



**GCE**

## **Classics: Classical Civilisation**

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

Advanced Subsidiary GCE

### **Mark Scheme for June 2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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
<b>BP</b>	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

## SUBJECT SPECIFIC MARKING INSTRUCTIONS

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.

### ASSESSMENT OBJECTIVES

Candidates are expected to demonstrate the following in the context of the content described for the individual unit:

**AO1 50% Demonstrate Knowledge and Understanding**

- recall and deploy relevant knowledge and understanding of literary, cultural, material, historical sources or linguistic forms in their appropriate contexts.

**AO2 50% Analysis, Evaluation and Presentation**

- AO2(a)analyse, evaluate, and respond to Classical sources (literary, cultural, material historical or linguistic) as appropriate;
- AO2(b)select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.

Individual questions are designed to allow the distribution of marks between the Assessment Objectives. You are required to identify a candidate's performance under each assessment objective and award marks accordingly.

### Marking Scripts

Answers must be marked using the level descriptors in the marking grids and a mark awarded for each Assessment Objective.

The points in the mark scheme are **indicative content only** and offer some question specific guidance. Credit should be given for other points and different views, if they seem possible and are well argued or supported by good evidence.

You must avoid negative marking - don't deduct marks for individual errors. All marks should be allocated by reference to the assessment grid.

**Any queries on unexpected answers please consult your Principal Examiner.**

### Using annotations

- Take great care to place a tick (see below) against any valid points that lead you to think at all favourably of the answer.
- Do not leave any page unmarked** (as a last resort tick the very bottom of a page to indicate that you have read it - otherwise Team Leaders/Principal Examiners cannot tell whether account has been taken of that page).
- Underline errors and place the appropriate symbol in the margin.
- Indicate that you have looked at every page of the answer booklet by placing the **BP** symbol at the top and bottom of any blank pages.

**Ticks:** these are the simplest, quickest and most efficient means for examiners to convey approval to Senior Examiners, and they should be inserted where they can be most effective. If the point you wish to highlight is in the middle of a paragraph, then put the tick in the middle of a line in the middle of a paragraph. Overuse of the tick tends to devalue its effectiveness.

**Do use** ticks to draw attention to anything worthy of credit [even single words].

**Do not use** ticks as a substitute for marking/assessment; marks for questions must be determined by reference to the assessment grid, **NOT** by mechanical addition of ticks.

**Highlighting:** use highlighting as directed by your Principal Examiner.

#### QUALITY OF WRITTEN COMMUNICATION

- There are no separate weightings for AO2(a) and AO2(b).
- QCA guidelines stipulate that all three strands of Quality of Written Communication must be explicitly addressed. For further information, see the specification grids.
- Reasonable but not excessive account should be taken of particularly poor spelling (**S**), punctuation, and other defects in English grammar and expression (**E**).
- Legibility: use the sign (**L**) in the margin to areas of a script which you cannot read.
- Extreme cases of illegibility should be referred to your Principal Examiner.

