



General Certificate of Education

A2 Archaeology

ARCH4 Archaeological Investigation

Mark Scheme

2010 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.

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Using the Marking Scheme

The maximum mark for the *Archaeological Investigation* is 60 marks.

The marking scheme is based on the two Assessment Objectives as follows

AO1 45 marks
AO2 15 marks

AO1 has four sections:

- Context (10 marks)
- Methodology (5 marks)
- Application of Skills (20 marks)
- Evaluation (10 marks)

AO2 is marked as a whole section (15 marks).

Quality of Written Communication (QWC) is assessed as part of AO1 Evaluation.

Context

AO1

Level 1

- There is some attempt to locate the chosen sources within a broader archaeological context
- links between the sources and the study are likely to be implicit
- some secondary sources are identified and/or use of them is basic in the context of the study
- limited and/or generalised synoptic links identified to other units.

(1-2)

Level 2

- A greater attempt to locate the sources within a broader archaeological context
- some explicit links are made between the sources and the study
- appropriate secondary sources are included but use of them is limited in the context of the study
- some clear synoptic links established with other units

(3-5)

Level 3

- A good knowledge and clear understanding of the broader archaeological context
- there are clear explicit connections between the sources and the study
- a reasonably comprehensive range of secondary sources are identified and included and their relevance to the study is clearly defined
- developed and focused synoptic links made with other units showing some consideration of relevance.

(6-8)

Level 4

- A very good knowledge and clear understanding of the broader archaeological context
- the chosen sources are highly appropriate, used well and explicitly linked to the study
- an in-depth review of secondary sources providing a clear context for the primary-based research
- clear, organised and well-focused synoptic links made with other units displaying full understanding of relevance.

(9-10)

Methodology

AO1

Levels 1 and 2

- Some, possibly limited or flawed, knowledge and understanding of the chosen method(s)
- appropriate reasons for choice of method(s) are offered but may lack development and clarity
- a reasonable understanding of theory and some recognition of practical problems
- archaeological vocabulary and conventions are used though there may be some misinterpretations

(1-3)

Levels 3 and 4

- A good knowledge and understanding of the chosen method(s)
- discussion of the reasons underlying the choice of method(s) is logical and coherent
- a good knowledge and understanding of theory and practical problems
- archaeological vocabulary and conventions are used appropriately and effectively.

(4-5)

Application/Data/Recording/Illustration

AO1

Level 1

- Limited evidence of personal links to sites/artefacts/museums/SMR
- narrow range of information abstracted
- some data collected but presentation poor
- partial records made but poorly represented and annotated

(1-5)

Level 2

- Clear links to sites/artefacts/museums/SMR but limited in scope of first-hand personal activity
- some relevant information abstracted
- appropriate method of data collection has been used and some relevant data is evident.
- basic records made and presented.

(6-10)

Level 3

- 'Fieldwork' element well represented with clear indication of first-hand involvement in research
- appropriate and reasonably comprehensive abstraction of relevant information
- appropriate method of data collection has been used and sufficient relevant data is evident
- effective records made and well presented.

(11-15)

Level 4

- Depth of first-hand involvement is evident from research plan, methodology and results obtained
- appropriate, comprehensive and relevant abstraction of information showing awareness of relative values of different types of source material
- appropriate method of data collection has been used and sufficient, relevant and accurate data is evident
- thorough recording of evidence, effectively presented in the most appropriate formats.

(16-20)

Evaluation

AO1

Level 1

- Judgements on evidence are restricted; coherence is not sustained
- some findings are included but their relevance is not made explicit
- errors in QWC may be noticeable and intrusive, with frequent lapses of spelling, punctuation and grammar and disjointed prose.

(1-2)

Level 2

- Judgements are formulated at a basic level; material is organised but not necessarily in coherent fashion
- some evaluation of content is evident and/or a relevant conclusion is reached
- communication skills are sounder than at Level 1. At the lower end of this level spelling punctuation and grammar errors will still be clearly evident whereas at the upper end these will be largely secure. The reader will not be distracted from the argument by disjointed prose.

(3-5)

Level 3

- Appropriate judgments are based on effectively organised material, coherence mostly maintained
- a fuller evaluation of content is included and some appropriate conclusions are reached
- communication skills are generally effective. Only occasional errors of spelling, punctuation and grammar occur. The text of the study allows the reader to follow detail and arguments with ease.

(6-8)

Level 4

- Appropriate and comprehensive judgments are made based on material organised effectively to produce a coherent and sustained case
- a full evaluation of content is present and appropriate and apposite conclusions are reached
- communication skills will be strong. All technical language issues will be addressed appropriately to allow a coherently expressed study to be read effectively.

(9- 10)

AO2

Level 1

- Rationale is very limited and referred to only occasionally/implicitly throughout the study
- little use of archaeological concepts
- the only regard paid to practical or ethnical considerations is implicit.

(1-4)

Level 2

- Rationale is appropriate but links to it remain more implicit than explicit
- some relevant archaeological concepts and ideas are used, but these in the main will be descriptive and undeveloped
- explicit but limited regard is paid to practical or ethical considerations.

(5-8)

Level 3

- A good rationale is offered with relevant and explicit links to it within the study
- some relevant archaeological concepts and ideas are explored and developed but often are simply presented
- explicit regard is paid to both practical and ethical considerations.

(9-12)

Level 4

- A very good and comprehensive rationale is offered with detailed and accurate explicit links to it throughout the study
- key archaeological concepts and ideas are explored and developed
- practical and ethical considerations are well-referenced and clearly integrated into the study.

(13-15)