

GCE

AS and A Level Specification

Archaeology

AS exams 2009 onwards

A2 exams 2010 onwards



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Vertical black lines indicate a significant change or addition to the previous version of this specification.

1 Introduction

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1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

1.2 Why choose Archaeology?

- Archaeology – the study of past human societies from the investigation of material remains – is one of the most exciting subjects in the curriculum. It is the ultimate subject for an 'all-round' student, in that it combines elements of many other academic disciplines, such as science, art, technology, geography, history, sociology and religious studies.
- This specification provides an approach to archaeology that allows teachers a wide choice of topics which, together, will form a coherent study of the past.
- Candidates will study the techniques of modern archaeological research, a number of 'themes' which are central to the study of archaeology and wide-ranging in both time and geographical distribution, and contemporary issues in archaeology. They will also undertake an archaeological investigation.
- Candidates will consider the nature of past societies, human achievements, religious beliefs, moral values and attitudes and their impact on individuals, groups and whole societies as reflected in material remains.
- Candidates will be encouraged to critically analyse both methodologies and theoretical approaches as used by archaeologists, to develop their capacity for critical thinking and to see relationships between the different aspects of archaeology in its broader perspective.
- Candidates who wish to continue their study of archaeology in higher education will receive an appropriate and relevant introduction to the subject.
- GCE Archaeology will be of equal value to those candidates who continue to study other subjects at higher education level, as the study of archaeology challenges students to understand and use a range of evidence to draw substantiated conclusions, and raises their awareness of the provisionality of knowledge.

1.3 How do I start using this specification?

Already using the existing AQA Archaeology specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website
http://www.aqa.org.uk/admin/p_entries.html

Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **centreapproval@aqa.org.uk**

1.4 How can I find out more?

Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.html>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **teachersupport@aqa.org.uk**

2 Specification at a glance: Archaeology

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AS + A2 = A Level

3 Subject Content

Introduction

Archaeology is the study of past human societies from the investigation of material remains. The definition of material remains is not restricted to those recovered from the ground; it includes any physical evidence which is below the surface of the ground or water, as well as above ground. Archaeologists also use written evidence to help in their research, as well as comparative modern material.

This specification provides an approach to archaeology that allows teachers a wide choice of elements, which together will form a coherent study of the past. Candidates will study the techniques of modern archaeological research, contemporary issues in archaeology, and a number of 'themes' which are wide-ranging in both time and geographical distribution. They will also undertake an archaeological investigation, in the form of a Personal Study.

This specification encourages candidates to develop their capacity for critical thinking and to see relationships between the different aspects of archaeology in its broader perspective and its relationship with other academic disciplines, in particular science, art, technology, geography, history, sociology and religious studies.

During their course of study, candidates will have opportunities to develop their key skills, for example in the application of number or in the use of information technology. In addition, assessment of candidates' quality of written communication (QWC) is integral to this specification as they read and consider written materials and produce extended written responses.

The specification provides opportunities for independent study and promotes understanding of aspects of spiritual, moral and cultural issues. It enables candidates to consider the nature of past societies, human achievements, religious beliefs, moral values and attitudes and their impact on individuals, groups and whole societies as reflected in material remains.

Candidates who wish to study archaeology in higher education are provided with an appropriate and relevant introduction to the subject. The course will be of equal value to candidates who continue to study other subjects at higher education level, including those who embark on teacher training courses, as the study of archaeology challenges students to understand and use a range of evidence to draw substantiated conclusions, and raises their awareness of the provisionality of knowledge. Archaeology also draws on, and contributes to, knowledge and understanding in a range of disciplines. It is anticipated that students following this course, whether they continue with the study of archaeology or not, will gain a lifelong interest in the subject.

Relationship with Previous Specification

1. The skills and knowledge tested in the previous units ACH1 and 2 fit more comfortably into one, more coherent unit, ARCH2 *Archaeological Skills and Methods*. As a result, the question paper for ARCH2 will be based on just one site rather than two. The opportunity has also been taken to remove some content which used to overlap between ACH1 and ACH2, whilst adding some content representing recent developments in archaeology.
2. The content of the previous unit ACH3 has been largely retained in ARCH1, except that the option to study the Mayan World has been removed. The examination paper has been revised in order to remove the source-based questions and provide more opportunities for candidates to demonstrate knowledge and understanding through extended writing.
3. ARCH3 re-orders the themes that previously appeared in ACH4 and ACH5 and includes a new section on *Contemporary Issues in World Archaeology*. This addition will reinstate a part of the syllabus which existed in an earlier specification and will better prepare candidates both for higher education and for employment in archaeology-related careers.
4. The range and depth of the themes to be studied have been increased from the previous specification in the following ways.
 - The new expectation that scientific methods (previously examined only in ACH2) will be credited when used to support arguments in answering ARCH3.
 - The addition of two topics to ARCH3 which centres have requested: hominid evolution has been included in *Contemporary issues in world archaeology*, and art in *Economics and material culture*.
5. In the previous specification, printed sources were used in all five examined components. In the new specification, the use of printed sources will be restricted to ARCH2.
6. To offset the increase in range, certain minor topics in the previous units ACH1 and ACH2 have been withdrawn.
7. We believe the increased range of themes and possible questions will enable centres to maximise the use of local resources, teacher expertise and student interest, and will provide candidates with appropriate opportunities to select and utilise fully the material they have studied.

3.1 Unit 1 ARCH1 The Archaeology of Religion and Ritual

Overview

In ARCH1, students are introduced to the subject through the study of one of the key themes in world archaeology. *The Archaeology of Religion and Ritual* provides students with interesting and stimulating cognitive demands to set alongside the methodological and practical content of ARCH2 and will enhance progression from AS to A2 studies.

