



## **General Certificate of Education**

# **AS Archaeology 5011**

**ACH1      Survey and Excavation**

## **Mark Scheme**

*2007 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.

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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

What sources might the archaeologists have consulted during their desktop survey prior to starting their fieldwork at Prickwillow Road, and why? (6 marks)

- L1: Lists generic sources (i.e. "old maps") **or** names one specific source. **1**
- L2: Lists 2+ specific sources **or** discusses uses for generic ones with no reference to this site. **2**
- L3: Discusses uses for specific sources with no, or very limited, site reference **or** names specific sources with reference to this site, with no, or very thin, discussion of their use. **3-4**
- L4: Discusses uses of specific sources with sound reference to this site. **5-6**

Possibilities: SMR; previous site report(s); newspaper articles; proceedings of local societies; tithe maps; OS maps; Domesday Book; aerial photographs; RCHME; period-specific journals.

#### Question 2

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

What are the strengths and limitations of evaluation (trial) trenches? (7 marks)

- L1: Lists uses and limitations without explanation. **1**
- L2: One sided or weak explanation **or** list with passing or implicit reference to source at best. **2-3**

- L3: One sided explanation with reference to the source **or** explanation with no or weak reference to the source that addresses both positives and negatives **or** poorly developed explanation with reference to source. **4-5**
- L4: Developed explanation with reference to the source that addresses both advantages and disadvantages. **6-7**

Possibilities: saves time; evaluative; depth of features; check if anything is there; site condition; rough date; may miss archaeology; destructive; cannot uncover whole feature, depends greatly on sampling strategy.

NB Expect more positive points than negative points.

### Question 3

How do **Figure 2** and **Figure 3** illustrate the strengths and limitations of magnetometer surveys? *(10 marks)*

- L1: Generic list **or** weak description demonstrating only thin understanding of technique **or** check-list of features picked out by each Figure. **1-2**
- L2: List with reference to the sources **or** strong description of technique **or** check list with limited comment. **3-5**
- L3: Technique explained with partial reference to the sources **or** partially developed explanation of technique with good use of the sources. **6-8**
- L4: Sound explanation of technique with good use of sources. **9-10**

Possibilities: reference to ditches (named); other linear features; possible wall/paths; pipeline; quarries; explanation as to how magnetometers pick up these features; time consuming.

NB Maximum of 6 marks for responses only addressing one side of the question.

### Question 4

Study **Figure 4**.

What are the major changes between Phases 6 and 7? *(5 marks)*

- L1: Vague description with no or incorrect use of scale, phasing, orientation or morphology. **1**
- L2: Fuller description incorporating developed use of **one** of scale, phasing, orientation or morphology. **2-3**
- L3: L2 with at least **two** developed uses of scale, phasing, orientation or morphology. To access 5 marks, phasing and morphology must be present. **4-5**

Phase 6: square/rectangular feature: aligned WNW – E-S-W; **under** phase 7; ore to north.

Phase 7: larger L-shaped feature to SE; semi-circular feature; more to SE. Recognition of limitation of only partial exposure and subsequent C-transforms.

**Question 5**

Study **Figure 5** and use your own knowledge.

Describe and explain the techniques that an archaeologist would use to excavate and record the burials illustrated in **Figure 5**. *(10 marks)*

- L1: Generic excavation points not necessarily specific to a grave/skeleton or simplistic points, e.g. being careful. **1-2**
- L2: Thinly developed points directly related to excavation/recording of skeletons. **3-4**
- L3: Developed points directly related to the excavation/recording of skeletons with no or thin site reference **or** thinly described/developed techniques with good source reference or well-developed response focusing primarily on multiple-burial issues. **5-7**
- L4: Well-developed description/explanation with good use of source considering a variety of issues and techniques. NB For 10 marks, multiple burials must be considered. **8-10**

No more than 6 marks if only excavation or recording.  
Maximum of 5 marks if **no** site reference at all.

Possibilities: care/time; use of specific tools; sections/cumulative sections/planum; location/definition of cut; lifting; leaving bone on pedestals; problems with multiple burials, problems with intersecting burials; skeleton recording sheet; photography; peg board and orientation areas; planning; section.

**Question 6**

Study the Introduction and **Figures 1 to 6** and use your own knowledge.

Describe and explain the particular challenges posed by undertaking archaeological investigations in areas of housing development. *(12 marks)*

- L1: Generic fieldwork challenges listed or very thinly developed. **1-3**
- L2: Challenges listed or thinly developed with reference to source or development (6 max) **or** generic challenges with sound explanation **or** list of challenges from source with no explanation. **4-7**
- L3: Development-specific challenges developed using source with restricted reference to burials **or** only addressing burials. **8-10**
- L4: Development-specific challenges discussed with sound reference to sources. Must include burial issues and at least **one** other point. **11-12**

Possibilities: limited access; inability to make full use of aerial photography; problems with certain types of geophysics; use of GPR; use of test pits in gardens; times limits; health and safety in public place; vandalism; key-hole approach; sensitivity of burials in urban setting; need for screening; time-delay to development caused by finding burials; rescue archaeology; funding implications; proximity to public; time constraints imposed by developers.