

Ancient History (JACT)

Advanced GCE **2467**

Thematic Study 2: Roman World

Mark Scheme for June 2010

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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.

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The Mark Scheme is a guide to markers and is not prescriptive. It should be used with the marking grids. It suggests possible answers and there is no suggestion that every point mentioned needs to be included for full marks.

Each script should be marked with team position number & dated at the start of marking.

Ticks should be used to indicate sound points. Where credit is being given for the different assessment objectives, 1, 2 or 3 should be placed in the margin. Where an examiner wants to draw attention to a passage where judgement has been exercised in favour of the candidate, the examiner can place 'BOD' (benefit of doubt) in the margin. Where an examiner is uncertain about the point of a passage, the examiner should place a question mark in the margin. Appropriate marks should be awarded for Assessment Objective 1b.

Significant errors should be underlined and marked with a cross. A wavy line in the margin is the usual sign for irrelevance; and the omission sign (^) is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition. Spelling/grammar errors should be marked with dotted underlining.

A comment at the end of the answer should draw attention to the qualities of the answer, with reference to the marking grids.

Examiner comments should be legible. The marginal annotations are designed to aid the proper review of the marking of the script, whether at standardisation, batch 1 & 2 or marking review.

Marks for each objective and a total for the whole paper should be placed on the front page of the answer booklet.

All pages must show evidence of marking. Blank pages must be ticked by the examiner.

The Romanisation of Britain AD 43–415			
Question		Answer	Max Mark
1		To what extent was the administration of Roman Britain dominated by the army and by military concerns during this period?	
	AO1	Good answers will deploy information addressing as much of the period as possible, and for marks in the highest bands there should be an awareness of all types of ‘administration’, from the governor and procurator down through client kings and/ or civitas councils down to the functions needed to keep the smallest settlements in order. The role/ function of the army (or lack thereof) should be identified in each case, with most variation (direct rule and client kings) evident in the first century of occupation; candidates may note the role of the military in enforcing law and order generally, attached to the procurator’s staff, etc., may be noted in addition to the obvious needs of the army to suppress rebellions and extend direct control in Wales and the north under Agricola.	[10]
	AO2	The key focus must be on <i>extent</i> . This must be linked to military involvement in various types of administration; some candidates make take the view that <i>all</i> administration was done under the broad umbrella of Roman control enforced by the military; others may identify a lighter touch with evidence pointing to local elites maintaining a dominant role throughout the period. Critical examination of the limitations of evidence should be rewarded. Refer to grids.	[20]
	AO3	Sources are likely to be literary in the earlier periods and to rely on inscriptions for the later ones (there may well be an imbalance of sources between earlier and later periods in weaker responses). For military involvement: Tacitus <i>Annals</i> and Dio for conquest period; role of a governor found in the <i>Agricola</i> particularly 21, teaching Britons to speak Latin and ‘wear the toga’ – more than a fashion statement! Vindolanda tablets give indication of widespread deployment of troops from a single unit; inscriptions provide source material for role of procurator, local aediles and other office-holders.	[15]

Question	Answer	Max Mark
2	Assess the extent to which Roman artistic styles replaced British ones throughout Roman Britain during this period.	
	<p>AO1 Credit answers which evaluate a number of examples carefully: there should be a clear appreciation of what constituted 'Roman' or 'British/Celtic' styles to base the argument on. These will also attract marks as appropriate under AO3.</p> <p>AO2 The key terms are 'extent' and 'throughout' - at the highest levels there should be a clear judgement about extent to which the available evidence supports the idea that Romanization penetrated all levels of society – there should be judgements about which parts of Roman Britain (geographical or seen in high- vs. low-status, or urban and villa-dwelling vs. rural peasantry) were really touched by a change in material culture. Refer to grids.</p> <p>AO3 Examples of appropriate sources may include Battersea shield, Waterloo helmet, and PRIA metalwork; sculpture from Colchester, London, Bath; mosaics such as Fishbourne (extreme cases), Hinton St Mary and Rudston; wall painting. The nature and limited amount of art may also be explored (much wooden carving may have been lost, for example). Selection of material (and indeed art or architecture as a vehicle to discuss the issue) is at the discretion of the candidate. . Very good answers may highlight differences between low - and high-status artefacts, or question whether some artefacts demonstrate deliberate, skilful execution or are poor pastiche (eg the Rudston Venus) which were nevertheless presumably acceptable to their owners. Candidates who raise in addition the limitations of extant material (eg only some media survive – leather, wood, textiles, prone to decay) and who use these ideas critically in building an argument and reaching a conclusion (ie not driven out but driven underground) should be credited appropriately. Reserve marks in the highest bands for detailed information about examples which fully address the question.</p>	<p>[10]</p> <p>[20]</p> <p>[15]</p>

