

**GCE**

**Classics: Classical Civilisation**

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

Advanced GCE

**Mark Scheme for June 2016**

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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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## SUBJECT SPECIFIC MARKING INSTRUCTIONS

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 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
1(a)	<p><b>Using the map as a starting-point, explain the reasons why the Romans constructed roads in Britain.</b></p> <p>Relevant detail which may be cited from the map includes:</p> <ul style="list-style-type: none"> <li>the road network shown connects main centres and military bases to the first provincial capital, London;</li> <li>these roads are indicated as 'main radials';</li> <li>lesser roads show a penetration into rural areas and extend into the north</li> </ul> <p>Reasons why the Romans built the network may include:</p> <ul style="list-style-type: none"> <li>so that army units could move rapidly from one place to another;</li> <li>to facilitate supply and support during the military advance;</li> <li>so that units could patrol and control the frontiers;</li> <li>to allow rapid communication from HQ and main legionary bases to other units.</li> </ul> <p>These reasons should be supported by examples of roads and with appropriate reference to the map.</p> <p>Other reasons which may not have been primary but which were certainly important in the development of Britain as a province are:</p> <ul style="list-style-type: none"> <li>linking 'civitas capitals' to the provincial capital;</li> <li>enabling the <i>cursus publicus</i> or 'imperial post' to function.</li> </ul>	[25]	<p>Some may point out that after AD 160, little use may have been made of roads north of Hadrian's Wall.</p> <p>Credit reference to economic development, although it is a secondary result of the development of the road network.</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>

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1(b)	<p><b>‘The road system of Roman Britain made very little difference to the people of the province, both military and civilian.’ How far do you agree with this view?</b></p> <p><b>Military:</b></p> <ul style="list-style-type: none"> <li>• system increased as army advanced and subjugated different areas;</li> <li>• military personnel deployed and withdrawn as the northern frontier was changed;</li> <li>• development of lines of communication between key sites such as London, York, Chester, Caerleon;</li> <li>• evidence from the Vindolanda letters of the part played by roads in supplying the army.</li> </ul> <p><b>Civilian:</b></p> <ul style="list-style-type: none"> <li>• linking <i>civitas</i> capitals to London, enabling government to function;</li> <li>• development of local economies, including the growth of small towns and <i>mansiones</i>;</li> <li>• growth of industries such as pottery and salt-making which took advantage of good communications provided by roads;</li> <li>• development by the fourth century of villas (e.g. Bignor) which could supply markets accessed by the road network.</li> </ul> <p>The focus needs to be on the issue of how much change was brought about or facilitated by the presence of roads, with an indication of ‘how far’ the candidate agrees with the view.</p>	[25]	It does not matter whether candidates agree or disagree with the view, provided the answer is well argued and supported with good contextual knowledge and examples.	<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>

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2(a)	<p><b>How useful are these maps and inscriptions in showing the different ways in which Britain was governed during the Roman occupation?</b></p> <p>The diagram shows the divisions of Britain into two and then four provinces in the third and fourth centuries, with London, York, Cirencester and Lincoln shown as dots on the maps. Its lack of 'usefulness' may be assessed in various ways:</p> <ul style="list-style-type: none"> <li>• The diagram does not show 1<sup>st</sup>-2<sup>nd</sup> century stages of occupation, with client kings (early period) and/or a single province under one governor.</li> <li>• There is no mention of a possible later 5<sup>th</sup> province, <i>Valentia</i>.</li> <li>• It omits any mention of local government through <i>civitates</i>.</li> </ul> <p>The inscriptions fill in some missing information:</p> <ul style="list-style-type: none"> <li>• <i>civitas</i>-based government is mentioned with a specific location and date in the first inscription. <i>Context of Wroxeter – bathhouse and forum complex, which may be interpreted as showing leisure/ hygiene and trade/judiciary/local government.</i></li> <li>• Marcus Ulpius Ianuarius, councillor of the <i>vicus</i> of Petuaria displays the characteristic three names of a Roman citizen, and his role as a 'councillor' of a '<i>vicus</i>' may be commented upon and explained. There is a very useful specific date associated with this inscription.</li> </ul>	[25]	<p>Reward contextual knowledge about these examples (and other towns) which candidates may discuss in order to address the issue of the ways in which Roman Britain was governed.</p> <p><b>Note that Latin terms are not necessary.</b></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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	<ul style="list-style-type: none"> <li>• The significance of the third inscription is its location, York, and its dedication to ‘the deities of the governor’s headquarters’ – though this assumption that it refers to a governor’s HQ in the north has led to its dating, and it is consequently less secure than the first two. It corresponds with the upper and lower diagrams equally of course!</li> <li>• Finally, detail shown in the last inscription shows the rank/requirement of a provincial governor – senatorial rank, indicating non-Celtic origin.</li> <li>• It shows evidence for the role of the governor in sponsoring civic buildings and public works (cf. Tacitus, <i>Agricola</i> 21). The date is very general, however.</li> <li>• There is no mention of client kings in the inscriptions.</li> </ul> <p>The interpretation and commentary on the inscriptions and maps should focus on what they have to say about <i>government and administration</i>, despite their value and interest for other questions. There should be some attempt to address ‘how useful.’</p>			

