



**General Certificate of Education  
June 2013**

**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**

|                |  |             |
|----------------|--|-------------|
| <b>Level 4</b> | <p>Demonstrates</p> <ul style="list-style-type: none"> <li>• accurate and relevant knowledge covering central aspects of the question</li> <li>• clear understanding of central aspects of the question</li> <li>• 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</li> <li>• ability generally to use specialist vocabulary when appropriate.</li> </ul> | <b>8-10</b> |
| <b>Level 3</b> | <p>Demonstrates</p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> <li>• some understanding of some aspects of the question</li> <li>• some evidence of analysis and/or evaluation appropriate to the question</li> <li>• some ability to use specialist vocabulary when appropriate.</li> </ul>   | <b>5-7</b>  |
| <b>Level 2</b> | <p>Demonstrates<br/><b>either</b></p> <ul style="list-style-type: none"> <li>• a range of accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• some relevant opinions with inadequate accurate knowledge to support them.</li> </ul>   | <b>3-4</b>  |
| <b>Level 1</b> | <p>Demonstrates<br/><b>either</b></p> <ul style="list-style-type: none"> <li>• some patchy accurate and relevant knowledge</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• an occasional attempt to make a relevant comment with no accurate knowledge to support it.</li> </ul>  | <b>1-2</b>  |

## LEVELS OF RESPONSE FOR QUESTIONS WORTH 20 MARKS

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

## 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**

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

**Mark Scheme**  
**Unit 3A Mycenaean Civilisation**

**Section 1**

**Option A**

**01 From which metal was the type of helmet shown in Drawing A made?**

Bronze (1 mark)

**02 What was the main material used to make the type of helmet shown in Drawing D?**

Boars' tusks (1 mark)

**03 Identify three features of the type of helmet shown in Drawing G.**

**Three** of e.g. felt and / or leather cap, horns, horsehair crest, and bronze disks attached to the surface.

(3 marks)

**04 What are the main problems in reconstructing Mycenaean helmets from the archaeological evidence? Refer to Drawings A - H in your answer.**

The drawings here are derived from illustrations in frescoes, pictures like that on the Warrior Vase, ivories, gems and sealstones and the Siege Rhyton. The essential problem is one of interpretation of detail. The boar's tusk helmet (D) is much illustrated as the elite type; its construction required 20 to 40 tusks: remains of them are frequent finds in LH tombs, including that at Dendra, which preserved the panoply. The Warrior Vase shows two later types, here E and G, one ridged with a crest and the other with horns, crest and surface dots, usually interpreted as bronze disks sewn on to the leather or felt body. Disks and crest holders with attachment holes survive as evidence of a composite construction, of which the perishable cap material does not survive. Illustration B is a notorious case of misinterpretation; metal items forming part of this shape were identified as a cuirass-shoulder rather than a helmet only when a complete example showed up.

Apply Levels of Response at beginning of Mark Scheme

(10 marks)

**05 What are the main problems in interpreting the archaeological evidence for Mycenaean armour and weapons (apart from helmets) and their uses?**

This broadens the question to look at other elements of the kit:

The available evidence includes:

- Frescoes
- Vase representations
- Presentation metalwork
- Gems and seals

And surviving examples of:

- Swords
- Daggers
- Spearheads
- A few greaves
- Arrowheads
- Complete cuirasses or parts
- Helmet parts

Discussion should show awareness that the illustrations provide much of our evidence about these items in use by both individuals and groups; the surviving objects match some but not all of the pictorial evidence. The weapons, in particular, tell us about fabrication techniques. Partial survival may be misleading.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

**Option B**

**06 Give the conventional name of the object in the photograph and its approximate date.**

The Mask of Agamemnon (1); c. 1500 BC (1). Allow 50 years either way.

(2 marks)

**07 State its purpose.**

Death mask (1) covering the face of an elite corpse (1)

(1 mark)

**08 From what metal was the object made?**

Gold (1)

(1 mark)

**09 What technique was used to make the object?**

hammering / repoussé (1)

(1 mark)

**10 What are the main problems in using Grave Circle A and its contents to reconstruct the Mycenaean's burial practices and beliefs about death?**

The evidence should include some of:

- built grave shafts marked by tombstones surrounded by a wall
- burial of richly equipped dead with a sacrificial ritual
- faces of dead covered by gold masks
- gold clothing-ornaments and jewellery
- metal vessels and weapons
- stone and clay vessels
- women equipped as richly as men
- the tombs can be re-used for another burial
- implies belief in an after-life in which these material objects may be significant
- evidence of wealth and high status carrying an expensive funeral ceremony.

