

# General Certificate of Education

## Archaeology 5011

### *Unit 1 Survey and Excavation*

# Mark Scheme

## *2006 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.

## ACH1

### Survey and Excavation

#### 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**.

What are the conventions labelled A, B, C and D? (4 marks)

- A Site grid coordinates  
B Section  
C Edge of excavation/trench/site  
D Height above datum; benchmark; TBM
- 1 mark each**

#### Question 2

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

Outline the survey techniques that archaeologists could have used to locate these graves. (8 marks)

- L1: List of relevant techniques. **1**
- L2: List with partial development in places **or** one point well developed with reference to source **or** several developed points with no/weak/implicit link to the source. **2-4**
- L3: Three or more developed points (with detailed reference to source needed for at least two). **5-7**
- L4: Four or more developed points with detailed reference to source needed for at least two. **8**

Expect: resistivity and magnetometer survey; aerial photography; sample trenches; examination of previous excavation/fieldwork reports; historical documents; geochemical testing for bones. Source: foreground grave deep enough for aerial photos and resistivity; surviving bone geochemical testing; cemetery may be recorded in historical documents..

### Question 3

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

Describe and explain the methods archaeologists can use to excavate graves such as the one shown. (12 marks)

- L1: Generic points/list. **1-3**
- L2: One or two points with explanation but not source reference **or** with source reference but thin/poor/no explanation. Credit generic techniques where there is a clear link to process. **4-6**
- L3: One or two points with sound explanation and reference to source **or** three or more points with explanation and no reference to source **or** three or more points with reference to source but thin/poor explanation. **7-9**
- L4: Three or more points explained and related to the source. **10-12**

Expect: care/time/use of specific tools; sections/cumulative sections/planum; location/definition of cut; lifting; leaving bone on pedestals.

Source: notes grave cut; whole skeleton; extended; good preservation.

### Question 4

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

How might an archaeologist record a burial such as this one? (8 marks)

- L1: Generic list of points (photograph, draw). **1-2**
- L2: List of points related to graves or more detailed account of generic points (section of cut/plan of skeleton). Answers could contain thin or implicit reference to the source. **3-5**
- L3: L2 plus some much more source specific points explained (e.g. skeletal recording sheet). **6-8**

Expect: drawing cumulative section; skeletal recording sheet; photograph prior to lifting; levels needed. Credit use of source, i.e. peg board and ranging pole in photographs. Place in L2 and L3 determined by quality of explanation.

**Question 5**

Study **Figure 4**.

Explain the sequence of events illustrated in the section drawing. (4 marks)

- L1: Note sequence of ditch cuts or vague description. **1**  
 L2: As L1 but with some relevant use of context/feature numbers. **2**  
 L3: Sequence explained with accurate use of context and feature numbers. Place in level determined by clarity of explanation, accuracy and/or use of the laws of superposition. **3-4**

Answer: Cut 332 → Fill with 331 → 327 → Cut 326 → 325 → 323

**Question 6**

Study **all** the figures and use your own knowledge.

Using examples from the sources, identify the natural and cultural site formation processes on this site. (8 marks)

- L1: Generic list of points or definitions linked to site formation or relevant features described with no reference to site formation processes. **1-3**  
 L2: One or two generic points developed **or** one point developed with some reference to source **or** a combination or extensive list of undifferentiated factors. **4-5**  
 L3: Two points developed with reference to sources **or** three or more points developed without reference to source **or** a combination. (Points must be linked to the different transforms). **6-7**  
 L4: Three or more points developed with reference to the source. (Points must be linked to the different transforms). **8**

Expect: Natural: decay; animal activity; sedimentation; impact of water; impact of soil type.  
 Cultural: ploughing; robbing; re-cutting; grave robbing; excavation; re-use.  
 Site: plough furrows; excavation trenches; bone; drain; animal disturbance.  
 Need both C and N Transforms for 6+.

Source: Fig 1: animal disturbance; ploughing. Fig 2/Fig 3: burial; decay. Fig 4: cutting, filling and re-cutting features. Also, excavation and road building.

No more than 5 if points are not identified as being either Cultural or Natural.

**Question 7**

What issues should archaeologists address before investigating sites containing human remains? (6 marks)

- L1: Short list (one or two points) **or** one point developed. **1-2**
- L2: More extended list (three or four points) **or** two points developed **or** a short list plus a developed point. **3-5**
- L3: Three or more points developed. **6**

Expect: sensitivity; ethics; relationship to present community; coroner/police involvement; assessment of possible condition; assembly of team/tools; time/expense; disease. Credit the discussion of popular case studies to support responses. This can move answers to the higher end of a level.

NB Points which could be generic to excavation need to be justified in terms of human remains to be credited. Generic answers on excavation score 0.

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