

GCE 2005

January Series



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

www.PapaCambridge.com

Mark Scheme

Archaeology

ACH2

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.

Further copies of this Mark Scheme are available to download from the AQA Website:
www.aqa.org.uk

Copyright © 2005 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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, 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.