'Religion' and 'ritual' focus respectively on belief systems and on actual activities related to such beliefs. There may be belief in a journey to an 'afterlife' which demands that mortuary practices and their related structures (such as cremation and inhumation) include the provision of food for the deceased during such a journey or the construction of elaborate funerary monuments. Rituals may be a personal affair or may be a highly organised group activity, with a clear structure of performance at special locations, often in the hands of specialist religious and ritual organisations (such as priesthood). Religious belief and ritual practice are often associated with symbolic expression, very often linked to art works, making use of symbols which allow differing interpretations according to the differential knowledge of the observer, but capable of conveying strong messages through the images employed.

Rituals can often be shown to have taken place at particular locations and/or in specific structures which often demonstrate association with the surrounding landscape and act as a focus of belief.

Such locations and structures might include:

- lakes
- peat bogs
- rivers
- caves
- henges
- temples
- other built structures.

Structure of examination papers

Section A: *The Terminology of Religion and Ritual*

Candidates will answer **three** generic questions on the terminology of religion and ritual. Candidates will be asked to explain or define **any three** of the terms listed below. Contextualisation through specific site/artistic/artefactual evidence and/or examples of specific practices will form an integral part of this expectation.

Candidates will be expected to be familiar with the following terms:

Ancestor/ancestor cult	Monotheism	Ritual feasting
Animism	Myth	Sacrifice
Art and iconography	Pilgrim	Sensory experience
Cremation	Polytheism	Shamanism
Excarnation	Prayer/participation	Shrine/temple/ritual structure
Focus of attention	Priest/ritual specialist	Symbolism
Funerary ritual	Propitiation/votives	Totemism
Grave goods	Purity and cleansing	Worldview
Inhumation	Rites of passage	Worship
Liminal	Rites of intensification	
Magic	Ritual	

Section B: Religion and Ritual of Prescribed Sites

Candidates will answer **one** question on the religion and ritual of specific sites. This section is intended to give candidates an opportunity to focus on detailed site evidence for specific structures and locations and to relate this to the beliefs that underpin it.

Candidates will choose one of three set cultures. In answering the compulsory question on their chosen culture, candidates will be expected to be familiar with all of the sites listed, but the questions set will focus primarily on just **one** of those sites.

Prehistoric Europe 30 000BC to AD43

- Vedbaek
- Thornborough
- Maeshowe
- Hochdorf
- The Bronze Age timber circle at Holme-next-the-Sea (Seahenge)

Ancient Egypt 3000BC to 50BC

- Temple of Horus at Edfu
- The tomb of Tutankhamun (KV62)
- Saqqara step pyramid
- Tel el-Amarna
- Tomb of Nebamun

Roman Europe 753BC to AD410

- Uley
- Roman Lady from Spitalfields Market
- Temple of Apollo at Pompeii
- Temple complex at Bath
- Coventina's Well and the Shrine of Antenociticus at Benwell

These sites will be tested for 3 years (i.e. from January 2012 to June 2014). Centres will be advised of any changes to the set sites via the AQA Website and *AQA Update*.

Section C: Religion and Ritual in Cultural Context

Candidates will answer **two** questions on religion and ritual in cultural context. There will be a choice of **four** questions from each of the three cultures listed in Section B, of which candidates may choose **any two**, either from the same culture or from two different cultures.

In all answers, interpretation should be supported by reference to selected examples.

3.2 Unit 2 ARCH2 Archaeological Skills and Methods

Overview

In ARCH2, students are introduced to the basic skills and methods of practical archaeology. They are taken through the various stages of site investigation, from the formation of sites, through discovery, recording, excavation and dating, to interpretation. The unit is based on the study of, and familiarity with, a range of archaeological excavation site reports.

In **Section A**, candidates will be presented with extracts from a site report and will be required to apply their knowledge and understanding of archaeological skills and methods to answer a number of short questions.

Section B offers a choice of more extended questions, in which candidates will be able to demonstrate a more developed, generic understanding of issues and methodologies, using case studies.

Unit Content

Site formation

- site formation processes (i.e. cultural and natural transforms)
- survival of evidence
- limitations of evidence

Discovering and recording sites and landscapes

- aerial photography (visible and invisible sites; crop marks, soil marks, shadow sites; digital, colour, monochrome and oblique photographs; satellite images)
- field work, including on-site survey (i.e. landscape, underwater and environmental survey)
- sampling strategies (e.g. understanding the uses and limitations of random, stratified, systematic and targeted sampling in an archaeological context)
- desk-top sources, documentary evidence and databases (e.g. HER, tithe, OS and estate maps, photographs, aerial photographs, satellite images, antiquarians, local collections, RCHME, CBA, English Heritage, CADW, Historic Scotland)
- field walking and other methods of recovering archaeological material from the surface
- surveying and standing building survey methods
- geoprospection (resistivity, magnetometry, GPR, metal detecting, sonar)
- geochemistry (phosphate analysis)
- collaboration with, and sensitivity towards, the local and the wider community

Archaeological excavation

- rationale for excavation (regional context, planning, rescue, research, salvage and ethical considerations)
- processes of excavation (rural areas, urban areas, standing buildings, underwater, human remains)
- excavation strategies (open area, vertical, quadrant, box grid, planum, sondage, trial trench, sectioning, cumulative sectioning, tools and equipment, health and safety, sensitivity to local and broader community views)
- on-site recovery of artefacts, environmental evidence, human remains
- principles of stratigraphy
- recording techniques (section drawings, plans, photographs, digital record, site note book, site matrix)

Dating archaeological sites

- relative dating (typology, stratigraphy, terminus post quem, terminus ante quem, bone age)
- absolute dating (radiocarbon dating, dendrochronology, thermoluminescence, historical dating)

Site interpretation

- post-excavation processes
- analysis of recorded data from survey or excavation
- environmental analysis (macro and micro flora and fauna, soils and sediments)
- analysis of human remains (age, sex, disease and trauma, stature, occupation, diet, cause of death)
- visual analysis of metals, ceramics, and lithics
- ethnography and experimental archaeology

When answering questions in Section A, candidates are advised to ensure that they bring with them to the examination room a magnifying glass to assist with the interpretation of figures.

