

GCE Subject Level Guidance for Archaeology

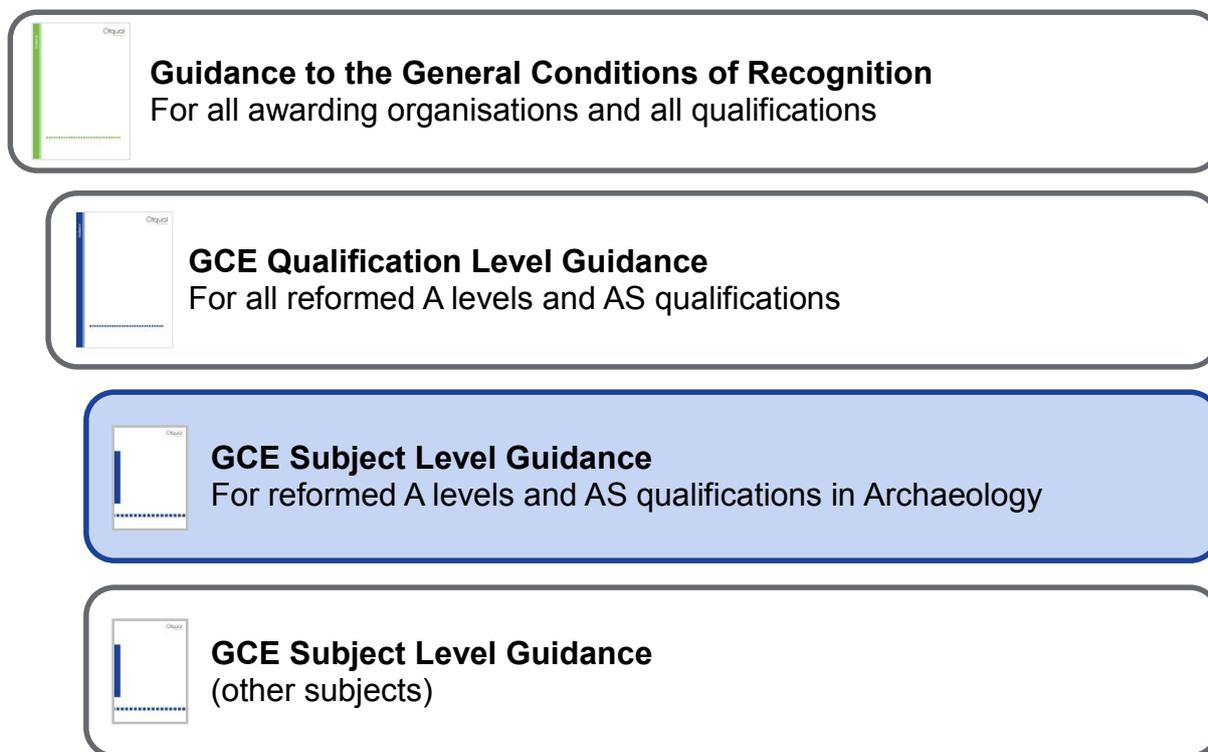
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Introduction

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCE Qualifications.



This document sets out guidance which applies to the following qualifications:

- all GCE A levels in Archaeology awarded on or after 1 April 2019; and
- all standalone GCE AS qualifications in Archaeology awarded on or after 1 April 2018.

This guidance supports the *GCE Subject Level Conditions and Requirements for Archaeology*.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCE(Archaeology)1.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance, where relevant, in relation to each GCE Qualification in Archaeology that it makes available or proposes to make available. Condition GCE(Archaeology)1

¹ www.gov.uk/government/publications/gce-subject-level-conditions-and-requirements-for-archaeology

imposes the same obligation in respect of the guidance below which is issued under that Condition.

An awarding organisation should use the guidance in this document to help it understand how to comply with the *GCE Subject Level Conditions and Requirements for Archaeology*.

Guidance set out in this document

This document provides guidance on assessment objectives for GCE Qualifications in Archaeology.

Guidance on assessment objectives for GCE Qualifications in Archaeology

Condition GCE(Archaeology)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in Archaeology.

