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**General Certificate of Education**

**AS Archaeology 5011**

**ACH1      Survey and Excavation**

**Mark Scheme**

*2008 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 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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## 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.

#### Guidance note:

When deciding whether or not a candidate is referring to the sources assess the **use** of the source. Is it being examined in order to enhance the quality of the response, or simply being name-checked without any further development?

#### Question 1

Study **Figure 1** and **Figure 2** and use your own knowledge.

Why have the archaeologists produced both a drawn and a photographic record of the features illustrated? (8 marks)

- |     |  |            |
|-----|--|------------|
| L1: | Generic photo vs drawn response.   | <b>1-2</b> |
| L2: | Thin with some appropriate use of sources.   | <b>3-4</b> |
| L3: | Balanced but undeveloped <b>or</b> developed but unbalanced response both with appropriate reference to sources. | <b>5-6</b> |
| L4: | Fuller, balanced response with appropriate reference to sources.   | <b>7-8</b> |

Guidance: photo; depth; fuller context; familiar view; more idea of texture; proximity to woodland; use of ranging poles; profile of ditch; stones etc.

Drawing: scale; conventions; key; orientation; identifies contexts; clearer; location of sections etc.

**Question 2**

Study **Figure 3**.

Assess the uses and limitations of the different excavation strategies illustrated.

(12 marks)

- |     |  |              |
|-----|--|--------------|
| L1: | Recognition of appropriate excavation strategy (1) with appropriate terminology (2).   | <b>1-2</b>   |
| L2: | Some thin generic points about excavation strategies illustrated <b>or</b> terminology-free, scattergun comments about source. | <b>3-4</b>   |
| L3: | More detailed generic or implicit points <b>or</b> undeveloped points linked to the sources provided.                          | <b>5-7</b>   |
| L4: | More developed points linked to 1-2 of the sources provided.   | <b>8-10</b>  |
| L5: | Developed points linked to at least 3 of the sources provided.   | <b>11-12</b> |

Guidance: likely responses will consider the extent of the excavations (3/4 for No. 9, exploratory trench for No. 13); expect references to be features in the key and how successfully these are uncovered; conservation vs damage; expense (money and time); need (or not) to explore all barrows.

**Question 3**

Study **Map 2** in the Introduction.

Describe the techniques that archaeologists could have employed to produce the earthwork survey illustrated.

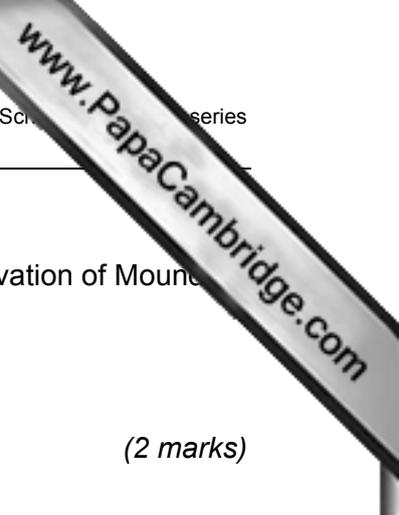
(6 marks)

- |     |   |            |
|-----|---|------------|
| L1: | Imprecise and/or vague <b>or</b> scattergun list of aerial photography techniques.            | <b>1</b>   |
| L2: | Thin outline of appropriate methodology with limited source reference.                        | <b>2-3</b> |
| L3: | L2 with sound source references or sound description of technique with thin source reference. | <b>4-5</b> |
| L4: | Sound description of technique with appropriate reference to sources.                         | <b>6</b>   |

Guidance: use of theodolite; level; EDM; total station; tapes; cross-hairs etc.

Link to OS datum, bench mark, fix on map, offsetting, base line etc. Allow new laser scanning (lidar) technology.

Maximum L2 for other, less appropriate, but feasible approaches, e.g. aerial photography but only credit shadow sites; fieldwalking.



**Question 4**

**Figure 4** and **Figure 5** were completed at different stages of the excavation of Mound

Using **Figure 4** as a guide, identify the following features on **Figure 5**.

- (i) Section P
- (ii) Area Q (2 marks)

One mark per correct context identified.

- P = Section A-B; Baulk A-B; Baulk B; Baulk A; Section A; Section B 1
- Q = 207 1

**Question 5**

Study **Figure 4** and **Figure 5**.

Using the conventions in the plan as a guide, draw and label a profile along line X–Y as marked on **Figure 4**. (5 marks)

- L1: Recognition of level top with a down slope **or** dip for 404 **or** fully labelled but inaccurate. 1-2
- L2: L1 plus depression at 404 **or** break of slope. 3-4
- L3: Both parts of L2 (but must also be labelled). 5

Guidance: Move to higher mark in level **only** if labelled.  
 Expect all or some of: N-S; X-Y; context numbers; scale.  
 Profiles containing obvious misinterpretation limited to 3 marks.

**Question 6**

Study the Introduction and **Figures 1** to **5** and use your own knowledge.

Outline the particular issues that archaeologists may have faced when working in an area of woodland. (6 marks)

- L1: Thin generic points ('lots of trees') or list. 1
- L2: A mixture of undeveloped points linked to sources and generic points. 2-3
- L3: Developed relevant points linked to sources. For 5+ marks candidates must refer to animal disturbance and/or tree root damage. 4-6

Guidance: trees mask aerial photos; tree root damage; difficulty in using geophysics; disturbance of context; animal disturbance; lack of space; conservation/wildlife issues; ownership/permission.

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**Question 7**

Outline the most useful geophysical survey techniques to investigate a barrow cemetery in open country. (11 marks)

- L1: Thin generic description of geophysical survey techniques. **1-3**
- L2: Fuller generic description of geophysical survey techniques **or** thin description with reference to the barrow/rural setting. **4-6**
- L3: Fuller description of up to two appropriate techniques with reference to the barrow/rural setting. **7-9**
- L4: Fuller description of at least three techniques with reference to the barrow/rural setting. **10-11**

Guidance: magnetometers (barrows could have grave goods); cremation may show up; pitted. Resistivity meters: pitted, buried stones, dug features (Figures 1-5). Magnetic susceptibility meters: evidence of previous farming (ridge and furrow mentioned). Metal detectors: grave goods, clearance for use of magnetometers. GPR: these are 3D features (Figures 2 and 4).

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