
A- LEVEL

Archaeology

ARCH2 Archaeological Skills and Methods
Mark scheme

2010
June 2015

Version 1 Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from aqa.org.uk

Section A**Question 1**

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

Explain the different ways archaeologists could undertake a landscape survey.

[9 marks]

(Target AO1 7; AO2 2)

- | | | |
|-----|--|------------|
| L1: | Vague and/or listed/thin generic points or one technique explained in detail. | 1-3 |
| L2: | More detailed generic points or two techniques explained in detail. | 4-6 |
| L3: | Developed points explaining the use of at least three techniques fully. Must reference the source for 9 marks. | 7-9 |

Guidance**Expect:**

GPS, TST and EDM survey, manual survey using tapes and a dumpy level, clinometer, alidade and plane table, hachure plans, CAD drawing, vertical APs and stereoscopes, LiDAR, satellite imaging, sonar (eg Doggerland)'.
Accept other possibilities, eg maps, field walking, aerial photography, geophysical survey and desktops, but limit to L1.if no other techniques mentioned.

Question 2

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

Explain why the remains in **Figure 2** were visible to archaeologists.

[6 marks]

(Target AO1 6; AO2 0)

- | | | |
|-----|---|------------|
| L1: | Generic response on aerial photography. If correct type also identified give 2. | 1-2 |
| L2: | Generic explanation of crop marks or sound explanation of parch marks, shadow sites or soil marks. | 3-4 |
| L3: | Sound explanation of crop marks with reference to the source. Must mention or describe positive crop marks for 6 marks. | 5-6 |

Guidance**Expect:**

Positive crop marks – taller/better growing crops, greener, more lush crops, ditches increase the availability of water and/or nutrients, more space for roots.

Source:

Large building just off centre in the photograph. Other structures visible to the upper left of the middle building along the edge of the Tiber. Large pale patches may be geological features or demolition spreads from the destruction of buildings. There are leaves on the trees, so the marks are unlikely to be soil marks, and the only shadows visible are from the trees on the banks of the Tiber.

Question 3

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

Explain the procedures that archaeologists would have used to produce this distribution plot of Middle Imperial pottery.

[9 marks]

(Target AO1 7; AO2 2)

- | | | |
|-----|---|-----|
| L1: | List or vague, generic answer. | 1-3 |
| L2: | Good explanation of on site processes or off site processes or brief explanation of on and off site processes or good generic answer. | 4-6 |
| L3: | Good explanation of both on and off site processes with reference to source. | 7-9 |

Guidance

Students should describe the setting up and laying out of the grid. They may describe tying the site grid to the OS map or other national mapping systems, and choosing a sampling method. Laying out of the grid may be completed using 30m tapes, a TST or GPS and squares will be marked by canes or flags. Squares will be walked, finds bagged and tagged with the square number and then analysed. Finds will be analysed by specialists and the data combined with the spatial information to show the distribution across the site.

Source:

Middle Imperial pottery seems to be spread fairly evenly across the site. Grid squares are 30m in size. Mention of grid squares being used on this site, rather than stints or transects.

Question 4

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

Outline **both** the uses and limitations of antiquarian sources such as Antonio Labacco's map for archaeologists.

[6 marks]

(Target AO1 6; AO2 0)

- | | | |
|-----|--|-----|
| L1: | Generic sources, eg old maps or description of figure (1) or specific list. | 1-2 |
| L2: | Specific sources with explanation not linked to figure or specific sources linked to figure but not explained or pros and cons of figure with implicit reference to source. | 3-4 |
| L3: | Specific sources with sound explanation and link to figure or pros and cons with clear reference to source. | 5-6 |

NB Top of L2 and L3 needs reference to both uses and limitations.

Guidance

Mentions of the plans, drawings and observations of Stukeley, Aubrey, etc.

Uses: previous structures; land use; changes; accuracy; cross-referencing to other sources; political or cultural reasons for inaccuracy or distortion.

Limitations: artistic licence; some inaccuracy; interpretations sometimes flawed.

Source:

Field boundaries; land use; river course; position of the sea; plan evident; less technical equipment; no key, scale or orientation apparent.

Question 5

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

Outline **both** the advantages and disadvantages of the excavation method shown.

