



|    |                        |                    |
|----|------------------------|--------------------|
| 37 | Heritage Management    | US CRM Archaeology |
| 38 | Heritage Management    |                    |
| 39 | Heritage Management    |                    |
| 40 | University             |                    |
| 41 | Other                  |                    |
| 42 | Heritage Management    |                    |
| 43 | I am still studying    |                    |
| 44 | Heritage Management    |                    |
| 45 | I am still studying    |                    |
| 46 | Heritage Management    |                    |
| 47 | I am still studying    |                    |
| 48 | University             |                    |
| 49 | Heritage Management    |                    |
| 50 | I am still studying    |                    |
| 51 | Heritage Management    |                    |
| 52 | Heritage Management    |                    |
| 53 | Heritage Management    |                    |
| 54 | University             |                    |
| 55 | University             |                    |
| 56 | Heritage Management    |                    |
| 57 | Heritage Management    |                    |
| 58 | Heritage Management    |                    |
| 59 | Heritage Management    |                    |
| 60 | Heritage Management    | mining             |
| 61 | Government Institution |                    |
| 62 | I am still studying    |                    |
| 63 | Heritage Management    |                    |
| 64 | I am still studying    |                    |
| 65 | Heritage Management    |                    |
| 66 | University             |                    |
| 67 | Heritage Management    |                    |
| 68 | Heritage Management    |                    |
| 69 | University             |                    |
| 70 | Other                  |                    |
| 71 | University             |                    |
| 72 | University             |                    |
| 73 | I am still studying    |                    |
| 74 | University             |                    |
| 75 | University             |                    |
| 76 | Government Institution |                    |
| 77 | University             |                    |
| 78 | University             |                    |
| 79 | Government Institution |                    |
| 80 | Government Institution |                    |
| 81 | Heritage Management    |                    |
| 82 | Government Institution |                    |
| 83 | University             |                    |
| 84 | University             |                    |
| 85 | Heritage Management    |                    |
| 86 | Heritage Management    |                    |

|     |                        |                                    |
|-----|------------------------|------------------------------------|
| 87  | University             | Native title, state public service |
| 88  | Government Institution |                                    |
| 89  | Heritage Management    | Native title, governemtn           |
| 90  | Heritage Management    |                                    |
| 91  | Government Institution |                                    |
| 92  | Other                  |                                    |
| 93  | Other                  |                                    |
| 94  | University             |                                    |
| 95  | I am still studying    |                                    |
| 96  | University             |                                    |
| 97  | Heritage Management    |                                    |
| 98  | University             |                                    |
| 99  | Heritage Management    |                                    |
| 100 | Heritage Management    |                                    |
| 101 | Heritage Management    |                                    |
| 102 | Heritage Management    |                                    |
| 103 | University             |                                    |
| 104 | I am still studying    |                                    |
| 105 | University             |                                    |
| 106 | University             |                                    |
| 107 | University             |                                    |
| 108 | Heritage Management    |                                    |
| 109 | I am still studying    |                                    |
| 110 | University             |                                    |
| 111 | University             | NGO (Nonprofit publisher)          |
| 112 | Other                  |                                    |
| 113 | Heritage Management    |                                    |
| 114 | Heritage Management    |                                    |
| 115 | Heritage Management    |                                    |
| 116 | University             |                                    |
| 117 | University             |                                    |