## MARK SCHEME

Question	Answer	Marks	Guidance										
			Content	Levels of Response									
1(a)	<p><b>Describe how this type of building was constructed, and how it was decorated.</b></p> <p>Answers may include:</p> <p><b>Construction:</b></p> <ul style="list-style-type: none"> <li>• <i>tholos</i> tomb, developed from shaft graves cut into tumuli</li> <li>• originally built on flat ground, later cut into sloping hillside</li> <li>• stone passage (<i>dromos</i>) leads to circular chamber constructed from stone</li> <li>• stone walls built above chamber gradually narrows (corbelling)</li> <li>• whole structure covered in earth</li> <li>• lower status ones cut direct into hillsides</li> <li>• stone moved on rollers.</li> </ul> <p><b>Decoration:</b></p> <ul style="list-style-type: none"> <li>• exterior: engaged columns in coloured stone, triangular 'pediment' opening, massive lintel, possibly bronze plates</li> <li>• interior: stone cut with patterns including zig-zags and spirals based on textile designs, possibly bronze plaques attached to ceilings.</li> </ul>	10	<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>	Level 5	9–10	Level 4	7–8	Level 3	5–6	Level 2	2–4	Level 1	0–1
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<b>1(b)</b>	<b>How useful are tombs in teaching us about Mycenaean society?</b>	<b>20</b>	<b>a.</b>	<b>AO1 = 10</b>
	Answers may revolve around the finds associated with shaft graves and <i>tholos</i> tombs including: <ul style="list-style-type: none"><li>• jewellery</li><li>• armour and weapons</li><li>• death masks</li><li>• imported goods</li><li>• pottery</li><li>• ivory</li><li>• gold (especially cups).</li></ul> These items demonstrate: <ul style="list-style-type: none"><li>• wealth</li><li>• power</li><li>• trade links</li><li>• religious significance.</li></ul> More valuable finds in the larger tombs link to the presumed status of occupant. Other points may include: <ul style="list-style-type: none"><li>• Remains of cups at the entrance suggest toasting at funeral.</li><li>• Tombs were reused through the generations.</li><li>• Different grave areas at Mycenae suggest the special status of the people in each area.</li><li>• Therefore, a hierarchical society may be presumed.</li><li>• The scale of the tombs is evidence of a centralised society with some form of command/hierarchy structure.</li><li>• The declining power of Mycenae is evident in more modest tombs.</li></ul>			Level 5 9–10 Level 4 7–8 Level 3 5–6 Level 2 2–4 Level 1 0–1
				<b>AO2 = 10</b>
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<p><b>1(c)</b></p> <p>'The tombs would have been the most impressive structures in Mycenae.'</p> <p>How far do you agree with this statement? In your answer, you should refer to specific buildings and structures in Mycenae.</p> <p>Answer may include discussion of:</p> <ul style="list-style-type: none"> <li>• the shaft graves</li> <li>• <i>tholos</i> tombs</li> <li>• the city walls</li> <li>• palace</li> <li>• Lion Gate and ramp</li> <li>• postern gate</li> <li>• sally port</li> <li>• underground tunnel to cistern</li> <li>• various other buildings in the city.</li> </ul> <p>The 'How impressive?' aspect may include discussion of:</p> <ul style="list-style-type: none"> <li>• scale</li> <li>• difficulty of building</li> <li>• overall appearance when newly built</li> <li>• message each structure gave to the contemporary viewer (walls = power, palace = wealth etc).</li> </ul>	<p>25</p>	<p><b>AO1 = 10</b></p> <table> <tr> <td>Level 5</td><td>9–</td></tr> <tr> <td>10</td><td></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	<p><b>AO2 = 15</b></p> <table> <tr> <td>Level 5</td><td>14–</td></tr> <tr> <td>15</td><td></td></tr> <tr> <td>Level 4</td><td>10–</td></tr> <tr> <td>13</td><td></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	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><b>Describe the evidence for religious ritual that has been found in the Mycenaean world. Your description should include comment on the seal ring shown in the picture.</b></p> <p>b. The illustration shows the 'Great Goddess ring'.        c. Candidates may refer to:</p> <ul style="list-style-type: none"> <li>• figures offering gifts to seated goddess/priestess</li> <li>• sun and moon</li> <li>• double-headed axe</li> <li>• gift of poppies</li> <li>• dwarves/children</li> <li>• row of heads</li> <li>• warrior with 'figure of eight' shield</li> <li>• woman in layered skirt holding lilies.</li> </ul> <p>Other evidence for religious ritual may include reference to:</p> <ul style="list-style-type: none"> <li>• terracotta figures of humans and animals (snake)</li> <li>• wall paintings</li> <li>• jewellery (especially rings showing cult scenes)</li> <li>• broken cups outside tombs</li> <li>• unusual finds (axes, model horns) and other attention focusing devices</li> <li>• temple building and 'cult room' with associated finds including figures and an altar.</li> </ul> <p>d.</p>	10		<b>AO1 = 10</b>						