3.3 Unit 3 ARCH3 World Archaeology

Overview

In ARCH3, students are introduced to a range of themes and controversies in world archaeology, building on the knowledge and skills gained in the AS course. In Section A, *Themes in World Archaeology*, students are required to study **at least two** of three set themes (People and Society in the Past, Sites and People in the Landscape, or Economics and Material Culture). Section B looks at *Contemporary Issues in World Archaeology*.

For each theme, key issues are listed. These are the issues on which questions will be set. It is not expected that candidates will have covered all the issues listed but a broad range must be studied. In some cases, because of the difficulty of wholly isolating any area of human experience, questions may overlap two or more of the key issues.

Apart from the focus on particular aspects of law, planning advice and cultural resource management in Section B, there is no required content in terms of particular case studies or societies in ARCH3. Teachers will make their own selection of case studies from world archaeology which enables them to cover the designated themes and which provides a coherent learning experience for their students. For example, in Section A it would be equally possible to cover sufficient ground to address the themes from a scheme of work which focused on later prehistoric and Roman Britain as one which selected its major case studies from Mesopotamia, the Maya or early medieval England.

The two key requirements are that candidates understand and can utilise the concepts from each theme, and that they can respond to discursive questions by deploying, as appropriate, a wide range of cases studies (or a limited number in depth) in order to explore issues and support their arguments. Similarly, case study material to illustrate responses to Section B can be local, national or international. This means that thematic issues can be raised in context at any point during the course.

While the taught content of ARCH3 is distinct from other units, candidates will need a synoptic understanding of archaeological methods (including scientific methods) and the construction of archaeological knowledge from ARCH2. In Section B they can also draw upon knowledge and understanding gained in ARCH1. Candidates may also profitably draw upon their ARCH4 Personal Study when answering questions in ARCH3.

Structure of the examination paper

In Section A, candidates are required to answer **two** questions, each from a different theme. Three questions will be set per theme.

In Section B, candidates will answer **one** question from a choice of four.

Section A: Themes in World Archaeology

Section A is organised around three generic themes in world archaeology:

- People and Society in the Past
- Sites and People in the Landscape
- Economics and Material Culture

For Section A, candidates will be expected to demonstrate a good understanding of technical issues. Where relevant this will include understanding of the strengths and limitations of scientific techniques to address questions posed by archaeologists. There is no general set of required knowledge for this since the potential range is vast and the employment of science in archaeology is developing so rapidly that a list might quickly become outdated.

The approach taken in this unit is for the techniques covered to be defined by the contexts studied by candidates on their courses. For example, a top level response on trade which focused on metals in the Mediterranean Bronze Age might be expected to show some understanding of isotope analysis. Similarly, a response on animal husbandry which dealt with the spread of dairying might be expected to include chemical analysis of lipids.

Candidates are not expected to know the full range of scientific methods that might be employed but they should know some of those relevant to their chosen case studies in order to reach conclusions about the issues raised in questions. Wherever possible, the teaching of such methods should be contextualised.

People and Society in the Past

This theme is concerned with past societies and the ways in which people have organised themselves to achieve economic, social and political goals.

Human populations

- The size, health and genetic relationships of human populations in the past
- The migration of particular population groups in the past

Social and political organisation

- The organisation of social units, families and households in the past
- Variations in basic social organisation, e.g. seasonality
- The organisation of human societies in groups
- The utility of concepts like band, tribe, chiefdom, state/empire, and 'civilization' and how they can be identified
- Investigating the nature and workings of specialist organisations such as religious or military groups

Social differentiation

- The nature of, and reasons, for differences between individuals or groups in the past, including status differences, age, gender, or ethnicity
- Evidence for presence or absence of ranking or stratification and its causes
- Evidence for specialists and how they operated within society

Power and social control

- Evidence for individuals or groups having power over others, and how it was maintained in the past
- Warfare as a means of control
- Forms of resistance to control

Social change

- Identification and causes of social change in the past

Candidates need to be familiar with the sources used by archaeologists to research past societies. This should include burial evidence, human remains, building and other structures, artefacts and sites or settlements. Other evidence will of course be useful, including literary texts and art, but these will not be the sole focus of questions. Candidates should also understand the analogs used to recognise and interpret aspects of the societies they have studied.

Sites and People in the Landscape

This theme is concerned with the relationship between human groups and the landscape, including sites, structures, boundaries and the relationships between them.

Physical environment

- Adaptation of people to their landscapes, e.g. through settlement location, mobility
- The human impact on the environment and the constraints on human activity imposed by the environment

Sites

- How sites are identified and differentiated from other areas of human activity
- The siting, growth, reorganisation and abandonment of particular sites
- The functions of particular sites or areas within sites and the archaeological signatures of particular activities
- The relationship between different contemporary sites in the same area
- Reasons for the emergence of towns and other complex settlements

Structures

- Reconstruction and understanding of structures and buildings, their significance and form
- The classification of different functions of buildings and structures, e.g. ritual, defensive, economic and social

Territory and boundaries

- The way human groups identified with particular areas of the landscape, e.g. through bounded territories
- The nature of boundaries in the past

Candidates need to be familiar with the sources used by archaeologists investigating sites, landscape and structures and the analogs used to recognise and interpret them. Models drawn from ethnography, geography and engineering will be useful but these must be rooted in consideration of archaeological examples. Ritual examples which may have been studied in ARCH1 can also be used to explore this theme.

Economics and Material Culture

This theme is concerned with the economic strategies employed by past populations and the material culture they developed, including art and technology.

