

Ancient History

Advanced GCE **2461**

Document 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.

Britain Through Roman Eyes			
Question		Answer	Max Mark
1		Tacitus, <i>Agricola</i> 18	
	(a)	How reliable is Tacitus' depiction of Agricola's first months as governor in this passage?	
		<p>AO1 Own knowledge may be based on the details of the passage or on wider knowledge of ancient practice such as the nature of warfare as a 'summer activity' and the habit of some governors to make tours of their province before embarking on campaigns. It may be argued that the level of detail can hardly be invented (attack by the Ordovices and loss of a squadron of cavalry/ legionaries and auxiliaries 'scattered all over the province' supported by Vindolanda letters about the 1st cohort of Tungrians, requirements of hill warfare, attack on Anglesey). This all needs to be relevant to the question 'how reliable' – merely listing what Tacitus tells us is insufficient for marks beyond band 3.</p>	[5]
		<p>AO2 Reward all supported judgements which examine reliability – on the downside, there is much rhetorical flourish both in the vigorous depiction of Agricola and in the very broad summary statement about 'the revolt of all Britain' (see AO3). Refer to grids for appropriate mark allocations.</p>	[5]
		<p>AO3 Reward careful reading of the passage which reveals the pro-Agricolan slant here – first the context, 'summer half over', 'far spent', 'soldiers thought they were done with campaigning and relaxing', 'excited the province'; auxiliary units 'scattered all over the province', 'no more fighting' and the authorial intervention 'everything... hinder or delay a new campaign . . . many in favour of simply watching...' By contrast Agricola 'decided to go and meet the peril' .marching in front' 'impart his own courage' 'sharing their danger' cut to pieces almost the whole fighting force' 'continue to live up to his reputation' (which is not spelled out here) 'so he decided . . Anglesey' (showing him to be a superior general to Suetonius Paulinus).</p>	[10]
	(b)	On the basis of this passage and your own knowledge and understanding, how successful was Agricola's military leadership during his time as governor?	
		<p>AO1 Reward relevant discussion based on the various instances of A.'s military prowess – this passage plus his successive campaigns, including consolidation (eg building forts so well none were taken – Ag. 22) – culminating in the detailed account of <i>Mons Graupius</i> – for AO1 focus on accuracy and relevance of detail supplied in the answer, referring to grids.</p>	[5]
		<p>AO2 Reward arguments developed using the evidence such as that noted in AO1 and AO3, with an evaluation or assessment of 'success' supported by the evidence of own knowledge and/or the sources; note that criticisms of Agricola may be noted and 'lack of success' a legitimate conclusion (eg he moved far north but there seemed no point hanging on to his territorial gains).</p>	[10]

Question		Answer	Max Mark
		AO3 'Successful' should be explored in relation to this passage and to other information or passages from the <i>Agricola</i> which may focus on the drive north to Mons Graupius (which left a deserted, uninhabited landscape – cf. <i>Ag.</i> 38) or to consolidation of the north. Reward any use of archaeology (dendrochronology at Carlisle; marching-camps and forts excavated, some abandoned) which may support 'success' or lead us to qualify T.'s account of his father-in-law. Reward according to range and depth of material cited, with reference to grids.	[10]
2		Tacitus, <i>Agricola</i> 34	
	(a)	How credible is this picture of British resistance to Rome's advance northwards through British territory?	
		AO1 Reward appropriate detail and citation with comment drawn from the passage: 'these are the men who last year' refers back to <i>Ag.</i> 26, attack on the ninth legion; the British tactics employed are equally described by Caesar and elsewhere in Tacitus (eg Caratacus) which may imply consistency and some accuracy, or rhetorical conceits and laziness depending on the approach taken to them! Careful readers may note that T. makes <i>Agricola</i> refer to the British as though they were all one homogenous group, whereas there seem to be some differences between different tribes, and the Romans had come a long way from Brigantian territory; reward candidates who realize that we are dealing with an exhortatory speech and can comment on the value of these here. A mere list of points drawn uncritically from the passage cannot be rewarded beyond Band 3.	[5]
		AO2 Reward attempts to address 'credible' – including candidates who rightly point out that there is little secure detail with which this can be compared; some may focus more on the rhetorical and exaggerated nature of the passage; others may support their conclusions from the archaeology (marching-camps etc.) Refer to grids in all cases.	[5]
		AO3 Detail from the passage should be interpreted, with location of the context of the passage and the geographical setting. The 'spiritless cowards' were about to appear <i>en masse</i> at <i>Mons Graupius</i> , which suggests the level of exaggeration present. Candidates may also comment on the eye-witness nature of the sources T. is drawing on, and (conversely) the rhetorical nature of this speech – an artificial composition in any ancient history – refer to details in AO1 above. Refer to the grids for appropriate marking.	[10]

