

**GCE**

**Classics: Classical Civilisation**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), used in RM Assessor, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet 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>The photograph shows the Warrior Vase from Mycenae. Describe some other Mycenaean artefacts made of pottery/clay. You should include details from at least four different artefacts in your answer.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• coiled snakes;</li> <li>• phi/psi/tau figures;</li> <li>• burial caskets [larnakes];</li> <li>• bath tubs;</li> <li>• drinking vessels;</li> <li>• amphorae;</li> <li>• stirrup jars;</li> <li>• pithoi</li> <li>• cooking pots.</li> </ul> <p>The answer should contain some detail in the description of the objects selected and not simply be a list of items made of pottery/clay.</p>	10		<p><b>AO1 = 10</b></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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1(b)	<p><b>Using the Warrior Vase as a starting point, discuss how complete a picture of Mycenaean weapons and armour we have. In your answer, you should include discussion of a range of different weapons and armour and the limitations of such evidence.</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• boars' tusk helmet;</li> <li>• Dendra armour;</li> <li>• shields;</li> <li>• swords and daggers;</li> <li>• spears;</li> <li>• bows and arrows.</li> </ul> <p>Candidates are asked to make use of the Warrior Vase in their answers. They may describe or comment on the weapons and armour as depicted on the pot before going on to mention specific pieces of weaponry and armour found by archaeologists.</p> <p><b>Limitations</b></p> <p>Much of the evidence we have was found in graves and much of it is highly decorative and was probably not designed to be used in warfare. The general designs of such pieces may be useful in teaching us about pieces used in warfare.</p> <p>Some may make reference to the work of Homer or to depictions on pots.</p>	20	There must be some attempt to address how complete a picture of weapons and armour we have and the limitations of the evidence.	<p><b>AO1 = 10</b></p> <table> <tr><td>Level 5</td><td>9–10</td></tr> <tr><td>Level 4</td><td>7–8</td></tr> <tr><td>Level 3</td><td>5–6</td></tr> <tr><td>Level 2</td><td>2–4</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table> <p><b>AO2 = 10</b></p> <table> <tr><td>Level 5</td><td>9–10</td></tr> <tr><td>Level 4</td><td>7–8</td></tr> <tr><td>Level 3</td><td>5–6</td></tr> <tr><td>Level 2</td><td>2–4</td></tr> <tr><td>Level 1</td><td>0–1</td></tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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1(c)	<p><b>'All the evidence indicates that Mycenaean society was a warlike society with no interest in anything else.'</b> How far do you agree with this statement?</p> <p><b>Warlike society:</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• amount of weapons and armour found;</li> <li>• some aspects of art support the idea of a warlike society;</li> <li>• the heavily fortified nature of sites such as Mycenae may indicate that Mycenaean society was a warlike society;</li> <li>• reference to episodes from the Iliad.</li> </ul> <p><b>Interest in other things:</b></p> <p>Answers may include reference to:</p> <ul style="list-style-type: none"> <li>• Linear B;</li> <li>• wall-paintings;</li> <li>• metal work;</li> <li>• jewellery;</li> <li>• farming;</li> <li>• religion;</li> <li>• trade;</li> <li>• anything beyond weapons and armour.</li> </ul> <p>The answer should contain specific evidence from Mycenaean sites.</p>	25	It does not matter whether candidates agree or disagree with the statement provided there is a reasoned argument which is based on specific recognisable evidence.	<p><b>AO1 = 10</b></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><b>AO2 = 15</b></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>

