

GCE
AS and A Level

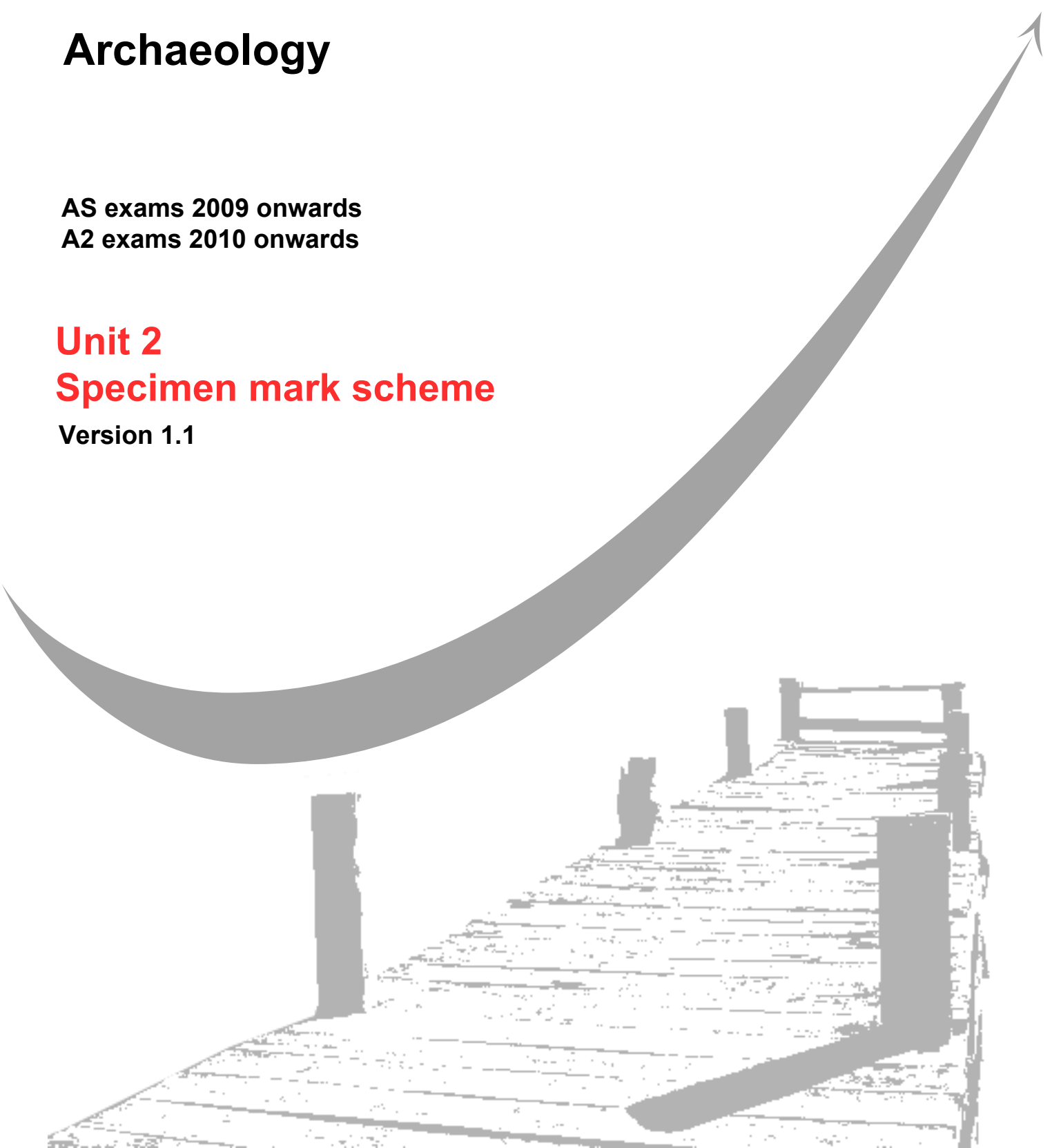
Archaeology

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 2

Specimen mark scheme

Version 1.1





General Certificate of Education

AS Archaeology

**ARCH2 Archaeological Skills
and Methods**

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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SECTION A

N.B. Quality of Written Communication (QWC) is not assessed in this section.

Question 1

(Target AO1: 6)

Study **Source 1**.

Identify the excavation strategy shown in **Source 1** and explain why the archaeologists adopted it. *(6 marks)*

L1:	General reason(s) without identification or just identification.	1-2
L2:	Good description but without sound justification or sound justification for strategy without link to source.	3-4
L3:	Both elements of L2 plus allude to sampling for 5. Clear explanation/reference to sampling for 6.	5-6

Answers need to be clearly site specific for L3.

Question 2

(Target AO1: 8)

Study **Sources 2(a)** and **2(b)**.

Identify the techniques shown in these figures and explain how each is used. *(8 marks)*

L1:	One technique named = 1. Both named = 2. Identification but no real explanation or very poor generalised description = 1.	1-2
L2:	One technique named and explained or both elements of L1.	3-4
L3:	Elements of both explained (and named for 6). For 6 marks awareness that organic matter floats in flotation is essential.	5-6
L4:	Both techniques named and fully explained. Some reference to sources required for 8.	7-8

Parts that contextualise answers to top of level. Credit wet sieving so long as explanation is clearly flotation. Addition of oil/frothing to top of level.

