

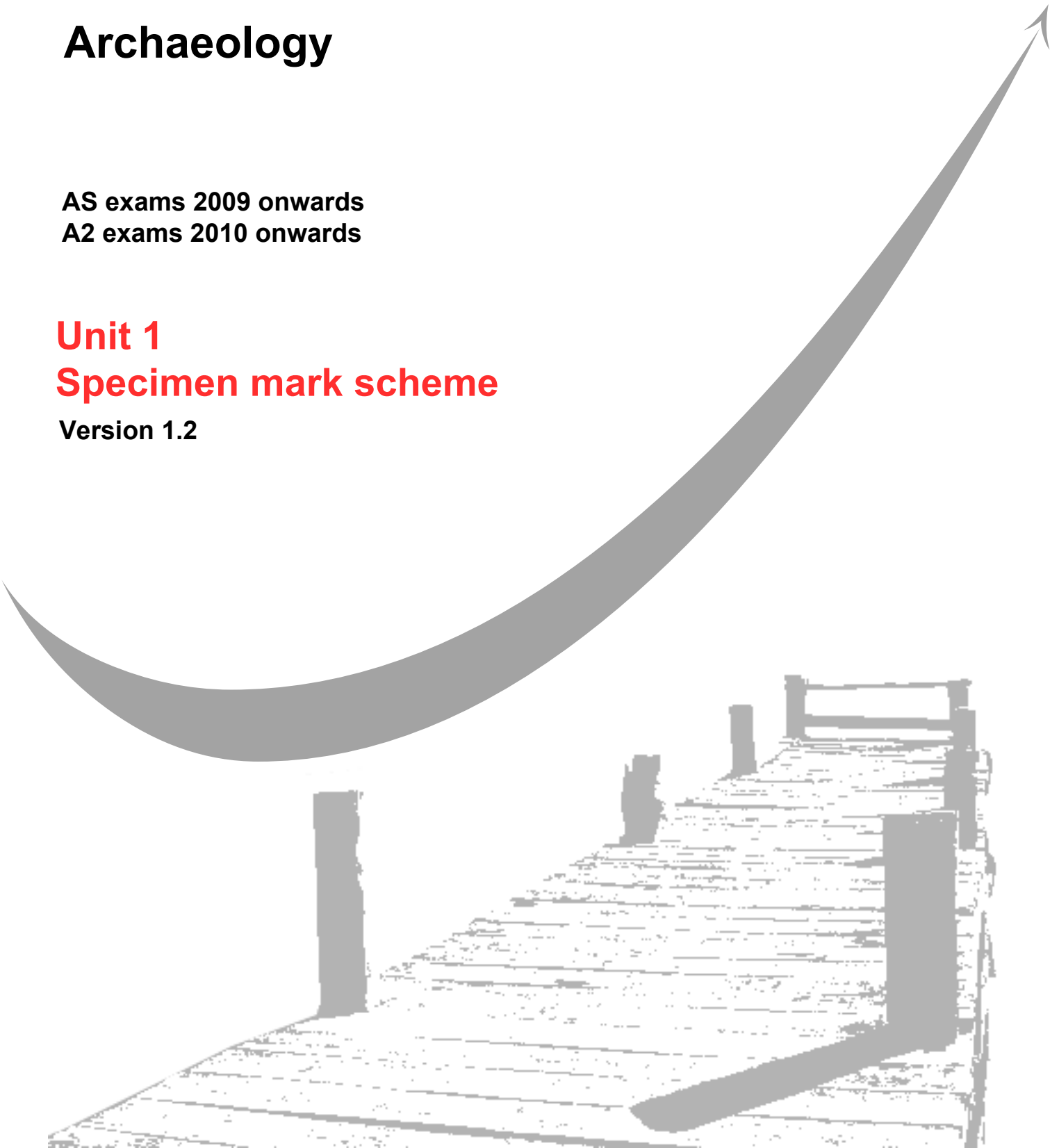
GCE
AS and A Level

Archaeology

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1 **Specimen mark scheme**

Version 1.2





General Certificate of Education

AS Archaeology

**ARCH1 The Archaeology of Religion
and Ritual**

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Marking ARCH1 answers

The knowledge-based approach of this unit enables candidates 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 candidates 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 answers 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.

