



# SPECIMEN

**Advanced Subsidiary GCE**

**F381QP**

**GCE CLASSICS**

Unit CC1: Archaeology and the classical world

**Specimen Paper**

Morning/Afternoon

Time: 1 hour 30 minutes

Additional Materials: Answer Booklet (12 pages)



## INSTRUCTIONS TO CANDIDATES

- Answer **one** question from Section A and **one** question from Section B.

## INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **100**.

## ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

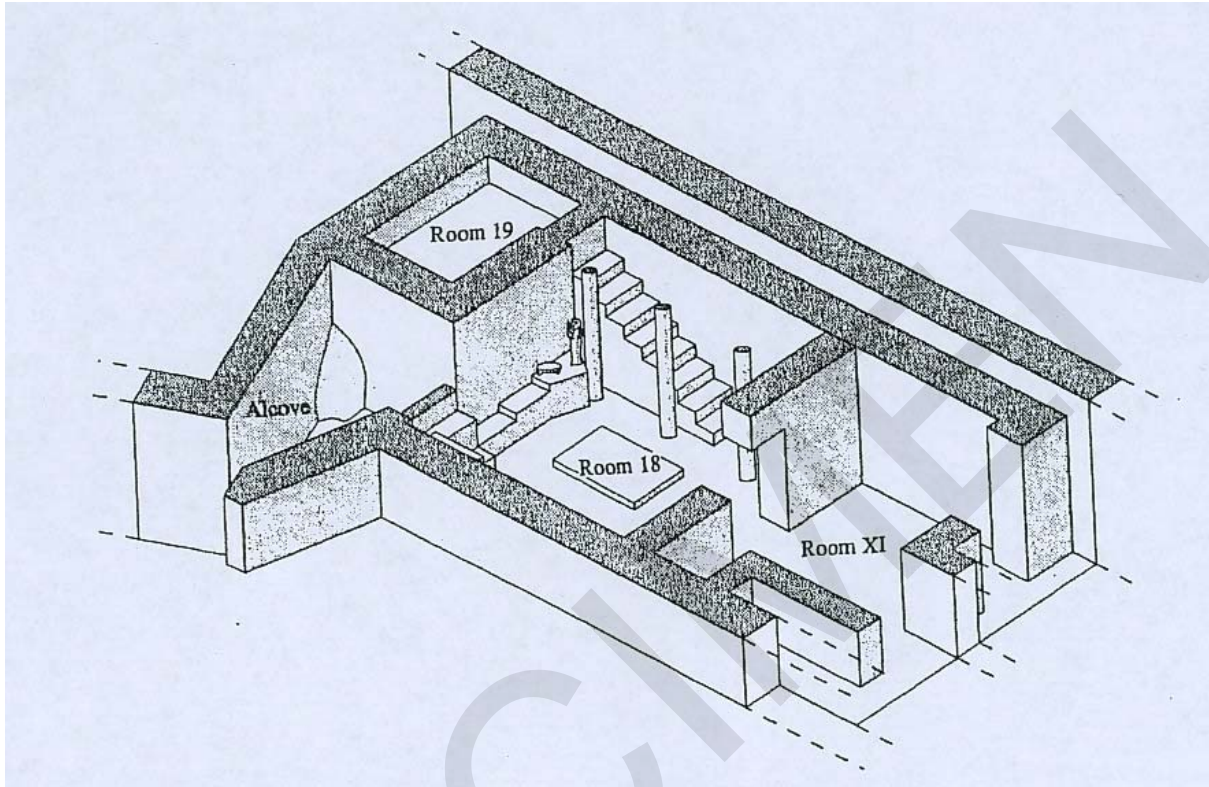
This document consists of **5** printed pages and **1** blank page.

Answer **one** question from Section A and **one** question from Section B.

### Section A: Commentary Questions

Answer **either** Question 1 **or** Question 2.

1 Study the diagram and answer the questions.



From The Mycenaen World © Wardle, K. Bristol Classical Press, 1998, ISBN 1853993557, pp 115

(a) Briefly describe what is shown in the diagram above.

Your description should include:

- location;
- date of construction;
- possible uses of rooms;
- items found in the rooms.

[10]

(b) Explain how objects can be used to teach us about the religious life of an ancient society.

In your answer you should include discussion of **both** the Mycenaean **and** any other Classical society that you have studied.

[20]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

(c) Explain what methods archaeologists can use to excavate a building or artefact from the past. In your opinion, which is the most useful method?

