

Ancient History (JACT)

Advanced GCE **2464**

Source-based 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.

Roman Britain AD 43 – c.160			
Question		Answer	Max Mark
1		To what extent did the political and military situation within Rome and the empire lead to the invasion of Britain in AD 43?	
		<p>AO1 Reward information deployed to focus on the question. There should be a clear appreciation of the situation at Rome and elsewhere in the Empire (Claudius' precarious status as emperor and the importance of a triumph in bringing him security, apparent dissatisfaction in the armies and the earlier 'charade' of Gaius Caligula, the threat of mutiny if the troops were not occupied, a need for additional mineral resources with the exhaustion of Spanish resources); this may be balanced by the part played by client kings and events from the British side, eg tribal rivalries, the spread of Catuvellauni influence; death of Cunobelinus, the importance of Verica seeking direct support from Claudius following the death of Cunobelinus.</p> <p>Information should focus on motives for the invasion, not the invasion itself, though some narrative relating this to motives may be justifiable - Roman determination/ military superiority showing need for a triumph; delay to allow Claudius time to 'command' the final attack on Camulodunum; division of British tribes, for example.</p>	[15]
		<p>AO2 There should be a clear focus on the stated and underlying reasons for the causes of the Romans' coming to Britain. Answers which simply list factors without arriving at a clear conclusion however limited should not be rewarded above band 4. Be careful to distinguish critical assessment ('it is hard to be certain..') from speculation ('they must have . . . ') Refer to the mark grids for an overall view of the whole answer when awarding marks under this heading.</p>	[15]
		<p>AO3 For marks in the highest bands, literary or archaeological sources should be referred to in all parts of the answer. The literary elements may be more to the fore in some aspects - lots of material in Suetonius about Claudius, Dio on Berikos and the actual invasion – note that Tacitus is, through accidents of textual transmission, silent on these specific matters, so watch out for candidates loosely attributing material to T. which we do not possess. Archaeology from trade (Welwyn burial, Hengistbury Head, military conquest demonstrated by hill-forts etc. (Maiden Castle, Hod Hill) and coin evidence demonstrating Romanization of southern tribes/ burial goods showing links with Roman traders; Suetonius offers some other details, and Strabo providing evidence about economic links may be brought in to support points made.</p>	[15]

Question	Answer	Max Mark
2	Why did the conquest of Wales take so long compared with the rapid conquest of lowland Britain?	
	<p>AO1 Narrative is likely to include the 'rapid conquest', including reasons why this was relatively straightforward, and then contrast this with the different stages of the occupation of Wales: first operations against the Silures roused by Caratacus by P. Ostorius Scapula in 47, punitive action against the Dec(e)angli in c. 49, then explain why the Ordovices were also involved (51); next discuss the ongoing nature of the conflict 52-57 under A. Didius Gallus – who received little credit from Tacitus, but whose activities are shown by bases eg Usk and ?Clyro; then the shift from the 'containing exercise' to outright conquest c. 57 onwards of north Wales and the Dec(e)angli, interrupted by Boudicca and Cartimandua/Venutius, continued by Frontinus and completed by Agricola (autumn 78). All stages of the conquest need to be explained for marks in the highest bands to be awarded. Give credit for awareness of difficulties caused by terrain, type of warfare, etc.</p> <p>AO2 Good arguments will address both aspects, giving reasons why one campaign was relatively rapid – though credit should be given for challenges to this view which highlight the difficulties encountered in the earlier campaign and the delay in some events associated with a triumph (cf. AO3 below) and the precarious nature of Rome's grip on Britain in the early period; some may indeed argue that rather than being two campaigns, the Welsh activity should be seen as an extension of Rome trying to protect its initial gains (Tac. A. 12.32 – see AO3 below). A clear value-judgement or conclusion securely based on information should be rewarded with marks in the highest bands. At this level there will be a clear appreciation of possible reasons why the advance into S Wales was required in the first place, and why the policy towards occupation appears to have changed up to AD78.</p> <p>AO3 Narrative on the earliest period again missing in Tacitus but present in Dio, and an outline in the <i>Agricola</i>; then Tacitus A. 12 gives detail about the need to extend operations against the Silures (? and Brigantes – not strictly necessary to the scope of this essay) and then A. 14 on Anglesey, and back to the <i>Agricola</i> for the final subjugation of Wales by AD 78. There may be reference to archaeological sources – evidence of troop-movements to a line along the 'Welsh marches' – Caerleon, Kingsholm-Gloucester, Kinvaston-Wroxeter, Chester. Lack of success and difficulty in subduing the Ordovices and Silures may be identified from the size and number of marching-camps and out-stations, indicating a constant military presence, contrasting with 'subdued' parts of the province. Reward all critical approaches to data which point up possibilities of ambiguity and demonstrate understanding and evaluation of the material introduced.</p>	<p>[15]</p> <p>[15]</p> <p>[15]</p>

