

Classics: Classical Civilisation

Advanced GCE F381

Archaeology: Mycenae and the Classical World

Mark Scheme for June 2010

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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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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>	<ul style="list-style-type: none"> Recall and application of subject knowledge; Relevance to question/topic; Understanding of sources and evidence; Awareness of context.
Level 5	9–10	18–20	<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.
Level 4	7–8	14–17	<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.
Level 3	5–6	9–13	<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.
Level 2	2–4	5–8	<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.
Level 1	0–1	0–4	<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.

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

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

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.

Section A		
Question Number	Answer	Marks
	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.	
1	Study the photograph and answer the questions. Photograph of the Lion Gate at Mycenae.	
(a)	Briefly describe what is shown in the photograph. Your description should include: <ul style="list-style-type: none"> • what the photograph shows; • which site it is and where in Greece it is found; • where in the site it is found; • its approximate date of construction. It is the Lion Gate, made as a decorative lintel for the main gate of Mycenae, in the Argolid plain, in the North East Peloponnese. It was constructed in the 13th century. Allow other relevant points. <p style="text-align: right;">[AO1 = 10 marks]</p>	[10]
(b)	How useful can works of art, such as statues and wall-paintings, be in teaching us about the religion of ancient civilisations? 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.	[20]
	Candidates must identify at least two relevant artefacts. The choice is wide but could include the following: <ul style="list-style-type: none"> • The Ivory Trio; • The 'snake' goddess and other clay figurines from Mycenaean sites; • the facemasks; • the frescoes from Mycenae and Akrotiri, such as the saffron scene and the daemon paintings; • other sites may be evidenced, such as the votive offerings at Wroxeter, the lar statues from Pompeii etc. • mithraic paintings, such as at Housesteads or Ostia. There must be an attempt to use these artefacts to illustrate suggestions of faith and articles of belief. <p style="text-align: right;">[AO1 = 10 + AO2 = 10 = 20 marks]</p>	

Question Number	Answer	Marks
(c)	<p>Choose two buildings that you have studied and show how archaeologists have used them to learn about ancient civilisations.</p> <p>In your answer, you should include discussion of both Mycenaean archaeology and at least one other Classical site that you have studied.</p> <p>There are countless examples of buildings from both the Mycenaean period and elsewhere that may be discussed. There must be a discussion of how the buildings have been used to teach us as well as what they show.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • the megaron at Mycenae, or those at Tiryns and Pylos; • the palace of Pylos; • the citadels of Tiryns, Mycenae and Troy; • the bridges of Mycenae; • the <i>tholos</i> tombs of Mycenae, such as the Treasury of Atreus; • the theatres of Pompeii, Ostia or Lepcis Magna; • the bath-house and macellum at Wroxeter; • the various Roman villas of Britain; • the <i>curia</i> of Rome; • the fortresses of Caerleon or Ribchester. <p style="text-align: right;">[AO1 = 10 + AO2 = 15 = 25 marks]</p>	[25]
Section A Total		[55]

Section A		
Question Number	Answer	Marks
	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.	
2	Study these drawings and answer the questions. Gold facemasks from the shaft graves at Mycenae.	
(a)	<p>Briefly describe the objects shown in these drawings.</p> <p>Your description should include:</p> <ul style="list-style-type: none"> • what the objects are; • where precisely each was found; • what they are made from; • approximately when they were made; • who found them. <p>They are both gold facemasks found in Grave Circle A, Mycenae, (NE Peloponnese), by Heinrich Schliemann. They were made in approximately 1550BCE. A was found in Grave IV and B was in Grave V. Candidates may mention the size – 30.3cm and 26cm, respectively - this may be credited but is not essential for full marks.</p> <p style="text-align: right;">[AO1 = 10 marks]</p>	[10]
(b)	<p>How can archaeologists learn about ancient civilisations from organic remains, such as human bodies and wooden finds?</p> <p>In your answer you should include discussion of both the Mycenaeans and any other Classical society that you have studied.</p> <p>Candidates must make use of actual references to remains. Expect discussion of the bodies found at Mycenae as well as other finds from other periods, such as the remains at Pompeii and Herculaneum, as preserved by Fiorelli's method and any other relevant find from any Classical period. Candidates may very well make use of other organic finds, such as leather shoes on Hadrian's Wall or in Tewkesbury, wooden objects such as found at Newcastle, the Gresham Street dig or in Herculaneum or seeds such as at Dichin, Bulgaria.</p> <p style="text-align: right;">[AO1 = 10 + AO2 = 10 = 20 marks]</p>	[20]