In your answer you should include discussion of **both** Mycenaean archaeology **and at least one** other site that you have studied.

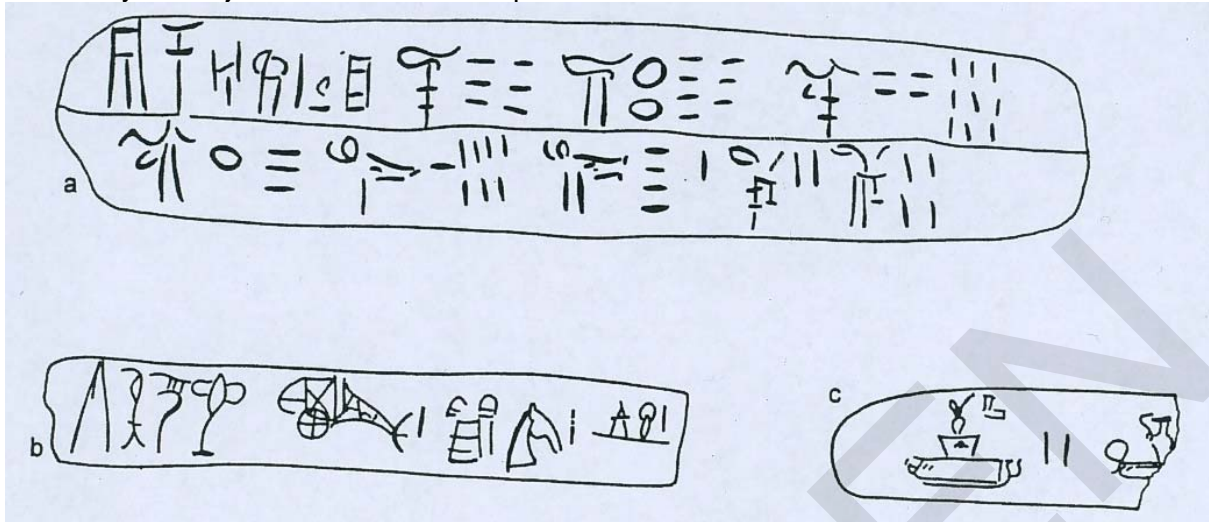
[25]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

3

Do **not** answer this question if you have already answered Question 1.

2 Study the objects and answer the questions.



From The Mycenaean World © Wardle, K. Bristol Classical Press, 1998, ISBN 1853993557, pp 46

(a) Briefly describe these objects.

Your description should include:

- where the objects were found;
- how they were made;
- why they were found in good condition;
- the name of this kind of writing.

[10]

(b) Explain how ancient writing can be used to teach us about an ancient society.

In your answer you should include discussion of **both** the Mycenaean **and** any other Classical society that you have studied.

[20]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

(c) Explain what methods archaeologists can use to establish a date for objects such as the ones depicted. In your opinion, which is the most useful method?

In your answer you should include discussion of **both** Mycenaean archaeology and **at least one** other site that you have studied.

[25]

**You are reminded that marks are awarded for the quality of written communication of your answer.**

**Section A Total [55]**

[Turn over

4

**Section B: Essays**Answer **one** question.

**You are reminded that marks are awarded for the quality of written communication of your answer.**

- 3** Explain the importance of paperwork and recording to an archaeologist.

In your answer, you should:

- consider different types of paperwork and site records;
- include an analysis of the usefulness of paperwork and recording for an archaeologist;
- support your answer with evidence from any of the Classical sites you have studied.

**[45]**

- 4** Explain how information about the work of archaeologists can be successfully presented to anyone who is interested.

In your answer, you should:

- consider different ways that archaeologists' work is reported;
- include an analysis of the success of these different ways;
- support your answer with evidence from any of the Classical sites you have studied.

**[45]**

- 5** Explain some of the ways archaeologists can learn about a site without excavation. Explain which method you think is the most useful.

In your answer, you should:

- consider different ways that archaeologists' research a site;
- include an analysis of the usefulness of these ways;
- support your answer with evidence from any of the Classical sites you have studied.

**[45]****Section B Total [45]****Paper Total [100]**

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*Copyright Acknowledgements:*

*Sources*

1 From The Mycenaen World. © Wardle, K. Bristol Classical Press, 1998, ISBN 1853993557, pp115

2 From The Mycenaen World. © Wardle, K. Bristol Classical Press, 1998, ISBN 1853993557, pp 46

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced Subsidiary GCE

**GCE CLASSICS**

**F381 MS**

Unit CC1: Archaeology

**Specimen Mark Scheme and the classical world**

The maximum mark for this paper is **100**.