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.

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 candidates. 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, candidates 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, including spelling, punctuation and grammar?

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

Quality of Written Communication

QWC will be assessed in this unit at every level which involves extended writing in terms of

- spelling accuracy
- clarity of expression
- sophistication of language

Familiarity and facility in employing context sensitive vocabulary and terminology will also play its part. QWC will be an important criterion in deciding whether a response is judged appropriate for a particular level or whether it should be constrained to the level below as lacking some of these indicators or indeed promoted to a higher level.

SECTION A: The Terminology of Religion and Ritual

Question 1

(Target AO2: 15)

Giving at least **one** example, explain what archaeologists mean by the following terms.

- (a) focus of attention (5 marks)

L1: May discuss the term in general in the chosen period rather than with specific reference to anything concrete. Explanation and references will be at a basic level or lacking.

QWC: Accuracy of spelling, degree of legibility, sophistication of grammar/terminology and clarity of expression will vary from poor, illegible, inadequate and unclear to fair, mildly illegible, adequate and reasonably clear. 1-3

L2: Discussion of the term which not only refers to knowledge of the period but firmly contextualises examples from the sources within a clear explanation.

QWC: Accuracy of spelling, degree of legibility, sophistication of grammar/terminology and clarity of expression will vary from fair, legible, adequate and reasonably clear to good, easily legible, excellent and consistently clear. 4-5

Indicative content

Expect a definition along the lines of a building, statue or natural feature which focuses the attention of a worshipper as a place to which to address his/her gaze, prayers or offerings. This should be supported by an example of such a feature in general for the source concerned including a brief description and a named case study from the period which will ideally adduce physical or iconographic evidence of this practice.

- (b) rites of passage (5 marks)

L1: May discuss the term in general in the chosen period rather than with specific reference to anything concrete. Explanation and references will be at a basic level or lacking.

QWC: Accuracy of spelling, degree of legibility, sophistication of grammar/terminology and clarity of expression will vary from poor, illegible, inadequate and unclear to fair, mildly illegible, adequate and reasonably clear. 1-3

L2: Discussion of the term which not only refers to knowledge of the period but firmly contextualises examples from the sources within a clear explanation.

QWC: Accuracy of spelling, degree of legibility, sophistication of grammar/terminology and clarity of expression will vary from fair, legible, adequate and reasonably clear to good, easily legible, excellent and consistently clear. 4-5

Indicative content

Expect a definition along the lines of celebration of important and possibly life-changing events in an individual or society's life cycle which are intended to mitigate the potentially harmful and psychologically disturbing effects of such events. This discussion should focus on the 'big four' of :

- Birth
- Coming of age
- Marriage
- Death

and should be supported by an example of such an action in general for the source concerned and a named case study from the period which will ideally adduce physical or iconographic evidence of this practice.

(c) polytheism (5 marks)

L1: May discuss the term in general in the chosen period rather than with specific reference to anything concrete. Explanation and references will be at a basic level or lacking.

QWC: Accuracy of spelling, degree of legibility, sophistication of grammar/terminology and clarity of expression will vary from poor, illegible, inadequate and unclear to fair, mildly illegible, adequate and reasonably clear. 1-3

L2: Discussion of the term which not only refers to knowledge of the period but firmly contextualises examples from the sources within a clear explanation.

QWC: Accuracy of spelling, degree of legibility, sophistication of grammar/terminology and clarity of expression will vary from fair, legible, adequate and reasonably clear to good, easily legible, excellent and consistently clear. 4-5

Indicative content

Expect a definition along the lines of a religion which believes in many gods often referred to as a pantheon. This should be supported by a discussion of such a religion in general for the source concerned and a named case study from the period which will ideally adduce physical or iconographic evidence of this practice.