| <p><b>Q 2. What is the highest qualification you hold- Please choose one of the following answers.</b></p>   | <p><b>What is the highest qualification you hold- Please choose one of the following answers. [Other]</b></p>  |  |
|--|--|--|
| <p>Doctorate<br/>Doctorate<br/>Honours<br/>Doctorate<br/>Bachelors<br/>Honours<br/>Masters<br/>Doctorate<br/>Doctorate<br/>Masters<br/>Doctorate<br/>Masters<br/>Doctorate<br/>Doctorate<br/>Doctorate<br/>Doctorate<br/>Bachelors<br/>Honours<br/>Doctorate<br/>Honours<br/>Honours<br/>Doctorate<br/>Honours<br/>Honours<br/>Honours<br/>Doctorate<br/>Bachelors<br/>Masters<br/>Doctorate<br/>Doctorate<br/>Doctorate<br/>Masters<br/>Honours<br/>Bachelors<br/>Masters<br/>Doctorate</p> | <p>UNSW<br/>LTU<br/>Sydney University<br/>University of Sydney<br/>Flinders<br/>Sydney University<br/>University of New England/Flinc<br/>Sydney University<br/>Flinders University<br/>Cardiff University, United Kingd<br/>University of Gothenburg<br/>James cook univ<br/>University of Queensland<br/>Melbourne University<br/>University of Sydney<br/>University of New England<br/>Flinders University<br/>LaTrobe<br/>The University of Oxford, UK<br/>The University of Melbourne<br/>Australian National University<br/>UNE<br/>University College Cardiff, UK<br/>University of WA<br/>NTU<br/>NAtional University of Ireland, C<br/>Monash University<br/>The Ohio State University<br/>CAU Kiel, Germany<br/>Macquarie University<br/>Cambridge University, England<br/>University of New England<br/>University of Sydney<br/>Florida State University<br/>Flinders University<br/>University of Sydney</p> |  |

|           |         |                                 |
|-----------|---------|---------------------------------|
| Honours   | Year 12 | University of QLD               |
| Masters   |         | La Trobe University             |
| Doctorate |         | otago university new zealand    |
| Doctorate |         | University of New England       |
| Masters   |         | University of Georgia, Athens   |
| Honours   |         | Northern Territory University   |
| Masters   |         | University of Sydney            |
| Masters   |         | University in France            |
| Other     |         | Erindale Collage                |
| Masters   |         | In the USA                      |
| Honours   |         | Flinders University             |
| Masters   |         | Hebrew University, Jerusalem    |
| Honours   |         | LaTrobe University              |
| Masters   |         | University of Leicester         |
| Masters   |         | Univerity of Leicester, England |
| Honours   |         | ANU                             |
| Honours   |         | ANU                             |
| Doctorate |         | La Trobe University             |
| Doctorate |         | UNSW                            |
| Honours   |         | ANU                             |
| Honours   |         | UWA                             |
| Doctorate |         | University of Pittsburgh        |
| Honours   |         | University of Western Australia |
| Honours   |         | UQ                              |
| Honours   |         | Australian National University  |
| Bachelors |         | James Cook University           |
| Honours   |         | University of Western Australia |
| Honours   |         | University of Western Australia |
| Honours   |         | Flinders University             |
| Doctorate |         | ANU                             |
| Masters   |         | Deakin University               |
| Honours   |         | University of Western Australia |
| Bachelors |         | University of New England       |
| Honours   |         | James Cook                      |
| Doctorate |         | University of Southampton       |
| Doctorate |         | University of Queensland        |
| Bachelors |         | University of Western Australia |
| Doctorate |         | Sydney University               |
| Doctorate |         | University of Sydney            |
| Masters   |         | Flinders University             |
| Doctorate |         | University of Gothenburg        |
| Doctorate |         | Harvard University              |
| Masters   |         | University of Southampton, UK   |
| Honours   |         | University of New England - Arr |
| Doctorate |         | The Australian National Univers |
| Honours   |         | University of New England - Arr |
| Doctorate |         | The Australian National Univers |
| Doctorate |         | University of Pennsylvania      |
| Doctorate |         | University of Stockholm, Swede  |
| Honours   |         | University of Western Australia |

|                  |   |
|------------------|---|
| Doctorate        | Harvard University                      |
| Honours          | Sydney University                       |
| Bachelors        | Flinders University                     |
| Masters          | University of Sydney                    |
| Honours          | University of New England               |
| Doctorate        | University of Western Australia         |
| Doctorate        | University of Western Australia         |
| Doctorate        | La Trobe University                     |
| Masters          | Charles University, Prague              |
| Doctorate        | ANU                                     |
| Doctorate        | Sydney University                       |
| Doctorate        | The University of Sydney                |
| Honours          | La Trobe                                |
| Doctorate        | University of Sydney                    |
| Masters          | KUL                                     |
| Doctorate        | La Trobe University                     |
| Doctorate        | Indiana University                      |
| Masters          | Sofia University "St. Kliment Ohridski" |
| Doctorate        | Flinders University                     |
| Doctorate        | University of Queensland                |
| Doctorate        | Australian National University (ANU)    |
| Masters          | LaTrobe                                 |
| Masters          | Flinders University                     |
| Doctorate        | University of Sydney                    |
| Graduate Diploma | Charles Sturt University                |
| Doctorate        | Harvard University                      |
| Honours          | La Trobe University                     |
| Honours          | James Cook University Cairns (JCU)      |
| Masters          | University of Cape Town                 |
| Doctorate        | University of Michigan                  |
| Masters          | University of Tennessee, Knoxville      |

