

# Decisions on Conditions and guidance for AS and A level Archaeology



In February 2016 we published a consultation about the rules and guidance we proposed to put in place for new AS and A levels in archaeology.

This consultation set out draft Subject Level Conditions, requirements and guidance which would apply to all new AS and A levels in this subject.

We have reviewed the responses to the consultation and are now announcing our decisions. We are also publishing a more detailed analysis of the responses alongside this document.<sup>1</sup>

## AS and A level archaeology

### Compliance with content requirements

We proposed that all reformed AS and A levels in archaeology should comply with the subject content requirements published by the Department for Education (DfE),<sup>2</sup> and with our assessment objectives.

All the respondents who commented on this proposal supported it. No respondents raised any concerns with this aspect of our proposals. We have therefore decided to confirm our proposals in this area.

### Guidance

We proposed to introduce guidance clarifying the interpretation of our assessment objectives. One respondent raised a specific concern in relation to the guidance for archaeology. The respondent stated that ‘archaeological themes, issues and contexts’ had been grouped together within the elements of the assessment objectives. The respondent stated that as a consequence, questions would always have to cover themes, issues and contexts, but that it was possible to assess themes, issues and contexts separately. The respondent requested that the guidance should make it clear that questions could cover archaeological themes, issues or

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<sup>1</sup> [www.gov.uk/government/consultations/gcse-as-and-a-level-reform-regulations-for-archaeology](http://www.gov.uk/government/consultations/gcse-as-and-a-level-reform-regulations-for-archaeology)

<sup>2</sup> [www.gov.uk/government/publications/gce-as-and-a-level-archaeology](http://www.gov.uk/government/publications/gce-as-and-a-level-archaeology)

contexts in isolation, as long as an appropriate balance was maintained and the approach justified in the assessment strategy.

We decided that further clarification was not needed within the guidance document. Archaeological themes, issues and contexts may already be assessed separately, provided that this is justified in the assessment strategy. The approach we have taken in this subject, is consistent with that taken across a range of subject areas.

The same respondent raised the point that the term 'issues' is only specifically referred to in the DfE's A Level subject content, and it was therefore not appropriate to refer to 'issues' in strand 3 of assessment objective AO3 at AS.

We consider that there are aspects of subject content at AS which are 'issues' (for example those set out at paragraph 9 of the subject content document). On this basis we are not removing 'issues' from strand 3 of assessment objective AO3 for AS.

On the basis of the above, we have decided to confirm our proposals in this area.

### **Next steps**

We have published the following documents which formally introduce our rules and guidance for AS and A level archaeology:

- *GCE Subject Level Conditions for Archaeology*<sup>3</sup>
- *GCE Subject Level Guidance for Archaeology*<sup>4</sup>

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<sup>3</sup> [www.gov.uk/government/publications/gce-subject-level-conditions-and-requirements-for-archaeology](http://www.gov.uk/government/publications/gce-subject-level-conditions-and-requirements-for-archaeology)

<sup>4</sup> [www.gov.uk/government/publications/gce-subject-level-guidance-for-archaeology](http://www.gov.uk/government/publications/gce-subject-level-guidance-for-archaeology)