SECTION B: Religion and Ritual of Prescribed Sites

Answer **one** question from this section.

Choose one of the following periods and its associated site and use your own knowledge and understanding of this site.

Generic 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 candidate 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 1-2 marks

Fragmentary or fleetingly relevant responses

Purely descriptive responses which contain some relevant content.

QWC: spelling will be partially inaccurate, legibility poor, sophistication very sporadic and clarity less than consistent.

Level 2 3-5 marks

Muddled, limited or poorly focused responses containing relevant points

Responses which attempt to define appropriate material, although this will not be coherent. Alternatively, valid responses which are little more than lists either of possible evidence or types of approach.

QWC: spelling will be partially accurate, legibility acceptable, sophistication sporadic and clarity reasonably consistent.

Level 3 6-9 marks

Partially successful responses: focused but limited or detailed but unfocused or unbalanced.

Either: outlines a range of possible approaches, identifies some appropriate material with some discussion. May include fleeting reference to site evidence. Better responses may provide several examples.

Or: entirely consists of a broader discussion which addresses relevant themes.

QWC: spelling will be more accurate than at Level 2, legibility fair, sophistication occasionally present and clarity more consistent than at Level 2.

Level 4 **10-13 marks**

Good responses: largely balanced and focused

Responses should discuss appropriate material, exemplified in more detail within a broader context.

QWC: spelling will be largely accurate, legibility very good, sophistication present more than not and clarity very consistent.

Level 5 **14-15 marks**

Excellent responses

Answers might address a good range of appropriate material, drawing on well-chosen examples. Such top level answers may consider how well their discussion fits the examples and show real analysis and evidence of critical faculties being employed. May discuss the ambivalent nature of much archaeological evidence.

QWC: spelling will be almost perfect, legibility excellent, sophistication present in most responses and clarity of expression of a high standard.

2 Prehistoric Europe 30 000BC to AD43

Explain the religious significance of the timber ‘causeway’ and its associated material at Flag Fen. (15 marks)

(Target AO2: 15)

Indicative content

Expect discussion of the nature and construction of the timber ‘causeway’ or barrier or whatever it is. Votive deposits on one side: bronze swords, shears, helmet fittings, canine and human remains. Relate to contemporaneous environment and discuss religious significance of the whole assemblage in terms of water, liminality and propitiation.

3 Ancient Egypt 3000BC to 50BC

Explain the religious significance of the wall paintings in the tomb of Ramesses VI (KV9) in the Valley of the Kings. (15 marks)

(Target AO2: 15)

Indicative content

Expect discussion of the structure, shape and size of the tomb as context for the wall paintings but then concentration on the substance of these. Explanation of a range of the scenes depicted and how they relate to the beliefs in the various Books of the Dead: Gates, Caverns, Day and Night. The famous double representation of the goddess Nut swallowing the sun disk should feature here along with the sacred barque, Osiris, the ithyphallic deity, astronomical ceiling and cryptographic texts.

4 Roman Europe 753BC to AD410

Explain the religious significance of the wall paintings in the ‘Villa of the Mysteries’ in Pompeii. (15 marks)

(Target AO2: 15)

Indicative content

Expect discussion of mystery religions and their role in Roman society through the nature and content of the paintings. There should be a range of panels represented in the response including the initiation of the girl, reading the sacred text, revelation of the sacred mystery, the involvement of Bacchus, the role of flagellation. Textual evidence may be adduced in support of the description.

SECTION C: Religion and Ritual in Cultural Context

Answer any **two** questions, either from the same culture or from two different ones.

Generic 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 candidate 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 1-2 marks**Fragmentary or fleetingly relevant responses**

Purely descriptive responses which contain some relevant content.

QWC: spelling will be partially inaccurate, legibility poor, sophistication very sporadic and clarity less than consistent.

