



**General Certificate of Education
June 2010**

Classical Civilisation

CIV3A

Mycenean Civilisation

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 two years of study on the A Level 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.	9-10
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.	6-8
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.	3-5
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 that 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	<p>Demonstrates</p> <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 links between the central aspects of the question and the values of the classical world • ability to sustain an argument which <ul style="list-style-type: none"> 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	<p>Demonstrates</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> makes connections and comparisons has a generally analytical and/or evaluative focus, is broadly appropriate to the question, mainly supports comment with detail 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	<p>Demonstrates</p> <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 Give the approximate date of the palace.

c.1300 BC (allow 50 years either way, but NB palace burnt in c. 1200 and not rebuilt)
 (1 mark)

02 Identify the areas marked 1, 2, 3 and 4.

1: megaron or throne room; 2: porch; 3: courtyard; 4: archive room
 (4 marks)

03 To what extent does this site both resemble and differ from other palace sites of its period?

The central block of this palace has a typical enfilade layout leading the visitor through the main courtyard, past the outlying rooms and buildings directly into a trap-like megaron with central hearth and no other exits. The vestibule has exits to other parts of the main block. Cf. Tiryns and Mycenae for similar arrangements. Unlike them this palace has little in the way of defence structures; it does have a second megaron system (the Queen's megaron); interpretations of the 'bathroom' beside it are now often updated to make it part of a small scent factory; it has significant storerooms for both the archive and domestic and agricultural/industrial materials and produce/commodities. Also a cult area and workshops.

Apply Levels of Response at beginning of Mark Scheme. (10 marks)

04 To what extent does the evidence from this site give a clear picture of the lifestyle of its occupants?

Evaluation of the evidence will vary; discussion should involve some of the following considerations. The layout is in residential and administrative blocks. Archives and magazines support the idea of a centralized government and military, together with a function as a manufacturing and exchange centre. There is large scale storage for goods, including food. The megaron system confirms evidence from Tiryns and Mycenae for the importance of the monarch and his protection. Records in the archives suggest a central control of army, defence, agriculture and the economy, and an official role in religious practice. The residential quarter and the associated finds provide clues as to furniture and decoration, and thus lifestyle and technology. The presence of all this and a cult site and the workshops suggest both a self-sufficient group running a set-up rather parallel to a large Roman villa, with a similar degree of self-sufficiency and luxury, and capacity to run the administrative centre of a small kingdom.

Apply Levels of Response at beginning of Mark Scheme. (20 marks)

Option B

05 *Where was the vase in the photograph found, and what is its approximate date?*

Mycenae [1] c. 1200 B.C. [1]

(2 marks)

06 *What is the subject matter of the picture? Make three points.*

Three of e.g. departure of warriors to war [1] the woman, identified by her long skirt [1] on the left waves them off [1] – she is a common feature and identifier [1] of this type of scene, and could be said to represent the domestic circumstances [1] which the warriors are leaving behind [1]. Comment on the warriors' armour [1], weapons [1] and the 'bag' on their spears [1] possible too.

(3 marks)

07 *To what extent is the representation of the human figure on this vase typical of Mycenaean art?*

Cue for a short discussion of the flat parade format, without serious attempts at perspective; there are other examples of the style, both on vases and in wall paintings. The profile head and legs and frontal chest format is typical too. So is the alternation of solid colour or patterned areas and outline, painted on a pale background. The long-nosed face with a full-face eye is common. In terms of subject matter, it fits into a context in which other scenes of human activity, including chariot and hunting scenes, are presented in a similar way.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

08 *To what extent do the visual arts of the Mycenaeans support the view that they were preoccupied with war?*

This should generate an open-ended discussion of the evidence provided by e.g. visual representations such as the Warrior vase of military activity, and the possible social or official function of the vase itself (a version of the pre-departure symposium?); it may be linked with e.g.

- other representations on pottery and seal-stones of military activity, including the popular chariot scenes (themselves in contrast with the evident Minoan interest in plant and animal motifs);
- funerary stelae which show battles or other military;
- the lion-hunt dagger from Mycenae – related to the king / hero / warrior ethos, if not directly military;

This might be linked to the evidence provided by architectural remains in a discussion of the nature of the major prescribed sites, and the defensive priorities suggested by their layout; such evidence as there is for road systems to facilitate military and strategic priorities; the content of the Linear B tablets; finds at burial sites, with their celebration of a heroic / military culture etc.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

SECTION TWO
Option C

- 09** *'The visual and written evidence for Mycenaean religion is very difficult to interpret.'*

How far do you agree with this statement? Support your answer with reference to particular examples of evidence that you have studied.

This should generate a discussion of the evidence for both practice and belief: cult objects, cult sites and buildings, including offering sites, and their topographical locations (in palaces and when not, in particular on high spots with good views and a strong relationship with their surrounding landscapes as well as human habitation sites), visual representations of ritual, especially in palace wall paintings, the nature of the Linear B material (records both of dedication to particular gods, and also offerings to the cult, their financial basis, the activities of the cult staff), burials (belief in an afterlife of a particular kind) etc. Good answers should demonstrate evaluation of the nature of evidence for belief (multiple gods etc. with some resemblance to their Classical equivalents; relationship with human worshippers as demonstrated by finds at cult sites etc.), and thought about the advantages and deficiencies of both material and written evidence for practice and belief, either alone or together. Much will depend on the nature of the argument constructed with the evidence used, but the expectation is that candidates will be able to assemble a good deal of evidence which allows them to discuss religious practice and to a certain extent ritual and its infrastructure; belief, other than in the most general terms, is much less easy, and still dependent on likeness to later Greek belief systems which are supported, at least partially, by written sources.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

- 10** *'Studies of Mycenaean civilisation have concentrated on the archaeological evidence for the way of life of a ruling elite, rather than that of the ordinary Mycenaean.'*

How accurately does this statement reflect current approaches to understanding Mycenaean society? Support your answer with specific examples.

Cue for discussion of an archaeological practice which has in the past concentrated on the palaces and elite burial sites, and of how far this reflects the ease of digging and interpreting such sites, rather than the real nature of Mycenaean society. Good answers will be aware of more recent evidence provided by shipwrecks and their contents, field survey, topographical investigation and aerial photography etc. There should also be a consideration of the evidence we have of craftsmen and other suppliers to the elite who were not members of it (Pylos and its contents should contribute to this; pottery styles etc. also), and other kinds of people and activity, (tenant and independent farmers, metal workers), other kinds of manufacture including luxury skills; village life, maritime and inland trade, implied by the Linear B evidence, and the extra-palatial activities for which we have traceable remains, including roads and bridges etc.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Assessment Objectives Grid
Unit 3A Mycenaean Civilisation

SECTION ONE

Either

Option A

	AO1	AO2	TOTAL
01	1		1
02	4		4
03	3	7	10
04	10	10	20
TOTAL	18	17	35

Or

Option B

	AO1	AO2	TOTAL
05	2		2
06	3		3
07	3	7	10
08	10	10	20
TOTAL	18	17	35

SECTION TWO

Either

Option C

	AO1	AO2	TOTAL
09	18	22	40
TOTAL	18	22	40

Or

Option D

	AO1	AO2	TOTAL
10	18	22	40
TOTAL	18	22	40

OVERALL

	AO1	AO2	TOTAL
TOTAL	36	39	75
%	48%	52%	100%