Question		Answer	Max Mark
	(b)	On the basis of this passage and your own knowledge and understanding, how useful are the speeches included by Greek and Roman writers in their works about Roman Britain?	
		AO1 For marks in the highest bands, expect detailed knowledge both of the nature of speeches in ancient history and their reasons for inclusion (ie theory) and detailed knowledge of specific speeches which should have been studied; these must be selected and deployed with care in order to allow for sufficient argument to be developed in AO2. Better answers may focus on a small range of speeches given the limited time available for answering this question.	[5]
		AO2 'Accurate' and 'reliable' need to be addressed and a supported conclusion reached for marks in the upper bands. Focus needs to be on 'speeches' and not just on historical writing generally. Refer to grids and credit supported judgements accordingly.	[10]
		AO3 Reward detailed knowledge and critical handling of any speeches, whether attributed to Romans or Britons: in the <i>Agricola</i> 15 the nameless Britons who list the woes of the British/ Boudicca in Dio and the <i>Annals</i> / Calgacus/ Caratacus. Reward as appropriate, with careful reference to the grids.	[10]

Question		Answer	Max Mark
3		Tacitus, <i>Agricola</i> 15/ Dio 62.3.1-4	
	(a)	How would you explain the similarities and differences between these two passages in their presentation of British hostility to Roman rule?	
		<p>AO1 AO1 marks should be awarded for knowledge of the contexts and dating of these passages, and the times at which their authors were writing; reward awareness of the extent of the hostility expressed here.</p> <p>AO2 A comparison should be explicitly supported for high or full marks; at least expect a critical assessment of the details in the passage, such as a comparison of the detail about the grievances of the British and an estimate of similarities or differences. Refer to mark grids for appropriate rewards.</p> <p>AO3 Good use of both passages is needed showing similarities and differences for marks in the highest bands – refer to grids. There should be sufficient material for able candidates to produce well-supported answers. Reward critical comment on all aspects of the passages, including their respective contexts, and similarities/ differences as appropriate: both authors portray a hostile British population, but while Tacitus gives a general criticism of the activities of governor and procurator (useful for knowledge of their various functions), this is missing in Dio, who instead supplies detail on the type of taxation levied and the general effects Roman rule is claimed to have had. Both accounts stress former freedom and latter slavery/ loss of self-esteem.</p>	<p>[5]</p> <p>[5]</p> <p>[10]</p>
	(b)	On the basis of these passages and your own knowledge and understanding, how varied were British attitudes to Roman rule?	
		<p>AO1 Allow answers which address any period of the Roman occupation: no period is specified. There may be comment about geographical differences (pro-Roman in the south, especially in Atrebatas/ Regni territory under Verica/ Cogidubnus) or chronological differences (gradual acceptance of Roman rule in the north, under Brigantian territory, contrasted with continual hostility of the Caledonians). Refer to grids for detail.</p>	[5]
		<p>AO2 'How varied' must be clearly addressed and a judgement or judgements supported with detailed information, and for the highest bands there must be a clear judgement about the variation in co-operation/ favour and hostility or indifference; reward candidates who stress differences between regions, or between town and country, or high-status and the relatively unknowable attitude of those lower down the social scale (material culture not necessarily an indicator of allegiance). Refer to mark grids for extent of judgement to be rewarded.</p>	[10]