The exploitation of plants and animals

- Identification of past subsistence and diet
- The different ways plants and animals were exploited for food
- Non-food uses of animals and plants, including trees

Extraction and production

- The extraction of mineral resources
- Artefacts and their manufacture and use
- Evidence of specialist production in the past

Economic strategies

- Ways of coping with uncertain food supplies, e.g. mobility, storage
- The relationships between resources and site location, permanence and function
- Different modes of exchange of goods (for example, reciprocity, redistribution and market exchange), and the nature and function of trade

Economic change

- Major changes, including intensification of production, in the economic basis of societies in the past, e.g. hunting and domestication of plants and animals
- Changes in past technology and the impact of these changes

Economics, material culture and society

- The relationship between different economy, material culture and social organisation
- The use of economic surpluses in past societies
- The definition and function of art in the past

Candidates need to be familiar with the sources used by archaeologists investigating economic activities and the analogs used to recognise and interpret them. This includes a broad understanding of the scientific methods used to analyse materials and sites.

Section B: Contemporary Issues in World Archaeology

Section B is concerned with topics which are frequently debated within the archaeological community.

Cultural resource management

- The role and impact of UNESCO and the Valetta convention on world heritage, including the concept of a 'World Heritage Site'
- The purpose and impact of protective legislation and guidelines regarding archaeology in England and Wales (including specifically the Ancient Monuments and Archaeological Areas Act 1979, the Treasure Act 1996 and planning guidelines)
- Debates about preservation versus excavation and the role of museums
- The impact of the trade in antiquities

Archaeology and archaeologists

- Differences and tensions between professional and amateur archaeologists
- Attitudes towards metal detecting (e.g. Portable Antiquities Scheme)
- The relationship between research and rescue archaeology

Archaeology and society

- The funding of excavations and preservation of archaeological remains
- The social and economic value of archaeology, and its contribution to development
- The public role of archaeology, e.g. communication and support for wider participation in archaeology
- How and why archaeology involves local communities
- The role of museums and the media in the public understanding of archaeology

Archaeology and identity

- The relationship between indigenous peoples and archaeologists, including the repatriation of cultural resources
- The excavation of sacred or burial sites
- The role of archaeology in the construction of national or ethnic identity

Archaeology and evolution

- Central issues concerning the development of hominins over the last 3 million years
- Debates over human evolution, with particular reference to the role of Africa

Candidates should be encouraged to reflect upon the issues outlined above as they occur elsewhere within their courses.

3.4 Unit 4 ARCH4 Archaeological Investigation

Overview

The purpose of ARCH4, the *Archaeological Investigation*, is to test the candidate's ability to undertake independent investigation and enquiry by:

- acquiring, selecting and organising relevant knowledge
- using and understanding appropriate skills in the analysis of archaeological questions
- evaluating material and reaching appropriate conclusions.

The candidate is therefore required to:

- identify an archaeological topic
- carry out an investigation of the topic
- report the results of that investigation in approximately 3500–4000 words.

No credit will be given for additional material in excess of 4000 words.

Candidates will be required to submit an *Archaeological Investigation*, in the format of a Personal Study, based on fieldwork and personal research on an archaeological topic approved by the AQA and to present the results in the appropriate media. The fieldwork may be based on surviving evidence from any period or area of the past whether *in situ* or in museums. Evidence will be required of personal experience of sites and/or artefacts and the use of primary and secondary sources.

In choosing a topic for the *Archaeological Investigation*, candidates should normally focus on their local environment. Through its requirement to revisit archaeological sources and methods, the *Archaeological Investigation* will provide opportunity for the synoptic assessment of content from ARCH2, and the choice of their topics will determine candidates' engagement with a variety of evidence studied for ARCH1 and/or ARCH3.

Study titles must be in the form of a question, posed so as to direct candidates to investigate an archaeological question, issue or problem.

Joint projects from groups of candidates will not be accepted; the studies have to be based on individual research. While the theme of a group of studies may sometimes be common, the material and/or sites should differ.

Candidates should be reminded that in no circumstances should individuals or groups of candidates take part in archaeological excavation except under proper professional supervision.

The *Archaeological Investigation* must involve an element of first-hand investigation and observation by the candidate. The specification encourages candidates to show individuality in their choice of topic. However, the study must not merely consist of an account of time spent on an excavation. If the candidate takes part in a properly supervised excavation, and uses material from the excavation (with the Director's permission) to help elucidate the topic which is being investigated, then that is acceptable. The selection of a topic for investigation should be related to the amount of material available, to the scope for personal and individual investigation in the field chosen, and to the amount of time which can reasonably be allocated to the study.

The weighting of this unit suggests that up to 40% of course hours should be devoted to its completion in the A2 year, but much of this will be in the form of individual tutorials at the discretion of the teacher.

Candidates are to be encouraged to reflect on archaeological methodology and to set their work in its appropriate research context. To this end, the study title/outline should indicate the particular site(s)/monument(s)/museum(s) on which the enquiry is to be based. It is expected that candidates will choose their topics after consultation with their teachers. Candidates should also note the requirement for the title of the study to be in the form of a **question** which will generate an evaluative and analytical approach reflecting the demands for A-level study.

It is recommended that students intending to progress from AS to A2 discuss their ideas with their teachers as appropriate in the spring term of the first year of study and then finalise a submission in the post-AS exam period in June/July. This should give time for approval of the topic and for work to commence during the summer vacation. An early start has many advantages, and students should have sufficient awareness of archaeological methodology and periods of interest following preparation for the units of the AS examination.

Submission of *Personal Study Outline Forms*

In order to avoid situations in which candidates might undertake investigations which the moderator would regard as being unsuitable or beyond the limits of the specification, centres may submit a selection of proposed topics for consideration by a Coursework Adviser. Topics must be submitted for approval as soon as practicable at the start of the A2 element of the examination. The Personal Study Outline Form (PSOF) must be used for this purpose. It is strongly advised that the approval of a selection of topics is obtained before the candidates embark on these investigations. Copies of the PSOF can be downloaded from the AQA Website at http://www.aqa.org.uk/admin/p_course.php.

Irrespective of whether or not centres choose to use a Coursework Adviser in this way, each candidate must complete an Outline Form for the supervising teacher and include it as the frontispiece for the completed Personal Study.

