



GCE

Classics: Classical Civilisation

Advanced Subsidiary GCE

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

Mark Scheme for June 2013

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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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Annotations

Annotation	Meaning
✓	worthy of credit
F	errors of fact
S(p)	misspellings
P	errors of punctuation
E	errors of grammar and expression
^	omissions
R	irrelevant material;
?/!	improbable or confused statements
Rep	conspicuous repetition
L?	illegible words
.....	Highlight

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p>Describe the original appearance and purpose of the Treasury of Atreus. Answers might include the following:</p> <ul style="list-style-type: none"> • vaulted roof (or corbelling); • the 3m long blocks; • 15 metres high; • decorated façade, half-columns, carved spirals, rosettes and zig-zags; • the dromos; • the side room; • the use of the Treasury as a grave; • the ritual of burial. 	10		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1
	(b)	<p>What other buildings are there at Mycenae and how have they and their contents been useful in teaching us about the people who lived there? There are several buildings which may be chosen. The other tholoi may well be used and discussion of grave goods, such as the quantity of gold and number of precious stones. Candidates may well discuss the fortifications and defences of Mycenae's citadel. The palace itself and its layout may be usefully discussed. They may discuss whether it was built for residential or administrative purposes. The Cult Centre with its revealing finds of statuettes may be used. Reward any relevant examples and discussion.</p>	20		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1 AO2 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1

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(c)		<p>Choose any other Mycenaean or Classical buildings that you have studied and explain how useful they have been in teaching us about the people who lived there.</p> <p>Credit any sensible choice of building, and candidates must evaluate their usefulness in teaching us about the people that lived there or used the building. The list of useful examples is pretty much endless, but here's a list of some that may be used:</p> <p>Rome:</p> <ul style="list-style-type: none"> • Colosseum • Senate house. <p>Pompeii:</p> <ul style="list-style-type: none"> • House of the Faun; • the Forum Baths; • the Amphitheatre. <p>Britain:</p> <ul style="list-style-type: none"> • the old work at Wroxeter; • the Bath complex at Bath. <p>Mycenaean sites:</p> <ul style="list-style-type: none"> • Knossos; • Tiryns; • the citadel of Mycenae. <p>Allow examples of buildings from Mycenae if they have not already been used in 1 (a) or 1 (b).</p>	25	<p>AO1 = 10</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>AO2 = 15</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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2	(a)	<p>Briefly describe what else was found at Pylos.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> the linear B tablets found in the archive room; the throne room; the fireplace; the walls; the coloured flooring; the oil jars; the tholos tomb. 	10		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1
	(b)	<p>‘Pylos was designed for peace; Tiryns was designed for war.’ Explain how far you agree with this statement.</p> <p>The decoration and high level of preservation at Pylos may well be significant factors in answers. The different rooms and their contents may well be used – the fresci and other works may be used. The layout and apparent lack of defensive features may be discussed.</p> <p>Tiryns is a very different style of palace and this should be discussed. The fortification, the location, the corridor and works of art found there will be relevant.</p>	20		AO1 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1 AO2 = 10 Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1

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	(c)	<p>How complete is our knowledge of everyday life in the Mycenaean world?</p> <p>Candidates have a very wide range of data to use to answer this question. They might discuss some of the following:</p> <ul style="list-style-type: none"> • diet – the Linear B tablets list grain and animal stock; • fashion – paintings and jewellery finds; • pottery; • hierarchy and social structure; • artwork shows us what they saw as important; • the limitations of the evidence. 	25		<p>AO1 = 10</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>AO2 = 15</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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3		<p>Why is it important to keep records on an archaeological excavation?</p> <p>There must be reference to specific sites. Expect discussion of some of the following types of records:</p> <ul style="list-style-type: none"> • basket records and context records; • skeletal records; • other such records; • computer based records; • photography and diagrams. <p>There should also be a discussion of the role of the records:</p> <ul style="list-style-type: none"> • excavation is destruction, so records may be all that survives of a site; • future work may well be dependant on the records; • the use that the records have in writing up final reports and publication of results. 	45		<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>'It is important to allow the public access to archaeological sites.' Explain how far you agree with this statement.</p> <p>Factors for discussion include:</p> <ul style="list-style-type: none"> • public access increases finance – giftshops and tearooms can raise money by souvenirs and cake; • public access increases damage to the site and massive amounts of paperwork; • increase in knowledge and appreciation of the site by the public. <p>Answers must be linked to specific sites.</p>	45		<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>'Archaeologists waste too much time surveying and should just get on with digging stuff up.' Explain how far you agree with this statement.</p> <p>There must be reference to specific sites as well as surveying methods. Candidates may use any of the following:</p> <ul style="list-style-type: none"> • research; • field walking; • surface survey; • aerial photography; • shadow marks; • soil marks; • crop marks; • resistivity survey; • magnetic survey; • GPR; 	45		<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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Question		Answer	Marks	Guidance	
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		<ul style="list-style-type: none">• auger;• phosphate analysis. <p>Credit reference to excavation if used to discuss the quotation.</p>			

APPENDIX 1

	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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