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**A-LEVEL**

# **Classical Civilisation**

CIV3A Mycenaean Civilisation

Mark scheme

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2020

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Version 1: Final

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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](http://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

<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 <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 <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,</li> <li>responds to the precise terms of the question,</li> <li>effectively links comment to detail,</li> <li>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,</li> <li>is broadly appropriate to the question,</li> <li>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>

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## 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**

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<b>Level 3</b>	<p>Demonstrates</p> <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>	<p>Demonstrates</p> <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>	<p>Demonstrates</p> <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>

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## Unit 3A Mycenaean Civilisation

### Section 1

#### Option A

#### 01 What were the functions of the areas marked 1, 2, 3, 4 and 5?

1 propylon or main entrance 2 main court 3 porch of megaron 4 vestibule (with access to wings), 5 megaron.

[5 marks]

#### 02 How important are the identification and interpretation of the areas marked 5, 6, and 7 for our understanding of the functions of such palaces?

5 is the megaron, throne room or ceremonial centre of the palace, 6 were archive rooms 7 were storerooms.

Together they are usually used as the evidence base for a picture of the function of this palace as ceremonial, administrative, religious, warehousing and possibly commercial. It then sits in the centre of its territory as a hub for essentially peaceful activity under the auspices of the 'wanax'. Unlike other contemporary sites, its focus does not appear to have been military or defensive, but geared to promoting and administering an agricultural and trading economy.

Apply Levels of Response at beginning of Mark Scheme.

[10 marks]

#### 03 How valuable a contribution have this site and its finds made to our understanding of the way of life of the Mycenaeans, and what are the limitations of the evidence from this site?

Here answers should show knowledge of:

- the functions of the rest of the spaces
- the archive and its tablets
- content of the tablets
- interior decoration
- clues as to the supposed bureaucracy
- its control over politics
- religion
- military functions

and should comment on the untypical features of the site, including its lack of defences on the pattern of Mycenae, etc. There should, however, be an awareness of its role as the base of an elite, rather than the local agrarian or naval peasantry, about which we know much less.

Apply Levels of Response at beginning of Mark Scheme.

[20 marks]



**Option B**

**04 Give the name of the structure illustrated in the photograph and its approximate date. At which palace site is it found?**

The Lion Gate [1]; Mycenae [1]; 13th century BC [1].

**[3 marks]**

**05 Identify two distinctive features of this structure and its setting.**

At the head of the sloping approach road [1], protected by a bastion [1]; relieving triangle above the lintel [1]; the lion relief [1], the pillar [1] and the lost, possibly bronze heads [1]

**[2 marks]**

**06 What do this structure and its setting suggest about the nature of Mycenaean civilisation and technology?**

Cue for some fairly standard points about eg:

- focus on the military
- priorities of defence
- protection of the 'wanax'
- foregrounding the palace / citadel as the centre of political attention
- reflection on the imagery of the lion relief
- comments on the building skills involved.

Apply Levels of Response at beginning of Mark Scheme.

**[10 marks]**

**07 How complete and reliable a picture of Mycenaean building types and construction techniques can be formed from the evidence at palace sites?**

Discussion is likely to include:

- palaces and their fortifications
- Cyclopean walls
- defensive engineering
- water supplies
- construction and design of domestic and religious quarters
- other major built structures such as bridges and tombs.

A good answer will be aware that:

- contemporary illustration of Mycenaean building is scarce
- evidence is partial and orientated towards the grand end of the spectrum
- we know little about small-scale domestic buildings in villages
- we make assumptions based on later structures eg mud-brick on stone bases, dressed stone, timber frames, corbelling, etc.

Apply Levels of Response at beginning of Mark Scheme.

**[20 marks]**

## Section 2

### Option C

#### 08 How complete and reliable is the evidence from Mycenaean tombs and their contents both for the Mycenaeans' funerary practices and for their beliefs about death?

Grave circles A and B: 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 afterlife in which these material objects may be significant
- evidence of wealth and high status carrying an expensive funeral ceremony
- sacrificed animals.

Tholos tombs, where undisturbed, carry some of the same clues, and evidence of clearance and / or fumigation for re-use.

Dendra (burial with panoply);

More modest sites with small figurines (human and animal representations) and domestic pottery.

The contents may be cited as evidence of

- wealth – gold and other precious metals
- foreign contacts, materials and practice (eg 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
- or its possible propaganda / status value for the ruling elite
- trade
- diet
- health, physical state, family resemblances.

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.

At most, it suggests an emphasis on memorialisation and status of the dead.

Apply Levels of Response at beginning of Mark Scheme.

**[40 marks]**

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**Option D****09 To understand the nature of Mycenaean civilisation, how necessary is it to take into account other types of evidence apart from their buildings?**

Answers should address the limitations of excavated ruins as a clue to their original inhabitants. Comment on the need for other categories of physical evidence is important.

Some points and evidence types which may appear:

- Mycenae, Tiryns and Pylos palace / fortification remains treated as typical centres of power, perhaps with different priorities
- details of their interiors, including the megaron and its attendant spaces
- and interior decoration and equipment / furnishings / fittings
- infrastructure – evidence of roads and
- relationship with surrounding landscape
- links with other centres
- and the sea.

And eg

- burial and cult sites
- grave goods, such as gold clothing-ornaments and jewellery, metal vessels and weapons, stone and clay vessels, sacrificed animals.
- objects exhibiting technical skills and both typical and atypical materials
- the role of ceramics in archaeological analysis, both use, technical skills and dating
- surviving textiles,
- metalwork, both valuable / decorative, and tools / weapons
- imported goods and containers

Comparatively less evidence of non-elite life, but there is evidence of town housing and its likely use and planning, and of storage and mercantile activity

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>	5	-	5
<b>02</b>	4	6	10
<b>03</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>04</b>	3	-	3
<b>05</b>	2	-	2
<b>06</b>	4	6	10
<b>07</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>08</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>09</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>