Question	Answer	Max Mark
3	To what extent did the Boudiccan revolt affect Roman policy towards the administration of Britain?	
	<p>AO1 Specific demonstrations of ability to recall knowledge must be present for awarding higher bands, but these can be from any sources – the most detailed being Tacitus’ <i>Annals</i> and in Dio. Detail of the harsh treatment meted out to the Iceni recorded by Tacitus, and the changes under Suetonius (recorded in <i>Agricola</i>) may be referred to – more astute candidates may question whether they represented ‘policy’; by contrast, following the rebellion, a brief period of harsh reprisals enforced by Suetonius Paulinus contrasts sharply with his removal (detail in Tacitus – see AO3) and a much more lenient approach towards the natives. Refer to grids for marks warranted by levels of detail found.</p> <p>AO2 The argument must display a clear focus on policies before and after the rebellion – a straightforward narrative of the rebellion is unlikely to score high marks in AO2. In particular <i>extent</i> must be addressed and conclusions supported. Refer to grids.</p> <p>AO3 Harsh policies in both Tacitus and Dio; aftermath in Tacitus’ <i>Annals</i> in detail, sketchy in <i>Agricola</i>; evidence for destruction (‘Boudiccan event horizon’) is only relevant as evidence for reaction to ‘harsh policies. Reward critical handling of these sources – T. is suspicious of imperial actions in the <i>Annals</i> (removal of Suetonius Paulinus) and dislikes ‘soft’ treatment by governors prior to <i>Agricola</i> in the <i>Ag</i>. Refer to grids.</p>	<p>[15]</p> <p>[15]</p> <p>[15]</p>

Question	Answer	Max Mark
4	Assess the reasons for and the extent of urbanisation in Britain up to c. AD 160.	
	AO1 While there should be a clear appreciation of the scale of the growth of urban life and the reasons for its growth, with specific information and examples, there also needs to be contrasting information for high marks to be awarded in AO1: eg extent may be handled geographically (SE v NW and Wales – including ‘failed’ attempts) and there may be contrasts between towns and countryside; ‘causes’ may range from specific imperial policy (especially Camulodunum and civitas capitals) through trade (Londinium, ports) and low-level development due to the presence of the army (<i>canabae</i> and <i>mansiones</i>). Note that detailed AO1 knowledge may also be rewarded in AO3 where specific towns are used as sources. Answers which are imbalanced or which focus only on one or two sites should be rewarded with marks in bands 4 or 3 only.	[15]
	AO2 There should be a clear focus on the scope of the question, evaluating both ‘causes’, and ‘extent’, and reaching some supported judgement on both for marks in the highest bands. Refer to grids.	[15]
	AO3 Evidence from the sources should be deployed critically and used to support the arguments. This will primarily be archaeological, and for marks in the top bands there should be detailed use of specific examples of towns. Written evidence (eg <i>Agricola</i> 21, Annals on London/ Colchester/Verulamium) may be used to bolster this.	[15]

Question	Answer	Max Mark
5	How far can developments in Roman frontier policy be identified from the changes made to the northern frontier between c. AD 119 and c. AD 160?	
	<p>AO1 Note that the time-span for this question deliberately invites a detailed consideration of three systems – the Stanegate, preceding Hadrian’s Wall – then the various permutations of H.’s Wall itself – then the move to the Antonine Wall, and subsequent resettlement of the more southerly frontier. Detailed knowledge of the systems may be uneven – but reward according to the grids; given the range of the question, marks in the highest bands may be attained even if treatment of one of the systems is less detailed than the others. Reward <i>relevant</i> discussion and detail – cross-crediting under AO3 where appropriate. Answers which explore the likely causes for the establishment of the frontier positions – geographical, political, logistic – from a theoretical perspective must be rewarded appropriately in this category.</p> <p>AO2 The <i>physical</i> changes made to the frontier systems need to be weighed and evaluated appropriately as a means of suggesting <i>policy</i> changes; reward all judgements and examples of causation appropriately applied according to the mark grids. Reward conclusions reached with clear supporting evidence from the walls.</p> <p>AO3 There is next to no literary source material for this question, but a wealth of archaeology; this needs to be known in detail, and an appreciation of the range of conclusions which may be drawn from it, with an awareness that its interpretation is not always clear (despite occasional assertions to the contrary), should be rewarded in line with the grids.</p>	<p>[15]</p> <p>[15]</p> <p>[15]</p>

A2 SOURCE-BASED GRID + 10 marks for AO1b (given over the whole paper)

Band	AO1	AO2	AO3
1	14-15 Specific, relevant factual knowledge to support the answer	14-15 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	12-13 Mainly specific, relevant factual knowledge to support most of the answer	12-13 Mainly well-organized discussion of issues relevant to the question; and/or with balanced judgements, 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	10-11 Some specific, relevant factual knowledge to support the answer in places	10-11 Occasionally well organized discussion of some issues relevant to the question; and balanced judgements in places 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	7-9 Factual knowledge mainly relevant to the question in places	7-9 Some discussion of issues relevant to the question; judgements sometimes 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	5-6 Some factual knowledge, relevant to the question	5-6 Occasional discussion relevant to the question; superficial judgements rarely supported by factual knowledge or evidence	5-6 Occasional specific reference to relevant source material generally interpreted
6	2-4 Occasional factual knowledge relevant to the question.	2-4 Reference to issues; occasional, superficial judgements rarely supported	2-4 General references to source material
7	1 Little factual knowledge related to the question.	1 Superficial and general discussion	1 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 AO1b

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 AO1b.

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