

GCE

Classics: Classical Civilisation

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

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

Symbol	Description	Comment
	Tick	worthy of credit
	?	unclear
	S	error of spelling
	E	error of grammar, punctuation or expression
	F	error of fact
	^	omission
	H Line	to draw an attention to an error
	H Wavy Line	to draw attention to something
	Highlight	as directed by PE
	REL	irrelevant point
	REP	conspicuous repetition
	L	illegible word or phrase

MARK SCHEME

Question	Answer	Marks	Guidance	
			Content	Levels of Response
1(a)	<p>Describe some artefacts, other than wall paintings, which depict Mycenaean men and women.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> the golden face-masks; the Ivory Trio; the great goddess ring; the golden hairpin; clay figurines; Warrior vase. 	10	No credit should be awarded for the mention of wall-paintings in this question.	<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>
1(b)	<p>Using the picture as a starting point, explain how successfully we can know about the life of women in the Mycenaean world.</p> <p>Answers must make use of the wall-painting from Tiryns. Points may include:</p> <ul style="list-style-type: none"> the clothing, including the tiered wrap-around skirt; elaborate hairstyle; the bright colours; the fact that she is carrying a box; some interpretation of the meaning or significance of what is in the image. <p>A range of other artefacts of the candidates own choice should then be used to extend the answer.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> unrealistic depictions of women; the dominance of women in religious art; 	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>

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	<ul style="list-style-type: none"> • women often depicted as prominent; • women depicted as priestesses; • women shown carrying items/offerings. <p>Candidates may use examples to support their discussion of the wall-painting from Tiryns and refer to:</p> <ul style="list-style-type: none"> • hairstyle; • jewellery; • clothes. 			

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1(c)	<p>Choose one Mycenaean site and one Classical site that you have studied. Explain which you think is the more useful in teaching us about everyday life.</p> <p>The choice of site will dictate the appropriate examples. The mark-scheme below is based on the choice of Mycenae and Pompeii as the selected sites and gives the type of points which may be made.</p> <p>Mycenae:</p> <ul style="list-style-type: none"> • heavy level of defence shows an expectation of invasion; • Cult Centre shows us an indication of religious life; • buildings suggest a large work-force or slavery; • the grave goods show a wealthy lifestyle, but little survives of the lower classes; • artistic remains suggest their aesthetic interests. <p>Pompeii:</p> <ul style="list-style-type: none"> • the artistic remains on walls and floors showing an interest in mythology; • the commercial building showing everyday foodstuffs, as well as exotica; • housing – luxury villas and poor apartments; • wide variety of temples – a bustling religious life; • the streets of tombs. 	25	It does not matter which sites a candidate chooses, nor which is selected as the more useful in teaching us about everyday life but there should be a good range of evidence used to support the discussion and the choice.	<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>

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2(a)	<p>Describe the typical layout and decoration of a Mycenaean throne room.</p> <p>Answers may include the following:</p> <ul style="list-style-type: none"> • central hearth; • non-central position of the throne; • wall-painting; • pillars and air vent; • anteroom; • sentry posts. 	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>
2(b)	<p>How far is it possible to learn about the way in which the Mycenaeans organised their society and leadership?</p> <p>Answers may include reference to the following:</p> <ul style="list-style-type: none"> • the terms <i>wanax</i> – see guidance column for other terms; • Linear B tablets which describe social make-up of the Mycenaean city-states; • position of women and slaves; • palaces; • other buildings; • graves. 	20	<p>The following terms may be mentioned:</p> <ul style="list-style-type: none"> • wanax – überking; • basileus – local king; • lawagetas – a kind of prime minister; • telestai – courtiers; • hequetai – courtiers; • koretor – a kind of magistrate; • prokoretor – his assistant. 	<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>

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2(c)	<p>How successfully have archaeologists been able to learn about the ways in which war was waged in the Mycenaean world?</p> <p>Answers may divide the discussion into two parts: defences, and armour and weaponry.</p> <p>Defences:</p> <ul style="list-style-type: none"> defensive features such as the walls and layout of Tiryns; walls and Lion gateway of Mycenae; remains of other appropriate buildings and structures. <p>Armour and weaponry:</p> <ul style="list-style-type: none"> the Dendra armour with its greaves, cuirass (plus ideogrammatic evidence at Pylos) and its neck protection; the boars' tusk helmets, found in fragmentary form in several locations but preserved in various artistic representations; swords/daggers – found in various pieces, but most usefully in Akrotiri's murals; the 'figure of eight' and tower shields, found variously; the scant evidence for spears and bows. 	25	<p>Reward appropriate discussion of Homer, but awareness must be shown of the limitation of such evidence.</p> <p>There may be discussion of the Trojan War.</p>	<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>