[8 marks]

(Target AO1 6; AO2 2)

L1:	Poorly developed and/or listed/thin points.	1-2
L2:	More detailed generic points or undeveloped points clearly linked to technique or source.	3-4
L3:	Developed points linked to source or technique illustrated.	5-6
L4:	Well-developed points linked to both the technique illustrated and the source.	7-8

NB Must name the technique (open area) for top mark in L3 and L4.

Students who only discuss advantages or disadvantages cannot move out of L2.

Guidance

Technique - open area (accept area)

Advantages: good for showing how the site fits together, clarifying complex relationships, revealing plans of buildings and for recording. Fewer health and safety issues. Easy and quick to strip the soil by machine, public understanding, more artefacts recovered than through other methods.

Disadvantages: More difficult to get a vertical view and to record stratigraphy. Requires running sections to record stratigraphy. Takes longer to excavate than a trench.

Source:

Complicated relationships between walls, can see the whole building, few sections visible and those that are, are not deep.

Question 6

06 Study **Figure 6** and use your own knowledge.

Explain how archaeologists could record the archaeology shown.

[12 marks]

(Target AO1 10; AO2 2)

L1:	Poorly developed or listed points or one method briefly described.	1-4
L2:	Two methods of recording more fully described or at least three undeveloped points, or one method fully described and undeveloped point on at least one other technique.	5-8
L3:	At least three methods of recording fully described.	9-12

NB Top mark in each level requires source reference.

Guidance

Expect students to discuss written records, (context cards, site notebooks, PDAs), the drawn record, (sections, elevations plans and Harris Matrices) and the photographic record.

Source: Poor light and blurry photography affects the quality of the photo. Difficult to get a good photograph because of the small size of the hole. Captures the complex details quickly (eg lots of bricks).

Question 7

07 Study **Figure 7** and use your own knowledge.

What can archaeologists learn from remains such as this?

[4 marks]

(Target AO1 4; AO2 0)

- | | | |
|----|---|-----|
| L1 | List (1 mark) or good description of one type of information that archaeologists could learn. | 1-2 |
| L2 | Good description of at least two types of information that archaeologists could learn. | 3-4 |

Guidance

Expect some description of diet, trade, conditions around the site, eg roughness of the water, and/or type of sediment, manufacturing (eg jewellery making) and rubbish disposal patterns.

Question 8

08 Study **Figure 8** and use your own knowledge.

Explain why archaeologists have drawn the pottery artefacts in this way.

[6 marks]

(Target AO1 4; AO2 2)

- | | | |
|-----|--|-----|
| L1: | List and/or vague answers. | 1-2 |
| L2: | Good description of at least two types of information that archaeologists could gain, or one type with link to the source. | 3-4 |
| L3: | Good description of at least three types of information that archaeologists could gain, with link to the source. | 5-6 |

Guidance

Expect students to discuss the clear profile of the vessels, the cross-section through the vessel walls, the view of both the inside and the outside and the cross-section through handles. Better responses may point out that some information, such as colour and texture may be better illustrated through photographs or written description.

NB Some candidates may explore the application of the information gained from the artefacts drawn in this way and should be credited appropriately.

Unit ARCH2: Marking Section B essays

The knowledge-based approach of this section enables students to select content from a wide variety of contexts. As a result, highly specific mark schemes are inappropriate. The scheme must be sufficiently flexible that it can embrace whatever case studies that teachers and students may select to study in that particular year.

Marking guidance therefore falls into two main types. A broad hierarchy of levels based on the assessment objectives for all essays and then exemplification for each particular question. In the latter case the contexts and lists of expected content are simply for the sake of illustration. There are many other sets of evidence, which would provide equally good answers.

The balance of assessment objectives on this section between AO1 and AO2 is 1:2.

The primary aim of the assessments is to test students' understanding of key techniques and issues in practical archaeology (AO2). Depending on the questions chosen they will focus, to a greater or lesser extent, upon the basis of archaeological knowledge, its limitations, and the nature of the factors affecting continuity and change in the past.

Understanding of AO1 will also be a key factor in differentiating responses.

Good examining is, ultimately, about the consistent application of judgement. Levels of response mark schemes provide the necessary framework for exercising that judgement but cannot cover all eventualities. Where you are very unsure about a particular response, refer it to your team leader.

Generic Essay Levels Mark Scheme

Below Level 1 **0 marks**

Answers with no merit or relevance to the question set.

