



General Certificate of Education

Archaeology 5011

Unit 2 Post-Excavation, Dating and Interpretation

Mark Scheme

2006 examination – June 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

ACH2

Post-Excavation, Dating and Interpretation

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 can we learn from this figure? (6 marks)

- | | | |
|-----|--|------------|
| L1: | Identifies 1-2 categories. | 1 |
| L2: | Clear and reasonably accurate outline of one category.
Or identifies several categories. | 2-3 |
| L3: | Clear and reasonably accurate outline of several categories – should directly refer to this diagram to reach the top of the level. | 4-6 |

Categories: •size, • patterns, • shape, • conventions, • relevant ideas about function (based on what can be seen in figures), • typological dating.

Guidance: size, internal and external shape, thickness, cross section, design, base, patterns, features, catalogue number. Reward correct use of technical language at top of bands.

Where candidates have ignored the instructions to comment on the figure and discussed information which might be gleaned from the pot itself or its context they could normally reach L1 or L2 (2 marks) for a very good response. Where this has been done **in addition** to a standard response, then credit within **that** band. These answers should be asterisked next to the level in the margin (e.g. L2 *2)

Question 2

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

Why do archaeologists produce detailed illustrations of plant remains such as these?
(5 marks)

- L1: Basic points, e.g. to show what they looked like or to show what was grown or under-developed responses. **1**
- L2: Good generic responses on either
• Drawings vs Photographs
• The value of plant remains
• Why archaeologists create archives **2**
- L3: Responses which focus on the way in which these drawings could be used for analysis or as reference material and/or what drawn illustrations of these subjects can offer. **3-5**

Guidance: Technical advantages of these drawings, e.g. grains were carbonised so photos of little use – also very small so enlarged view enables differences to be seen. To identify different types. To identify information on processing, e.g. weed seeds being carbonised or grain which has already started to germinate.

Question 3

Study **Figure 3** and use your own knowledge.

Explain the processes which have enabled archaeologists to construct this table. In your answer you should consider both the information in the table and the scientific methods used to produce the data.
(8 marks)

- L1: Vaguely accurate responses or undeveloped but relevant lists or accurate descriptions of what Figure 3 shows.
Or detailed accounts of radio carbon dating or other methods which have some relevance, e.g. statistical process. **1-2**
- L2: Muddled accounts of thermoluminescence processes which have some clear merit.
Or a clear understanding of 1 element is demonstrated. **3-4**
- L3: A clear understanding of 2 elements is demonstrated. **5-6**
- L4: Reasonably comprehensive accounts. **7-8**

Guidance: Accounts are likely to focus on how thermoluminescence works. If this is all that is addressed then allow to reach 6 marks. Expect some discussion of the diagram for Level 4.

Elements:

- How ceramic material acquires energy at a known rate
- Clock setting
- Lab based procedures
- Releasing and measuring light energy
- Calibration from raw to calendar date
- Levels of confidence

Question 4

Study **Figure 4** and use your own knowledge.

Several graves from the site contained elaborate metal brooches such as these. Apart from dating, what other opportunities for archaeological study are offered by these artefacts? (12 marks)

- L1: Scattergun responses including lists which contain some relevant methods. **1-3**
 L2: Particularly good responses which only cover one line of enquiry.
Or Developed ACH4 or 5 responses (e.g. specialists, trade, status) which do not address how knowledge is acquired through analysis. **4-6**
 L3: 2-3 lines outlined in detail. **7-9**
 L4: At least 4 lines of enquiry outlined in detail. Must include some scientific techniques for 12 marks. **10-12**

Possible lines of enquiry:

- Taphonomic process
- Characterisation
- Manufacturing techniques/processes
- Use and wear
- Imagery
- Distribution
- Typology – enabling comparisons
- Replication
- Association (with the graves or grave goods)
- Analysis of residues, e.g. textiles

Credit responses which relate generic understanding to some of these examples. In band 3, credit relevant direct use of Figures for illustration.

Question 5

Study **Sources 1** and **2** and **Figure 5** and use your own knowledge.

How well does the description of Iron Age Dragonby in **Source 1** represent the reality of what the archaeologists found? (10 marks)

- L1: Face value responses or descriptive responses or relevant assertions. **1-2**
 L2: Identifies a few similarities or differences or identifies differing purposes in the texts. **3-5**
 L3: A range of similarities and differences are itemised. **6-7**
 L4: Argued, balanced accounts, e.g. sources used to test out source 1. Credit use of all sources and expect some understanding of different purposes for 10. **8-10**

Question 6

Study **Source 3** and use your own knowledge.

Explain what is meant by each of the following underlined phrases in **Source 3**:

- (i) waterlogged archaeological sediments;
- (ii) plant macrofossils;
- (iii) beetles clearly showed a wholly cleared landscape. (9 marks)

- (i) Anaerobic conditions; remained wet or laid down by water or explains sediment, example e.g. bog, marsh, sea.
- (ii) Preserved or archaeological remains of bits of plants, clear description which focuses on 'macro', example;
- (iii)
 - Many beetles are very specific in their habitats
 - Virtually all beetles came from species inhabiting grasslands or fields
 - Therefore trees may have been cleared

1 mark for each element

Guidance

Reward implicit understanding where you are not in doubt.