

GCE 2004  
*June Series*



# Mark Scheme

## Archaeology (ACH2) *(Subject Code 5011)*

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*Dr. Michael Cresswell Director General*

**ACH2****Post-Excavation, Dating and Interpretation****General Instructions**

Start marking by allocating response to the mid point in a band. Then move out if there is doubt either way. For questions with 2 marks, start with the mark in bold on the mark scheme.

**Question 1**

Study **Figure 1**.

Identify the parts of the pot labelled **X**, **Y** and **Z**. (3 marks)

L1:	1 element correct.	<b>1</b>
L2:	2 elements correct.	<b>2</b>
L3:	All elements correct.	<b>3</b>

Guidance: rim, neck, base.

**Question 2**

Study **Source A**.

Explain the following terms:

(a)	context	
(b)	absolute dating	
(c)	<i>terminus post quem</i>	(9 marks)

For each term:

L1:	Vague/muddled generic description with some merit or relevant examples without explanation.	<b>1</b>
L2:	Reasonable generic description/explanation.	<b>2</b>
L3:	Good explanation with example or Level 2 with reference to this context.	<b>3</b>

Guidance:

Context – the position of a find in time and space: its horizontal and vertical position, e.g. the specific layer/matrix of soil in which particular sherds were found. Good answers which just refer to context sheets or numbers = L1.

Absolute Dating – dates according to a specific historic (chronometric) scale or calendar, e.g. BC or BP. In this case likely to be RC dating of ecofacts/artefacts from the same context but TL also acceptable.

TPQ – the principle that a layer cannot be older than the date of the latest dateable find from within it. This provides the earliest possible date for a site, layer or artefact – in this case for each pottery assemblage.

**Question 3**

Study **Figure 2**.

Why has the information on the amount of pottery recovered been presented in two versions? (5 marks)

- L1: Assertion without development (e.g. ‘neither on their own are reliable’) or muddled explanations of one. **1**
- L2: Able to clearly explain the value or weaknesses of one **or** a weak response addressing both which has some merit. **2-3**
- L3: Able to clearly explain the value or weaknesses of each (4 for partial, 5 for clear). **4-5**

For top of each band, responses should relate answers to the figures. Allow 2 marks for Level 1 plus a good discussion of what the graphs show.

Guidance:

A simple sherd count is easiest to do and is the traditional way of measuring relative densities of finds. However it may be biased towards ceramics which shatter into many small pieces. Weight may overcome differential shattering but may be biased towards larger vessels. Credit technical knowledge of other methods within appropriate bands if relevant, but do not expect it.

**Question 4**

Study **Figures 3(a), 3(b) and 3(c)**.

Outline the process of analysis which would have enabled archaeologists to construct **Figure 3(c)**. (10 marks)

- L1: Undeveloped but relevant lists or accurate descriptions of what 3(c) shows. **1**
- L2: Clear accounts of **how** one of the following might be carried out.
- Characterisation (how and what is looked for).
  - Use of type series and other references to classify sherds.
  - Relation to geological area or known sites. **2-4**
- L4: Two of the above. **5-7**
- L5: All three. **8-10**

Reward good explanations at the top of each band. Partial or very brief outlines at the bottom. Expect clear evidence of understanding to progress into each of bands 2, 3 and 4.

**Question 5****Study Figure 4**

Explain how the absolute felling dates for the timbers would have been arrived at.

(8 marks)

- |     |  |            |
|-----|--|------------|
| L1: | Generic explanation of the principles of dendrochronology with little or no reference to this table or muddled/fragmentary L2 responses.         | <b>1-3</b> |
| L2: | Clear discussion of this example in terms of rings and how they might be counted and recorded or how these samples would be given felling dates. | <b>4-5</b> |
| L3: | Both elements of L2.   | <b>6-7</b> |
| L4: | L3 plus focus on the significance of sapwood rings.  | <b>8</b>   |

Credit accurate use of data from tables within the bands. The same applies to responses which display a strong theoretical understanding of dendrochronology. Discussions of RC dating are not relevant. Where a very good and thorough account of dendrochronology is presented without reference to the sources, allow 4 marks and annotate 'vgg'.

- Analysis – counting annual rings and measuring thickness by eye or computer.
- Matching patterns of ring width with overlapping samples to create a sequence – tied to a known regional master sequence or timber with a known felling date.

**Question 6****Study Figures 5(a) and 5(b).**

Excluding dating, why might archaeologists find these artefacts recovered from the site useful?

(5 marks)

- |     |  |            |
|-----|--|------------|
| L1: | Brief lists.   | <b>1</b>   |
| L2: | Reasonable lists or 1-2 uses discussed.                          | <b>2-3</b> |
| L3: | Several valid uses discussed or 2 very well discussed in detail. | <b>4-5</b> |

**Note**

Limit good generic wood responses without reference to these Sources to 3.

Possible responses:

- Analysis of timber for information on type, likely source, forestry.
- Construction techniques – from cut marks, joints.
- Technology from wear marks, reconstruction, comparison with similar sites.
- Analysis of residues.
- Environmental information.

**Question 7**

Study all the sources and use your own knowledge.

The record of the site was originally published as a standard archaeological report with additional technical information presented on microfiche (an obsolete data storage method).

How could the excavators present this site to both an academic and a general audience today? *(10 marks)*

- L1: Lists of alternatives without elaboration or discussion of what audiences might need. **1**
- L2: Generic presentational ideas only vaguely linked to this example **or** explanation of how one element from this report might be presented. **2-3**
- L3: Explanation of how several elements from this report might be presented to one audience **or** one element to several audiences (max 5). **4-6**
- L4: Explanation of how several elements from this report might be alternatively presented to **both** specific audiences. **7-9**
- L5: Imaginative Level 4 responses with some valid, specific examples from own knowledge. **10**

Very good purely generic responses can be allowed to Level 3, max 5. Please annotate ‘vgg’.

Guidance:

Weak answers are likely to major on site presentation in terms of reconstruction, ‘Time Team’ and vague references to websites. These alone are likely to get beyond Level 2. Very good, relevant generic responses could reach Level 3. Reward candidates who focus on aspects of this site mentioned in the sources and introduction. Expect explicit reference to communication with academic audiences for Level 4 upwards.

Examples

- General: reconstruction of salt processing in museum or heritage centre or virtual models. Salt making activities for school children. Visual representations of dendrochronology. Point and click to see where pottery came from. Use of timelines and illustrations/reconstructions. Use of popular journals, e.g. Current Archaeology.
- Academic: Web based archive to enable access. Hyperlinks to typologies or similar sites. Possibilities of 3D modelling or continuous site plans (not limited by A4 format). Including statistical analysis packages. Continued value of written site reports.