Responses at this level may be of reasonable length and may contain archaeological examples and material but they will not respond to demands of this specific question. The student may have incorrectly interpreted a concept or simply responded to a word or phrase in the question by writing all they can think of about that 'trigger'.

Level 1 **1-6 marks** **AO1 (2) AO2 (4)**

Weak or undeveloped answers.

Either: A Responses at the bottom of this level (1-3 marks) may provide some information which could be relevant to the question but it will be undifferentiated from irrelevant or inaccurate material – in other words it will randomly rather than purposely linked to the question. More typically (4-6 marks) the student will demonstrate some understanding of the thrust of the question but is unable to respond in an adequate manner. Some understanding may be shown by the selection of relevant material although this will be presented in a 'scattergun manner' with little discrimination, explanation or attempt to use it as part of a logical argument. The account will be superficial and may be within the context of a purely narrative or descriptive framework.

Or: **B** Alternatively the response may consist of a very weak description of technique(s) or a very thin account of a site(s), some of which may be relevant to the question but which are undeveloped. Nevertheless, some of these could have been developed into higher level responses.

At Level 1, where students submit full essays they are likely to display poor communication skills, work being characterised by disjointed prose, poor organisation and frequent lapses of spelling and grammar. This level also includes responses which do address the question but are only a few sentences in length or undeveloped lists or plans which had the potential to become higher level answers.

Level 2 **7-12 marks: AO1 (4) AO2 (8).**

Limited responses with some merit.

Either: A Responses which demonstrate understanding by including some material relevant to the question. However, it is likely that the student has been unable to organise their work successfully in order to meet the demands of the question. Typically this may include the very basic description of techniques with little or no exemplification. Understanding of the issues in the question will be simplistic and there will be very little assessment of the data which will often be presented in a descriptive format.

Or: B Answers which do address the question and demonstrate some understanding of the issues, perhaps making several valid points. However, there will be very little or no relevant archaeological examples or explanation of technique(s) to support their case.

At Level 2, students are likely to display some poor communication skills. Some of their work may be characterised by disjointed prose, poor organisation and frequent lapses of spelling and grammar. This level also includes good, detailed essay plans and promising essays which have not been developed (eg very brief or truncated).

Level 3 **13-18 marks: AO1 (6) AO2 (12).**

Sound responses.

Either: A Responses which largely contains material relevant to this question and where the student has begun to organise and structure their work successfully in order to meet its demands. This may be of similar depth to Level 2 responses but will be largely focussed on issues raised by the question. Introductions and conclusions are likely to be limited at this level and appraisal will be simple.

Or: B Answers which address the question and demonstrate a reasonable understanding of many of the issues it raises. They will be able to reach sensible conclusions but provide limited explanation of archaeological technique(s) to support their case.
Include at this level: responses which are of Level 4 or 5 quality but which have only addressed half of a question which contains two main elements; good generic responses which include no exemplification; detailed accounts of archaeological sites which only partially address the question.

At Level 3 communication skills may remain limited and may be adequate at best. At the lower end of the level spelling and grammatical errors are likely to be frequent and answers will show limited powers of organisation. At the higher end there may still be insecure structuring of paragraphs and weaknesses of expression breaking the flow of the answer.

Level 4 19-24 marks: AO1 (8) AO2 (16).

Good responses.

Either: A Responses largely containing well focused, relevant material organised in the form of 1-2 explanations of techniques or a range of 3+ with some limited development. Reasonable exemplification will be present. The response must reach some conclusions – perhaps in the final paragraph. Depth of understanding of terms may be very good but commentary and argument will be underdeveloped.

Or : B Well-focused responses which address the question directly and demonstrate a good understanding of the issues raised by it. The account is likely to have a coherent structure and may be argued consistently. However, explanations of techniques will still be limited despite being supported by some examples. Detailed appraisal of specific techniques will not therefore be possible.

At Level 4 communication skills will generally be sound. Though spelling and grammar will be secure there may still be lapses with technical vocabulary Organisation will be sensible but there may be passages of less well directed writing or an overly schematic approach.

Level 5 25-30 marks: AO1 (10) AO2 (20)

Very good responses.

Either: A Responses containing considerable, well focused relevant material either in the form of 1-2 detailed explanations of techniques or a range of 3+ with relevant development. (Expect the equivalent of a couple of sentences on each.) Analysis will be present although at the bottom of this level this will not necessarily be consistent and not all the data will be necessarily appraised. Exemplification will be sound. Evaluation and assessment of the relative merits of different sources and lines of argument will be present. A conclusion will be reached about the main element in the question.

