required and services they needed to function) and 'downstream' (the goods and/or services they then handed on to their client base).</p> <p>Some points which may be made using the inscriptions are the occupations of the individuals mentioned, and locations and dates of the inscriptions:</p> <ul style="list-style-type: none"> <li>• Birrens, of early date (which might limit the contribution this engineer made to the 'development of the economy', though he represents the demands made by the army in the far north.</li> <li>• Bath, uncertain date – the number of inscriptions found at Bath might be used to examine the way in which the army made use of this key centre and fostered its growth and saw the development of monumental masonry; the armourer would have needed materials (iron,</li> </ul>	25	<p>Credit discussion of:</p> <ul style="list-style-type: none"> <li>• the limitations of these sources;</li> <li>• the ways in which the army might have fostered the development of the economy which are <i>not</i> illustrated by the inscriptions printed.</li> </ul>	<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>

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	<p>bronze alloy, leather) and might have passed on skills, though his activity might have been confined to within military circles.</p> <ul style="list-style-type: none"> <li>• York, early 3<sup>rd</sup> century – this individual was based in the northern provincial capital and like the inscription above it might be interpreted in a variety of ways, as an individual helmsman, or as representative of an organisation whose demands for wood, rope, sailcloth, and supplies of various kinds would have been extensive.</li> <li>• The doctor, based at Housesteads in the 3<sup>rd</sup> century, might have had economic impact in terms of demanding specialist goods from overseas, but ‘downstream’ might have had a limited impact.</li> <li>• The final inscription indicates a trade route across the North Sea, perhaps made secure by the fleet, and exploiting the market which may have been largely generated by the military in York and the north.</li> </ul>			

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2(b)	<p><b>How far does other evidence support the view that the economy of Britain flourished during the Roman occupation?</b></p> <p>Other evidence might be illustrated by:</p> <ul style="list-style-type: none"> <li>• development of key industries associated with towns and the growing population, such as iron, pottery, salt, and mining / quarrying;</li> <li>• the growth of new trades and skills involved in building and maintaining towns: brick and tile manufacture, plastering, decorative arts;</li> <li>• developments in agriculture, including new crop types, techniques and tools;</li> <li>• the growth and development of 'consumer goods' including glass, jewellery, specialist types of pottery and metalwork, and services such as provision of food and accommodation in places such as the <i>mansiones</i>.</li> </ul> <p>The answer should provide an assessment of 'how far'.</p>	25	Candidates may discuss whether 'flourishing' is an appropriate term to use for the development of the Romano-British economy	<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>

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3	<p><b>How far do you agree that the network of roads built by the Romans was the most significant factor in the development of the province of Britain under Roman rule?</b></p> <p>Answers should consider any ways in which roads contributed to the development of the culture and society of Roman Britain during the period of Roman occupation.</p> <p>In order to establish the significance of roads, other factors should be discussed, such as:</p> <ul style="list-style-type: none"> <li>• the presence of the army;</li> <li>• government and administration;</li> <li>• towns;</li> <li>• general cultural influences introduced through the presence of Rome, such as religion or art; but there needs to be a major focus on roads as a 'factor.'</li> </ul> <p>The wording of the question directs candidates to discuss the effects of the road system (and not spend time discussing methods or techniques of construction). Reward discussion of the contexts in which the road network was established, its scope, and its original purposes. Reward evidence cited for general upkeep of roads (eg. the 'god who devised roads' inscription, or archaeology of roads – eg. at Silchester, Caerwent, Corbridge).</p>	50	<p>Candidates may consider limitations of road transport (speed / cost of using ox-drawn wagons) and discuss the alternatives open to the Romans (sea / Classis Britannica, canals) which limit the 'importance of roads' somewhat.</p> <p>Reward approaches which offer multiple interpretations, or provide a critical assessment of the limits of available information.</p> <p>More successful answers will offer a clear judgement about the ways and extent to which roads were a 'factor' leading to the development of Roman Britain in its mature phases.</p>	<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>

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	<p>As far as economic functions were concerned: these might include:</p> <ul style="list-style-type: none"> <li>• administration, including the tours undertaken by governors, and the <i>cursus publicus</i> (Imperial post) with the development of <i>mansiones</i> ;</li> <li>• trade within regions (eg. location of villas to urban markets, such as Bignor, or numerous villas clustered around Cirencester);</li> <li>• opening up the country to imports and or exports: traders attested on inscriptions (pottery trader in York and Domberg; Barates);</li> <li>• widening of trade in luxury goods – pedlars travelling eg. to Hadrian’s Wall area, and between <i>vici</i> settlements;</li> <li>• development of agriculture using the villa system – large estates, linked by the road network;</li> <li>• development of wider markets for local industries, eg. Black Burnished ware and Alice Holt potteries;</li> <li>• military supply, ie. provision of raw materials and foodstuffs, particularly the <i>annona</i>.</li> </ul>			

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4	<p><b>‘As the Roman occupation of Britain progressed, Classical Roman styles of art became more popular than native British ones.’ To what extent do you agree with this view?</b></p> <p>This question requires a consideration of examples of art which are found in Britain during the occupation period which illustrate classical styles.</p> <p>There may be an attempt to identify the main features of Celtic art in order to establish a baseline. Examples to illustrate Celtic and British artistic features may include:</p> <ul style="list-style-type: none"> <li>• Torrs pony cap;</li> <li>• Waterloo Helmet;</li> <li>• Battersea Shield;</li> <li>• Wandsworth shield;</li> <li>• generic examples of La Tene style.</li> </ul> <p>There may then be some examination of the range of artworks from the later periods, comparing these with obviously Roman / Classical items (heads of Nero / Claudius, Minerva at Bath, for example).</p> <p>There is a good range of examples of ‘Classical art’ including mosaics (Bignor, Fishbourne, Low Ham, Lullingstone) which may be described in detail. These should be placed in a chronological context to illustrate changes in taste ‘as the Roman occupation progressed.’</p>	50	<p>Credit the range of examples cited and depth of interpretation – including approaches which offer multiple interpretations, or provide a critical assessment of the limits of available information. More successful answers will offer a clear judgement about the ways and extent to which styles were deliberately merged, with some chronological context, and supported with accurate and well-evaluated detail.</p>	<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>

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	<p>Examples of art in which elements of 'fusion' have been identified include:</p> <ul style="list-style-type: none"> <li>• Aurelia Aureliana tombstone;</li> <li>• 'Male Gorgon' pediment from Bath;</li> <li>• High Rochester relief of Venus bathing with her nymphs;</li> <li>• Rudston Venus;</li> <li>• Apollo and Marsyas mosaic from Sherborne;</li> <li>• Female head from Towcester;</li> <li>• 'Winter' figure from Chedworth.</li> </ul> <p>Any medium of art, whether sculpture, mosaics, pottery, painting, metalwork, may be used.</p>			

## APPENDIX 1: A2 GCE Classics: Classical Civilisation marking grid

	<b>AO1:</b> Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		<b>AO2(a):</b> Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. <b>AO2(b):</b> Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.	
<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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