SPECIMEN

Section A		
Question Number	Answer	Marks
	<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>	
<p><b>1</b></p> <p><b>1(a)</b></p>	<p><b>Study the diagram and answer the questions.</b></p> <p><b>Briefly describe what is shown in the diagram above.</b></p> <p><b>Your description should include:</b></p> <ul style="list-style-type: none"> <li>• <b>location;</b></li> <li>• <b>date of construction;</b></li> <li>• <b>possible uses of rooms;</b></li> <li>• <b>items found in the rooms.</b></li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• the Argolid, NE Peloponnese, etc;</li> <li>• circa 1200 BCE;</li> <li>• temple or Cult Centre;</li> <li>• benches, platform/hearth, storeroom, alcove, severe figure, broken clay offering table, 27 male and female figures, more than 15 clay snakes, a small female figure holding her breasts, three clay offering tables, a clay bowl containing glass bead and a wide range of pottery.</li> </ul>	<b>[10]</b>
<p><b>1(b)</b></p>	<p><b>Explain how objects can be used to teach us about the religious life of an ancient society. In your answer you should include discussion of both the Mycenaeans and any other Classical society that you have studied.</b></p> <p>Detail of different artefacts and evidence should be included along with and understanding of what items suggest about religious life e.g. references to the Olympian Gods.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• the Linear B evidence for Mycenaean religion;</li> <li>• the evidence gleaned from art and artefacts from the period; <ul style="list-style-type: none"> <li>• religious scenes on wall paintings e.g. Xeste 3 at Akrotiri some of these scenes contain 'daemons' and priestesses</li> <li>• gold rings with possible religious scenes</li> <li>• figures and clay snakes</li> </ul> </li> <li>• information from other cultures; such evidence as the Mithraic temple found at Hadrian's Wall, or the Temple of Apollo at Pompeii, or the temples in Rome.</li> </ul>	<b>[20]</b>

Section A		
Question Number	Answer	Marks
1(c)	<p><b>Explain what methods archaeologists can use to excavate a building or artefact from the past. In your opinion, which is the most useful method? In your answer you should include discussion of both Mycenaean archaeology and at least one other site that you have studied.</b></p>	
	<p>Answers might include:</p> <ul style="list-style-type: none"> <li>• discussion of step trenches, box trenches, slit trenches and open area stripping, as well as keyhole-tester trenches;</li> <li>• description of Schliemann's approach to Mycenae and comparison of this with the more precise work done at Pylos;</li> <li>• discussion of salvage archaeology and the work done at other sites studied;</li> <li>• evaluation of the pros and cons of the techniques discussed.</li> </ul>	[25]
2 2(a)	<p><b>Study the objects and answer the questions.</b></p> <p><b>Briefly describe these objects.</b></p> <p><b>Your description should include:</b></p> <ul style="list-style-type: none"> <li>• where the objects were found;</li> <li>• how they were made;</li> <li>• why they were found in good condition;</li> <li>• the name of this kind of writing.</li> </ul> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• Pylos and Knossos, (or the less specific Mycenae, Thebes or Chania);</li> <li>• they were made from clay which had been left to dry in the sun (not baked or fired);</li> <li>• they were preserved when the fires that destroyed the sites inadvertently fired them;</li> <li>• Linear B.</li> </ul>	[10]
2(b)	<p><b>Explain how ancient writing can be used to teach us about an ancient society. In your answer you should include discussion of both the Mycenaeans and any other Classical society that you have studied.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• discussion of what has been learnt about Mycenaean economy, social make up, trade and religion;</li> <li>• discussion of Homer, including understanding of the limits of Homer's work as a source;</li> <li>• discussion of other writing such as; the Wroxeter forum dedication, (showing the importance of the town which was visited by Hadrian), Pompeii with its graffiti, the letters of Pliny (which describe the 79 CE eruption of Vesuvius).</li> </ul>	[20]

Section A		
Question Number	Answer	Marks
2(c)	<p><b>Explain what methods archaeologists can use to establish a date for objects such as the ones depicted above. In your opinion, which is the most useful method? In your answer you should include discussion of both Mycenaean archaeology and at least one other site that you have studied.</b></p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• discussion of a specific archaeological site including relevant findings and work done;</li> <li>• discussion of the more modern scientific techniques such as carbon 14 and thermoluminescence, with explanation of how these work;</li> <li>• discussion of the less technologically advanced, but still very useful, techniques such as the various uses of absolute and relative dating, seriation, dendrochronology, typology and any others;</li> <li>• specific examples of how these techniques have been applied.</li> </ul>	[25]
<b>Section A Total</b>		<b>[55]</b>