Level 2 3-5 marks**Muddled, limited or poorly focused responses containing relevant points but a limited attempt to answer the question**

Responses which attempt to define appropriate material although this will not be coherent. Alternatively, valid responses which are little more than lists either of possible evidence or types of approach.

QWC: spelling will be partially accurate, legibility acceptable, sophistication sporadic and clarity reasonably consistent.

Level 3 6-9 marks**Partially successful responses: focused but limited or detailed but unfocused or unbalanced – a sound attempt to answer the question**

Either: outlines a range of possible approaches, identifies some appropriate material with some discussion. May include fleeting reference to site evidence. Better responses may provide several examples.

Or: entirely consists of a broader discussion which addresses relevant themes.

QWC: spelling will be more accurate than at Level 2, legibility fair, sophistication occasionally present and clarity more consistent than at Level 2.

Level 4 **10-13 marks****Good responses: largely balanced and focused and the question is securely answered**

Responses should discuss appropriate material, exemplified in more detail within a broader context.

QWC: spelling will be largely accurate, legibility very good, sophistication present more than not and clarity very consistent.

Level 5 **14-15 marks****Excellent responses – the question is central to the answer**

Answers might address a good range of appropriate material, drawing on well-chosen examples. Such top level answers may consider how well their discussion fits the examples and show real analysis and evidence of critical faculties being employed. May discuss the ambivalent nature of much archaeological evidence.

QWC: spelling will be almost perfect, legibility excellent, sophistication present in most responses and clarity of expression of a high standard.

Prehistoric Europe 30 000BC to AD43

5 Explain the significance of long barrows in Neolithic funerary ritual.

(15 marks)

(Target AO1: 15)

Indicative content

Familiarity with several named examples of long barrows complemented by discussion of how they might have been used not only for disposal of bodies but in continuing rituals involving use of the forecourt for feasting, movement of remains from the tomb into the community and the significance of patterning of bone deposits in the tomb itself. Also expect links to other monument types such as causewayed enclosures and discussion of the practice of excarnation.

6 How do archaeologists interpret the use of Bronze Age henge monuments? *(15 marks)*

(Target AO1: 15)

Indicative content

Familiarity with several named examples of henge monuments. Discussion of their nature, structure and function which allows for more than one interpretation. Expect knowledge of both the enclosed area and its associated timber or stone structures. Awareness of ideas of zones of exclusion, 'grooved ware', structured depositions, patterns of entrance and function in the wider 'ritual landscape'.

-
- 7 What explanations have been put forward to explain the meaning of Upper Palaeolithic cave art? (15 marks)

(Target AO1: 15)

Indicative content

Familiarity with standard interpretations of rupestral art from the European Upper Palaeolithic in relation to several case studies. Such interpretations might include art for art's sake, totemism, fertility and hunting magic, caves as cathedrals, sexual animal symbolism through to more recent reappraisals such as those of Lewis-Williams and Dowson who have woven together themes from ethnography centring on trance dancing and shamanic experience to gain a new insight into this field.

- 8 What evidence exists for **either** priests **or** shamans in Prehistoric Europe? (15 marks)

(Target AO1: 15)

Indicative content

Acknowledgement that this has been a difficult topic for prehistory. Survey of available evidence including unusual burials like Upton Lovell. Possible indications in cave art at Lascaux and from artefacts such as batons de commandement and sculptured animals. Ethnographic connections with Bushmen in South Africa and recent Siberian graves containing masks. Range of indirect evidence for leadership of ritual construction and other activity or involvement in megalithic art.

Ancient Egypt 3000BC to 50BC

- 9 Explain the process of mummification. (15 marks)

(Target AO1: 15)

Indicative content

An accurate survey of various styles of mummification referring to knowledge of Herodotus and of actual mummified corpses. Treatment of the internal organs, bandages and unguents, canopic jars, types of specialist and priests involved, role of prayers and amulets, removal of brain, equipment and raw materials, coffins and sarcophagi, ritual significance of decorations.

