



**General Certificate of Education
June 2012**

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 students' 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 students' 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 students' 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 student 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 students after one year of study on the Advanced Subsidiary course and in the time available in the examination.

Students 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 student'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<ul style="list-style-type: none">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 structurereaches a reasoned conclusionis clear and coherent, using appropriate, accurate language andmakes 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 students 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 1

Option A

01 Identify the features marked A, B, C, D and E.

- A: Lion Gate
- B: North / side gate / postern gate
- C: Steps to well / cistern
- D: Megaron / palace / hearth
- E: Grave circle A

(5 marks)

02 How important a contribution do these five features make to our understanding of the function of the site?

An answer should be constructed around the evidence they provide for e.g.

- defence
- protected water supply
- multiple but guarded exits / entrances
- importance of and reasons for inclusion of key grave site in defended territory
- the significance of the palace at the centre of the site.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

03 How important for our understanding of Mycenae is the evidence provided by Tiryns and Pylos?

Strong parallels in different ways with Tiryns and Pylos, e.g.

- Pylos as less defended but palace-based site
- Tiryns as another fortress on a high site, with palace / megaron at centre.

The evidence provided by all three sites of the nature of the palace as:

- administrative centre
- record / archive storage
- cult
- manufacturing and exchange centre
- military and territorial command post
- implications for agricultural economies
- implications of the building themselves for the state of technological advancement of the Mycenaean society of the time
- arguable that emphasis on defence suggests a need for it.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

04 How can pottery help to establish the chronology of a Mycenaean site? Make five points.

Five from:

The most numerous type of surviving artefact [1]; shapes evolve over time [1] as does decorative style [1] usually viewed as a serial process with earlier and later characteristics [1]. An accepted typological chronology, often established by association with other types of find [1], will provide clues about the settlement, construction and development of the site over time [1], incomers [1], trade [1] and the background economy [1] etc.

(5 marks)

05 How far is it possible to determine the uses of each of the pots labelled A, B, C and D in the photograph? Give your reasons.

- A: The stirrup jar is a fluid dispensation bottle, filled via its mouth which may imply that the fluid was relatively thin (wine? / milk?);
B: the larger vessel is designed to be filled via its neck, with a narrow spout implying oil;
C: the jar at the front may have had a lid and is probably a container for small solids or possibly honey,
D: and the 'basket' either small food offerings or child-related items as these are miniatures of a type which is often a grave offering for a child.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

06 How important is pottery as evidence for the lifestyle of the Myceneans? Use specific examples in your answer.

Pottery may be used by archaeologists as e.g.

- evidence for change over time
- evidence for identification of the purpose of the site
- evidence of serial use of the same site
- a way of identifying the users
- evidence of trade and overseas contact
- evidence for a local economy

and therefore

- domestic usage
- official and cult use
- container trades
- the particular uses of the materials, especially fluids, that pots contain
- the manufacturing skills of their makers
- the sites of manufacture
- clues as to the nature of the pottery trade
- other uses of ceramic material e.g. kitchen equipment.

A good answer will show awareness of a range of points, and of the prolific quantity of ceramic evidence on Mediterranean sites, and be able to cite specific examples from particular places to support the argument.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

07 *How far do you think that the Linear B tablets give us an incomplete and even misleading picture of Mycenaean society?*

Discussion may include e.g.

- 'laundry lists' rather than descriptive of Mycenaean society as a whole?
- bureaucracy of a specialized kind for specialized purposes?
- is that all there was?
- focus on palace-centres, and
- consequent view of them as centre of government or warehouses?
- does this exclude a sense of the realities of government, military or non-élite Mycenaean?
- what are the gaps in what we know?
- do they lead to a focus on cult or economic activity to the exclusion of other considerations?

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

08 *How valuable are the Shaft Graves and their contents as evidence for the nature and variety of Mycenaean art?*

Discussion may include e.g.

- the major types of artefact
- their value as dating criteria
- their developmental series and implications for our knowledge of travelling and local skills, materials (especially gold), trade and other contacts
- the implications for our understanding of the élite buried in them and their social status and reception
- cult and burial practice, if not belief
- the implications of their siting.

A good answer will show detailed knowledge of at least some of this and be able to demonstrate both advantages and drawbacks of this kind of evidence.

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	5		5
02	4	6	10
03	8	12	20
TOTAL	17	18	35

Or
Option B

	AO1	AO2	TOTAL
04	5		5
05	4	6	10
06	8	12	20
TOTAL	17	18	35

Section 2

Either
Option C

	AO1	AO2	TOTAL
07	16	24	40
TOTAL	16	24	40

Or
Option D

	AO1	AO2	TOTAL
08	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