Section B		
Question Number	Answer	Marks
	<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>Explain the importance of paperwork and recording to an archaeologist.</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>support your answer with evidence from any of the Classical sites you have studied.</b></li> </ul> <p>Answers will vary considerably according to the choice of site, so any particular sites referred to here are suggestions only.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• usefulness of site records, such as context records used by excavators at Wroxeter, which detail finds in depth. Some answers may describe the differences in administration between the approach of Schliemann at Troy and Mycenae, where his methods have led modern scholars to doubt his veracity;</li> <li>• pre-excavation paperwork, such as planning and finance, basket records, context records, finds recording sheets, such as the layout created by the Museum of London for such work and which is widely used elsewhere;</li> <li>• discussion of illustrations as well as on-site drawing, such as the usefulness of published results. Examples that may be used are the reconstructive diagrams created by the Wardles of Mycenaean artifacts and sites, as well as the work of Peter Connolly on Pompeii and other topics. There should be discussion of on-site section drawing and site planning, such as was carried out at Whitley Grange</li> <li>• some answers may include the use of IT, for example the comparison of finds against master master chronologies and typologies.</li> </ul> <p>Evidence can be provided from any valid forms of paperwork and administration.</p>	[45]

Section B		
Question Number	Answer	Marks
4	<p><b>Explain how information about the work of archaeologists can be successfully presented to anyone who is interested.</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• <b>consider different ways that archaeologists' work is reported;</b></li> <li>• <b>include an analysis of the success of these different ways;</b></li> <li>• <b>support your answer with evidence from any of the Classical sites you have studied.</b></li> </ul> <p>Answers will vary considerably according to the choice of site, so any particular sites referred to here are suggestions only.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• access to the public or to other archaeologists or on both;</li> <li>• use of the internet; such as the publishing of interim news reports on Bittlestone's work on Paliki, or the BUFAU website; candidates will have been exposed to a plethora of archaeological websites</li> <li>• publication in books, journals or periodicals, such as <i>Current Archaeology</i>, which contains many useful accounts of excavations and projects in progress, or the works by Roger White, Bettany Hughes which describe current archaeological thinking on their particular topics;</li> <li>• the use of TV, including programmes such as <i>Time Team</i>, which may be used as examples of the procedures used by archaeologists when working at such varied sites as Gresham Street and Dunnington Roman Villa. There may be discussion of more historical documentaries, such as the <i>Horizon</i> or <i>Timewatch</i> series which often employ archaeological evidence in their programmes. Some candidates may even refer to dramatised documentaries, such as the BBC's <i>Pompeii: The Last Day</i>, which fictionally recreated the lives of actual Pompeian individuals;</li> <li>• presentation of findings in museums, such as at the site museums at Wroxeter, Vindolanda, Caerleon and Mycenae;</li> <li>• access to sites themselves, such as Wroxeter, Mycenae, Athens, Pylos, Tiryns, Delphi, Rome, Pompeii, Caerleon, Fishbourne Hadrians's Wall, etc.</li> </ul> <p>Evidence can be provided from various sources and visits to sites.</p>	[45]

Section B		
Question Number	Answer	Marks
5	<p><b>Explain some of the ways archaeologists can learn about a site without excavation. Explain which method you think is the most useful.</b></p> <p><b>In your answer, you should:</b></p> <ul style="list-style-type: none"> <li>• consider different ways that archaeologists' research a site;</li> <li>• include an analysis of the usefulness of these ways;</li> <li>• support your answer with evidence from any of the Classical sites you have studied.</li> </ul> <p>Answers will vary considerably according to the choice of site, so any particular sites referred to here are suggestions only.</p> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• pre-excavation research, such as making inquiries of local people, as happened in the early days of Trojan archaeology with Schliemann;</li> <li>• using maps and old history books – Pompeiiian research used a lot of these materials to help find out more about the area;</li> <li>• findings from old digs, such as at Gresham Street in London, where correlations were sought using post-Blitz findings. Also, the modern day work at Mycenae and Tiryns is, to a large part, still dependent on the work of Schliemann and Dörpfeld;</li> <li>• role played by geophysics and prospecting in modern-day excavation. This may well form the largest part of an answer, with extensive discussion being made of sites such as Wroxeter. Most answers will dwell on electrical resistivity and magnetometry. There may well be discussion of aerial photography, ultraviolet photography and many other techniques. All should be credited, as long as it is tied to particular sites;</li> <li>• how some sites have never been buried, such as the Old Work at Wroxeter.</li> </ul> <p>Evidence can be provided from various sources and visits to sites.</p>	[45]
<b>Section B Total</b>		<b>[45]</b>
<b>Paper Total</b>		<b>[100]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>Total</b>
<b>1(a)</b>	10		<b>10</b>
<b>1(b)</b>	10	10	<b>20</b>
<b>1(c)</b>	10	15	<b>25</b>
<b>2(a)</b>	10		<b>10</b>
<b>2(b)</b>	10	10	<b>20</b>
<b>2(c)</b>	10	15	<b>25</b>
<b>3</b>	20	25	<b>45</b>
<b>4</b>	20	25	<b>45</b>
<b>5</b>	20	25	<b>45</b>
<b>Totals</b>	<b>50</b>	<b>50</b>	<b>100</b>



