



General Certificate of Education

AS Archaeology 5011

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

Mark Scheme

2007 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.

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

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ACH2

Post-Excavation, Dating and Interpretation

Quality of Written Communication

The assessment of the Quality of Written Communication (QWC) is judged through the assessment of the clarity and appropriateness of the archaeological material presented. There are no discrete marks for the assessment of QWC but where questions are "levels" marked, QWC will influence the mark awarded within a particular level.

As a rough guide, QWC performance is characterised by the following descriptors.

- Level 1** Language is basic, descriptions and explanations are over-simplified and lack clarity.
- Level 2** Generally accurate use of language; descriptions and explanations can be easily followed, but are not clearly expressed throughout.
- Level 3** Accurate and appropriate use of language; descriptions and explanations are expressed with clarity throughout.

Further guidance on the assessment of QWC will be given at the Standardising Meeting.

Question 1

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

Explain what types of evidence from the excavation would have enabled archaeologists to distinguish between the halls shown on the plan. (7 marks)

- L1: Scattergun list of sources, some of which are relevant; vague answers with some merit or answers which describe accurately what is shown. **1**
- L2: Sound responses on either:
- A The physical make up of the soil in terms of colour, texture, artefacts and building materials contained in the soil.
 - B The principles of superposition applied to this site.
 - C Stratigraphic relationships.
 - D Analysis of site features in terms of cluster, patterns, shape, comparison with other sites (site typology) alignments.
 - E Shape and depth of postholes.
 - F Responses which contain some elements of a number of A–E but without meeting their criteria. **2-3**
- L3: Two of L2 A–E. **4-5**
- L4: Three of L2 A–E. **6-7**

For example: contexts, pattern identification, superposition, content, size and shape of features etc., also phases, differential finds or changes in the soil, dating evidence.

Accept dendrochronology for max of 2 marks if qualified with a reference to preservation.

Question 2

Study **Figures 1 and 2** and **Source 1** and use your own knowledge.

Discuss the types of evidence archaeologists have used to ‘recreate’ this building.
(12 marks)

- L1: Very brief or scattergun list of sources and methods, some of which are relevant; vague answers with some merit or answers which describe accurately what is shown and include some relevance. **1-2**
- L2: Sound responses on either:
 - A Analysis of shape, size and contents of post holes or wall slots.
 - B Clues about building material from organic remains.
 - C Analogs drawn from traditional, vernacular buildings or artistic/literary sources.
 - D Analogs drawn from experiment.
 - E Engineering and building principles or technology.
 - F Cross references between poem and figures. **3-6**
- L3: Discussion of two of L2 A–F. **7-9**
- L4: Discussion of three or more of L2 A–F. **10-12**

Reward good explanations at the top of each band. Partial or very brief outlines at the bottom. Expect clear evidence of understanding of A to E to progress into each of bands 2, 3 and 4. Do not move up on the basis of speculation about what would be very useful if it were found. Do reward discussion of the potential strengths and weaknesses of sources within the bands. Where there are scraps of relevant material on several responses allow up to 5 in Level 2.

(Post holes and wall slots, analogs drawn from experiment, trad buildings, description, art, engineering, other clues about materials used.)

Question 3

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

Explain each of the numbers or elements of the diagram labelled A–D. **(6 marks)**

- A Calendar Date AD or latest date for this site **1**
- B Sample date **1**
- C Sample number and lab code (1 each) **2**
- D Error margin or range (1) SD/LOC (1) **2**

Marks cannot be gained simply by repeating numbers from the sources. Understanding of meaning should be clear.

Question 4

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

Explain the principle behind thermoluminescence, referring to the information in the diagram and caption in your answer. (6 marks)

- | | | |
|-----|--|------------|
| L1: | Able to identify some elements of TL but this is muddled or partially inaccurate or one clear outline. | 1-2 |
| L2: | Clear outline of 2 or more key elements of TL. | 3-5 |
| L3: | L2 plus clear linkage to the information provided about this site. | 6 |

L2 key elements: zero clock setting by intense heat; radiation absorbed from surrounding soil; at a known rate; measured sample heated in lab to release radiation; light energy measured to work out date since clock setting event.

L3 Info from this site: heap of stones; heated in cooking or industrial process; widely different dates therefore repeated or different activity; dates used to illustrate.

Accounts of other methods, e.g. R.C. score 0.
If level one plus site data – maximum 3 marks.

Question 5

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

Select either **a**, **b** or **c**. Outline how your chosen artefact(s) might be analysed by archaeologists investigating this site. (5 marks)

- | | | |
|-----|--|------------|
| L1: | Scattergun or muddled accounts but which contain some points of merit. | 1 |
| L2: | One point successfully outlined about an artefact or several lines listed. | 2-3 |
| L3: | Two or more lines of analytical enquiry outlined. | 4-5 |

Credit both wide knowledge and realism about what might actually be done.
Consider overall quality of response.

Exemplification

Bone comb: species/use – through comparative study; context and analogs: **production** – tool marks and experiment; art style or date; comparison with similar pieces of known date; comparison of motifs with other art, typology.

Smiths tools: analysis of metal content – by named method: **use** – through wear marks; comparative study; trace marks on artefacts produced at Lejre; context and analogs: **production** – tool marks and experiment; moulds; microscopic analysis of sections.

Metal artefacts: analysis of metal content – by named method: **use** – through wear marks; comparative study; context and analogs: **production** – tool marks and experiment; moulds; microscopic analysis of sections; decoration – microscopic study of imagery and symbols; comparative study; translation; typology; distribution patterns.

Only credit unlikely/speculative methods in Level 1 (e.g. R.C. dating of combs). Mark high in band if there is detailed reference to artefact.

Question 6

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

What can archaeologists learn from information such as that provided in this table?
(You are not expected to know individual plants) (7 marks)

L1:	Responses which translate the information in the diagram.	1
L2:	Good lists or 1 point from the exemplification outlined.	2-4
L3:	2 points from the exemplification outlined.	5-6
L4:	3 points from the exemplification outlined.	7

Exemplification

- A Samples from different parts of the site to help identify the functions of different features or areas.
- B Identifying the crops produced at Lejre – to understand which were the most important or understand the local environments.
- C Identifying processing stages – provides a clue about whether crops grown locally or imported **or** use of weed seeds (especially those which have narrow ecological ranges) to help identify the range of habitat and thus area, from which food was drawn.
- D Comparative study of similar results from other sites to determine differences between sites or sampling of these over time to understand change.
- E Possible uses of plants including diet.
- F Genuine critiques of the methodology.

Question 7

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

What is the value of the activities in **(a)** and **(b)** for archaeology? (7 marks)

L1:	Descriptive responses which implicitly highlight some differences in the nature of activities.	1
L2:	Successful labelling of the different types of activities or identifying one difference.	2-3
L3:	Partially successful discussion about the function of two different types of activity for archaeology.	4-5
L4:	Clear account of the essential differences between value of experimental methods of scientific enquiry and educational/outreach related recreation/re-enactment or entertainment.	6-7

Expect specific reference to these sources for the higher mark in each band.

Exemplification

- Value of experiment to create analogs, care taken to replicate process (not what one is dressed in), examination of by-products, understanding of processes etc. Advancing understanding of technology. Funding for Archaeology.
- Re-enactment and 'recreation'. Entertainment, engaging wider audiences, active learning, is it recreation or a construct?, understanding as a by-product of recreation vs misleadingly cosy/harsh picture of the past.

If only one of (a) or (b) discussed then limit to level 3 (4 marks) maximum.