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2(a)	<p><b>Describe what is shown in the diagram above. What other types of diagrams and drawings do archaeologists use?</b></p> <p>The diagram shows the recording of the bodies and grave goods found in Grave Gamma from Grave Circle B. The diagram shows accurately and in detail the position, condition, and size of the bones and artefacts. A scale is shown in the diagram so that the size of the finds may be deduced. Expect candidates to be able to extract some of the information from the diagram.</p> <p>Reference to other types of diagrams and drawings may include:</p> <ul style="list-style-type: none"> <li>• plans of trenches;</li> <li>• plans of features and artefacts found in trenches;</li> <li>• section drawings;</li> <li>• context records;</li> <li>• drawings of small finds;</li> <li>• technical diagrams with information from geophysical surveys.</li> </ul>	10		<p><b>AO1 = 10</b></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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2(b)	<p><b>Which dating method do you think is the most useful to an archaeologist when dating organic remains? In your answer, you should consider a range of different dating methods before coming to a conclusion.</b></p> <p>Candidates will make reference to different forms of absolute dating – but they should be applicable to organic remains and not just a description of all the dating methods they can recall.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• dendrochronology for the dating of wooden objects;</li> <li>• radiocarbon dating for plants and animal remains;</li> <li>• bone-nitrogen dating technique for bones;</li> <li>• fluorine absorption dating.</li> </ul> <p>Astute answers may well point out that a combination of dating methods will often produce the most accurate results.</p>	20	The answer should be more than just a description of different dating methods. There must be some assessment of which method is the most useful.	<p><b>AO1 = 10</b></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><b>AO2 = 10</b></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><b>How useful are organic remains in teaching us about an ancient society? In your answer, you should include discussion of both the Mycenaeans and any other Classical society which you have studied.</b></p> <p><b>Human remains</b></p> <p>Answers may include reference to:</p> <ul style="list-style-type: none"> <li>• human remains found in shaft graves and grave Circles A and B at Mycenae;</li> <li>• human remains found at other sites such as the 300+ bodies in the boat tunnels at Herculaneum, or the 97 baby burials at Hambleton.</li> </ul> <p>Analysis of human remains can provide information about the population of a place: average height, build, health, life expectancy, and physical characteristics. In addition, information about burial customs and the relative wealth and status of an individual may be gleaned.</p> <p><b>Other organic remains</b></p> <p>Answers may include reference to:</p> <ul style="list-style-type: none"> <li>• ship wrecks from Kas and Gelidonya;</li> <li>• carbonised wooden objects such as the baby's cradle or screens or shutters from Herculaneum;</li> <li>• writing tablets found at Vindolanda;</li> </ul>	25	<p>The bullets mention a range of possibilities, but candidates do not need to mention all of them. They may, of course, use their own examples.</p>	<p><b>AO1 = 10</b></p> <table> <tr> <td>Level 5</td> <td>9–10</td> </tr> <tr> <td>Level 4</td> <td>7–8</td> </tr> <tr> <td>Level 3</td> <td>5–6</td> </tr> <tr> <td>Level 2</td> <td>2–4</td> </tr> <tr> <td>Level 1</td> <td>0–1</td> </tr> </table> <p><b>AO2 = 15</b></p> <table> <tr> <td>Level 5</td> <td>14–15</td> </tr> <tr> <td>Level 4</td> <td>10–13</td> </tr> <tr> <td>Level 3</td> <td>6–9</td> </tr> <tr> <td>Level 2</td> <td>3–5</td> </tr> <tr> <td>Level 1</td> <td>0–2</td> </tr> </table>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1	Level 5	14–15	Level 4	10–13	Level 3	6–9	Level 2	3–5	Level 1	0–2
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	<ul style="list-style-type: none"> <li>• leather sandals found at Melandra Castle, Glossop, or Vindolanda or the cache of 120 sandals found in a ditch at Camelon, Scotland;</li> <li>• wooden posts at several sites;</li> <li>• wooden tent pegs and leather tent panels found at Melandra Castle;</li> <li>• wooden objects such combs, toys and a toilet seat (Vindolanda);</li> <li>• wooden water wheel from Gresham Street;</li> <li>• animal bones, plant or seed remains from various sites around the Roman world.</li> </ul> <p>The points made will depend upon the type(s) of organic remains offered in support of the answer. Artefacts from a military setting may offer information about buildings and building techniques; the leather artefacts give us information about people's clothing; the writing tablets from Vindolanda offer a unique insight into the lives of the soldiers and their families. Organic material from sites such as Pompeii and Herculaneum can provide us with information about diet. Some candidates may have studied sites with excavated cesspits, a rich source of information.</p>			