Question 3

Study **Sources 3(a)** and **3(b)**.

(Target AO1: 7)

What kinds of information might the archaeologists have used in order to construct **Source 3(b)**? *(7 marks)*

L1:	Awareness of stratigraphy (1 if not named) or description only.	1-2
L2:	Explanation of one type of information only or good list without explanation.	3-4
L3:	Two or more kinds of information with explanation. As L2 plus explicit links to sources.	5-6
L4:	Both parts of L3.	7

Place in level determined by level of detail or breadth of examples. Expect: TPQ, TAQ, stratigraphic sequence, contexts, features, soil colour/texture, datable artefacts, datable material; credit recording techniques were relevant, Harris matrix, etc.

Question 4

(Target AO1: 6; AO2: 4)

Look again at the **Introduction** and **Sources 4(a) to 4(e)**.

Which techniques are most appropriate for an extended survey of settlement remains within 100 kilometres of Abu Hureyra? Give reasons for your choices. *(10 marks)*

L1:	Lists or very short responses including some relevant methods.	1-2
L2:	The appropriateness of one technique explained and/or very good list.	3-5
L3:	Several relevant techniques discussed.	6-8
L4:	Good range of appropriate techniques with convincing reasons.	9-10

For L3 there must be direct reference to the sources indicated. Expect: aerial photography, remote sensing, field walking, geophysics, augering etc. (limited test pits/trial trenches acceptable), desk top, local knowledge, etc.

Sound explanation of sampling strategies to next level up. L3+ must display evidence of a strategic approach

Question 5

(Target AO1: 7)

Study **Source 5**.

What conclusions can be drawn from this diagram? *(7 marks)*

L1:	Face value responses, largely descriptive. For 2 marks likely to 'tell the story' of the annual cycle. 1 mark for partial accounts.	1-2
L2:	Summative responses on diet or seasonality. May describe each season or environments or foods in detail and add an overall comment eg 'certain foods available all year and others in particular seasons' or 'narrower food choice in February.	3-5
L3:	Answers which emphasise interpretation. Likely to focus on seasonality, sedentism, exploitation of different environments, wide range food sources etc.	6-7

Do not expect A2-type responses but credit them if they are relevant. Also credit relevant comments on survival/recovery of evidence at top level in appropriate band.

Question 6**(Target AO1: 4)**Study **Source 6**.

In horizon D1, what are the percentage figures for:

- i) gazelle?
- ii) caprine?
- iii) bos?
- iv) onager?

(4 marks)

gazelle 50%; caprine 35%; bos 10%; onager 5%

One mark per correct entry

Question 7**(Target AO1: 8)**Study **Source 7**.Identify and explain briefly **A**, **B** and **C**.*(8 marks)*1 mark each for identification. **A** = 3, **B** = 2, **C** = 3 marks each for quality of explanation.

- A** 'date', mid-point or radiocarbon date/approx 8900 or gives margin range/error margin or range.
- B** sample number/lab code or British Museum.
- C** before present **and up to 2** from c1950/converts to c9000BC/calibrated.

Question 8**(Target AO1: 4; AO2: 6)**Study **Sources 8(a), 8(b)** and **8(c)**.

What information can archaeologists deduce about health and lifestyle from remains such as these?

(10 marks)

- L1: General/prepared accounts based on human skeletal remains or incomplete and/or sketchy responses based on these figures. 1-3
- L2: A few points on health and lifestyle related to these type of sources or several points on one of them. These responses may be quite descriptive **or** good generic responses with some reference to these sources **or** very good lists. 4-6
- L3: Consideration of what can be learnt about health/lifestyle from each type of remain shown here (teeth/jaw, joint, spine) 7-10

L4: Extensive range of L3 points **or** detailed L3 with correct use of technical terms or with limitations credited **or** good Level 3 plus discussion of how a large sample might be used (eg mortality profiles, gender and occupation) 11-12

This is likely to be an accessible question. Candidates should not be rewarded for general responses on skeletal remains which do not address health or lifestyle, eg a response which just talks about sexing skeletons. Similarly discussion of techniques which could use any bones alone (eg DNA), will not move beyond Level 1.

Section B

Marking Section B essays

The knowledge-based approach of this section 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 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 candidates understanding of key techniques and issues in practical archaeology (AO2). Depending on the questions chosen they will also focus to a greater or lesser extent upon the basis of archaeological knowledge and its limitations the nature of and factors affecting continuity and change in the past. Understanding of AO1 will also be a key factor in differentiating responses.

Remember that Quality of Written Communication (QWC) is assessed in this Section.

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 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 **1-5 marks** **AO1 (1) AO2 (4)**

Weak or undeveloped answers

Either: Responses at the bottom of this level (1-2 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 (3-5 marks) the candidate 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: Alternatively the response may consist of a very weak description of technique(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 candidates 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 6-10 marks: AO1 (3) AO2 (7).