If, following attendance at the annual standardising meeting and/or study of the Board's exemplar materials, the supervising teacher has any concerns or queries about coursework issues, Coursework Advisers will be available to assist centres with these matters. Details of the Coursework Adviser will be provided to the centre when AQA knows which centres are following this specification.

Format of the *Archaeological Investigation*

Teachers should advise candidates that their study should contain the following sections, clearly labelled and indexed.

Rationale	<ul style="list-style-type: none"> • their reason for choosing the subject of the investigation • an outline of the evaluative approach intended leading to the question used as a title to the work
Context	<ul style="list-style-type: none"> • an outline of archaeological sources (theoretical, empirical or both) and relevant archaeological concepts which form and support the context of the candidate's study • reference should be made to demonstrate the candidate's awareness of the synopticity between their <i>Archaeological Investigation</i> and other studies in AS and A2 units
Methodology	<ul style="list-style-type: none"> • an account of 'desk-top' research (secondary-based research) and 'fieldwork' (primary-based research) indicating reasons for the choices and recognition of associated problems
Evidence	<ul style="list-style-type: none"> • application, presentation (including written, illustrative, graphical, photographic – as appropriate), analysis and interpretation of evidence/data (related as appropriate to prior learning in ARCH1, ARCH2, and ARCH3)
Evaluation and conclusion	<ul style="list-style-type: none"> • an evaluation of the methodology used and a conclusion reflecting the question posed in the title

The *Archaeological Investigation* should contain an *Appendix* containing the following information:

- Bibliography – a list of **all** sources used
- List of places visited
- Names and positions of any persons consulted

Using the Mark Scheme

The maximum mark for the *Archaeological Investigation* is 60 marks.

The mark scheme is based on the two Assessment Objectives as follows

AO1 45 marks

AO2 15 marks

AO1 has four sections: Context (10 marks)
Methodology (5 marks)
Evidence (20 marks)
Evaluation and conclusion (10 marks)

AO2 (rationale, concepts, practical/ethical considerations) (15 marks).

Quality of Written Communication (QWC) is assessed as part of AO1 Evaluation.

Context

AO1

Level 1	Level 2	Level 3	Level 4
<p>There is some attempt to locate the chosen sources within a broader archaeological context.</p> <p>Links between the sources and the study are likely to be implicit.</p> <p>Some secondary sources are identified and/or use of them is basic in the context of the study.</p> <p>Limited and/or generalised synoptic links identified to other units.</p>	<p>A greater attempt to locate the sources within a broader archaeological context.</p> <p>Some explicit links are made between the sources and the study.</p> <p>Appropriate secondary sources are included but use of them is limited in the context of the study.</p> <p>Some clear synoptic links established with other units.</p>	<p>A good knowledge and clear understanding of the broader archaeological context.</p> <p>There are clear explicit connections between the sources and the study.</p> <p>A reasonably comprehensive range of secondary sources are identified and included and their relevance to the study is clearly defined.</p> <p>Developed and focused synoptic links made with other units showing some consideration of relevance.</p>	<p>A very good knowledge and clear understanding of the broader archaeological context.</p> <p>The chosen sources are highly appropriate, used well and explicitly linked to the study.</p> <p>An in-depth review of secondary sources providing a clear context for the primary-based research.</p> <p>Clear, organised and well-focused synoptic links made with other units displaying full understanding of relevance.</p>
1–2	3–5	6–8	9–10

3

Methodology

AO1

Levels 1 + 2	Levels 3 + 4
<p>Some, possibly limited or flawed, knowledge and understanding of the chosen method(s).</p> <p>Appropriate reasons for choice of method(s) are offered but may lack development and clarity.</p> <p>A reasonable understanding of theory and some recognition of practical problems.</p> <p>Archaeological vocabulary and conventions are used though there may be some misinterpretations.</p>	<p>A good knowledge and understanding of the chosen method(s).</p> <p>Discussion of the reasons underlying the choice of method(s) is logical and coherent.</p> <p>A good knowledge and understanding of theory and practical problems.</p> <p>Archaeological vocabulary and conventions are used appropriately and effectively.</p>
1–3	4–5

Evidence Skill (data/recording/illustration)

AO1

Level 1	Level 2	Level 3	Level 4
<p>Limited evidence of personal links to sites/ artefacts/museums/SMR.</p> <p>Narrow range of information abstracted.</p> <p>Some data collected but presentation poor.</p> <p>Partial records made but poorly represented and annotated.</p>	<p>Clear links to sites/ artefacts/museums/ SMR but limited in scope of first-hand personal activity.</p> <p>Some relevant information abstracted.</p> <p>Appropriate method of data collection has been used and some relevant data is evident.</p> <p>Basic records made and presented.</p>	<p>'Fieldwork' element well represented with clear indication of first-hand involvement in research.</p> <p>Appropriate and reasonably comprehensive abstraction of relevant information.</p> <p>Appropriate method of data collection has been used and sufficient relevant data is evident.</p> <p>Effective records made and well presented.</p>	<p>Depth of first-hand involvement is evident from research plan, methodology and results obtained.</p> <p>Appropriate, comprehensive and relevant abstraction of information showing awareness of relative values of different types of source material.</p> <p>Appropriate method of data collection has been used and sufficient, relevant and accurate data is evident.</p> <p>Thorough recording of evidence, effectively presented in the most appropriate formats.</p>
1–5	6–10	11–15	16–20

