

# **Classics: Classical Civilisation**

Advanced Subsidiary GCE

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

## **Mark Scheme for June 2011**

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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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Any enquiries about publications should be addressed to:

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PO Box 5050  
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NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

Section A		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
1 (a)	<p><b>The photograph shows an artefact that was found in a room known as the 'Temple' at Mycenae. What was found in this room and why have archaeologists named it the 'Temple'?</b></p> <p><b>Your answer should include details of:</b></p> <ul style="list-style-type: none"> <li>• <b>the layout of the room;</b></li> <li>• <b>this and other artefacts.</b></li> </ul> <p>Answers may well include the figurines, the hag and the snake. Expect reference to the multi-layered room and its alcoves and tables, as well as its general layout – the steps, storage space and upper room. There may also be useful discussion of the possible symbolism. Although not necessary for full marks, it should be credited.</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	<b>[10]</b>
(b)	<p><b>How useful can artefacts from Classical periods be in teaching us about the daily life of ordinary people?</b></p> <p><b>In your answer you should include discussion of both the Mycenaeans and any other Classical society that you have studied. You should discuss at least two artefacts.</b></p> <p>Candidates must identify at least two relevant artefacts. The choice is wide but could include the following:</p> <ul style="list-style-type: none"> <li>• The Ivory Trio – this tells us something about fashion, family structure and the respect paid to women and children;</li> <li>• Mycenaean grave goods and bodies – the DNA evidence which shows family connections between various bodies, as well as the facemasks, brooches, weapons, figurines and fragments of armour;</li> <li>• Mycenaean art – wall-paintings such as those from Xeste 3 in Akrotiri, which demonstrate fashion, diet, religious beliefs, animals that were domesticated at the time, the crops that were grown etc;</li> <li>• objects, such as the kebab griddle from Mycenae or the jewellery that has been found in graves;</li> <li>• artefacts from other sites may be evidenced, such as the bath house at Wroxeter which tells us of the Roman refusal to surrender to local weather conditions, the shopping area at Wroxeter, which indicates diversification of industry, the pottery from Colchester, the discovery of Roman Samian ware in various Roman sites, the via dell' Abbondanza in Pompeii etc.</li> </ul> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	<b>[20]</b>

Section A		
Question Number	Answer	Max Mark
(c)	<p><b>How successfully can we use graves and tombs to show us how ancient civilisations respected the dead?</b></p> <p><b>In your answer you should include discussion of both the Mycenaeans and one other Classical society that you have studied.</b></p> <p>Expect discussion of both Mycenaean and other cultures. While discussing the Mycenaeans, candidates may well discuss the Grave Circles and their contents, such as the face masks and other gold paraphernalia. There should be reference to how this high level of quality and expense in grave goods indicates the high level of respect.</p> <p>The tholoi tombs again show much respect – the sheer amount of time involved in constructing them is a valuable source in itself, before getting onto the ornamental façade and the offerings left in front of it. There may be some use made of cist graves – award credit for any useful evidence.</p> <p>Outside of the Mycenaean world, the graves and tombs will vary according to the examples chosen by the teacher.</p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	<b>[25]</b>

Section A		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
2 (a)	<p><b>The photograph shows a Mycenaean dagger, with a mirror reflecting its lower surface. What other small metal objects have been found from the Mycenaean period? Describe how the Mycenaeans made objects such as these.</b></p> <p>There is a wide range of examples that could be used. There may be reference to various other daggers and small military items. The face masks from Mycenae, as well as the golden baby suit, the various rhyta, rings, cushion seals, cups, goblets etc may well be used.</p> <p>Candidates should be able effectively to discuss the metallurgical techniques, such as granulation, cloisonné, repoussée and inlay, as in the photograph</p> <p style="text-align: right;"><b>[AO1 = 10 marks]</b></p>	<b>[10]</b>
(b)	<p><b>It is likely that such a dagger would have been used by a wealthy person. How successfully, however, can we learn about the life of the poor in an ancient society?</b></p> <p><b>In your answer you should include discussion of both Mycenaean archaeology and at least one other period of Classical study.</b></p> <p>Answers may include a discussion of the relative lack of knowledge that we have of the life of the poor of the Mycenaean period. However, information can be gained from the Linear B tablets which describe the slaves and employees of the palaces. Recent work at Mycenae and Troy has helped to show us the size of the ancient cities and the housing. Also many artefacts have been found, such as nails and pottery which can tell us something about their daily life.</p> <p>Other cultures will vary depending on what the teacher has chosen – the sites of Pompeii and Herculaneum are obvious examples, where many examples of everyday artefacts have been found. Roman Britain provides many artefacts – Wroxeter shows us a large-scale town, with houses for the wealthy and poor.</p> <p>There needs to be an assessment of the usefulness of the evidence given.</p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 10 = 20 marks]</b></p>	<b>[20]</b>