Question	Answer	Max Mark
3	How full a picture do inscriptions give us of the development of economic activity in Roman Britain during this period?	
	AO1 Answers may provide information on any aspect of economic activity – industrial, artisanal, agriculture – with appropriate own knowledge balancing the evidence (or limited range thereof) from inscriptions alone (see AO3). AO1 may take the form of a general discussion with some support from such sources as are available of the development in general terms of the economy of Britain. That said, the focus should be on inscriptions – general narrative which makes no use of them should be limited to band 4 or below.	[15]
	AO2 Very good answers will give a clear supported response using detail such as that indicated in AO1 and AO3. Credit answers which also explore the limitations of epigraphic evidence, both in terms of the amount which survives/ may survive, and the limited sections of society who made use of it – expensive inscriptions on stone are likely to be limited to the higher strata of society, whereas those involved in lower levels of economic activity which attracted a lesser reward may have left no trace! Reward supported discussions with a conclusion about ‘how useful’ according to the grids.	[10]
	AO3 Reward all evaluated comment which is based on inscriptions and related to the topic, whether directly or indirectly: this may include inscriptions and dedications left by workers, graffiti on tiles or scratched on manufactured items, epigraphic records recording individuals (funerary monuments, votive offerings, official inscriptions, curse tablets and so on) with a link to the economy.	[20]

Question	Answer	Max Mark
4	How much can be learned from inscriptions about the spread of Roman and eastern religious cults, including Christianity, in Roman Britain during this period?	
	AO1 Under AO1 credit detailed discussion of ‘traditional’ Roman cults, particularly IOM, Minerva and Neptune, and eastern cults and their influence/ spread – Isis, Mithras among army personnel, Christianity, the <i>Magna Mater</i> Cybele; there may be some contextual discussion about the likely nature of British religion and which should also be rewarded if they are used as a springboard for discussion. Refer to grids for awarding marks in line with detail and accuracy found.	[15]
	AO2 ‘How much’ needs to be evaluated, and so does the knowledge we gain from inscriptions – most answers will focus on available material and may rightly note that cults such as the imperial cult (<i>numen Augusti</i>) and Mithras are closely associated with the military who tend to leave more inscriptions in their bases – but credit discussion which looks at the scarcity of inscriptions in some places and the difficulty or challenge of interpreting them – but conversely, watch out for unsupported assertions and speculation.	[10]
	AO3 Reward critical use of any relevant inscriptions, including dedications and altar inscriptions. See LACTOR 4 VIII. a and c for material. Material cited must be evaluated, showing critical judgement and a thoughtful attempt to ‘mine’ it to illustrate the spread of cults and religious practices. The limited amount of evidence associated with some eastern cults, and Christianity, may be noted, together with the ambivalent nature or controversy in interpretation (eg the ROTAS OPERA word-square) which should be credited appropriately – refer carefully to grids. Discussion and points made which are not supported from inscriptions or other sources should be given full credit in AO1.	[20]

A2 THEMATIC GRID (first question) + 10 marks for AO1b (given over the whole paper)