3

Evaluation and Conclusion

AO1

Level 1	Level 2	Level 3	Level 4
<p>Very limited critique of methodology adopted</p> <p>Limited evaluation but not related back to the title/question</p> <p>Ineffective conclusion merely repeating earlier material</p> <p>Judgements on evidence are restricted; coherence is not sustained</p> <p>No evidence of the application of skills or synoptic understanding acquired from other units</p> <p>Errors in QWC may be noticeable and intrusive, with frequent lapses of spelling, punctuation and grammar and disjointed prose.</p>	<p>Some critique of methodology adopted</p> <p>Some evaluation relevant to the title/question</p> <p>Relevant but brief conclusion reached</p> <p>Judgements are formulated at a basic level; material is organised but not necessarily in coherent fashion</p> <p>Some reference to skills, knowledge or synoptic understanding acquired from other units</p> <p>Communication skills are sounder than at Level 1, although spelling, punctuation and grammar errors may still be evident.</p>	<p>A fuller critique of methodology adopted with some suggestions for an improved methodology</p> <p>A fuller evaluation relevant to title/question</p> <p>Fuller appropriate conclusions reached from review of evidence</p> <p>Appropriate judgements are based on effectively organised material, coherence mostly maintained</p> <p>Discussion of and/or application of skills, knowledge or synoptic understanding from other units</p> <p>Communication skills are generally effective. Only occasional errors of spelling, punctuation and grammar occur. The text of the study allows the reader to follow detail and arguments with ease.</p>	<p>A sophisticated critique of methodology adopted with suggestions for an improved methodology</p> <p>A full evaluation clearly answering the title/question</p> <p>Appropriate and opposite conclusions reached, indicating involvement and understanding of research undertaken</p> <p>Appropriate and comprehensive judgements are made based on material organised effectively to produce coherent and sustained case.</p> <p>Considerable understanding gained from other units clearly informs the conclusion</p> <p>Communication skills will be strong. All technical language issues will be addressed appropriately to allow a coherently expressed study to be read effectively.</p>
1–2	3–5	6–8	9–10

AO2

Level 1	Level 2	Level 3	Level 4
<p>Rationale is very limited and referred to only occasionally/implicitly throughout the study.</p> <p>Little use of archaeological concepts.</p> <p>The only regard paid to practical or ethical considerations is implicit.</p>	<p>Rationale is appropriate but links to it remain more implicit than explicit.</p> <p>Some relevant archaeological concepts and ideas are used, but these in the main will be descriptive and undeveloped.</p> <p>Explicit but limited regard is paid to practical or ethical considerations.</p>	<p>A good rationale is offered with relevant and explicit links to it within the study.</p> <p>Some relevant archaeological concepts and ideas are explored and developed but often are simply presented.</p> <p>Explicit regard is paid to both practical and ethical considerations.</p>	<p>A very good and comprehensive rationale is offered with detailed and accurate explicit links to it throughout the study.</p> <p>Key archaeological concepts and ideas are explored and developed.</p> <p>Practical and ethical considerations are well-referenced and clearly integrated into the study.</p>
1–4	5–8	9–12	13–15

4 Scheme of Assessment

4.1 Aims

AS and A Level courses based on this specification should encourage candidates to:

- develop an interest in and enthusiasm for archaeology by engendering a continuing, active engagement with the subject
- acquire an understanding of the intrinsic value and significance of archaeology
- develop a sound knowledge of:
 - archaeological sources
 - archaeological methods
 - people and their activities in relation to religion and ritual, society in the past, sites in the landscape, and economics and material culture
 - concepts and controversies in contemporary world archaeology
- acquire an understanding of:
 - the nature and limitations of archaeological evidence
 - the archaeological time scale
 - methods of recovery of archaeological evidence
 - the process of interpretation of archaeological evidence
- develop the skills of archaeological investigation
- organise and communicate their archaeological knowledge and understanding in a range of ways
- build on the skills and knowledge obtained through the course, whether in further related study or employment, or in personal and leisure interests.

4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

AO1 Candidates should demonstrate:

An understanding of archaeological skills and methods, including

- the range of sources and techniques used by archaeologists to investigate the archaeological record
- how archaeological data is analysed and interpreted.

A practical application of archaeological skills and methods, including

- abstraction, interpretation and translation of archaeological material and data
- interaction with the archaeological record through an individual archaeological enquiry
- effective communication, using archaeological terminology and conventions.

AO2 Candidates should demonstrate a knowledge and understanding of:

- archaeological data
- strengths and weaknesses of archaeological interpretations
- key themes and ideas in world archaeology
- the nature of and factors affecting continuity and change in the past.

In AO1 the first two bullet points will have a higher weighting at AS than at A2 and the last three bullet points will have a higher weighting at A2 than at AS.

The Assessment Objectives apply to the whole specification.

Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in Section B of ARCH2, and all of ARCH1, ARCH3 and ARCH4.

Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	0	40	40
AO2	40	20	60
Overall weighting of units (%)	40	60	100

Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	0	20	5	15	40
AO2	20	10	25	5	60
Overall weighting of units (%)	20	30	30	20	100

4

4.3 National Criteria

This specification complies with the following.

- The Subject Criteria for Archaeology
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

4.4 Prior Learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

4.5 Synoptic Assessment and Stretch and Challenge

Synoptic assessment in GCE Archaeology is assessed in the A2 units by a focus on candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject. Synoptic assessment is therefore a feature of both A2 units. The A2 element of this specification is designed to develop and draw on the knowledge and understanding of archaeological sources, methods and concepts acquired in AS Units 1 and 2.

ARCH3 ensures a synoptic approach by requiring candidates to answer thematic questions by rooting their answers firmly in archaeological evidence. Candidates are required to exemplify their interpretations by drawing on archaeological contexts (including, where appropriate, contexts associated with religion and ritual [ARCH1]) with geographical distribution and on time periods of sufficient breadth and depth. In this way a variety of changes, similarities and differences can be exemplified with specific reference to time and place. Candidates must not restrict their coverage to very limited time spans. The minimum acceptable time span for answers is any discrete temporal unit generally recognised by archaeologists. The content of some questions means that it will be necessary for candidates to have studied the interface between two such temporal units.

In addition, ARCH3 comprises distinct but inter-related blocks of archaeological content which require detailed cross-referencing of concepts and data, both within and between units. The essays will require students to arrive at judgements on questions set on material drawn from the archaeological themes studied in that unit. In order to form judgements, and to argue effectively, candidates must employ knowledge and understanding both of the nature of archaeological evidence and of the strengths and limitations of methods used by archaeologists to gather and interpret that evidence, and be able to evaluate alternative explanations. Candidates' answers should include reference to the nature of the archaeological record and, where relevant, analogs used by archaeologists to make sense of patterns in the record. Candidates will have gained the required knowledge and understanding during their study of ARCH1 and ARCH 2, and through the investigation and writing up of their Archaeological Investigation (ARCH4).