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3	<p>If you were an archaeologist what do you think would be the most effective method of publicising what you have discovered?</p> <p>Answers may include reference to:</p> <ul style="list-style-type: none"> the Internet – references should be made to actual archaeological sites, as well as the more generic encyclopaedic sites for casual interest; digital media – You Tube and TV – <i>Time Team</i> is but one example; books – although less popular now, these are still the main medium for publishing results; journals/magazines, whether specialised, or more accessible, such as <i>Current Archaeology</i>; opening sites to the public, such as Caerleon, Bath or the Jewry Wall, Lincoln; the creation of a museum – Vindolanda, for example, which has an excellent museum adjacent to the archaeological site, or Cirencester, which uses a museum to house mosaics and columns. <p>There should be some assessment of the effectiveness of each method discussed.</p>	45	Use of specific examples will be key to attaining the higher levels.	<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18–20</td></tr> <tr><td>Level 4</td><td>14–17</td></tr> <tr><td>Level 3</td><td>9–13</td></tr> <tr><td>Level 2</td><td>5–8</td></tr> <tr><td>Level 1</td><td>0–4</td></tr> </table> <p>AO2 = 25</p> <table> <tr><td>Level 5</td><td>22–25</td></tr> <tr><td>Level 4</td><td>17–21</td></tr> <tr><td>Level 3</td><td>12–16</td></tr> <tr><td>Level 2</td><td>6–11</td></tr> <tr><td>Level 1</td><td>0–5</td></tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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4	<p>‘Archaeologists just make random guesses at the dates of everything that the find.’ How far do you agree with this statement?</p> <p>Answers will refer to the following techniques:</p> <p>Absolute dating:</p> <ul style="list-style-type: none"> • radiocarbon dating - for dating organic materials, such as textiles or the bodies at Mycenae; • dendrochronology - for dating objects made from wood, such as the wooden water wheel found on the Gresham Street dig in 2002; • thermoluminescence dating - for dating pottery, such as that found at Troy; • numismatics – the face of a Roman emperor can help to date a whole layer. <p>Relative dating:</p> <ul style="list-style-type: none"> • seriation and typology – Mycenaean pottery was dated using these methods; • stratigraphy, such as tracing the sequence of events in Pompeii, AD 79. 	45	<p>Answers should go beyond just a description of the techniques. There should be an attempt to evaluate the effectiveness of the techniques and give specific examples.</p> <p>There should also be an attempt to answer the question of ‘how far do you agree’.</p> <p>There is an always an element of ‘educated guess’ when it comes to dating, but there is a lot more to it than just that.</p>	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18–20</td> </tr> <tr> <td>Level 4</td> <td>14–17</td> </tr> <tr> <td>Level 3</td> <td>9–13</td> </tr> <tr> <td>Level 2</td> <td>5–8</td> </tr> <tr> <td>Level 1</td> <td>0–4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22–25</td> </tr> <tr> <td>Level 4</td> <td>17–21</td> </tr> <tr> <td>Level 3</td> <td>12–16</td> </tr> <tr> <td>Level 2</td> <td>6–11</td> </tr> <tr> <td>Level 1</td> <td>0–5</td> </tr> </table>	Level 5	18–20	Level 4	14–17	Level 3	9–13	Level 2	5–8	Level 1	0–4	Level 5	22–25	Level 4	17–21	Level 3	12–16	Level 2	6–11	Level 1	0–5
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5	<p>Out of all the sites that you have studied for this course, which have you found the most interesting and informative? Explain your answer.</p> <p>There must be reference to:</p> <ul style="list-style-type: none"> • at least two sites in the answer; • archaeological evidence; • analysis of that evidence. <p>A discussion of Caerleon might include some of the following points:</p> <ul style="list-style-type: none"> • The surviving walls show us the size of the fort. • The modern buildings are partly made from Roman period masonry. • The surviving bathhouse helps to show us how the Roman bathing process operated. • The surviving Roman legionary equipment and reconstructions aid understanding of military technique. • The barrack block foundations, with their confusing stratigraphy, are fascinating, and the reconstruction helps to explain what life may have been like for a legionary. • The amphitheatre tells us a lot about what was entertainment for the Roman army. • The use of the site after Roman occupation tells us about the impact of Romanisation. <p>A conclusion is required.</p>	45		<p>AO1 = 20</p> <p>Level 5 18–20 Level 4 14–17 Level 3 9–13 Level 2 5–8 Level 1 0–4</p> <p>AO2 = 25</p> <p>Level 5 22–25 Level 4 17–21 Level 3 12–16 Level 2 6–11 Level 1 0–5</p>

Appendix 1: AS GCE Classics: Classical Civilisation marking grid

	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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