We published our requirements in relation to assessment objectives in *GCE Subject Level Conditions and Requirements for Archaeology*, and reproduce them in the table below.

	Objective	Weighting (A level)	Weighting (AS)
AO1	Demonstrate knowledge and understanding of archaeological skills, methods, themes, issues and contexts.	25-35%	35-45%
AO2 (A level)	Apply archaeological skills and methods, using archaeological terminology and conventions, to – <ul style="list-style-type: none"> ■ interpret primary archaeological material and data ■ interpret secondary archaeological material and data 	30-40%	n/a
AO2 (AS)	Apply archaeological skills and methods using archaeological terminology and conventions, to interpret secondary archaeological material and data.	n/a	30-40%
AO3 (A level)	Analyse and evaluate – <ul style="list-style-type: none"> ■ primary archaeological material and data ■ secondary archaeological material and data ■ archaeological interpretations ■ archaeological themes, issues and contexts 	35-45%	n/a
AO3 (AS)	Analyse and evaluate – <ul style="list-style-type: none"> ■ secondary archaeological material and data ■ archaeological interpretations ■ archaeological themes, issues and contexts 	n/a	25-35%

We set out below our guidance for the purposes of Condition GCE(Archaeology)1.2.

This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the different 'strands' within each of the assessment objectives;
- the discrete 'elements' within each assessment objective and its strands that questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(Archaeology)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

AO1: Demonstrate knowledge and understanding of archaeological skills, methods, themes, issues and contexts.			25-35% (A level) 35-45% (AS)
Strands	Elements	Coverage	Interpretation and definitions
n/a	1a - Demonstrate knowledge of archaeological skills and methods	<ul style="list-style-type: none"> ■ Full coverage in each set of assessments² (but not in every assessment). ■ A reasonable balance between the elements within this assessment objective. ■ Awarding organisations should justify the balance between elements in their assessment strategies. ■ No more than 10% of the total marks for the qualification should reward demonstrating knowledge in isolation.³ 	<ul style="list-style-type: none"> ■ Both here and in AO2, archaeological skills and methods are aspects of subject content. Awarding organisations should set out their approach to targeting them in their assessment strategies. They include the range of sources and techniques used by archaeologists to investigate the archaeological record. ■ Key archaeological themes, issues and contexts are aspects of subject content. Awarding organisations should set out their approach to targeting them in their assessment strategies.
	1b - Demonstrate understanding of archaeological skills and methods		
	1c - Demonstrate knowledge of archaeological themes, issues and contexts		
	1d - Demonstrate understanding of archaeological themes, issues and contexts		

² For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a GCE Qualification in Archaeology. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification.

³ Marks which 'reward demonstrating knowledge in isolation' means any mark awarded solely for recalling facts or other knowledge that is part of the specification. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context.

AO2 (A level): Apply archaeological skills and methods, using archaeological terminology and conventions, to –			30-40% (A level) n/a (AS)
<ul style="list-style-type: none"> ▪ interpret primary archaeological material and data ▪ interpret secondary archaeological material and data 			
Strands	Elements	Coverage	Interpretation and definitions
1 – Apply archaeological skills and methods, using archaeological terminology and conventions, to interpret primary archaeological material and data	This strand is a single element	<ul style="list-style-type: none"> ▪ Full coverage in each set of assessments (but not in every assessment). ▪ A reasonable balance between the strands within this assessment objective. 	<ul style="list-style-type: none"> ▪ See guidance in relation to AO1 for the definition of archaeological skills and methods. As in AO1, awarding organisations should set out their approach to targeting them in their assessment strategies. ▪ Primary archaeological data is a collection of original data by Learners requiring them to interact with the archaeological record. ▪ Secondary archaeological data is information which has already been collected and is available from other sources.
2 – Apply archaeological skills and methods, using archaeological terminology and conventions, to interpret secondary archaeological material and data	This strand is a single element	<ul style="list-style-type: none"> ▪ Awarding organisations should justify the balance between strands in their assessment strategies. 	