| Q. 4 When did you receive your highest qualification-Please enter the year in the box below.   | Q. 5 How many years have you worked in your profession-Please choose one of the following answers.   | Q. 6 What is the country and state of your organisation-Please enter in the text box below.   |
|--|--|---|
| 2012<br>2008<br>1992<br>1987<br>2006<br>2000<br>2010<br>2001<br>1999<br>2006<br>1975<br>1988<br>2000<br>1988<br>1987<br>2001<br>2012<br>1995<br>2005<br>2008<br>2012<br>1996<br>1985<br>2005<br>1996<br>2013<br>2013<br>1974<br>2004<br>2010<br>1981<br>2012<br>2008<br>2009<br>2010<br>2007 | 1-5<br>16-20<br>20+<br>20+<br>I am currently studying.<br>11-15<br>6-10<br>20+<br>20+<br>6-10<br>20+<br>20+<br>20+<br>20+<br>20+<br>20+<br>20+<br>I am currently studying.<br>11-15<br>6-10<br>I am currently studying.<br>1-5<br>20+<br>20+<br>6-10<br>11-15<br>6-10<br>I am currently studying.<br>20+<br>11-15<br>11-15<br>20+<br>6-10<br>1-5<br>I am currently studying.<br>1-5<br>16-20 | New South Wales (Australia)<br>Victoria (Australia) & NSW<br>Western Australia (Australia)<br>Victoria Australia<br>South Australia (Australia)<br>New South Wales, Australia<br>Queensland, Australia<br>Australian Capital Territory (Aus<br>Victoria, Australia<br>New South Wales (Australia)<br>Victoria Australia<br>Queensland (Australia)<br>Queensland (Australia)<br>Victoria (Australia)<br>New South wales Australia<br>South Australia (Australia)<br>South Australia (Australia)<br>Victoria, Australia<br>New South Wales, Australia<br>Victoria, Australia<br>Western Australia (Australia)<br>South Australia (Australia)<br>Victoria (Australia)<br>Western Australia (Australia)<br>South Australia (Australia)<br>Cork (Ireland)<br>Australia Victoria<br>Australia, New South Wales<br>Germany<br>New South Wales, Oz<br>New South Wales, Australia<br>New South Wales, Australia<br>New South Wales, Australia<br>Adelaide, Australia<br>South Australia, Australia<br>New South Wales, Australia |

