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A-LEVEL

# Classical Civilisation

CIV3A Mycenaean Civilisation

Mark scheme

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2020

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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.

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**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>	<p>Demonstrates</p> <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>	<p>Demonstrates</p> <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>	<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 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>	<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>5-8</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>1-4</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 CIV3A Mycenaean Civilisation**

**Section 1**

**Option A**

**0 1**

**Identify the object illustrated opposite. At which site was it found? Give its approximate date.**

**[3 marks]**

The Warrior Vase [1] Mycenae [1] c.13<sup>th</sup>-mid-12<sup>th</sup> century BC [1]

**0 2**

**What does the figure at the extreme left of the picture tell us about its subject matter?**

**[2 marks]**

Two points from e.g. departure of warriors to war [1] the woman on the left [1] waves them off [1], she is a common feature of this type of scene, and could be said to represent the domestic circumstances which the warriors are leaving behind [1] or potentially future grieving widow [1]

**0 3**

**What are the strengths and limitations of the evidence that the other figures provide for Mycenaean armour and weapons?**

**[10 marks]**

Discussion may include:

- group of soldiers wearing colander-shaped helmets with horn and possibly horsetail crests
- dotted breastplates probably imply leather with metal studding
- greaves, footgear unclear
- spears, adorned with possible provision bags or throwing loops, shield, swords.

Conventions of drawing need to be understood with reference to the armour and weapons they represent – material evidence is thin; materials and construction are therefore often uncertain, and our assumptions about the type of fighting they imply may be wrong, etc.

0 4

**How important was warfare in Mycenaean society? Support your answer by referring to the types of evidence available, and assess their reliability.**

**[20 marks]**

Discussion may include evidence from:

- illustration – pottery and mural paintings with war-related subject-matter
- Tomb contents including weapons
- Linear B equipment lists
- defence systems of palaces and their siting, plus timing of newer fortifications
- roads and communications – eg access between sites and coast.

BUT much of this relates to the specialised palace-fortress sites and much remains to be discovered about civilian rural life and its preoccupations, etc.

Students should also show awareness of the possibility of change over time: the Warrior Vase is conventionally dated late in the Mycenaean era, when the evidence suggests that sites such as Mycenae were being fortified to cope with the increased possibilities of invasion – a probable shift from an earlier and more settled environment.

Apply Levels of Response at beginning of Mark Scheme.

**Option B**

0 5

**Identify the tholos tomb illustrated in the drawing above and give its site and approximate date.**

**[3 marks]**

The 'Treasury of Atreus' [1], Mycenae [1] c. 1400-1200 BC [1]

0 6

**Name two characteristic features of this type of tomb.**

**[2 marks]**

Eg 'beehive' roof-structure [1], dromos [1], doorway with relieving triangle [1]

0 7

**How far do tholos tombs differ from shaft graves both in their structure and in their burials? Support your answer by referring to specific examples.**

**[10 marks]**

The answer may include:

- tholos tombs often display monumental architecture of very large stones (Cyclopean masonry); commonly have the long dromos leading to imposing archway with relieving triangle, originally decorated with attached columns and carving – other examples include the 'tomb of Clytemnestra'
- comparison with the Lion Gate for form and resemblance to the approaches and constructional features of defensive sites
- simple but effective principles – size makes it difficult to destroy or deconstruct
- corbelled construction
- shaft graves usually part of a group (Grave Circles A and B)
- most examples earlier than tholos tombs
- smaller, deep rectangular excavated structure
- pebble floor, walls of rubble masonry, wooden plank roof.

0	8
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**How far have tholos tombs and shaft graves and their contents contributed to our understanding of Mycenaean civilisation, and what are the main problems in interpreting these kinds of evidence?**

**[20 marks]**

Discussion may include:

- the importance of the contents as indicators of wealth
- evidence for foreign contacts
- evidence of local or imported expertise
- the importance of the ruling elite
- evolving or static burial customs
- trade
- notions of value.

The evaluation should take into account the limitations of the evidence, eg:

- the tombs as the memorials of a particular class and status
- the limitations of our knowledge and interpretation of geographical sources
- and of trade routes
- current capacity to distinguish sources of technical expertise
- other evidence of other kinds of burial
- likelihood of value attached to heirlooms, precious metal etc., and inherited objects.

Apply Levels of Response at beginning of Mark Scheme.

**Section 2****Option C**

0	9
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**How reliable a picture can we form of Mycenaean civilisation from the physical evidence of its religious practices, apart from burial customs? Support your answer by referring to specific examples.**

**[40 marks]**

Cult remains, both sites and objects, will probably form a basis for a discussion of what we can expect to learn about a society, or an aspect of it, from specialised physical remains, and what the likely areas of doubt will be. Students should note that we can tell quite a lot about material culture, its state of advancement, etc. but not a lot about its beliefs as opposed to its practices.

Evidence may include:

- 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, but also offerings to the cult, their financial basis, the activities of the cult staff).

And artefacts may underwrite a sense of:

- levels of technology
- artistry
- wealth
- foreign contacts.

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 students 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.

**Option D**

1	0
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**On the basis of the evidence we have, how complete and reliable a picture can we form of the building work and construction techniques of the Mycenaeans?**

**[40 marks]**

Discussion may include:

- palaces and their fortifications – Cyclopean walls, defensive engineering, water supplies, construction and design of domestic and religious quarters
- other major built structures including tombs and bridges – some overlap with Option B is permissible
- use of dressed stone, timber frames, etc
- contemporary illustration of Mycenaean buildings is scarce
- the evidence is partial and orientated towards the elite end of the spectrum
- much less is known about small-scale village buildings
- we tend to make assumptions based on later structures, i.e. mud-brick on stone bases.

Apply Levels of Response at beginning of Mark Scheme.

**Assessment Objectives Grid****CIV3A Mycenaean Civilisation****Section 1****Either  
Option A**

	<b>AO1</b>	<b>AO2</b>	<b>TOTAL</b>
<b>01</b>	3	0	3
<b>02</b>	2	0	2
<b>03</b>	4	6	10
<b>04</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>05</b>	3	0	3
<b>06</b>	2	0	2
<b>07</b>	4	6	10
<b>08</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>09</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>10</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>