

### Preface

Participants, Instructors and Assessors should take note of the conditions as laid down in the Award Handbook. This programme is for guidance and is not to be taken as a rigid syllabus. To indicate the content appropriate to young people with varying degrees of knowledge and experience, it is arranged under three headings '**For beginners**', '**For those with some knowledge**' and '**For the more advanced**', and participants are free to select as broad or as restricted an aspect of this skill as they wish, but appropriate social and cultural aspects are to be covered.

## COLLECTIONS, STUDIES AND SURVEYS

## ARCHAEOLOGY

### Introduction

Collections, studies and surveys provide an excellent opportunity for those who show little interest in creative activities or handicraft skills to take up and develop a worthwhile pursuit from a very wide range of choice.

This activity should give a balance between academic interest and the practical work necessary to present the work done. In this way, the participant's understanding of the historical, social and cultural development of our society can be helped.

Although the opportunity for group work may occur less frequently than in other skills, in many cases both progress and understanding can be best achieved by group practice.

### General

- 1 The work submitted should relate to an area small enough for young people to become acquainted with it in some detail and should be defined either by natural boundaries (e.g. rivers, watersheds) or by civil divisions, e.g. parishes.
- 2 Within this area young people should:  
Either:
  - (a) Make a general study of the type, location and distribution of archaeological sites and finds of different periods.Or:
  - (b) Concentrate in more detail upon the study of the remains of a particular period, or of a particular type, represented either by sites in the field or by objects in museums, or by both of these.
- 3 Participants' work should show the results of personal enquiry and research, and should not be confined to the information available from existing maps, guide-books and other publications, and museum labels. At all stages there should be an awareness of the development of the human environment through the study of the chosen location.

## Skill Section

- 4 Before starting, young people should consult the Assessor about the limits of their project. They will find it useful to join their local archaeological society or research group, and to get in touch with the staff of the local museum.
- 5 To inspect or survey sites in the field and to collect surface finds, the permission of the landowner is required. Objects found in the course of field survey or collecting should be offered, with full details of where they were found, to the local museum so that they are available to other enquirers.
- 6 Excavation is a skilled and inevitably destructive process, which requires careful training and expert supervision. For this reason, young people should take part only in excavations on which training is provided for beginners. Details of these are published annually from March to September in the 'Calendar of Excavations' of the Council for British Archaeology. This can be consulted in many museums and public libraries, or can be obtained by subscription from the Council for British Archaeology at 8, St. Andrews Place, London, NW1. Useful books about the different kinds of archaeological site are Ordnance Survey Field Archaeology (HM Stationery Office 1963). E. S. Wood, Collins Field Guide to Archaeology (Collins 1963).

### For beginners

Young people should submit:

- 1 A map of the area, marking and distinguishing the relevant archaeological sites and finds.
- 2 Notes on the individual sites and finds, with reference to the publications and museums in which they are recorded or preserved.
- 3 Illustrations to these notes, in the form of photographs, sketch-plans or drawings.

### For those with some knowledge

Those taking this programme should submit:

- 1 A map and notes as for beginners, but with more detail and of a higher standard.
- 2 Illustrative material in any one of the following forms:
  - (a) Individual surveys of selected sites made by young people in the field.
  - (b) Objects obtained by surface collection, with drawings by young people.
  - (c) Drawings by participants of objects in museums.
  - (d) A combination of all of these.
- 6 A descriptive account of the material, with an attempt to work out what it means for the past history of man in the area.

### For the more advanced

Participants should:

- 1 Take part for not less than two weeks consecutively in:  
Either
  - (a) An organised training-course in archaeological field survey.Or
  - (b) A recognised training-excavation, to be approved by the assessor.
  
- 2 Make a detailed study of a selected aspect of the archaeology of the area, to be presented in the form of a comprehensive account, including a table of contents, descriptive catalogue, illustrations made by them, bibliography of sources consulted, and index.
  
- 3 Include in the account one of the following:
  - (a) A comprehensive series of plans, elevations or profiles of individual sites or buildings surveyed and drawn by young people.
  - (b) A comprehensive series of drawings and photographs made by young people of objects in museums or collected personally.
  - (c) An account of the results of an excavation relevant to the project in which young people have taken part under a responsible and experienced Supervisor.
  - (d) A combination of any of these.