|      |                          |                              |
|------|--------------------------|------------------------------|
| 2011 | 1-5                      | New South Wales, Australia   |
| 2006 | 6-10                     | Western Australia, Australia |
| 2013 | 1-5                      | Australian Capital Territory |
| 1996 | 16-20                    | South Australia, Australia   |
| 2010 | 6-10                     | Nevada, United States        |
| 1995 | 16-20                    | northern territory Australia |
| 2011 | I am currently studying. | New South Wales, Australia   |
| 2008 | 1-5                      |                              |
| 2010 | I am currently studying. | South Australia, Australia   |
| 2010 | 1-5                      | Western Australia            |
| 1998 | I am currently studying. | South Australia, Australia   |
| 2013 | 6-10                     | Israel                       |
| 1988 | 20+                      | Victoria                     |
| 2012 | I am currently studying. | United Kingdom               |
| 2013 | 1-5                      | western Australia, Australia |
| 1993 | 20+                      | ACT/NSW                      |
| 2006 | 6-10                     | NSW                          |
| 2005 | 11-15                    | Victoria, Australia          |
| 1977 | 20+                      | New South Wales              |
| 1996 | 16-20                    | New South Wales              |
| 1992 | 20+                      | Western Australia, Australia |
| 2000 | 20+                      | Western Australia            |
| 1994 | 20+                      | Western Australia            |
| 2010 | 1-5                      | Western Australia            |
| 1996 | 16-20                    | Victoria, Australia          |
| 2013 | I am currently studying. | Queensland, Australia        |
| 2003 | 6-10                     | Western Australia, Australia |
| 2010 | I am currently studying. | Western Australia            |
| 2005 | 6-10                     | South Australia              |
| 1987 | 20+                      | Queensland, Australia        |
| 2008 | 1-5                      | South Australia              |
| 2009 | 1-5                      | Western Australia, Australia |
| 1979 | 20+                      | Queensland, Australia        |
| 2005 | 6-10                     | Queensland                   |
| 1984 | 20+                      | UK                           |
| 2004 | 16-20                    | Queensland                   |
| 2012 | I am currently studying. | Western Australia, Australia |
| 2010 | 1-5                      | New South Wales, Australia   |
| 1996 | 20+                      | New South Wales, Australia   |
| 2003 | 6-10                     | New South Wales, Australia.  |
| 1975 | 20+                      | Victoria, Australia          |
| 1991 | 20+                      | Victoria, Australia          |
| 2007 | 11-15                    | New South Wales, Australia   |
| 1995 | 16-20                    | Queensland, Australia        |
| 2008 | 20+                      | New South Wales, Australia   |
| 1995 | 16-20                    | New South Wales, Australia   |
| 2001 | 16-20                    | South Australian, Australia  |
| 1991 | 20+                      | New Zealand                  |
| 1976 | 20+                      | Queensland, Australia        |
| 2005 | 6-10                     | Western Australia, Australia |



|      |                          |                                   |
|------|--------------------------|-----------------------------------|
| 1982 | 20+                      | Pennsylvania United States of A   |
| 2006 | 1-5                      | New South Wales                   |
| 2009 | 1-5                      | Queensland, Australia             |
| 1999 | 20+                      | New South Wales, Australia        |
| 1988 | 16-20                    | New South Wales, Australia        |
| 1985 | 20+                      | Western Australia, Australia      |
| 1985 | 20+                      | Western Australia, Australia      |
| 2012 | 6-10                     | Victoria, Australia               |
| 2011 | I am currently studying. | Czech republic                    |
| 1998 | 20+                      | Australian Capital Territory, Aus |
| 2008 | 20+                      | New South Wales, Australia        |
| 2009 | 11-15                    | New South Wales, Australia        |
| 2008 | 1-5                      | Victoria, Australia               |
| 2006 | 20+                      | New South Wales, Australia        |
| 1998 | 11-15                    | Victoria, Australia               |
| 2005 | 6-10                     | Victoria, Australia               |
| 2008 | 16-20                    | Indiana, United States            |
| 2009 | 6-10                     | National Institute of Archaeolog  |
| 2010 | 11-15                    | South Australia                   |
| 2000 | 16-20                    | Queensland, Australia             |
| 2010 | 1-5                      | New South Wales                   |
| 1986 | 20+                      | Victoria                          |
| 2012 | I am currently studying. | South Australia, Australia        |
| 2004 | 20+                      | New South Wales, Australia        |
| 2011 | 1-5                      | New South Wales                   |
| 2001 | 11-15                    | California, United States         |
| 2009 | 1-5                      | Australia, Victoria               |
| 2011 | 1-5                      | Western Australia, Australia.     |
| 1992 | 16-20                    | Australia, Queensland             |
| 2004 | 16-20                    | Texas, United States of America   |
| 2010 | 6-10                     | Knoxville, Tennessee, US          |

**Q. 7 In what geographic area(s) would you consider yourself an expert-Please list up to three geographic areas. []**

**In what geographic area(s) would you consider yourself an expert-Please list up to three geographic areas. []**

**In what geographic area(s) would you consider yourself an expert-Please list up to three geographic areas. []**

None whatsoever

Sydney

London

Pilbara

Central Desert

South West Western Australia

Australia Europe North America

Most familiar

Papua New Guinea

Northern Queensland

New South Wales, Australia

Central Queensland

Eastern Australia

Cyprus

South Australia, Tasmania and ' Vietnam

Sydney Basin, Blue Mountains Melbourne area and Mornington Peninsula, Victoria

South East Australia

Eastern Mediterranean

north Australia (tropics)

