



**General Certificate of Education
June 2011**

Classical Civilisation **2021**

Mycenaean Civilisation

A2 Unit 3A

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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INTRODUCTION

The information provided for each question is intended to be a guide to the kind of answers anticipated and is neither exhaustive nor prescriptive. **All appropriate responses should be given credit.**

Where Greek and Latin terms appear in the Mark Scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required. However, when determining the level of response for a particular answer, examiners should take into account any instances where the candidate uses Greek or Latin terms effectively to aid the clarity and precision of the argument.

Information in round brackets is not essential to score the mark.

DESCRIPTIONS OF LEVELS OF RESPONSE

The following procedure must be adopted in marking by levels of response:

- read the answer as a whole
- work down through the descriptors to find the one which best fits
- determine the mark from the mark range associated with that level, judging whether the answer is nearer to the level above or to the one below.

Since answers will rarely match a descriptor in all respects, examiners must allow good performance in some aspects to compensate for shortcomings in other respects. Consequently, the level is determined by the 'best fit' rather than requiring every element of the descriptor to be matched. Examiners should aim to use the full range of levels and marks, taking into account the standard that can reasonably be expected of candidates after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Candidates are **not** necessarily required to respond to all the bullet points in order to reach Level 5 or Level 4, but they should cover a sufficient range of material to answer the central aspects of the question.

QUALITY OF WRITTEN COMMUNICATION

The Quality of Written Communication will be taken into account in all questions worth 10 or more marks. This will include the candidate's ability

- to communicate clearly, ensuring that text is legible and that spelling, punctuation and grammar are accurate
- to select and use an appropriate form and style of writing, and
- to organise information clearly and coherently, using specialist vocabulary when appropriate.

LEVELS OF RESPONSE FOR QUESTIONS WORTH 10 MARKS

Level 4	Demonstrates <ul style="list-style-type: none">• accurate and relevant knowledge covering central aspects of the question• clear understanding of central aspects of the question• ability to put forward an argument which for the most part has an analytical and/or evaluative focus appropriate to the question and uses knowledge to support opinion• ability generally to use specialist vocabulary when appropriate.	8-10
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to use specialist vocabulary when appropriate.	5-7
Level 2	Demonstrates either <ul style="list-style-type: none">• a range of accurate and relevant knowledge or <ul style="list-style-type: none">• some relevant opinions with inadequate accurate knowledge to support them.	3-4
Level 1	Demonstrates either <ul style="list-style-type: none">• some patchy, accurate and relevant knowledge or <ul style="list-style-type: none">• an occasional attempt to make a relevant comment with no accurate knowledge to support it.	1-2

LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

Level 5	Demonstrates <ul style="list-style-type: none">• well chosen, accurate and relevant knowledge covering most of the central aspects of the question• coherent understanding of the central aspects of the question• ability to sustain an argument which• has an almost wholly analytical and/or evaluative focus,• responds to the precise terms of the question,• effectively links comment to detail,• has a clear structure• reaches a reasoned conclusion• is clear and coherent, using appropriate, accurate language and• makes use of specialist vocabulary when appropriate.	19-20
Level 4	Demonstrates <ul style="list-style-type: none">• generally adequate accurate and relevant knowledge covering many of the central aspects of the question• understanding of many of the central aspects of the question• ability to develop an argument which<ul style="list-style-type: none">has a generally analytical and/or evaluative focus,is broadly appropriate to the question,mainly supports comment with detail andhas a discernible structureis generally clear and coherent, using appropriate, generally accurate language andgenerally makes use of specialist vocabulary when appropriate.	14-18
Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge• some understanding of some aspects of the question• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	9-13
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	5-8
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy, accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-4

LEVELS OF RESPONSE FOR QUESTIONS WORTH 40 MARKS

These essays form the **synoptic assessment**. Therefore, the descriptors below take into account the requirement in the Subject Criteria for Classics and Specification that candidates should, in a **comparative** analysis, **draw together** their knowledge and skills to demonstrate understanding of the **links** between central elements of study in the context of the cultural, religious, social and political **values** of the classical world.