Question Number	Answer	Marks
(c)	<p>Compare the site where objects A and B were found with any other you have studied. Explain which has been more useful in teaching you about an ancient civilisation.</p> <p>In your answer you should include discussion of both Mycenaean archaeology and at least one Classical site that you have studied.</p> <p>Answers may include some of the following details about Mycenae:</p> <ul style="list-style-type: none"> • the <i>tholos</i> tombs, their use and contents; • the lack of evidence for ordinary housing; • the palace and its various rooms and finds made within them; • the graves and the finds made within them; • the defensive features of the site. <p>The comparison will depend on the site chosen but may be one of the following or any other relevant example. There must be a comparison and assessment of the two sites' usefulness.</p> <ul style="list-style-type: none"> • Pompeii; • Ostia; • Athens; • Rome; • Delphi; • Wroxeter; • Cirencester; • Hadrian's Wall. <p style="text-align: right;">[AO1 = 10 + AO2 = 15 = 25 marks]</p>	[25]
Section A Total		[55]

Section B		
Question Number	Answer	Marks
	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	
3	<p>How important is prospecting/surveying in archaeology?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> include discussion of different methods of prospecting / surveying; discuss at least two Classical sites where prospecting/surveying has been carried out; show how we have learnt more about the sites from these methods. <p>Expect candidates to discuss techniques such as:</p> <ul style="list-style-type: none"> field-walking – intensive and extensive survey; geophysical techniques, such as magnetometry, resistivity and radar; aerial photography (including ultraviolet) – shadow/soil/crop marks; pre-excavation research – old maps, folklore, place names, earlier work. <p>There must be solid attempts to connect these techniques to actual places, such as the vast undertaking of the Wroxeter Hinterland project with its use of most of these techniques. The actual techniques discussed will be dependent on the sites chosen.</p> <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]
4	<p>How big a contribution has been made to archaeology in the last one hundred years by scientific development?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> include discussion of scientific and technological methods and developments; discuss how they have been used at Classical sites; support your answer with evidence from the Classical sites that you have studied. <p>Expect discussion of some or all of some of the following. There must be reference to specific sites where the techniques were used.</p> <ul style="list-style-type: none"> carbon 14; aerial photography, including ultraviolet; scientific methodology in archaeological projects; digital recording of data and findings from digs; internet usage to promulgate data; new and improved methods of excavation to minimise destruction; new and improved methods of preservation; analysis tools – spectographic analysis, fabric analysis etc. <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]

Question Number	Answer	Marks
5	<p>Choose any two sites that you have studied and discuss how they have been presented to the public to understand. Explain which you think is the more successfully presented</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • discuss different ways in which the public can learn about a site without actually going to it; • include discussion of the different methods of display; • support your answer with evidence from two Classical sites you have studied. <p>Answers will vary widely in content, dependent on the sites chosen. Award credit for any relevant examples. Answers may include the following points:</p> <ul style="list-style-type: none"> • site presentation – ease of access, presentation of data and information at accessible levels; • the use of media to allow people to gain access to information – <i>Current Archaeology</i> and other journals, the national/local press, TV documentaries, websites, such as the Channel 4 <i>Time Team</i> site or the Wroxeter Hinterland project, to name but two; • health and safety issues in public access to site; • a firm comparison between the two chosen sites. <p style="text-align: right;">[AO1 = 20 + AO2 = 25 = 45 marks]</p>	[45]
Section B Total		[45]

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