Southeast Queensland

Cyprus

South eastern Australia, Australia

Australia

Outer space

Flinders ranges, Australia

Port Arthur, Australia

Umbria, Italy

Cape York, Australia

Tasmania, Australia

Papua New Guinea

central Eurasia

Crete

Egypt

Greece

Pilbara, Australia

None!

South Wales, United Kingdom

Southern Western Australia

none

Ireland, Particularly the west of Ireland

Western Victorian Stone Gundii Flinders Ranges Rock Art

Tuscan Etruscan history

New South Wales, Australia Tasmania, Australia

Midwest, United States

Temperate and Northern Europe

Australia

NW Queensland, Australia

Spain

Eastern Australia

New South Wales

Saipan, Northern Mariana Islands, USA

Pilbara, Australia

Greater Sydney Region, New S Hunter Valley New South Wales Central West, New South Wales

|  |                                 |                                   |
|--|---------------------------------|-----------------------------------|
| Mid north coast New South Wal  | Pilbara                         |                                   |
| Western Australia, Australia   | Central Victoria, Australia     | Cyprus                            |
|  | New Zealand                     |                                   |
| Northern Australia, South Australia  |                                 |                                   |
| Great Basin  |                                 |                                   |
| The Top End, Northern Territory  |                                 |                                   |
| Southeast Asia   | China                           | South Asia                        |
| Pilbara, Australia   | Centre, France                  |                                   |
| None   |                                 |                                   |
| Australia, Polynesia   |                                 |                                   |
| South Australia  |                                 |                                   |
| Israel   |                                 |                                   |
| Victoria   | Southern New South Wales        |                                   |
| None   | I am not an expert              |                                   |
| Pilbara, Australia   |                                 |                                   |
| NSW  | NSW South Coast                 | Hunter Valley                     |
| Sydney Basin, Hunter Valley, the Kimbelrey and sandstone geologies generally               |                                 |                                   |
| SW Tasmania  | NW Victoria                     |                                   |
| Australia wide   |                                 |                                   |
| NEw South Wales, Southern Tablelands   |                                 |                                   |
| Pilbara  | Murchison                       | Goldfields                        |
| Southeastern United States   | Northwestern United States      | Great Plains, United States       |
| South Western Western Australia (Noongar Country) and more generally most parts of Western |                                 |                                   |
| Midwest  | Pilbara                         |                                   |
| Western Victoria   |                                 |                                   |
| None   |                                 |                                   |
| Pilbara  |                                 |                                   |
| The Kimberley, Western Austral   | The Pilbara, Western Australia  | Not really a relevant question, v |
| Australia  | Pacific                         | Asia                              |
| South East of South Australia  |                                 |                                   |
| Pilbara Region, Western Austra   | South West of Western Australia |                                   |
| South-east, Central and Far noi  | The Kimberley, Australia        | Flores, Indonesia                 |
| Queensland and the Northern Territory  |                                 |                                   |
| Australia  |                                 |                                   |
| Queensland   | Australia                       | Pacific                           |
| Yemen  |                                 |                                   |
| Sydney and region, Australia   |                                 |                                   |
| New South Wales  |                                 |                                   |
| South East Australia   | Cyprus                          |                                   |
| Arid Australia   | Rift Valley, Africa             |                                   |
| Southeast Asia   | New South Wales, Australia      | Queensland, Australia             |
| New South Wales, Australia   |                                 |                                   |
| south-eastern Australia  |                                 |                                   |
| New South Wales, Australia   |                                 |                                   |
| Northwest Queensland, Austral  | South Australia, Australia      | The Kimberley, Australia          |
| Australia Egypt New Zealand  |                                 |                                   |
| New South Wales, Australia   |                                 |                                   |
| Murchison, Australia   | Pilbara, Australia              |                                   |