ARCH4, Archaeological Investigation, which in most cases will be completed before candidates sit the Unit 3 examination, requires that candidates show in the 'context' and 'evaluation and conclusion' sections

how their study relates to learning on the other parts of the course. This requires candidates both to use appropriate skills and methods, and demonstrate knowledge and understanding acquired in ARCH2. Candidates are also required to make connections between the subject matter of their investigation and the relevant content of ARCH1 and ARCH3. When candidates answer questions in ARCH3, they will therefore not only draw upon ARCH1 and ARCH2, but through their work on the personal study draw upon ARCH 4 as well. ARCH 3 is therefore designed to be synoptic of the entire AS and A2 examination.

In these ways, both A2 units require candidates to draw together their knowledge of several archaeological viewpoints at any one time, using their knowledge and understanding to reach judgements and conclusions and demonstrating the ability to make connections and evaluate a range of perspectives. This will promote the acquisition of a comprehensive synoptic view of archaeology.

The requirement that Stretch and Challenge is included at A2 is met both by the synoptic elements of ARCH3 and ARCH4, and the specific and varied challenges that these units present. Both ARCH3 and ARCH4 draw on knowledge and understanding acquired throughout candidates' study of archaeology, thereby ensuring that they have opportunities to demonstrate their understanding of the connections and inter-relationships between the various parts of the specification. The A2 units also present the candidate with a variety of assessment strategies.

In ARCH3, candidates select three essay questions from across the four themes. All these questions are exercises in extended writing. The varying subject matter of these themes means that a formulaic approach to question setting is inappropriate, and the wide ranging content demands the use of a variety of stems. An essential skill is the requirement to select appropriate content to answer the questions asked. Different skills are required to answer the more content-based questions of Section A, and the discursive questions in Section B.

ARCH4, the Personal Study, is of course a piece of extended writing. The framework for the structure of ARCH4 (rationale, context, methodology, evidence and evaluation and conclusion) will ensure that candidates have the opportunity to employ a range of textual styles. This includes the need to present and comment upon data using appropriate methods.

4.6 Access to Assessment for disabled students

AS/A Levels often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all the competences had been addressed. This will be kept under review and may be amended in the future.

5 Administration

5.1 Availability of Assessment Units and Certification

Examinations and certification for this specification are available as follows:

	Availability of units		Availability of certification	
	AS	A2	AS	A Level
January 2009	1	–	–	–
June 2009	1, 2	–	✓	–
January 2010	1	–	✓	–
June 2010	1, 2	3, 4	✓	✓
January 2011 onwards	1	–	✓	✓
June 2011 onwards	1, 2	3, 4	✓	✓

5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – ARCH1
 Unit 2 – ARCH2
 Unit 3 – ARCH3
 Unit 4 – ARCH4

AS certification – 1011
 A Level certification – 2011

5.3 Private Candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

Arrangements must be agreed with AQA for the assessment and authentication of coursework.

5.4 Access Arrangements and Special Consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

Access Arrangements

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

5.5 Language of Examinations

We will provide units in English only.

5.6 Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in Archaeology, and
- AQA Advanced Level GCE in Archaeology

5.7 Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A*, A, B, C, D and E. To be awarded an A*, candidates will need to achieve a grade A on the full A Level qualification and an A* on the aggregate of the A2 units.

For both qualifications, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

5.8 Re-sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates who wish to repeat a

qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

Candidates will be graded on the basis of the work submitted for assessment.

6 Coursework Administration

The Head of Centre is responsible to AQA for ensuring that coursework/portfolio work is conducted in accordance with AQA's instructions and JCQ instructions.

6.1 Supervision and Authentication of Coursework

In order to meet the regulators' Code of Practice for GCE, AQA requires:

- **candidates** to sign the Candidate Record Form (CRF) to confirm that the work submitted is their own, and
- **teachers/assessors** to confirm on the CRF that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed CRF for each candidate must be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the candidates' results.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the coursework submitted is beyond the talents of the candidate.

In most centres teachers are familiar with candidates' work through class and homework assignments. Where this is not the case, teachers should make sure that **all** coursework is completed under direct supervision.

In all cases, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently-sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement or an attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in coursework/portfolio is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in coursework/portfolios discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

6.3 Teacher Standardisation

We will hold annual standardising meetings for teachers, usually in the autumn term, for the coursework units. At these meetings we will provide support in developing appropriate coursework tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

We will also contact centres if

- the moderation of coursework from the previous year has identified a serious misinterpretation of the coursework requirements,
- inappropriate tasks have been set, or
- a significant adjustment has been made to a centre's marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres, attendance is optional. If you are unable to attend and would like a copy of the materials used at the meeting, please contact the subject team at **Archaeology@aqa.org.uk**

6.4 Internal Standardisation of Marking

Centres must standardise marking within the centre to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some trial pieces of work and identifying differences in marking standards;

- discussing any differences in marking at a training meeting for all teachers involved in the assessment;
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings;

but other valid approaches are permissible.

6.5 Annotation of Coursework

The Code of Practice for GCE states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;
- summative comments on the work, referencing precise sections in the work.

6.6 Submitting Marks and Sample Work for Moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided or by Electronic Data Interchange (EDI) by

the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

6.7 Factors Affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Services of the circumstances. Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the CRF so that such help can be taken into account when moderation takes place (see Section 6.1).

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

6.8 Retaining Evidence and Re-using Marks

The centre must retain the work of all candidates, with CRFs attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned

to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

7 Moderation

7.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline (see <http://www.aqa.org.uk/deadlines.php>). We will let centres know which candidates' work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is

needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the coursework and the CRF of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, we reserve the right to alter the order of merit.