Section A		
Question Number	Answer	Max Mark
(c)	<p><b>How successfully can we use archaeology to understand the ways in which an ancient society fought in war?</b></p> <p><b>In your answer you should include discussion of both Mycenaean archaeology and the archaeology of at least one other period of Classical study.</b></p> <p>Answers may include some of the following details about Mycenaean warfare:</p> <ul style="list-style-type: none"> <li>• swords and the code of honour in Homeric battles;</li> <li>• the layout of Mycenaean citadels – Mycenae and Tiryns both have significant defensive capabilities in their design;</li> <li>• the scabbards on the frescoes in Akrotiri;</li> <li>• the elaborate swords in the graves at Mycenae;</li> <li>• the Dendra panoply;</li> <li>• the Linear B evidence from Pylos;</li> <li>• the boars' tusks helmets.</li> </ul> <p>The other examples will depend on the culture chosen but may be one of the following or any other relevant example. There must be an assessment of the two sites/cultures.</p> <ul style="list-style-type: none"> <li>• The Spartans may well be used, but watch out for candidates who are trying to use what they may have seen in '300'! The limited archaeological evidence does back up the historical references to the warrior culture.</li> <li>• The Romans – the most likely culture. If this is chosen, expect discussion of the legions and their way of fighting, military organisation, martial inventions and machines, as well as the legionary outfit.</li> </ul> <p>As ever, in this kind of question, there is a huge range of data that may well be deployed. Reward any relevant, reliable examples under AO1 and sensible analysis under AO2.</p> <p style="text-align: right;"><b>[AO1 = 10 + AO2 = 15 = 25 marks]</b></p>	<b>[25]</b>
	<b>Section A Total</b>	<b>[55]</b>

Section B		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
3	<p><b>‘Archaeology is nothing more than the destruction of an historical site.’ How far do you agree with this statement?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>include discussion of different methods of excavating;</b></li> <li>• <b>discuss what we can learn about a site without excavating;</b></li> <li>• <b>refer to at least two Classical sites where excavation has been carried out.</b></li> </ul> <p>Expect candidates to discuss matters such as:</p> <ul style="list-style-type: none"> <li>• box, slit, step, keyhole trenches – there should be a sensible awareness shown of the health and safety aspects of these and their respective pros and cons. Candidates should connect these techniques to sites;</li> <li>• geophysical techniques, such as magnetometry, resistivity and radar, as well as other prospecting techniques – mapreading, asking locals for information about the history of a site;</li> <li>• particular sites should be referred to, such as the way in which Troy was excavated by Schliemann and his more successful successors, as well as the relative preservation of Pylos, when compared to the less well-preserved sites of Mycenae and Tiryns. The gradual decay of sites that are left exposed may well be usefully discussed;</li> <li>• the advisability of leaving sites unexcavated for protection, such as Wroxeter and areas of Pompeii.</li> </ul> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	<b>[45]</b>

Section B		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
4	<p><b>How successfully can archaeologists tell the date of manufacture of an object?</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>include discussion of scientific and more traditional methods of dating;</b></li> <li>• <b>discuss different dating techniques that have been used at Classical sites;</b></li> <li>• <b>refer to evidence from the Classical sites you have studied.</b></li> </ul> <p>Expect discussion and relevant examples of the following:</p> <ul style="list-style-type: none"> <li>• typology – Mycenaean phi, psi and tau figurines;</li> <li>• carbon 14 – the Turin shroud;</li> <li>• stratigraphy – the Kerameikos at Athens;</li> <li>• absolute dating – Nefertiti's scarab;</li> <li>• relative dating – Mycenaean vases;</li> </ul> <p>The examples cited are only suggestions and candidates may choose their own relevant examples. There is a vast range of non-Mycenae examples available for use.</p> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	<b>[45]</b>