Or: B Responses which address the question directly and precisely, and demonstrate a very strong understanding of the issues raised by it. The account will be well-structured and should be argued consistently. Appraisal of specific case studies via supporting evidence will be sound.

At Level 5 communication skills will be generally effective and organisation clear and logical. Spelling and grammar will be sound, though there may be occasional errors.

Deciding on marks within a level

One of the purposes of examining is to differentiate between responses in order to help awarders distinguish clearly and fairly between students. We want to avoid too much “bunching” of marks which can lead to regression to the mean. A key element here is the way examiners approach the work. Given the constraints of time and circumstance, students will not produce perfect work. Ideally you should take a ‘cup half full’ rather than ‘cup half empty’ approach to responses above Level 2. This should help you to use the full range of marks available. Start by allocating the essay to the level which best describes it even though it may not be a perfect fit. If you really cannot decide between a level, award the response the top mark of the lower level where the decision is between levels 1-2 or 2-3 and at the bottom of the higher level in all other cases.

Where you are confident about a level, you should start by placing the essay on one of the middle marks for that level. Next consider whether you feel that mark to be about right, slightly generous or slightly harsh in comparison with other responses at that level. In the latter cases move the essay out to the lower or higher mark in the level. In making decisions away from the middle of the level, examiners should ask themselves whether the response is:

- Precise in its use of factual information?
- Technically accurate?
- Appropriately detailed?
- Factually accurate?
- Appropriately balanced, or markedly better in some areas than in others?
- Generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- Well-presented as to general use of syntax, spelling, punctuation and grammar?

The latter two points indicate how the student's quality of written communication might influence the award of marks within a given level of response and complement the information given elsewhere.

Question 9

09 Outline the relative dating methods archaeologists could use to date a site.

[30 marks]

Use generic levels mark scheme

Indicative content

Responses are likely to focus on stratigraphy, typology, terminus post quem and terminus ante quem, bone age (ie, nitrogen, fluorine and uranium ratios), historical dating and cross referencing (eg dating Mycenaean finds by reference to Egypt). Credit, but do not expect, faunal dating, seriation, and obsidian hydration. Accept potassium-argon dating if clearly referring to dating layers above and below archaeological remains..

Sites are likely to include local examples and some of the more famous sites, eg Ötzi, Boxgrove, Piltdown Man, Fishbourne Roman Palace, and various Time Team excavations.

Question 10

10 Outline the information that archaeologists could discover from the study of macro floral **and** macro faunal evidence.

[30 marks]

Use generic levels mark scheme

Indicative content

Responses are likely to focus on plant remains such as seeds, parts of the actual plants such as stems and leaves, trees, and animal bones, beetles and molluscs. Credit a discussion of plant and/or animal fibres, and dendrochronology and radiocarbon dating. Students may also consider the use of reference collections and the survival of environmental material.

Sites are likely to include local examples and some of the more famous sites, eg Ötzi, Boxgrove, Coppergate, Dublin, Avebury, and various Time Team excavations and to cover such issues as climatic change, the environment, understanding past economies such as the exploitation of marine environments, hunter gathering and the rise of farming and non-food uses of plants such medicinal use, dyeing, clothes etc.

Limit to Level 3 if response just focusses on dating.

Question 11

11 Outline the information archaeologists could find out by using ethnographic techniques to study the past.

[30 marks]

Use generic levels mark scheme**Indicative content**

Responses are likely to focus on the ways in which the methods allow archaeologists to see different ways of doing things, of being able to talk to and question the participants and to examine non-western world views. Students are likely to explore topics such as economics, settlement patterns and ideology. There should be some consideration of the inherent problems, eg not all the variety that existed in the past exists today and not everyone tells the truth.

Students are likely to mention big ethnographic studies, eg Malinowski's work with the Trobriand Islanders, Margaret Mead's work in Western Samoa, David Lewis-William's work with the San Bushmen and Mike Parker-Pearson's work with the Merina of Madagascar. The work of Lewis Binford is likely to feature heavily in the discussion of ethnoarchaeology and discussions of Bonnischen's work on 'Millie's Camp' may also appear.

Marking Grid

Question Number	AO1	AO2
9	10	20
10	10	20
11	10	20