



GCE

Classics: Classical Civilisation

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

Advanced Subsidiary GCE

Mark Scheme for June 2015

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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.

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

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

Annotation	Meaning of annotation
BP	Blank Page – this annotation must 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>Describe the Linear B tablets. Your answer should include: how the tablets were made, how they were preserved, where the tablets have been discovered.</p> <p>Answers may include:</p> <p>Production</p> <ul style="list-style-type: none"> tablets of soft damp clay used to record details of transaction or inventory; use of thin pointed tool to make impression; symbols/ideograms used to convey information; left to dry in sun; formed only temporary record as the clay becomes friable; leaf tablets; page tablets. <p>Preservation</p> <ul style="list-style-type: none"> liable to crumble over time; preservation accidental; baked in major fires at sites. <p>Sites</p> <ul style="list-style-type: none"> Knossos; Pylos; tablets also discovered at other sites (Mycenae, Tiryns and Chania) but in smaller numbers. 	10	<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>	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(b)	<p>How useful are the Linear B tablets in teaching us about Mycenaean life and society?</p> <p>Expect reference to:</p> <ul style="list-style-type: none"> • palace hierarchy and administration; • social and military organisation; • economy – imports and exports; • farming and stock raising; • evidence of religion and the gods. <p>Answers may include:</p> <ul style="list-style-type: none"> • different styles of 'handwriting' have been identified; • at least 30 scribes at Pylos and over 60 at Knossos; • evidence of literate society; • written words amplified by ideograms seem to have been used to help less literate understand what had been recorded; • use of leaf and page tablets seem to indicate that records were transferred from one to another and possibly the final record was made on papyrus or parchment in ink; • tablets indicate a highly organised society which kept records and inventories of goods. 	20	<p>There must be some attempt to address how useful the tablets are in revealing aspects of Mycenaean life and society.</p> <p>Candidates may well comment on the limitations of the evidence provided the tablets.</p>	<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 = 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>	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>'Written evidence is much more useful in teaching us about a society than archaeological evidence.' How far do you agree? In your answer, you should include discussion of both the Mycenaeans and any Classical society you have studied.</p> <p>This question is designed to get candidates thinking about the nature of the different types of evidence and assess the usefulness of such evidence in different time periods.</p> <p>It does not matter whether candidates choose written evidence or archaeological evidence as the more useful source of evidence in teaching us about a society. There should, however, be specific detailed reference to primary written evidence and archaeological evidence from the two societies.</p> <p>Mycenae: Answers may include:</p> <ul style="list-style-type: none"> • reference to the content of the Linear B tablets; • reference to the epic poems of Homer; • reference to structures such as the Lion Gateway, Treasury of Atreus, walls, palaces etc. • reference to grave goods; • limitations of written records and archaeological evidence in isolation. 	25	<p>There may be some overlap between (b) and (c) in terms of information about Linear B but it should be used to answer this particular question.</p> <p>Candidates may conclude that for one period a combination of written and archaeological evidence is more useful but for another period one form of evidence may be more useful.</p> <p>Accept written evidence in its widest possible sense.</p> <p>An astute response will point out the fact that the line between 'written' and 'archaeological' evidence is somewhat blurred.</p> <p>There may well be different interpretations of society: some may interpret it as the organisation of the society or some may interpret it as the everyday lives of the people.</p>	<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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	<p>Pompeii [for example]: Answers may include reference to:</p> <ul style="list-style-type: none">• houses and decoration;• commercial buildings;• temples;• public buildings;• tombs;• Pliny's letters about the eruption of Vesuvius;• graffiti and inscriptions;• other written evidence from the period.		Candidates may refer to other sites such as Aquae Sulis, Chester, Wroxeter, Londinium, Hadrian's Wall.	

