

Classics: Classical Civilisation

Advanced Subsidiary GCE

Unit **F381**: Archaeology: Mycenae and the Classical World

Mark Scheme for June 2012

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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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Question		Answer	Marks	Guidance	
				Content	Levels of Response
1	(a)	<p>Expect a description of relevant examples. This may include:</p> <ul style="list-style-type: none"> the golden and electrum face masks, as well as the other body coverings; the weapons, such as ceremonial swords with elaborate pommels; armour pieces, although not a complete panoply; rhyta; seal stones; beads and other items of jewellery; the figurines; the bodies themselves. 	10		<p>AO1 = 10</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>
	(b)	<p>Candidates must use the artefact in the photograph.</p> <p>Whether or not the candidates recognise it as a hairpin, they should be able to discuss its usefulness in teaching us about:</p> <ul style="list-style-type: none"> the fashion of the time; the role of women; the skill and wealth that such an object implies. <p>Assess AO1 based on knowledge shown of those areas of Mycenaean culture.</p> <p>The list of potentially useful artefacts is too long to list here, as it will depend on the examples chosen by individual teachers.</p> <p>The other object will, of course, depend on the choice of the candidate. One might use the pottery found in the fire-damaged forum of Wroxeter,</p>	20		<p>AO1 = 10</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>AO2 = 10</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>

Question		Answer	Marks	Guidance	
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		where we can learn something of the wealth and trading pattern, or one of the statues of Praxiteles.			
	(c)	<p>Candidates will be able to take this question in several different directions. As long as they show knowledge and understanding of the Mycenaean and another culture, they should be allowed to gain AO1 and AO2 marks accordingly.</p> <p>They may decide to discuss how the Mycenaean and the other culture had a civilisation that was substantially superior to mere survival. If so, they must show knowledge of how those cultures were sophisticated and comfortable, and provide appropriate evidence.</p> <p>They may decide to go along the route of how the Mycenaean and the other culture managed to stay alive. Reward sensible evidence and ideas.</p> <p>Some answers may discuss the difficulties of life at this time.</p> <p>Allow candidates to choose their own direction and award AO1 and AO2 as appropriate.</p>	25		<p>AO1 = 10</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>AO2 = 15</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>

Question		Answer	Marks	Guidance	
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2	(a)	<p>The list of finds is massive. Answers may include detail of some of the following:</p> <ul style="list-style-type: none"> • the corridor, as seen in the photograph; • the Cyclopean walls and the buildings; • the layout of the palace; • the artwork on the frescoes, such as the bosomy lady, the wild boar hunt and the shields; • the Linear B finds. 	10		<p>AO1 = 10</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>
	(b)	<p>There should be a discussion of the use of corbelling techniques and its variants, as well as the nature of the layout of the passage. Candidates may well usefully describe the tholoi and shaft graves, as well as the roads, bridges and houses found across the Mycenaean world. The very survival of the buildings should say something about the quality of the building works.</p> <p>The other culture will, of course, depend on the choice of the teacher in teaching this course. They may well discuss the sites of:</p> <ul style="list-style-type: none"> • Pompeii; • Hadrian's Wall; • Londinium. 	20		<p>AO1 = 10</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>AO2 = 10</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>

Question		Answer	Marks	Guidance	
				Content	Levels of Response
	(c)	<p>Tiryns does tend to get dwarfed by other Mycenaean sites, such as Mycenae, Knossos and Pylos, but this is unfair, as it does offer much to archaeologists.</p> <ul style="list-style-type: none"> The recent discoveries of housing in the Lower Citadel is worth discussing as it tells us something about the middle classes. The artwork is useful in teaching us about religion, fashion and family structures, as well as invaluable evidence about shields. <p>They may well discuss Mycenae, or another Mycenaean site for comparison. They may use any site as long as they are able to show evidence and understanding. They may discuss Pompeii and its extraordinary display of everyday life, or they may opt for Rome itself. It will depend on what the teacher has chosen.</p>	25		<p>AO1 = 10</p> <p>Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15</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	
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3		Credit primary written evidence, but not secondary sources when assessing AO1. Candidates may discuss the letters of Pliny which provide us with useful evidence in looking at the last hours of the towns around Pompeii in 79CE. They may decide to use Homer as a source for the Mycenaean world, although this is only allowed if they acknowledge the limitations of this source. Linear B will probably be a popular choice, although they should be aware of the actual contents of the tablets.	45		AO1 = 20 Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4 AO2 = 25 Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5
4		There may be a strong response to this question. There must be a discussion of specific sites. Answers may include: <ul style="list-style-type: none"> • the blunders made in early archaeology, such as Pompeii; • Heinrich Schliemann; • the development of new technologies, such as those used by Mortimer Wheeler; • the development of new methods – dendrochronology, typology etc; • new technologies – aerial photography, resistivity, etc. 	45		AO1 = 20 Level 5 18 – 20 Level 4 14 – 17 Level 3 9 – 13 Level 2 5 – 8 Level 1 0 – 4 AO2 = 25 Level 5 22 – 25 Level 4 17 – 21 Level 3 12 – 16 Level 2 6 – 11 Level 1 0 – 5