AO2 (AS): Apply archaeological skills and methods using archaeological terminology and conventions, to interpret secondary archaeological material and data.			<i>n/a (A level)</i> 30-40% (AS)
Strands	Elements	Coverage	Interpretation and definitions
n/a	This assessment objective is a single element	<ul style="list-style-type: none"> Full coverage in each set of assessments (but not in every assessment). 	<ul style="list-style-type: none"> See guidance in relation to AO1 for the definition of archaeological skills and methods. As in AO1, awarding organisations should set out their approach to targeting them in their assessment strategies. Secondary archaeological data is information which has already been collected and is available from other sources.

AO3 (A level): Analyse and evaluate –			35-45% (A level) n/a (AS)
<ul style="list-style-type: none"> ▪ primary archaeological material and data ▪ secondary archaeological material and data ▪ archaeological interpretations ▪ archaeological themes, issues and contexts 			
Strands	Elements	Coverage	Interpretation and definitions
1 – Analyse and evaluate primary archaeological material and data	1a – Analyse primary archaeological material and data	<ul style="list-style-type: none"> ▪ Full coverage in each set of assessments (but not in every assessment). ▪ A reasonable balance between the strands within this assessment objective, and between the elements within each strand. ▪ Awarding organisations should justify the balance between strands and elements in their assessment strategies. 	<ul style="list-style-type: none"> ▪ Analyse means deconstructing ideas and/or information and/or evidence to find connections and provide logical chains of reasoning ▪ Evaluate means appraising and/or ascribing value to information and/or issues. Evaluation may, but need not always, include making judgements and/or drawing conclusions. ▪ Primary archaeological data is a collection of original data by Learners requiring them to interact with the archaeological record. ▪ Secondary archaeological data is information which has already been collected and is available from other sources. ▪ Archaeological interpretations are reconstructions of the past which have been created based on data analysis and which attempt to explain the meaning of the data. ▪ Archaeological themes, issues and contexts are aspects of subject content. Awarding organisations should set out their approach to targeting them in their assessment strategies.
	1b – Evaluate primary archaeological material and data		
2 – Analyse and evaluate secondary archaeological material and data	2a – Analyse secondary archaeological material and data		
	2b – Evaluate secondary archaeological material and data		
3 – Analyse and evaluate archaeological interpretations	3a – Analyse archaeological interpretations		
	3b – Evaluate archaeological interpretations		
4 – Analyse and evaluate archaeological themes, issues and contexts	4a – Analyse archaeological themes, issues and contexts		
	4b - Evaluate archaeological themes, issues and contexts		

AO3 (AS): Analyse and evaluate –			n/a (A level) 25-35% (AS)
<ul style="list-style-type: none"> ▪ secondary archaeological material and data ▪ archaeological interpretations ▪ archaeological themes, issues and contexts 			
Strands	Elements	Coverage	Interpretation and definitions
1 – Analyse and evaluate secondary archaeological material and data	1a – Analyse secondary archaeological material and data	<ul style="list-style-type: none"> ▪ Full coverage in each set of assessments (but not in every assessment). ▪ A reasonable balance between the strands within this assessment objective, and between the elements within each strand. ▪ Awarding organisations should justify the balance between strands and elements in their assessment strategies. 	<ul style="list-style-type: none"> ▪ Analyse means deconstructing ideas and/or information and/or evidence to find connections and provide logical chains of reasoning ▪ Evaluate means appraising and/or ascribing value to information and/or issues. Evaluation may, but need not always, include making judgements and/or drawing conclusions ▪ Secondary archaeological data is information which has already been collected and is available from other sources. ▪ Archaeological interpretations are reconstructions of the past which have been created based on data analysis and which attempt to explain the meaning of the data. ▪ Archaeological themes, issues and contexts are aspects of subject content. Awarding organisations should set out their approach to targeting them in their assessment strategies.
	1b – Evaluate secondary archaeological material and data		
2 – Analyse and evaluate archaeological interpretations	2a – Analyse archaeological interpretations		
	2b – Evaluate archaeological interpretations		
3 – Analyse and evaluate archaeological themes, issues and contexts	3a – Analyse archaeological themes, issues and contexts		
	3b - Evaluate archaeological themes, issues and contexts		

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