

A-LEVEL

CLASSICAL CIVILISATION

CIV3A Mycenaean Civilisation

Mark scheme

2020
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Version/Stage: Final V1.0

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

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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	<p>Demonstrates either</p> <ul style="list-style-type: none"> • a range of accurate and relevant knowledge <p>or</p> <ul style="list-style-type: none"> • some relevant opinions with inadequate accurate knowledge to support them. 	3-4
Level 1	<p>Demonstrates either</p> <ul style="list-style-type: none"> • some patchy accurate and relevant knowledge <p>or</p> <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 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 and has a discernible structure is generally clear and coherent, using appropriate, generally accurate language and generally 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	<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	<p>Demonstrates</p> <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	<p>Demonstrates</p> <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

Unit 3A Mycenaean Civilisation

Section 1

Option A

01 Identify the site illustrated in the plan, and give the approximate date of this stage of its development.

Tiryns [1] 14th-13th centuries BC (or c. 1350-1250) [1].

(2 marks)

02 Identify the features marked A, B, and C on the plan.

A: Megaron [1], B: court [1], C: galleries/storage/casemates [1].

(3 marks)

03 How typical is this example of Mycenaean palace sites?

Discussion may include:

- double megaron palace
- forecourt
- outer court
- storeroom complex
- palace at the centre of a defensive structure
- protected water supply
- siting on defensible rock
- and hence parallels with Mycenae and to a lesser extent with Pylos.

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

04 How far has the study of Mycenaean palace sites, and objects found there, distorted our view of the nature of Mycenaean society?

Discussion may include:

- layout as centre of administrative and military organisation
- storage as manufacturing and exchange centre
- megaron system suggests importance of leader and of his protection
- records in archive suggest control of army, defence, agriculture and economy
- buildings may give clues about priorities of Mycenaean life and technology
- emphasis on defence suggests a need for it
- Mycenae similarly organised as military and economic centre
- Pylos not defended in the same way - more emphasis on trade, storage etc.
- finds: frescoes, pottery, tools and everyday objects, decorative items etc.

A good answer will be aware that archaeological concentration on palace sites has influenced our perception of their generating society, to the near exclusion of other interpretations until recently. Thoughts about the realities of government or the non-palatial Mycenaean are relatively recent; the gaps in our knowledge are as significant as what we do know.

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Option B

05 Where was this suit of armour found?

Dendra.

(1 mark)

06 Give its approximate date.

Late 15th-early 14th centuries BC or c. 1450-1350.

(1 mark)

07 From what materials was it made? Make three points.

Boars' tusks [1], forged bronze [1], leather [1]

(3 marks)

08 How characteristic is this example of Mycenaean armour?

Points might include:

- boars' tusk helmet expensive (and posh)
- relatively rigid body armour protecting torso and shoulders
- problematic for active fighting
- but protective of vulnerable wearer, eg charioteer or his passenger
- some probable references (ideograms) in Linear B tablets
- other finds of metal armour-scales

BUT

- many illustrations of armour in perishable materials, including linen and leather
- infantry shown wearing more flexible protection
- greaves
- less complex helmets
- bronze additions found
- Linear B references to fine linen and bronze fittings

Apply Levels of Response at beginning of Mark Scheme.

(10 marks)

09 How far does the variety of evidence we have for Mycenaean armour and weapons allow us to understand their construction and use?

Discussion should build and expand on, and add to, probably with some minor necessary repetition of some of the material in 08, to discuss both surviving finds and written record.

Evidence might include:

- Linear B tablets
- frescoes
- the Warrior Vase
- other vase pictures
- material remains, complete or partial, of armour or components
- surviving weapons, including swords, spear-heads, and arrow-heads.

Evaluation might include:

- possibility of reconstruction from images
- the level of detail at which that is possible
- missing elements (e.g. shields appear in pictures but not in written record)
- swords of various types from burials and therefore
- information about different types of fighting
- spears – hunting or fighting or both?
- arrowheads
- and possibly chariots

Discussion may be open-ended, but should demonstrate awareness of evidence and problems of interpretation (and perhaps possible mistakes).

Apply Levels of Response at beginning of Mark Scheme.

(20 marks)

Section 2

Option C

10 How important is pottery for our understanding of Mycenaean civilisation, and what are the limitations of this kind of evidence?

Cue for an open ended discussion of archaeologists' dependence on pottery as evidence for:

- dating for sites
- clues to the construction dates of parts of a site
- evidence for identification of the purpose of the site
- evidence of serial use of the same site
- a way of identifying some of the principal 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 possible sites of manufacture
- clues as to the nature of the pottery trade
- other uses of ceramic material eg kitchen equipment.

A good answer will show awareness of least half of these points, may demonstrate reservations about accepted practice, and be able to cite specific examples from particular places to support the argument.

Apply Levels of Response at beginning of Mark Scheme.

(40 marks)

Option D

11 To what extent has the study of the countryside surrounding Mycenaean sites, including road systems and the use of natural resources, deepened our understanding of Mycenaean civilisation?

This should produce discussion of some of the major sites in the spec, and perhaps some others, taking into account the drawbacks of considering the site in isolation, and therefore misconceptions about its purpose:

- defensive
- economic – trade centre, storage site, marketing etc.
- strategic in any sense
- ritual – cult centres and any links with independent sites of worship
- governmental

and about its relationship with its territory: what is gained by understanding how site relates to eg roads (eg Mycenae road-system), ports and trade (e.g. links between Mycenae, Tiryns and Nauplia), landscape features including mountain systems (roads and accessibility, plus protection, visibility for both defenders / hosts and attackers / visitors), local agricultural opportunities (eg plain of Argos), stock-breeding or not, water supply (access to streams and river-systems), and other neighbouring or relatively distant centres of population.

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	2		2
02	3		3
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 2

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%