-
- 10 Explain the main differences between mortuary temples and cult temples. (15 marks)

(Target AO1: 15)

Indicative content

Comparison of the cult temple, with its association with the worship of one or more gods from the Egyptian pantheon, with a standard mortuary temple which existed to keep alive the memory of a deceased pharaoh. A good pairing might be Karnak Temple of Amun, Mut and Khonsu compared to Medinet Habu the mortuary Temple of Ramesses III on the west bank. Location, structure, decoration and function should be discussed.

- 11 What is known about priests in Ancient Egypt? (15 marks)

(Target AO1: 15)

Indicative content

Discussion of the range of types of priest in Egypt including Wab, Hem netjer, Lector and Sem. Awareness of the range of evidence from temple and tomb reliefs and paintings, textual evidence and the writings of Herodotus. Pharaoh and his role as priest. 'The Hand of God' in the Opet Festival. Priests and mortuary ritual.

- 12 Explain the significance of what happened during the 'Opening of the Mouth Ceremony'. (15 marks)

(Target AO1: 15)

Indicative content

A clear description of the main components of the ritual and the groups of participants including family, priests and hired mourners within the context of actual scenes from named tombs. Awareness of the ritual significance of the actual process and the instruments involved in reawakening not just the mouth of the deceased but all of his or her senses so that they may live again in the next life – connection to belief and what was believed to occur in the 'Duat.'

Roman Europe 753BC to AD410

- 13 Compare the structure and layout of **one** classical temple and **one** Romano-celtic temple, drawing your examples from Roman Britain or Roman Gaul. (15 marks)

(Target AO1: 15)

Indicative content

A comparative study of two specific ‘temples’, one classical in form and the other of Romano-Celtic type from adjacent areas of the ‘imperium’ in Roman Britain and Gaul. Examples such as Sulis Minerva at Bath and or Mercury at Uley might form the basis for a comparative study. Discussion might centre around shape, structure, decoration, function and component parts, ancillary buildings and their relationship to ritual and belief. Textual and iconographic evidence will clearly be relevant to highlight both similarities and differences.

14 What were the purposes of curse tablets and votives in Roman religion?

(15 marks)

(Target AO1: 15)

Indicative content

A discussion of a range of evidence for votive practices in the Roman world including structured deposition in watery places such as Coventina’s Well or rivers, offerings at temples such as the Temple of Mercury at Uley as well as specific ‘defixiones’ in lead at the Temple of Sulis-Minerva at Bath. Awareness of the propitiatory or quid-pro-quo arrangement of this sort of magical relationship with deities. Text will also be important for the curse tablets and for ‘votum solvit’ type altars.

15 Explain the nature and purpose of Mithraic ceremonial.

(15 marks)

(Target AO1: 15)

Indicative content

Expect links to the military, especially on Hadrian’s Wall perhaps using Carrawburgh as an example. The ‘taurobolium’ with its specific pit and other initiation ceremonies in the temple should be set in context in the worship of Mithras with explanation of its significance to initiates in terms of belief in purification and salvation as well as being described with reference to an actual example and supported by textual references to the exact nature of the ceremony from a contemporary perspective. Discussion of associated statues, altars and structures will be part of a good response.

16 Explain the religious symbolism of frescos from **any two** villas from different parts of Roman Europe.

(15 marks)

(Target AO1: 15)

Indicative content

Discussion of a range of scenes from the Villas at Bignor, Chedworth, Lullingstone, Brading and many other possible examples in relation to the Roman pantheon, Christian influence and mystery religions. Detailed evidence from the mosaics themselves should be adduced in

support of the discussion with an awareness of the broader picture of the place of religion in Roman life, perhaps based on additional textual sources.

Marking grid

AO2 Archaeological Knowledge and Understanding	
Q1	15
Q2-4	15
Q5-16	15 x 2
Total	60