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2(a)	<p>The illustrations show grave goods from Mycenae. Describe at least four other objects that have been found in graves at Mycenae.</p> <p>The grave goods depicted are:</p> <ul style="list-style-type: none"> • a golden hairpin; • a sardonyx seal; • inlay cup; • clay figurine. <p>For other grave goods, answers may include the following artefacts:</p> <ul style="list-style-type: none"> • gold face masks; • lion hunt dagger; • swords; • armour pieces, though not a full panoply; • jewellery including diadem, rings, earrings; • carved ivory mirror handles chamber; • seals in precious metals and semi-precious stones; • <i>pyxides</i> and <i>rhyta</i>; • crystal duck shaped bowl. 	10	<p>The items described must be grave goods and the descriptions must allow them to be identified as specific grave goods – not generic goods such as rings or seals.</p>	<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>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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2(b)	<p>How useful are grave goods in teaching us about the status of the dead person? In your answer, you should refer to the artefacts in the photographs above as well as to other grave goods.</p> <p>The artefacts depicted should be very familiar to candidates and so they should be able to say something sensible about:</p> <ul style="list-style-type: none"> • the material; • the quality of craftsmanship; • what this might say about the person with whom they were buried. <p>Answers may include:</p> <ul style="list-style-type: none"> • The gold hairpin and other types of jewellery made of precious metals indicate that the occupant was wealthy and of high status. • The seal stone, which shows warriors and a figure-of-eight shield, may indicate that the occupant of the grave was a warrior. • The inlay cup indicates a person of wealth who enjoyed owning beautiful items. • The clay figurine depicts a woman carrying two children and a parasol – perhaps this is indicative of the occupant's status or maybe it is a religious artefact. • The other grave goods [probably the ones they have described in (a)] should be discussed and a conclusion reached about what the goods tell us about the dead person. 	20	<p>This is an open question which depends on the grave goods selected for discussion. There must be reference to the grave goods depicted on the question paper.</p>	<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 = 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>	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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2(c)	<p>'It took great skill to construct all the tombs at Mycenae.' How far do you agree with this statement? In your answer, you should make reference to specific examples of the different types of tombs found at Mycenae.</p> <p>There are several different types of tombs found at Mycenae.</p> <p>These include:</p> <ul style="list-style-type: none"> • cist graves; • shaft graves; • tholoi • chamber tombs. <p>Candidates should be familiar with the skills and labour necessary to build the different types of tombs. They should be able to refer to specific examples to support their argument.</p> <p>Whether 'great skill' was required to construct 'all' the tombs is a matter for the candidates to decide</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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3	<p>'There are better ways of exploring a site than digging it up.' How far do you agree with this statement?</p> <p>There is a tendency for candidates to think that archaeology is just about excavation – so expect many candidates to create an argument against the statement in the question.</p> <p>This is not, however, a question about the merits of different excavation techniques - there must be a consideration of other, non-destructive, methods of exploring a site.</p> <p>Answers may include reference to the following methods of exploring a site and its surrounding area:</p> <ul style="list-style-type: none"> • traditional 'book' research – maps, documents; • local knowledge; • findings from previous work carried out in the area; • field-walking; • metal-detecting; • aerial photography including ultraviolet photography; • geophysics – resistivity surveying, magnetometry, ground-penetrating radar • soil-sampling. <p>Of course, these methods may then be used to define an area for further exploration/excavation.</p>	45	<p>Candidates should make reference to specific sites in their answers.</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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4	<p>'The presentation and display of sites are the most important aspects of educating the public about archaeology.' To what extent do you agree with this statement?</p> <p>The key words here are 'the most important aspects'. Expect candidates to discuss not only presentation and display of sites but a range of other ways of educating the public about archaeology in general and about particular sites.</p> <p>Answers may include reference to:</p> <p>Presentation and display of sites</p> <ul style="list-style-type: none"> • sites open to the public, such as Housesteads, the baths at Aquae Sulis, the amphitheatre at Chester, Mycenae, Pompeii and Herculaneum etc; • museums – both those attached to various sites, such as Vindolanda, Chesters and the Acropolis museum, or bigger museums dealing with aspects of a site and civilisation, such as Chester, Museum of London. <p>Other aspects</p> <ul style="list-style-type: none"> • books – although less popular now, these are still the main medium for publishing information about sites and finds; • journals/magazines, whether specialised, or more accessible, such as Current Archaeology; • the Internet – both general websites and specific websites for a particular archaeological site; • TV programmes/documentaries; • YouTube. <p>There should be some assessment of which aspect(s) is/are the most important in educating the public about archaeology.</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 need to consider a wide range of factors when planning an archaeological project. Explain which factors you think are the most important in making an archaeological project successful.</p> <p>Candidates must consider a range of factors in their answers. They should also consider the relative value and importance of the factors they have identified.</p> <p>Answers may include reference to the following factors:</p> <ul style="list-style-type: none"> • preliminary research to identify site and/or scope of project; • project design – detailed planning and aims and objectives; • academic considerations; • administrative considerations; • staffing; • legal framework; • funding; • sponsorship. <p>There should be reference to specific archaeological 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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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	14-15	26-30
	<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	10-13	20-25
	<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	6-9	14-19
	<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	3-5	6-13
	<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	0-2	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/term 	

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