|  |                                     |                    |
|--|-------------------------------------|--------------------|
| America  | Cyprus                              |                    |
| Sydney city  |                                     |                    |
| Maranoa & Western Downs, Queensland                                    |                                     |                    |
| Sydney, Australia  |                                     |                    |
| Sydney region, Australia   |                                     |                    |
| South-west of Western Australia  | Western Victoria, Australia         | Pilbara, Australia |
| Western Victoria   | South-west of Western Australia     | Pilbara, Australia |
| South-west New South Wales   | Victoria                            |                    |
| Thrace, Bulgaria   | Northern Greece, Greece             |                    |
| Highlands Papua New Guinea   |                                     |                    |
| Sydney   | NSW                                 | Papua New Guinea   |
| North East Victoria  |                                     |                    |
| The United Arab Emirates; NSW Australia                                |                                     |                    |
| South Australia, Victoria, Far North Queensland                        |                                     |                    |
| Victoria, Australia  | Northern Europe                     |                    |
| Eastern North America  |                                     |                    |
| Kazalak, Bulgaria  | Eastern Rhodope Mountains, Bulgaria |                    |
| Cape York Peninsula, Australia   | Weipa, Australia                    |                    |
| Queensland   |                                     |                    |
| Europe   |                                     |                    |
| Victoria, New South Wales, Tasmania Australia                          |                                     |                    |
| Adelaide, Australia  |                                     |                    |
| Jordan   | Western Asia                        |                    |
| Lake Mungo   | Murray Darling Basin                |                    |
| Near East  | Mediterranean                       |                    |
| Mornington Peninsula   |                                     |                    |
| The Pilbara  |                                     |                    |
| Western Cape, South Africa; Gulf coast, Middle East; SE Qld, Australia |                                     |                    |
| Central and South Italy  | Sicily, Italy                       | Crimea, Ukraine    |
| Southeastern, US   | Geophysics                          | Spatial Analysis   |

**Q. 8 In what chronological period(s) would you consider yourself an expert- Please list up to three chronological periods. []**

**In what chronological period(s) would you consider yourself an expert- Please list up to three chronological periods. []**

**In what chronological period(s) would you consider yourself an expert- Please list up to three chronological periods. []**

13th Century

19th c

Pleistocene

Historical

In best briefed order

Mid-late Holocene

Late Holocene

Colonial

Medieval / Pre-modern

Pre-1788 Australia (Aboriginal/I

Holocene

Colonial and post colonial (19th - 20th centuries)

Historic

Bronze Age

Late Pleistocene, Holocene

Pleistocene

Mid Republican Roman to 1st A

Pleistocene

Bronze Age

Bronze Age

Holocene

None

Mediaeval

Historical, post 1788

none

Historical Period in Ireland (400AD-Present)