- Level 5** Demonstrates
- well chosen, accurate and relevant knowledge from different sources which thoroughly covers the central aspects of the question
 - coherent and perceptive understanding of the links between the central aspects of the question and the values of the classical world
 - ability to sustain an argument which
 - is explicitly comparative,
 - has an almost wholly analytical and/or evaluative focus,
 - responds to the precise terms of the question,
 - fluently links comment to detail,
 - has a clear and logical structure
 - reaches a reasoned conclusion
 - is clear and coherent, using appropriate, accurate language and
 - makes use of specialist vocabulary when appropriate.
- 37-40**
- Level 4** Demonstrates
- generally adequate, accurate and relevant knowledge from different sources which covers many of the central aspects of the question
 - sound understanding of many of the central aspects of the question, including the values implicit in the material under discussion
 - ability to develop an argument which
 - makes connections and comparisons,
 - has a generally analytical and/or evaluative focus,
 - is broadly appropriate to the question,
 - mainly supports comment with detail and
 - has a discernible structure
 - is generally clear and coherent, using appropriate, generally accurate language and
 - generally makes use of specialist vocabulary when appropriate.
- 27-36**

Level 3	Demonstrates <ul style="list-style-type: none">• a range of accurate and relevant knowledge from different sources• some understanding of some aspects of the question, including some awareness of classical values• some evidence of analysis and/or evaluation appropriate to the question• some ability to structure a response using appropriate language, although with some faults of spelling, punctuation and grammar• some ability to use specialist vocabulary when appropriate.	17-26
Level 2	Demonstrates <ul style="list-style-type: none">• either a range of accurate and relevant knowledge• or some relevant opinions with inadequate accurate knowledge to support them• and sufficient clarity, although there may be more widespread faults of spelling, punctuation and grammar.	8-16
Level 1	Demonstrates <ul style="list-style-type: none">• either some patchy, accurate and relevant knowledge• or an occasional attempt to make a relevant comment with no accurate knowledge to support it• and little clarity; there may be widespread faults of spelling, punctuation and grammar.	1-7

Mark Scheme
Unit 3A Mycenaean Civilisation

Section One

Option A

- 01 What name is usually given to the particular tomb illustrated in the drawing above? Give its site and approximate date.**

The 'Treasury of Atreus' or 'Tomb of Agamemnon' [1], Mycenae [1] c. 1400-1200 BC [1].

(3 marks)

- 02 What are the conventional names given to this type of tomb and to the feature labelled 1 in the drawing?**

Tholos tomb or beehive tomb [1] *dromos* [1].

(2 marks)

- 03 How successfully has the architect solved the problems of constructing this type of tomb?**

The answer may include:

- monumental architecture of very large stones (Cyclopean masonry); long *dromos* leading to imposing archway with relieving triangle, originally decorated with attached columns and carving – other examples include the 'tomb of Clytemnestra'
- comparison with the Lion Gate for form and resemblance to the approaches and constructional features of defensive sites
- simple but effective principles – size makes it difficult to destroy or deconstruct
- corbelled construction

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

- 04 How important are the structural remains at Mycenae, other than those of graves, to our understanding of Mycenaean society? Evaluate the advantages and limitations of this kind of evidence.**

Discussion may include:

- the nature of the surviving remains, domestic, military or both
- the consequent assumptions about their users
- indicators of the priorities of their users
- the rôles of government and of religion in the layout of buildings
- evidence of and provided by their decorative schemes
- evidence from their storerooms and archives

The evaluation should take into account the nature and limitations of the evidence, e.g.