7.2 Post-moderation Procedures

On publication of the AS/A Level results, we will provide centres with details of the final marks for the coursework unit.

The candidates' work will be returned to the centre after moderation has taken place. The centre will receive a report with, or soon after, the despatch of published results giving feedback on

the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We reserve the right to retain some candidates' work for archive or standardising purposes.

Appendices

A Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

AS Performance Descriptions

	Assessment Objective 1	Assessment Objective 2
A/B boundary performance descriptions	Candidates characteristically: <ol style="list-style-type: none"> analyse a wide range of sources and techniques which demonstrates that they have a sound understanding of the range used by archaeologists to investigate the archaeological record demonstrate a sound understanding of how archaeological data is analysed and interpreted demonstrate some ability to abstract, interpret and translate archaeological material and data from one context to another communicate clearly and fluently, using appropriate language and terminology, using spelling, punctuation and grammar generally with a high degree of accuracy. 	Candidates characteristically: <ol style="list-style-type: none"> communicate effectively a sound knowledge and understanding of archaeological data show understanding through analysis and explanation of the strengths and weaknesses of archaeological interpretations recall, select and deploy a detailed knowledge and clear understanding of key themes and ideas in religion and ritual demonstrate a sound knowledge and understanding of the nature of, and factors affecting, continuity and change in the past.
E/U boundary performance descriptions	Candidates characteristically: <ol style="list-style-type: none"> deploy a limited range of sources and techniques which demonstrates that they have a restricted understanding of the range used by archaeologists to investigate the archaeological record demonstrate limited understanding of how archaeological data is analysed and interpreted demonstrate limited ability to abstract, interpret and translate archaeological material and data from one context to another convey meaning reasonably clearly, although powers of expression and the use of archaeological terminology may be limited, and there will be errors in spelling, punctuation and grammar. 	Candidates characteristically: <ol style="list-style-type: none"> communicate a limited knowledge and restricted understanding of archaeological data show limited understanding through analysis and explanation of the strengths and weaknesses of archaeological interpretations recall, select and deploy a limited knowledge and partial understanding of key themes and ideas in religion and ritual demonstrate some knowledge and a limited understanding of factors affecting continuity and change in the past.

A2 Performance Descriptions

	Assessment Objective 1	Assessment Objective 2
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) deploy an appropriate range of sources and techniques which demonstrates that they have a substantial understanding of those used by archaeologists to investigate the archaeological record b) demonstrate a clear understanding of how archaeological data is analysed and interpreted c) demonstrate an ability to abstract, interpret and translate archaeological material and data from one context to another d) display substantial evidence of interaction with the relevant aspects of the archaeological record through an individual archaeological enquiry e) communicate accurately, clearly and fluently, incorporating appropriate language, structure and terminology, using spelling, punctuation and grammar generally with a high degree of accuracy. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) communicate an accurate, relevant and precise knowledge and clear understanding of archaeological data b) demonstrate an ability to evaluate the strengths and weaknesses of archaeological interpretations c) recall, select and deploy a detailed knowledge and clear understanding of key themes and ideas in world archaeology d) demonstrate a detailed knowledge and clear understanding of the nature of, and factors affecting, continuity and change in the past.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) deploy a limited range of sources and techniques which demonstrate that they have a partial understanding of the range used by archaeologists to investigate the archaeological record b) demonstrate a partial understanding of how archaeological data is analysed and interpreted c) demonstrate limited ability to abstract, interpret and translate archaeological material and data from one context to another d) display some evidence of interaction with the archaeological record through an individual archaeological enquiry e) convey meaning clearly and with an attempt at appropriate vocabulary, although there may be errors in spelling, punctuation and grammar. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) communicate some relevant knowledge and partial understanding of archaeological data b) show partial and tentative understanding of the strengths and weaknesses of archaeological interpretations c) recall, select and deploy a limited knowledge and partial understanding of key themes and ideas in world archaeology d) demonstrate an outline knowledge and partial understanding of the nature of and factors affecting continuity and change in the past.

B Spiritual, Moral, Ethical, Social and other Issues

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “Environmental Responsibility: An Agenda for

Further and Higher Education” 1993 in preparing this specification and associated specimen units.

Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

C Overlaps with other qualifications

There are no prohibited combinations with AS or A Level Archaeology.

D Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information Technology.

The units for the ‘wider’ Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for Archaeology can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted on the next page.

The above information is given in the context of the knowledge that Key Skills at level 3 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website:

<http://web.aqa.org.uk/qual/keyskills/com04.php>

Key Skills Opportunities in Archaeology

The broad and multi disciplinary nature of Archaeology and its application to a wide range of current issues that call upon candidates' abilities to demonstrate the transferability of their knowledge, understanding and skills, make it an ideal vehicle to assist candidates in developing their knowledge

and understanding of the Key Skills and to produce evidence of their application.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of the Key Skills units at Level 3, in the teaching and learning modules of this specification.

	ARCH1	ARCH2	ARCH3	ARCH4
Communication				
C3.1a	✓	✓	✓	✓
C3.1b	✓	✓	✓	✓
C3.2	✓	✓	✓	✓
C3.3	✓	✓	✓	✓
Application of Number				
N3.1		✓		✓
N3.2		✓		✓
N3.3		✓		✓
Information Technology				
ICT3.1	✓	✓	✓	✓
ICT3.2	✓	✓	✓	✓
ICT3.3	✓	✓	✓	✓
Working With Others				
WO3.1				✓
WO3.2				✓
WO3.3				✓
Improving Own Learning and Performance				
LP3.1	✓	✓	✓	✓
LP3.2	✓	✓	✓	✓
LP3.3	✓	✓	✓	✓
Problem Solving				
PS3.1		✓		✓
PS3.2		✓		✓
PS3.3		✓		✓



GCE Archaeology (2010) 2009 onwards

Qualification Accreditation Number: AS 500/2252/0 - A Level 500/2255/6

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Further information is available at:

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