Question		Answer	Max Mark
		A03 Good use of both passages and other source material, whether written or archaeological, should be credited, - eg use of Tacitus <i>Ag.</i> 14 depicting Cogidubnus as a 'friend of Rome' and supported by inscription from Chichester to Neptune and Minerva; evidence of archaeology, including mosaics and material culture; <i>Ag.</i> 21 and 29 – co-operation of Britons in the Roman administration and in the conquest of the north (contrasted perhaps with Vindolanda <i>Brittunculi</i> reference). Refer to grids.	[10]

A2 DOCUMENT STUDY [10 marks given for AO1b – given over whole paper]**Question (a) (20 marks)**

Band	AO1	AO2	AO3
1	5 Specific, relevant factual knowledge to support an answer.	5 Well-organized discussion of some issues relevant to the question; balanced judgements based on relevant knowledge and use of evidence	10 Detailed use of appropriate source material and some interpretation of the source(s) to support the answer; some understanding of the value of the source(s) as evidence and an awareness of the context of the material and – where appropriate – an awareness of conflicting views in or about evidence
2			9 Detailed use of the source(s) and interpreted for part of the answer; some understanding of the value of the source as evidence and/or an awareness of the context of the material and/or – where appropriate – an awareness of conflicting views in or about evidence
3	4 Mainly Relevant factual knowledge to support the answer	4 Discussion of some issues relevant to the question; some judgements supported by relevant knowledge or use of evidence	7-8 Some use of source(s); limited interpretation of the source(s) to support the answer; superficial understanding of the value of the source as evidence
4			6 Specific reference to relevant sources with general interpretation in the context of the question
5	3 Some factual knowledge mainly relevant to the question in places	3 Discussion of issue(s) relevant to the question; superficial judgements in places, occasionally supported by relevant knowledge or use of evidence	4-5 Some reference to specific source material; limited interpretation of the source in general terms
6	2 Occasional factual knowledge relevant to the question.	2 Superficial discussion; judgements rarely supported by relevant knowledge or use of evidence	2-3 General reference to the source material or context of source
7	1 little factual knowledge related to the question.	1 Superficial and general discussion.	1 Limited interpretation of the source material not relevant to the question

Question (b) (25 marks)

Band	AO1	AO2	AO3
1	5 Specific relevant factual knowledge to support an answer.	10 Well-organized discussion of issues relevant to the question; balanced judgements supported by relevant factual knowledge and use of evidence	10 Detailed use of appropriate source material and some interpretation of the source(s) to support the answer; some understanding of the value of the source(s) as evidence and an awareness of the context of the material and – where appropriate – an awareness of conflicting views in or about evidence
2		9 Mainly well organized discussion of some issues relevant to the question; and/or balanced judgements, mostly supported by relevant factual knowledge and use of evidence	9 Detailed use of the source(s) and interpreted for part of the answer; some understanding of the value of the source as evidence and/or an awareness of the context of the material and/or – where appropriate – an awareness of conflicting views in or about evidence
3	4 Mainly relevant factual knowledge to support the answer	7-8 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	7-8 Some use of source(s); limited interpretation of the source(s) to support the answer; superficial understanding of the value of the source as evidence
4		6 Some discussion relevant to the question; superficial judgements in places, occasionally supported by relevant knowledge or use of evidence	6 Specific reference to relevant sources with general interpretation in the context of the question
5	3 Some factual knowledge mainly relevant to the question in places	4-5 Reference to issue(s) relevant to the question; occasional judgements rarely supported by factual knowledge or evidence	4-5 Some reference to specific source material; limited interpretation of the source in general terms
6	2 Occasional factual knowledge relevant to the question.	2-3 Superficial discussion, judgements rarely supported by relevant knowledge or use of evidence	2-3 General reference to the source material or context of source
7	1 Little factual knowledge related to the question.	1 Superficial and general discussion	1 General, unclear or irrelevant 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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