



General Certificate of Education

AS Archaeology 5011

ACH1 Survey and Excavation

Mark Scheme

2008 examination – January series

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 candidates' 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 candidates' 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.

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ACH1

Survey and Excavation

Quality of Written Communication

The assessment of the Quality of Written Communication (QWC) is judged through the assessment of the clarity and appropriateness of the archaeological material presented. There are no discrete marks for the assessment of QWC but where questions are "levels" marked, QWC will influence the mark awarded within a particular level.

As a rough guide, QWC performance is characterised by the following descriptors.

- Level 1** Language is basic, descriptions and explanations are over-simplified and lack clarity.
- Level 2** Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.
- Level 3** Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

Further guidance on the assessment of QWC will be given at the Standardising Meeting.

Question 1

Study **Figure 1** and use your own knowledge.

What causes features like those in **Figure 1** to appear and to be visible from the air as crop marks? (6 marks)

- | | | |
|-----|---|------------|
| L1: | Thin, generic explanation. | 1-2 |
| L2: | Thin explanation with fuller reference to source or fuller explanation with limited source references. | 3-4 |
| L3: | Fuller explanation with fuller reference to the source. | 5-6 |

Guidance: Positive: taller, richer in colour, denser, more nutrients, moisture warmth and space (opposite for negative). Relationship to features; need for arable land; time of year; elevated perspective; expect "crop mark diagram".

NB Ensure that answers in L3 address both appearance and visibility.

Question 2

Outline how archaeologists plan and carry out a geophysical survey. (8 marks)

- | | | |
|-----|--|------------|
| L1: | Vague description with little idea of planning, sequence or equipment. | 1-2 |
| L2: | More detailed appreciation of guidance factors but only considers one of planning or carrying out of survey or very limited overview of both. | 3-4 |
| L3: | Limited aspect of one of planning or carrying out survey but more detail on the other. | 5-6 |
| L4: | L3 with appropriate consideration of planning and application. | 7-8 |

Guidance

Planning: appreciation of type of site, appreciation of environment (urban/rural), use of desktop research, use of other techniques prior to geophysics, selection of correct type of equipment, fixing onto OS grid.

Carry out: gridding-out, tapes, setting background, 1m squares in rows, checking for “noise”, calibration, physical description of activity (i.e. placing probes, walking in line/transaction), printing out results, interpreting results, plotting results.

Question 3

Study **Figure 1** and **Figure 2** and use your own knowledge.

Explain why the magnetometer survey (**Figure 2**) has revealed a different pattern of features from the crop marks shown in **Figure 1**. (6 marks)

- L1: Thin **or** confused explanation **or** correct explanation for resistivity **or** very limited description of source. 1
- L2: Generic explanation of magnetometers **and/or** crop marks with no reference to the source material **or** list of differences with no explanation. 2-3
- L3: Thin explanation of magnetometers **and** crop marks with reference to source material **or** sound explanation of either crop marks or magnetometers with relevant reference to source **or** developed consideration of source differences. 4-5
- L4: Good explanation of magnetometers and crop marks with reference to the source material. 6

Guidance: senses magnetic anomalies; haematite; dug features; relationship to positive crop marks; link to darker areas on plot; presence of “noise”; lighter areas could mean walls; slag, ferrous metal, kilns, etc.

Question 4

Study **Figure 3**, **Figure 4** and **Figure 5**.

Using **Figure 3** as a guide, identify the context numbers of the features marked on **Figure 4** and **Figure 5**.

- (i) A
- (ii) B
- (iii) C
- (iv) D

(6 marks)

- A = 1073 (1 mark)
- B = 1038 (1 mark)
- C = 1079 (1 mark) 1029 (2 marks)
- D = 1081 (2 marks)

Question 5

Study **Figure 3**, **Figure 4** and **Figure 6** and use your own knowledge.

Describe how the archaeologists have excavated and recorded feature 1073. (8 marks)

- | | | |
|-----|--|------------|
| L1: | Thin account of appropriate methods. | 1-2 |
| L2: | More detailed unbalanced account or thin balanced account of appropriate methods (some reference to source required for 4). | 3-4 |
| L3: | Unbalanced response of appropriate methods with good reference to sources. | 5-6 |
| L4: | Balanced response with reference to sources using appropriate methods. | 7-8 |

Guidance: expose, probably using open area; trowel to highlight differences in context; divide into quadrants; excavate out alternate quadrants context by context; lift finds; excavate out remaining quadrants context by context, establish datum, drawing grid, plan, section, photograph with scale and peg board.

L3 max for students that name-check, but do not develop any of the recording methods.

Question 6

Study **Figure 7**.

How might archaeologists account for and interpret the distribution of dress pins discovered by metal detecting and excavation? (6 marks)

- | | | |
|-----|---|------------|
| L1: | List of undeveloped points or description of distribution. | 1-2 |
| L2: | Developed points with no/limited reference to source or thin points with sound source reference. | 3-4 |
| L3: | Developed points with good reference to source. | 5-6 |

Guidance: Expect answers linked to manufacturing area, storage area, chance losses, originally left there; detecting and/or fieldwalking, i.e. moved by plough, slope wash, linked to sampling strategy/recovery.

Question 7

A number of the finds in this area were located using metal detectors. Assess the advantages and disadvantages of the use of metal detectors in archaeology. (10 marks)

- | | | |
|-----|--|-------------|
| L1: | Thin and undeveloped or short lists (1–3 points) or one developed point. | 1-2 |
| L2: | Fuller lists (4+) or 2–3 more developed points or shorter list with one point developed. | 3-5 |
| L3: | 4 more developed points or longer list with 3 points developed. | 6-8 |
| L4: | 5+ developed points or longer list with 4 points developed. For 10 marks responses must consider both technical and ethical points. | 9-10 |

Guidance

Positives: clearance for magnetometers, help to locate grave goods, orientate graves, find sites in plough soil and on beaches, amateur involvement, locate finds on spoil heap.

Negatives: looting of sites, damage to scheduled monuments, users may keep finds, finds out of context if removed with a spade, idea that archaeology is simply treasure hunting, nighthawks.

Credit (but do not expect) use of case studies or source references within levels.

The question refers to value of metal detectors in archaeology not at this site specifically. The answers may be much more wide ranging – most on the recent Viking treasure trove find from North Yorkshire – hidden treasure never recovered.

L2 max for those responses only considering advantages or disadvantages. Responses distinguishing between use of part of survey or part of excavation process to top of levels (even Level 4).