A good answer should note that as always this is more secure as evidence of practice than of belief, which is likely to require textual evidence of a kind which we do not have.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

**11 How useful as evidence for other aspects of Mycenaean civilisation are the contents of Grave Circles A and B and what are the problems in interpreting them?**

The contents may be cited as evidence of

- wealth – gold and other precious metals
- foreign contacts, materials and practice (e.g. Minoan imports, amber, cornelian, amethysts, gold, rock crystal, a sword with an ivory pommel, an attempt at embalming)
- skills – technical and medical (a case of trepanning in Circle B)
- high technical expertise as shown by building and carving of tombstones, metalwork, ceramics, gemstones etc.
- status of the dead: elite burials in late Circle B tombs and in Circle A
- perceived need for defence and protection of Circle A
- trade
- diet
- health, physical state, family resemblances.

Discussion should use some or all of these to explore their implications for our interpretation of the Mycenaean social and governmental hierarchy, its contacts, power-base, and preoccupations.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

## Section 2

### Option C

**12 For understanding Mycenaean seafaring and trade, how useful is the evidence from the Cape Gelidonya shipwreck and how far do we rely on other evidence?**

The Gelidonya (and Ulu Burun) wreck(s), in particular, are relatively recent (1960s+) additions to our evidence banks, which were previously based on excavated remains and objects on land. There are very few contemporary illustrations of ships (apart from the Akrotiri fresco) so that the shape, construction and size of the vessels themselves are key findings.

Other deductions follow on, e.g:

- identity of the sailors and origin of the ships
- trade routes
- types of content, e.g. metal ingots, ceramics, glass, exotic wood, precious metals, groceries and vegetables / fruit, oil, wine etc.
- skill migration

A good answer will show awareness that

much evidence for trade and shared expertise rests on the basis of their contents, 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
- later local adaptation or acquired expertise
- debts to the material cultures of Crete, Egypt etc.
- finds of Mycenaean objects elsewhere.

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

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

**Option D**

- 13** ***‘Archaeologists’ concentration on palaces and their contents has distorted our understanding of Mycenaean civilisation.’***  
***How far do you agree?***

This is designed to elicit discussion of archaeological practice which has in the past concentrated, arguably with good reason, on the palaces and elite burial sites, and about how far this reflects the ease of digging and interpreting such sites, rather than the real nature of Mycenaean society. How far this results in distortion rather than myopia is arguable.

Good answers will show awareness 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 1**

Either  
**Option A**

|              | <b>AO1</b> | <b>AO2</b> | <b>TOTAL</b> |
|--------------|------------|------------|--------------|
| <b>01</b>    | 1          |            | 1            |
| <b>02</b>    | 1          |            | 1            |
| <b>03</b>    | 3          |            | 3            |
| <b>04</b>    | 4          | 6          | 10           |
| <b>05</b>    | 8          | 12         | 20           |
| <b>TOTAL</b> | <b>17</b>  | <b>18</b>  | <b>35</b>    |

Or  
**Option B**

|              | <b>AO1</b> | <b>AO2</b> | <b>TOTAL</b> |
|--------------|------------|------------|--------------|
| <b>06</b>    | 2          |            | 2            |
| <b>07</b>    | 1          |            | 1            |
| <b>08</b>    | 1          |            | 1            |
| <b>09</b>    | 1          |            | 1            |
| <b>10</b>    | 4          | 6          | 10           |
| <b>11</b>    | 8          | 12         | 20           |
| <b>TOTAL</b> | <b>17</b>  | <b>18</b>  | <b>35</b>    |

**Section 2**

Either  
**Option C**

|              | <b>AO1</b> | <b>AO2</b> | <b>TOTAL</b> |
|--------------|------------|------------|--------------|
| <b>12</b>    | 16         | 24         | 40           |
| <b>TOTAL</b> | <b>16</b>  | <b>24</b>  | <b>40</b>    |

Or  
**Option D**

|              | <b>AO1</b> | <b>AO2</b> | <b>TOTAL</b> |
|--------------|------------|------------|--------------|
| <b>13</b>    | 16         | 24         | 40           |
| <b>TOTAL</b> | <b>16</b>  | <b>24</b>  | <b>40</b>    |

**OVERALL**

|              | <b>AO1</b> | <b>AO2</b> | <b>TOTAL</b> |
|--------------|------------|------------|--------------|
| <b>TOTAL</b> | <b>33</b>  | <b>42</b>  | <b>75</b>    |
| <b>%</b>     | <b>44%</b> | <b>56%</b> | <b>100%</b>  |