Band	AO1	AO2	AO3
1	10 Specific, relevant factual knowledge to support an answer	19-20 Well organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence	14-15 Detailed use of appropriate source(s); some interpretation of the source material relevant to the question; understanding of the value of source(s) as evidence and – where appropriate – an awareness of conflicting views in or about evidence
2	8-9 Mainly specific, relevant factual knowledge to support the answer	16-18 Mainly well organized discussion of issues relevant to the question; balanced judgements in places mostly supported by relevant factual knowledge and use of evidence	12-13 Fairly detailed use of appropriate source(s) with some interpretation of the source material relevant to the question and/or some understanding of the value of source(s) as evidence and/or – where appropriate – an awareness of conflicting views in or about evidence
3	6-7 Some specific, mainly relevant and factual knowledge to support an answer	13-15 Occasionally well organized discussion of issues relevant to the question; and/or balanced judgements mostly supported by relevant factual knowledge and use of evidence	10-11 Detailed use of one source or less detailed use of more than one source with interpretation of the source material relevant to the question
4	5 Some factual knowledge, relevant to the question and/or the topic in some of the answer	10-12 Discussion of some issues relevant to the question; judgements in places supported by relevant factual knowledge and/or use of evidence	7-9 Specific references to relevant sources with limited interpretation in the context of the question
5	3-4 Limited factual knowledge relevant to the question	7-9 Reference to issue(s) relevant to the question ; few judgements supported by factual knowledge or evidence	5-6 Occasional specific references to relevant source material generally interpreted
6	2 Occasional factual knowledge relevant to the question	4-6 Occasional reference to issues; superficial judgements rarely supported	2-4 General references to source material
7	1 Little factual knowledge related to the question	1-3 Superficial and general discussion	1 General, unclear reference to source material

A2 THEMATIC GRID (second question) + 10 marks for AO1b (given for whole paper)

Band	AO1	AO2	AO3
1	14-15 Specific, relevant factual knowledge to support the answer	10 Well-organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence	19-20 Detailed use of appropriate source or sources; some relevant interpretation of the source material; understanding of the value of source(s) as evidence and – where appropriate – an awareness of conflicting views in or about evidence
2	12-13 Mainly specific, relevant factual knowledge to support most of the answer	8-9 Mainly well organized discussion of issues relevant to the question; and/or balanced judgements mostly supported by relevant factual knowledge and use of evidence	16-18 Fairly detailed use of appropriate source material; some relevant interpretation of the source material ; some understanding of the value of the source(s) as evidence and/or where appropriate – an awareness of conflicting views in or about evidence
3	10-11 Some specific, relevant factual knowledge to support the answer in places	7 Occasionally well-organized discussion of some issues relevant to the question; and balanced judgements in places mostly supported by relevant factual knowledge and/or use of evidence	13-15 Occasionally detailed use of appropriate source material with interpretation of the source material relevant to the question
4	7-9 Mostly factual knowledge mainly relevant to the question	6 Discussion of some issues relevant to the question; judgements sometimes supported by relevant factual knowledge or use of evidence	10-12 Some references to relevant sources with limited interpretation in the context of the question
5	5-6 Some factual knowledge, relevant to the question	4-5 Reference to some issue(s) relevant to the question; judgements rarely supported by factual knowledge or evidence	7-9 Occasional references to relevant source material generally interpreted
6	2-4 Occasional factual knowledge relevant to the question.	2-3 Occasional reference to issues; superficial judgements rarely supported	4-6 General references to source material
7	1 Little knowledge related to the question.	1 Superficial and general discussion	1-3 General, unclear reference to source material.

AO1b for all components

Band	AO1b
1	10 Accurate, clear and concise communication throughout the answer. Accurate use of appropriate terminology and vocabulary specific to the question throughout the answer.
2	9 Accurate, clear and concise communication in most of the answer. Mainly accurate use of appropriate terminology and vocabulary specific to the question in the answer.
3	8 Clear and concise communication in most of the answer. Mainly accurate use of appropriate terminology and vocabulary specific to the question in the answer. Occasional unclear expressions.
4	7 Some clear and concise communication in the answer. Some accurate use of appropriate terminology and vocabulary specific to the question.
5	5-6 Clear and concise communication in the answer; occasionally accurate use of appropriate terminology and vocabulary specific to the question.
6	3-4 Occasionally clear communication. Rarely accurate use of appropriate terminology and vocabulary specific to the question, with errors.
7	2 Rare clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question in most of the answer.
9	1 Almost no clear and concise communication. Unclear and inaccurate use of appropriate terminology and vocabulary specific to the question.

Awarding of marks for A01b

Examiners must take into account that the answers are written under examination conditions and occasional errors will occur even in band 1. Such errors as occur in spelling and punctuation should not be penalized unless (a) they are numerous and cover a range of expressions and/or (b) affect the understanding of the expressions. The organization of the arguments and discussions is awarded in A02 and should not affect the award of marks for A01b.

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