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3	<p><b>‘Accurate recording of information during an excavation is essential for an archaeologist to understand an archaeological site.’ How far do you agree with this opinion?</b></p> <p>Answers may include reference to the different types of recording methods, such as:</p> <ul style="list-style-type: none"> <li>• photographic record;</li> <li>• surveying records;</li> <li>• site plans;</li> <li>• matrices;</li> <li>• elevation drawings;</li> <li>• section drawings of vertical and horizontal stratigraphy;</li> <li>• finds drawn in context;</li> <li>• finds labelled and recorded according to context.</li> </ul> <p>Expect reference to some specific use of the types of records on excavations or in specific projects.</p> <p>Excavation is essentially a destructive act; it is, therefore, important that all aspects of an excavation are recorded in detail. The record must be made while the evidence still exists. Recording is fundamentally a way of preserving the site. Whilst uniformity may be desirable much depends on the site itself and the local resources.</p>	45	<p>Candidates should come to a conclusion about how far they consider recording of information is essential.</p>	<p><b>AO1 = 20</b></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><b>AO2 = 25</b></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><b>Choose one Mycenaean or Classical site you have studied. How would you present it to the public? What opportunities and challenges would you face?</b></p> <p>As candidates have a free choice of site it is difficult to give a definitive mark scheme which will cover all the sites candidates may offer.</p> <p>A sample mark scheme for Pompeii. Answers may include reference to:</p> <ul style="list-style-type: none"> <li>• provision of an area with an introductory film;</li> <li>• provision of information of areas which are closed;</li> <li>• provision of route maps for particular areas of interest;</li> <li>• children's routes with 'treasure hunt';</li> <li>• better signage, reconstruction drawings;</li> <li>• information at key points;</li> <li>• use of actors/guides/volunteers at key points to explain the particular house or building.</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• popular site with lots to see;</li> <li>• lots of visitors willing to pay for good access and facilities;</li> <li>• opportunities for better guide books and souvenirs in shop.</li> </ul>	45	<p>Candidates must choose one site, either Mycenaean or Classical, to discuss their ideas about how to present it most effectively to the public.</p> <p>Accept answers which refer to presentation of sites via digital media, TV and magazines.</p> <p>These ideas should be supported with detail from the site chosen.</p>	<p><b>AO1 = 20</b></p> <p>Level 5      18–20  Level 4      14–17  Level 3      9–13  Level 2      5–8  Level 1      0–4</p> <p><b>AO2 = 25</b></p> <p>Level 5      22–25  Level 4      17–21  Level 3      12–16  Level 2      6–11  Level 1      0–5</p>

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	<b>Challenges</b> <ul style="list-style-type: none"><li>• size of the site;</li><li>• length of most visits;</li><li>• effective use of EU money and site revenue;</li><li>• question of reconstruction;</li><li>• willingness of management to change.</li></ul>			

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5	<p><b>Which site do you consider to be the most useful in helping us to understand how ordinary people lived in the ancient world?</b></p> <p><b>Mycenae</b> Answers may include reference to the following:</p> <ul style="list-style-type: none"> <li>• Mycenaean grave goods;</li> <li>• bodies from Mycenae;</li> <li>• Linear B tablets;</li> <li>• wall paintings;</li> <li>• evidence of diet through finds indicating crops and domesticated animals from that time period.</li> </ul> <p>Astute candidates may point out that much of the evidence is for people in the higher echelons of society.</p> <p><b>Pompeii</b> [for example] Answers may include reference to the following:</p> <ul style="list-style-type: none"> <li>• the varied nature of the housing in Pompeii;</li> <li>• the shops and bars;</li> <li>• forum and buildings</li> <li>• amphitheatre, theatre, baths;</li> <li>• the brothel;</li> <li>• the tombs;</li> <li>• the bodies that have been found;</li> <li>• the wide variety of personal items from the site.</li> </ul> <p>Pompeii offers a snapshot of a community at a particular moment in time – so may be considered to be the most useful.</p>	45	Candidates should refer to specific details from three sites and reach a conclusion about which is the most useful.	<p><b>AO1 = 20</b></p> <table border="0"> <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><b>AO2 = 25</b></p> <table border="0"> <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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## 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.		
<b>Level 5</b>	<b>9–10</b>	<b>18–20</b>	<b>9–10</b>	<b>14–15</b>	<b>22–25</b>
	<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>		<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>		
<b>Level 4</b>	<b>7–8</b>	<b>14–17</b>	<b>7–8</b>	<b>10–13</b>	<b>17–21</b>
	<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>		<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>		
<b>Level 3</b>	<b>5–6</b>	<b>9–13</b>	<b>5–6</b>	<b>6–9</b>	<b>12–16</b>
	<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>		<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>		
<b>Level 2</b>	<b>2–4</b>	<b>5–8</b>	<b>2–4</b>	<b>3–5</b>	<b>6–11</b>
	<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>• 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	0-4	0-1	0-2	0-5
	<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>		<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>		

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