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<p><b>2(b)</b> How useful are religious buildings and temples as evidence for ancient religious beliefs and practices? You should support your answer with reference to specific Mycenaean or Classical buildings.</p> <p><b>Mycenaean:</b> Answers may refer to:</p> <ul style="list-style-type: none"> <li>• the difficulty of identifying the purposes of rooms</li> <li>• and/or make reference to the 'cult room' and the 'temple' at Mycenae, Xeste 3 at Akrotiri.</li> </ul> <p>Other factors which may be mentioned include:</p> <ul style="list-style-type: none"> <li>• wall paintings (i.e. shrine at Mycenae)</li> <li>• various finds including pottery figures, altars and seal rings</li> <li>• beliefs relating to the dead – tombs, grave goods suggesting afterlife.</li> </ul> <p><b>Classical:</b> Answers may refer to Classical temples such as:</p> <ul style="list-style-type: none"> <li>• the Parthenon</li> <li>• temple of Zeus at Olympia</li> <li>• the Pantheon</li> <li>• temples from Pompeii and Ostia.</li> </ul> <p>Other factors which may be mentioned include:</p> <ul style="list-style-type: none"> <li>• altar outside so visible to the gods</li> <li>• temple is 'home' to cult statue</li> <li>• budget for buildings shows importance of the gods</li> <li>• location of temple linked to home of the god (eg Zeus at Olympia, Athene at Athens)</li> <li>• size and grandeur of temple as an indication of the importance of the god and propaganda for the city.</li> </ul>	<p>20</p>	<p><b>AO1 = 10</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Level 5</td> <td style="width: 10%;">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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Level 5</td> <td style="width: 10%;">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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<p><b>2(c)</b></p> <p><b>'Religious sites tell us more about the ancient world than any other type of site.' How far do you agree with this statement? In your answer you should refer to specific buildings and sites in the Mycenaean world and the Classical world.</b></p> <p>Answers may include reference to:</p> <ul style="list-style-type: none"> <li>• temples</li> <li>• cult rooms</li> <li>• sanctuaries</li> <li>• processional routes (eg Delphi)</li> <li>• theatres (eg Epidavros)</li> <li>• altars</li> <li>• cult statues</li> <li>• votive objects etc</li> <li>• shaft graves</li> <li>• <i>tholoi</i></li> <li>• tombs at Pompeii.</li> </ul> <p>Answers may include factors such as:</p> <ul style="list-style-type: none"> <li>• location of site</li> <li>• shape of building</li> <li>• decoration, both inside and out</li> <li>• associated structures – altars, sanctuary walls, treasuries etc</li> <li>• finds associated with the site.</li> </ul>	<p><b>25</b></p>	<p>Expect reference to another type of site, these could include: houses, walls, forts, palaces, baths, amphitheatres, or a range of town buildings as at Pompeii.</p>	<p><b>AO1 = 10</b></p> <table> <tr> <td>Level 5</td> <td>9–</td> </tr> <tr> <td>10</td> <td></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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3	<p><b>'Aerial photography and geophysical survey tell us more about archaeological sites than excavation.'</b> How far do you agree with this statement? In your answer, you should:</p> <ul style="list-style-type: none"> <li>• compare the uses of aerial photography, geophysical survey and excavation</li> <li>• evaluate the advantages and disadvantages of these techniques compared with excavation</li> <li>• use evidence from specific Classical sites.</li> </ul> <p><b>Advantages</b></p> <p>e. <b>Aerial photography/geophysical survey:</b></p> <ul style="list-style-type: none"> <li>• crop marks</li> <li>• soil marks</li> <li>• shadow marks</li> <li>• location of roads, buildings, defences etc.</li> </ul> <p>Location of sites to excavate, examples may include:</p> <ul style="list-style-type: none"> <li>• location of city area around citadel of Troy</li> <li>• road system around Mycenae</li> <li>• Roman roads</li> <li>• villas</li> <li>• field systems</li> <li>• town planning.</li> </ul> <p>f. <b>Excavation:</b></p> <ul style="list-style-type: none"> <li>• levels</li> <li>• location of finds</li> <li>• soil samples</li> <li>• grave goods</li> <li>• coin hoards</li> <li>• what they tell us about the past</li> <li>• rescue archaeology prior to destruction of site.</li> </ul>	45	<p>It does not matter what conclusion a candidate reaches provided the argument is backed up with specific evidence.</p>	<b>AO1 = 20</b>										
