

GCE 2005

January Series



Mark Scheme

Archaeology

ACH2

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Dr Michael Cresswell Director General

ACH2**Post-Excavation, Dating and Interpretation****Question 1**

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

Explain briefly what the data in each of the columns (**A to E**) mean. (7 marks)

A	Layer/position where found on the site.	1
B	Sample number or number given to find by lab.	1
C	'raw' radiocarbon date or not checked against other data/error margin before present (1950).	2
D+E	Accept correct terms and definitions for up to 2 of Calendar date(s). Calibration explained or sources of calibration – likely to be dendro.	
	D – 68% probability/one standard deviation	} at least 1 translated
	E – 95% probability/two standard deviations	
		1

Note: Marks cannot be gained by simply repeating what the box headings say. Understanding of meaning should be clear.

Question 2

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

Describe the differences between the three flint artefacts shown.
You do **not** need to identify the artefacts or the period they came from.

(7 marks)

L1:	Basic points about shape, size or workings or list of what you would look for.	1
L2:	Clear and reasonably accurate description of 1 aspect or Level 1 plus explicit comparison.	2-3
L3:	a) Clear and reasonably accurate description of 2 aspects or b) Level 2 plus explicit comparisons.	4-6
L4:	a) Clear and reasonably accurate description of 3 aspects or b) Level 3a plus explicit comparisons.	7

Notes:

- Accept accurate labels for type of artefact in lieu of shape but do not expect them.
- Approximate sizes in cms.

	Length	Width	Depth
A	5.5	2.5	0.6
B	5	4	0.8
C	3	2	0.4

- Speculation about hunting is not relevant.

Question 3

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

Outline the possible types of evidence which would have enabled the archaeologists to identify the labelled areas on this interpretative plan. (14 marks)

- | | | |
|-----|--|--------------|
| L1: | Scattergun list of sources containing some which are relevant or identify sources for categories or answers which focus on reconnaissance. | 1-3 |
| L2: | Very good general lists or evidence for 1 category outlined. | 4-6 |
| L3: | Evidence for 2 categories outlined or identifies sources for 4+ categories. | 7-9 |
| L4: | Evidence for 3 categories outlined. | 10-12 |
| L5: | Evidence for 4 categories outlined. | 13-14 |

Note: Categories: Fields, stone structures, timber structures, paths, enclosures and other areas. Outlines plus sources for other categories should be rewarded in bands.

Guidance:

Droeway: ditches, aerial photos, phosphates, geophysics.

Strip fields: earthwork ridges, plough marks, aerial photos, geophysics.

Enclosed area: ditches, post/stakeholes, geophysics.

Paved area: cobbles.

Bath House: water supply, pipes, 'standard features', artefacts.

Bakery: ovens, ecofacts.

Arable fields: ecofacts, plough marks, artefacts from manuring.

Barn: foundation ditch/postholes, ecofacts.

Note – accept specialist knowledge e.g. box flues/flat tiles from floor support piles – but do not expect it.

Question 4

Study **Figures 4** and use your own knowledge.

Outline how these sherds of pottery would have been processed, from the point of excavation to publication. (7 marks)

- | | | |
|-----|-----------------------------------|------------|
| L1: | One or two elements mentioned. | 1-2 |
| L2: | 1 stage outlined or 3+ mentioned. | 3-4 |
| L3: | 2 stages outlined. | 5-6 |
| L4: | At least 3 stages outlined. | 7 |

Notes –

Stages

- 1) Initial processing (bagging, tagging, cleaning, marking)
- 2) Visual sorting based on attributes.
- 3) Descriptive cataloguing inc use of type series.
- 4) Visual recording – how and what drawn and photographed.

- Focus for marks should be on what **would** have happened. Credit additional research which might have been undertaken (but typically would not be) within the bands, e.g. residue analysis, thin sectioning, chemical or physical characterisation of inclusions.

Note TL is inappropriate since there is sufficient information to data these sherds visually.

Question 5

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

What would archaeologists hope to learn from a visual examination of this skeleton?
In your answer you should refer to the techniques used. (8 marks)

L1:	Lists or questions one might ask.	1
L2:	1-2 topics developed – unbalanced answers or very good lists.	2-4
L3:	Age and sex dealt with effectively for 6 plus at least one other.	5-7
L4:	Five topics dealt with effectively.	8

Topics: sex, age, trauma, illness, deformity, wear, cause of death, stature.

Note – the question is about the skeletal remains, not the grave.

Question 6

Study **Figures 6(a)** and **6(b)** and use your own knowledge.

Why is it possible for archaeologists to interpret the major structure in this plan in at least three different ways? (7 marks)

L0:	Generalised comments about not agreeing on anything.	0
L1:	Simple generic points about ambivalent or partial evidence made.	1
L2:	1 topic developed in relation to this structure or specific focus on the problems interpreting this site.	2-3
L3:	2 topics developed in relation to this site.	4-6
L4:	3 topics developed in relation to this site.	7

- Possible topics:

- 1) Detailed discussion of what evidence in the plan suggests.
- 2) Discussion on the nature of materials.
- 3) How Arxs may have used engineering principles.
- 4) How Arxs may have used experiments or other sources of analogs.
- 5) How Arxs might compare evidence with more complete contemporary buildings.
- 6) Discussion of differential preservation.