Question		Answer	Marks	Guidance	
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5		<p>Allow candidates to use their own definition of conservation whether of artefacts, sites or information.</p> <p>Problems faced during conservation of artefacts might include:</p> <ul style="list-style-type: none"> • degradation of artefacts due to changes in humidity eg waterlogged items drying out and disintegrating or changing shape and size; • desiccated items starting to decay or go mouldy; • fragility or friability, stabilisation for recording and moving and long term storage. <p>Types of items which might be discussed include:</p> <ul style="list-style-type: none"> • organic fabric or leather remains; • organic human or animal remains, bone, hair etc; • frescoes, writing and paint; • metal objects, glass or bone. <p>Points for conservation of sites may include the need to conserve sites from:</p> <ul style="list-style-type: none"> • degradation due to natural causes, eg weather, water tables; • degradation due to accidental human or animal action, ploughing, grazing, burrowing; • destruction of sites due to deliberate action eg treasure hunting, construction work; • ways to preserve sites once discovered or once excavated and present sites sensitively to the public may be discussed. 	45	<p>Examples chosen by candidates will depend on the sites chosen by the teacher.</p> <p>Successful answers might include an analysis of whether conservation is the most important job done by an archaeologist or whether something else is more important.</p>	<p>AO1 = 20</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>AO2 = 25</p> <p>Level 5 22 – 25</p> <p>Level 4 17 – 21</p> <p>Level 3 12 – 16</p> <p>Level 2 6 – 11</p> <p>Level 1 0 – 5</p>

Question			Answer	Marks	Guidance	
					Content	Levels of Response
			<p>Importance of this work may include:</p> <ul style="list-style-type: none"> • the need for all conservation actions to be minimal and preferably reversible; • need for records to be made in situ before any work takes place; • possibility of re-burying finds in situ to preserve them; • problems of irreversible conservation or over cleaning; • use of inert materials for packing and supporting, acid free tissue and inorganic wrapping to prevent contamination; • case history of what conservation, chemicals and treatment has taken place. <p>Counterbalance arguments might include the importance of surveying, excavation itself and recording.</p>			

APPENDIX 1

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.		
Level 5	9-10	18-20	9-10	14-15	22-25
	<ul style="list-style-type: none"> • A very good collection/range of detailed factual knowledge; • Fully relevant to the question; • Well-supported with evidence and reference where required; • Displays a very good understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Thorough analysis of evidence/issues; • Perceptive evaluation with very thoughtful engagement with sources/task; • Very well structured response with clear and developed argument; • Fluent and very effective communication of ideas; • Very accurately written with effective use of specialist vocabulary/terms. 		
Level 4	7-8	14-17	7-8	10-13	17-21
	<ul style="list-style-type: none"> • A good collection/range of detailed factual knowledge; • Mostly relevant to the question; • Mostly supported with evidence and reference where required; • Displays a good understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Good analysis of evidence/issues; • Sound evaluation with thoughtful engagement with sources/task; • Well structured response with clear argument; • Mostly fluent and effective communication of ideas; • Accurately written with use of specialist vocabulary/terms. 		
Level 3	5-6	9-13	5-6	6-9	12-16
	<ul style="list-style-type: none"> • A collection/range of basic factual knowledge; • Partially relevant to the question; • Partially supported with evidence and reference where required; • Displays some understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Some analysis of evidence/issues; • Some evaluation with some engagement with sources/task; • Structured response with some underdeveloped argument; • Generally effective communication of ideas; • Generally accurately written with some use of specialist vocabulary/terms. 		
Level 2	2-4	5-8	2-4	3-5	6-11
	<ul style="list-style-type: none"> • Limited factual knowledge; • Occasionally relevant to the question; • Occasionally supported with evidence; • Displays limited understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Occasional analysis of evidence/issues; • Limited evaluation or engagement with sources/task; • Poorly structured response with little or no argument; • Occasionally effective communication of ideas; • Occasionally accurately written with some recognisable specialist vocabulary/terms. 		
Level 1	0-1	0-4	0-1	0-2	0-5
	<ul style="list-style-type: none"> • Little or no factual knowledge; • Rarely relevant to the question; • Minimal or no supporting evidence; • Displays minimal or no understanding/awareness of context, as appropriate. 		<ul style="list-style-type: none"> • Very superficial analysis of evidence/issues; • Little or no evaluation or engagement with sources/task; • Very poorly structured or unstructured response; • Little or no effective communication of ideas. • Little or no accuracy in the writing or recognisable specialist vocabulary/terms. 		

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