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	<p><b>g. Disadvantages</b></p> <p><b>h. Aerial photography/geophysical survey:</b></p> <ul style="list-style-type: none"><li>• only shows one level</li><li>• limit of technology (e.g. range of ground radar)</li><li>• lack of clarity of some geophys results etc.</li></ul> <p><b>i. Excavation:</b></p> <ul style="list-style-type: none"><li>• destruction of the site (Troy)</li><li>• improving methods as time progresses (i.e. unexcavated section of Pompeii).</li></ul>			
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4	<p><b>'Excavated finds can tell us more about warfare than archaeological sites.'</b> How far do you agree with this statement?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> <li>• consider what finds and sites tell us about warfare</li> <li>• evaluate the importance of excavated finds compared with archaeological sites</li> <li>• use evidence from both the Mycenaean and Classical worlds.</li> </ul> <p>j. Candidates are free to draw on any sites they have studied. Give credit to any relevant sites and artefacts such as:</p> <ul style="list-style-type: none"> <li>• fort</li> <li>• town/city defences</li> <li>• typical finds such as swords</li> <li>• shields</li> <li>• helmets</li> <li>• armour</li> <li>• arrow heads</li> <li>• slingshot</li> <li>• trireme rams</li> <li>• inscriptions</li> <li>• sculpture</li> <li>• graves associated with battlefields</li> <li>• grave goods found in tombs.</li> </ul>	45	<p>It does not matter what conclusion a candidate reaches provided the argument is backed up with specific evidence.</p>	<b>AO1 = 20</b>						
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<b>5</b>	<p><b>'Archaeology only tells us about rich people.'</b> How far do you agree with this statement?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> <li>• include details of at least two sites where people lived</li> <li>• consider what these sites tell us about the people who lived there, including those who were rich, and those who were not rich</li> <li>• use evidence from any Classical sites you have studied.</li> </ul> <p>Candidates are free to select any sites and/or finds they have studied from the Classical world. It is likely that some answers will include reference to Pompeii and/or Roman towns in Britain.</p> <p>Responses that 'agree' may refer to some/all of the following factors:</p> <ul style="list-style-type: none"> <li>• tombs, graves and grave goods all reflect wealth of occupant</li> <li>• inscriptions – emphasize wealth/power</li> <li>• archaeology of houses of the rich</li> <li>• monumental architecture (arches, Colosseum etc.)</li> </ul> <p>Responses that 'disagree' may refer to some/all of the following factors:</p> <ul style="list-style-type: none"> <li>• small finds such as items of jewellery, pottery, tools etc. which tell us about the lives of the poor</li> <li>• inscriptions including graffiti</li> <li>• analysis of bones etc.</li> <li>• evidence of ordinary life as preserved in, for example, Pompeii.</li> </ul> <p>Answers should include reference to a range of aspects of ordinary/daily life and how people lived, which may include some/all of these [or similar] and what they tell us about those who were rich, or not:</p> <p>Evidence for:</p> <ul style="list-style-type: none"> <li>• food preparation and cooking (ovens, millstones etc.)</li> <li>• leisure activities (baths, theatres etc.)</li> <li>• work places</li> <li>• clothing (leather finds etc.)</li> <li>• graffiti (Pompeii)</li> <li>• crafts and trades (fulleries etc.)</li> </ul>	<b>45</b>	<p>It does not matter what conclusion a candidate reaches provided the argument is backed up with specific evidence.</p>	<b>AO1 = 20</b>						
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				<b>AO2 = 25</b>						
				<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	22–25	Level 4	17–21	Level 3	12–16
Level 5	22–25									
Level 4	17–21									
Level 3	12–16									
Level 2	6–11									
Level 1	0–5									

<ul style="list-style-type: none"><li>• shops and taverns</li><li>• roads/transport</li><li>• animals (stables etc.)</li><li>• religious activities (shrines etc.)</li><li>• graves, tombs and burials (grave goods, monuments, inscriptions)</li><li>• housing – palaces (Mycenae) and ordinary houses (Pompeii)</li><li>• images including wall paintings, images on vases, sculpture.</li></ul>			
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## Appendix 1: AS GCE Classics: Classical Civilisation marking grid

	<b>AO1:</b> Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		<b>AO2(a):</b> Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. <b>AO2(b):</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>		
<b>Level 1</b>	<b>0–1</b>	<b>0–4</b>	<b>0–1</b>	<b>0–2</b>	<b>0–5</b>
	<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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