Question	Answer	Marks	Guidance	
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2(b)	<p><b>‘The Romans only looked after their own interests in Britain’. How far do you agree with this view?</b></p> <p>For the proposition, points may include:</p> <ul style="list-style-type: none"> <li>• imposition of Roman law with a provincial governor in charge of the province;</li> <li>• local government systems imposed by means of a series of ‘<i>civitas</i> capitals’;</li> <li>• taxation systems overseen in Roman manner by a procurator;</li> <li>• all implemented by an ‘occupation’ army.</li> </ul> <p>In this view, Roman rule does only seem to take account of Roman interests.</p> <p>Against this, it might be argued that:</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.</li> <li>• Stable government and a rule of law allowed the development of economic activity.</li> <li>• In the period up to AD 70 at least, large areas were left under the control of ‘client kings’.</li> <li>• The imposition of the <i>ordo</i> in <i>civitas</i> capitals as a system of local government seems to have left tribal identities intact and allowed participation by local Celtic elites in a Roman manner (cf. Tacitus, <i>Agricola</i> 21), a pattern which spread as far as the otherwise unknown <i>Textoverdi</i>.</li> <li>• The Romans may be considered to have brought the benefits of their civilisation, such as trade, art and life in towns.</li> </ul>	[25]	It does not matter whether candidates agree or disagree with the view, provided the answer is well argued and supported with good contextual knowledge and examples.	<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>

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3	<p><b>‘The Roman army made very little contribution to the growth of the economy of Roman Britain.’ How far do you agree with this view?</b></p> <p>Answers may cover a variety of aspects of growth in the Romano-British economy as outlined below:</p> <p><b>Immediate effects of the army:</b></p> <ul style="list-style-type: none"> <li>• a force of some 40,000 ‘incomers’ to be fed and equipped;</li> <li>• note various locations where troops were sited and stages of invasion/conquest;</li> <li>• evidence from inscriptions and Vindolanda letters about supply;</li> <li>• physical evidence for stone-working, camp-building etc.;</li> <li>• development of <i>vicus</i> and <i>cannabae</i> settlements – again Vindolanda one of the best examples.</li> </ul> <p>Other aspects of economic growth where the army may be seen to have had an impact – but not to have been the only cause of growth or change:</p> <p><b>Industry:</b></p> <ul style="list-style-type: none"> <li>• government and administration – new jobs with salaries attached;</li> <li>• largely military posts or supported by the army;</li> <li>• building projects, brick and tile-making, stone quarrying, burning lime for cement mortar – camps obvious, town construction not so clear;</li> <li>• iron and metal production, mining (e.g. Dolaucothi) – under imperial control, hence military involvement;</li> </ul>	[50]	<p>Candidates may illustrate their answers using any sectors of the economy they wish.</p> <p>Credit should be given for knowledge of local archaeological sites.</p> <p>In discussion of the later centuries of the province, candidates may note the generally accepted view that military units – especially legions – diminished considerably in size, and that the demands made by the army may thus have diminished compared to the invasion period and its immediate aftermath.</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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	<ul style="list-style-type: none"> <li>pottery – supplied to army in some cases, but not major consumers in overall context of the province;</li> <li>glass – little military causation here;</li> <li>mosaics and decorative arts – mainly, if not purely, civilian;</li> <li>‘service industries’ – bars, shops, gambling, entertainment in towns, down to street vendors – all part of the economy – some military involvement;</li> </ul> <p><b>Agriculture:</b></p> <ul style="list-style-type: none"> <li>Change may have been made in part to meet military demands at first, but later the overall population growth is a greater stimulus.</li> </ul> <p><b>Trade:</b></p> <ul style="list-style-type: none"> <li>development of a monetary-based economy</li> <li>and transport and infrastructure owed initially to the invasion.</li> <li>roads constructed by the army for military purposes/control;</li> <li>subsequent use by others an unintended consequence;</li> <li>river transport and maritime links.</li> </ul> <p>‘Extent’ may be addressed by considering army involvement of in various industries, and the demands made by the army on the province as a whole – especially in its ‘mature phase’ with towns fully established.</p>			

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4	<p><b>To what extent were artistic styles in Roman Britain completely dominated by Roman culture?</b></p> <p>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 the La Tene style.</li> </ul> <p>Purely Roman/Classical items might include:</p> <ul style="list-style-type: none"> <li>• heads of Nero/Claudius;</li> <li>• Minerva at Bath;</li> <li>• Mercury at Uley.</li> </ul> <p>Discussion of whether Celtic artistic styles were ‘completely dominated’ may make use of examples of mosaics (Bignor, Fishbourne, Low Ham, Lullingstone) which may be described in detail. Elements which are ‘purely classical’ or which may have appealed to, or been influenced by, native Celtic styles, may be discussed.</p> <p>Other examples of art, in which some features it has been argued indicate the survival of ‘Celtic’ features, 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> </ul>	[50]	<p>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>Allow for a range of subjective interpretations about artistic style, and differences of opinion in some examples about whether what we can see is ‘Celtic style’ or simply poor execution.</p> <p>There should be some engagement with ‘to what extent’ and ‘completely dominated’.</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>• Apollo and Marsyas mosaic from Sherborne;</li> <li>• female head from Towcester;</li> <li>• 'Winter' figure from Chedworth.</li> </ul> <p>Some attempt may be made to outline 'Celtic art' and 'Classical art' in order to establish a baseline.</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>	

Level 1	0-1	0-4	0-2	0-5
	<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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