**AS Classics Marking Grid for units CC1-CC6: notes**

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

<i>Section A Commentary Questions</i>		<b>AO1</b>	<b>AO2</b>
	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:** 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 (e.g. 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) – i.e. bullet points 1 and 2 to decide the appropriate Level descriptor band. They should then consider the evidence of QWC to help them decide where in the Level descriptor band 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 descriptor band.

## 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"> <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 5	9-10	17-20	<ul style="list-style-type: none"> <li>Specific factual knowledge, selected with care;</li> <li>Fully relevant to the question;</li> <li>Well supported with evidence and reference where required;</li> <li>Strong awareness of context as appropriate.</li> </ul>
Level 4	6-8	12-16	<ul style="list-style-type: none"> <li>Generally well chosen factual knowledge;</li> <li>Relevant to the question;</li> <li>Usually supported with evidence and reference where required;</li> <li>Awareness of context as appropriate.</li> </ul>
Level 3	4-5	8-11	<ul style="list-style-type: none"> <li>Some factual knowledge, not always well chosen;</li> <li>At least partially relevant to the question;</li> <li>Some supporting evidence and reference where required;</li> <li>Limited awareness of context.</li> </ul>
Level 2	2-3	4-7	<ul style="list-style-type: none"> <li>Restricted selection of factual knowledge, possibly including some inaccurate detail;</li> <li>Little evidence of relevance to the question;</li> <li>Occasional use of appropriate supporting evidence;</li> <li>Context occasionally or very superficially indicated.</li> </ul>
Level 1	0-1	0-3	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.

## 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"> <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	13-15	21-25	<ul style="list-style-type: none"> <li>• Perceptive, well supported analysis leading to convincing conclusions;</li> <li>• Very well balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument incisive, very well structured and developed; technical terms accurately and effectively used;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Legible, fluent and technically very accurate writing.</li> </ul>
Level 4	6-8	9-12	15-20	<ul style="list-style-type: none"> <li>• Careful and thorough analysis leading to generally sound conclusions;</li> <li>• Balanced evaluation based on clear engagement with sources/task;</li> <li>• Argument well structured and developed; technical terms accurately and effectively used;</li> <li>• Good control of appropriate form and register;</li> <li>• Legible and technically accurate writing, conveying meaning well.</li> </ul>
Level 3	4-5	6-8	10-14	<ul style="list-style-type: none"> <li>• Attempts at analysis leading to some tenable conclusions;</li> <li>• Limited evaluation but some evidence of engagement with sources/task;</li> <li>• Argument coherent if cumbersome or under-developed; some technical terms accurately used;</li> <li>• Limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, conveying meaning clearly.</li> </ul>
Level 2	2-3	3-5	5-9	<ul style="list-style-type: none"> <li>• Occasional evidence of analysis gesturing towards acceptable conclusions;</li> <li>• Very limited evaluation or evidence of engagement with topic/task;</li> <li>• Argument coherent even if very cumbersome or under-developed; simple technical terms used appropriately;</li> <li>• Very limited control of appropriate form and register;</li> <li>• Legible and generally accurate writing, clarity not obscured.</li> </ul>
Level 1	0-1	0-2	0-4	Work in this band may meet some of the criteria for Band 4, but on balance falls below the standard defined for the higher band; Alternatively, work in this Band will be too inadequate, inaccurate, inappropriate or irrelevant to justify any credit in a higher Band.

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