- the structures as the indicators of a particular class and status
- the limitations of our knowledge and interpretation of both buildings and written sources
- and of surviving contents

- current capacity to understand the site in its surrounding landscape
- other evidence of other associated structures, including road systems

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

05 At what site was this painting found?

Tiryns (accept Pylos)

(1 mark)

06 Name the technique used to produce this painting.

Fresco

(1 mark)

07 Identify three typical features of the figure's appearance.

Fitted jacket [1] tight to waist, may or may not expose breasts [1], short sleeves [1] flounced, patterned long skirt [1] bare feet [1]; embroidered neckline and sleeves [1], bracelets [1], possibly tiara [1], hair [1], frontal eye in profile head [1], profile body [1], white skin for female [1].

(3 marks)

08 What are the strengths and limitations of painting and other evidence for our knowledge of Mycenaean male and female clothing?

Discussion may include

- examples of images on vases, ivories, gems, goldwork, figurines, lists on tablets
- colours, fabric types, construction
- gender-related clothing, including armour
- status-related clothing

Evaluation of the evidence should involve awareness that

- speculation about fabrics depends on coloured pictures and knowledge of available sources – sheep, plants etc.
- illustrations may be stylised or conventional,
- they are likely to represent formal court dress or stylized armour
- there is little information about cut, construction methods, or legal sumptuary provision, and therefore about the dress of the non-élite.

Apply Levels of Response at beginning of Mark Scheme

(10 marks)

09 How far do paintings enhance our understanding of the Mycenaean way of life?

Open ended discussion, but points which may be raised are:

- frescoes as formal wall-decoration in high-end buildings
- subject-matter likely to be aspirational rather than illustrative
- everyday life of anyone, let alone the ruling élite, is not the focus
- surviving frescoes show high-status activity: cult, hunting, war

- they may be suggestive of technical expertise and artistic capacity
- and about available materials and taste

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section Two

Option C

10 How far does the study of Mycenaean metal objects, both decorative and military, and of their techniques of metalworking contribute to our understanding of Mycenaean civilisation?

Discussion may include:

- the level of technical sophistication, e.g. not only essential forging and soldering techniques for bronze tools and armour, but also chasing and repoussé, metal inlay, engraving and work in mixed metals, including advanced colouring and patination capacities.
- the material (both functional and decorative) may give information about some of the Mycenaeans' priorities
- decorative pieces may tell us by illustration about warfare, hunting, dress, equipment
- find-spots may tell us something about the status of owner and distribution of wealth
- trade and overseas contacts – many of the metal skills appear to have travelled from further east.
- sources of raw ores etc.
- substantial survival contributes to our knowledge of at least the fabrication techniques used for these objects
- and of their use and functions

A good answer will be aware both of the range of surviving objects and at least some of the skills and material value they demonstrate, and of the problems of identifying the sources and mechanisms of spread of those skills; a discussion of the values implied by the types of object and their status as burial goods may provide a useful framework.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

11 Judging from the archaeological evidence you have studied, how important do you consider seafaring and overseas trade to the development of Mycenaean civilisation?

This is intended to trigger discussion of evidence for e.g.

- the geographical spread of Mycenaean trading activity
- the commodities they used
- the luxuries they wanted e.g. gold, amber, bronze weapons, objects of glass and ivory
- the evidence provided by foreign objects such as grave-goods
- later local adaptation or acquired expertise
- debts to the material cultures of Crete, Egypt etc.
- finds of Mycenaean objects elsewhere

A good answer will be aware of the problems of separating the native Mycenaean from the foreign, and also of the problems of discussing trade when most of the evidence is the end-product.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 3A Mycenaean Civilisation

Section 1

Either
Option A

	AO1	AO2	TOTAL
01	3		3
02	2		2
03	4	6	10
04	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
05	1		1
06	1		1
07	3		3
08	4	6	10
09	8	12	20
TOTAL	17	18	35

Section Two

Either
Option C

	AO1	AO2	TOTAL
10	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
11	16	24	40
TOTAL	16	24	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	33	42	75
%	44%	56%	100%

UMS conversion calculator www.aqa.org.uk/umsconversion