Section B		
Question Number	Answer	Max Mark
	<p>Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective. The following points are indicative and offer question specific guidance. They do not provide an exhaustive list and any relevant points should be credited.</p>	
5	<p><b>‘You can’t be a good archaeologist without being good at paperwork.’</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>consider different types of paperwork and site records;</b></li> <li>• <b>include an analysis of the usefulness of paperwork and recording for an archaeologist;</b></li> <li>• <b>refer to evidence from at least two of the Classical sites you have studied.</b></li> </ul> <p>Answers will vary considerably according to the choice of site.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• usefulness of site records;</li> <li>• a comparison between Schliemann’s approach to excavation and a later, more recorded excavation;</li> <li>• pre-excavation paperwork, such as planning and finance, basket records, context records, finds recording sheets;</li> <li>• reference to the usefulness of records when presenting a site or finds to other archaeologists and the general public;</li> <li>• discussion of illustrations as well as on-site drawing;</li> <li>• evidence can be provided from any valid forms of paperwork;</li> <li>• publication of findings.</li> </ul> <p style="text-align: right;"><b>[AO1 = 20 + AO2 = 25 = 45 marks]</b></p>	<b>[45]</b>
	<b>Section B Total</b>	<b>[45]</b>

## AS Classics Marking Grid for units CC1–CC6: AO1

<i>Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts</i>	<i>Max. mark and mark ranges</i>		<i>Characteristics of performance</i>
	<i>10</i>	<i>20</i>	
Level 5	9–10	18–20	<ul style="list-style-type: none"> <li>• Recall and application of subject knowledge;</li> <li>• Relevance to question/topic;</li> <li>• Understanding of sources and evidence;</li> <li>• Awareness of context.</li> </ul>
Level 4	7–8	14–17	<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>
Level 3	5–6	9–13	<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>
Level 2	2–4	5–8	<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>
Level 1	0–1	0–4	<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>• 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>

## AS Classics Marking Grid for units CC1–CC6: AO2 (a and b)

<b>(a) Analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate</b> <b>(b) Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form</b>	<b>Max. mark and mark ranges</b>			<b>Characteristics of performance</b>
	<b>10</b>	<b>15</b>	<b>25</b>	<ul style="list-style-type: none"> <li>• Analysis;</li> <li>• Evaluation and response;</li> <li>• Organisation and use of technical vocabulary;</li> <li>• Control of appropriate form and style;</li> <li>• Accuracy of writing.</li> </ul>
Level 5	9–10	14–15	22–25	<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>
Level 4	7–8	10–13	17–21	<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>
Level 3	5–6	6–9	12–16	<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>
Level 2	2–4	3–5	6–11	<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	0–2	0–5	<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>

## AS Classics Marking Grid for units CC1–CC6 and AH1–AH2: notes

QCA guidance now requires the marks awarded for AO2b to be fully integrated within AO2 as a whole.

		AO1	AO2
<i>Section A Commentary Questions</i>	Qa	10	
	Qb	10	10
	Qc	10	15
<i>Section B Essays</i>		20	25
<i>Total</i>		50	50
<i>Weighting</i>		50%	50%
<i>Total mark for each AS unit</i>		100	

**Quality of Written Communication (QWC):** In Section A, the (a) sub-question is limited to AO1. Quality of written communication (AO2b) will be assessed in the (b) and (c) sub-questions only. This is because the QCA Guidance for Awarding Bodies stipulates that QWC should be assessed when answers require paragraphs or essays, not single sentences. For some AS units (eg Archaeology) the (a) sub-questions are likely to include single sentence or even one-word answers.

The QCA Guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the AO2 Marking Grid the presence of bullet points 3–5.

There are no separate weightings for AOs 2a and 2b but, in assigning a mark for AO2, examiners should focus first on AO2(a) – ie bullet points 1 and 2 – to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark. Other evidence, for example a stronger showing on the analysis than on the evaluation strand of AO2a, will also inform an examiner's decision about where to locate the mark within the Level.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

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**Facsimile: 01223 552553**