Limited responses with some merit

Either: Responses which demonstrate understanding by including some material relevant to the question. However, it is likely that the candidate 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. 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: 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, candidates 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 (e.g. very brief or truncated).

Level 3 11-15 marks: AO1 (5) AO2 (10).

Reasonable responses

Either: Responses which largely contains material relevant to this question and where the candidate 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: 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.

At Level 3 communication skills may remain limited and will often 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 **16-20 marks: AO1 (7) AO2 (13).**

Sound responses

Either: Responses largely containing well focused, relevant material organised in the form of 1-2 detailed explanations of technique or a range of 4-6 (as appropriate) with some relevant development. 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 : 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. Detailed appraisal of specific techniques will not therefore be possible. Include at this level responses which are of level 6 quality but which have only addressed half of a question which contains two main elements.

At Level 4 communication skills will generally be sound. Though general spelling and grammar will be secure there will 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 **21-25 marks: AO1 (9) AO2 (16)**

Good responses

Either: Responses containing considerable, well focused relevant material either in the form of 1-2 detailed descriptions of techniques or a range of 4-6, as appropriate, with some relevant development. Expect at least the equivalent of a sentence on each. Analysis will be present although this will not necessarily be consistent and not all the data will be appraised. Evaluation and assessment of the relative merits of different sources and lines of argument will be limited. A conclusion will be reached about the main element in the question.

Or: 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 studies may be limited since supporting evidence will be relatively thin.

At Level 5 communication skills will be generally effective and organisation clear and logical. Though spelling and grammar will be sound there will be occasional errors.

Level 6 26-30: AO1 (10) AO2 (20).**Very good to excellent responses**

Responses which explore issues in greater depth or achieve sharper focus in argument than at level 5. While the two elements of critical analysis and relevant supporting evidence are both present these may still be slightly unbalanced. The essay will be well structured, largely analytical in approach and will address most aspects of the question. The candidate is able to sustain a logical and structured argument supported by appropriate examples, drawn from a particular archaeological context or from several. At this level very well developed and detailed explanations of technique should be expected or, if shorter explanations are provided, each will contain several sentences of relevant material. The candidate will demonstrate an ability to successfully appraise some of the evidence and make comparisons. However, not every piece of data will necessarily be successfully linked to the specific demands of the question. Similarly, not all the material will supply sufficient detail or show sufficient discrimination in choice of material. Evaluation will be present, perhaps in a developed conclusion which answers the question. There should also be some awareness of the limitations of the evidence.

For 30 marks expect an ability to stand back from the detail; to consider a range of interpretations and reach a personal but well-supported judgement, which appreciates the interconnectedness of things.

At Level 6 the candidate will show strong communication skills, with arguments logically structured, in good English, coherently expressed and cogently developed.

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.

Question 9

Absence of evidence is not evidence of absence.'

How far can this statement be applied to sites with which you are familiar?

(30 marks)

Use generic levels mark scheme

Indicative content

Candidates will be able to answer this question in a variety of different ways, but many will probably adopt the approach of comparing sites with good preservation to those with poor preservation. Likely case studies will be Star Carr, Flag Fen and other well-known wet sites, together with other famous studies such as the Ice Man for good preservation, and sites such as Sutton Hoo for poor preservation. As well as comparing the preservation of material, candidates may also consider the amount of material actually left behind by societies in the past and what interpretations can still be drawn from them. For example, the sparse remains of stone tools, animal and hominin bones from the Palaeolithic can still tell archaeologists an awful lot about that period.

Question 10

Why is it necessary for archaeologists to adopt a range of excavation strategies?

(30 marks)

Use generic levels mark scheme

Indicative content

Responses to this question at the lower end of the scale will describe the excavation of one or two sites known to them without a consideration of the benefits and limitations, or describe each of the main excavation strategies learned in class giving the advantages and disadvantages of each. Expect trail trenches, open area, grid and quadrant, with better responses considering less familiar techniques such as sondage, test pits, planum, sectioning and cumulative sectioning. Better responses will consider case studies, discussing why different techniques are applicable to different situations, or consider each technique in turn (as above) but link it to case study material.

Likely case studies: Time Team Big Roman Dig – Canterbury or London, Sutton Hoo, Boxgrove.

Question 11

How useful is experimental archaeology in the interpretation of archaeological sites?
(30 marks)

Indicative content

Responses to this question will probably focus upon evaluating one or more case studies that the candidates have covered in class. Likely examples used could include the Ice Man, Butser Farm, Cranborne or the work of archaeologists such as Nicholas Toth, where candidates will most likely discuss the reconstruction and use of structural and artefactual evidence. It is important to distinguish between those responses with a strong site focus, and those that simply evaluate experimental archaeology in its broader context. The better responses will not only be able to evaluate these studies, but also make some reference to their relevance to Abu Hureyra.

Marking Grid

Question Number	AO1	AO2
1	6	
2	8	
3	7	
4	6	4
5	7	
6	4	
7	8	
8	4	6
Section A Sub-total	50	10
9-11	10	20
Total	60	30