Late Holocene

convict era

Iron Age, Wiking Age, Bronze Age

Post-1788

Pleistocene Europe

Holocene

Late Holocene, post-Contact

Contact Period

No period in particular

Australian Colonial Period to present

late18thc

Holocene

Pleistocene

Modern

Roman

Bronze Age

Holocene

Late Holocene

Holocene

Iron Age

Palaeolithic

Early post-mediaeval

Pleistocene Australia

Holocene

Neolithic

Contemporary past

Australian Colonial

Neolithic

Industrial

1900s

Holocene Australia

|  |  |                                   |
|--|--|-----------------------------------|
| Late Pleistocene   | Holocene   |                                   |
| Holocene   | Bronze Age   |                                   |
| pre-european   |  |                                   |
| rock art, gender, cultural heritage, archaeological theory                                     |  |                                   |
| Historic   | Paleo-Archaic  |                                   |
| Late Holocene  |  |                                   |
| Developing States  | Medieval Period  |                                   |
| Iron Age   | Celtics  |                                   |
| None   |  |                                   |
|  | Holocene   |                                   |
| Late Holocene  | Colonial Australia   |                                   |
| Bronze and Iron Age  |  |                                   |
| Holocene   | 19th century   | early 20th century                |
| I am not an expert. But have some knowledge of the Palaeolithic                                |  |                                   |
| Pleistocene,Holocene   |  |                                   |
| Pleistocene  | Holocene   | Post Contact                      |
| Na - my expertise is not a time period   |  |                                   |
| Pleistocene  |  |                                   |
| Pleistocene Holocene   |  |                                   |
| Holocene   |  |                                   |
| Pleistocene  | Holocene   |                                   |
| Late Prehistoric   | 19th Century   | Archaic                           |
| n Australia  |  |                                   |
| Pleistocene  | Holocene   | Late Holocene                     |
| Pleistocene and Holocene   |  |                                   |
| None   |  |                                   |
| Pleistocene  | Holocene   |                                   |
| Not relevant. We study and research on the people not the time and do not confine ourselves to |  |                                   |
| prehistoric period   |  |                                   |
| Late Holocene  |  |                                   |
| Holocene   | Pleistocene  | Historical                        |
| Pleistocene  | Late Holocene  | Neolithic                         |
| Late Holocene  |  |                                   |
| Pleistocene  | Holocene   | colonial historical archaeology f |
| Holocene   | Pleistocene  |                                   |
| First millennium BCE   |  |                                   |
| Early Colonial Australia   |  |                                   |
| 1600 onwards.  |  |                                   |
| Late Pleistocene Australia   | Holocene Australia   | Bronze Age Mediterranean          |
| Pleistocene  |  |                                   |
| Historical   |  |                                   |
|  | European Contact and Post-Contact period Archaeology (Aborig |                                   |
| Holocene   | contemporary   |                                   |
| Contact period Aboriginal and non-Aboriginal Archaeology and post-contact non-Aboriginal arch  |  |                                   |
| Pleistocene  | Holocene   |                                   |
| Holocene   |  |                                   |
| Late Holocene, Neolithic   |  |                                   |
| Late Holocene  |  |                                   |

|  |                         |                       |
|--|-------------------------|-----------------------|
| Iron Age to Roman Periods  |                         |                       |
| Historic   |                         |                       |
| mid-late Holocene  |                         |                       |
| Holocene   |                         |                       |
| Late Holocene  | Pleistocene             |                       |
| Late Holocene  | Palaeolithic            |                       |
| Late Holocene  | Palaeolithic            | Early Holocene        |
| Pleistocene  |                         |                       |
| Classical period   |                         |                       |
| Within Papua New Guinea probably all prehistory - these European divisions really do not apply |                         |                       |
| Modern Historical  | Roman                   |                       |
|  |                         |                       |
| Pleistocene, early holocene  |                         |                       |
| Bronze Age near east; and Holocene Australia   |                         |                       |
| Holocene   | Roman                   |                       |
| Pleistocene  | Early Holocene          |                       |
| Late Pleistocene   | Early Holocene          | Late Holocene         |
| Early Iron Age   |                         |                       |
| Late Holocene  | post-contact period     |                       |
| Historic   |                         |                       |
| Quaternary   |                         |                       |
| Pleistocene  | Holocene                |                       |
| Colonial Australia   | Contemporary Australia  |                       |
| Roman period   |                         |                       |
| Holocene   | Pre-contact archaeology | Landscape archaeology |
| Chacolithic  | Early Bronze Age        | Iron Age              |
| Post Contact European Historical Archaeology in Australia                                      |                         |                       |
| Late Holocene  |                         |                       |
| Holocene, Neolithic, Bronze Age  |                         |                       |
| Archaic  | Classical               | Byzantine             |
| Woodland period, Eastern US Woodlands  |                         |                       |

**Q. 9 In what sub-discipline(s) would you consider yourself an expert- Please list up to three sub-disciplines. []**

**In what sub-discipline(s) would you consider yourself an expert- Please list up to three sub-disciplines. []**

**In what sub-discipline(s) would you consider yourself an expert- Please list up to three sub-disciplines. []**

Tech stuffs

Historical

Movable heritage

Indigenous

Cultural Heritage Management

Historical archaeology Industrial archaeology History of Archaeology Theoretical Archaeology

Most confident

Indigenous

Historical

Aboriginal archaeology

cultural heritage management

Historical

Heritage management

Maritime archaeology

Historical archaeology

Cultural Heritage Management

Indigenous

Historical

Classical

Indigenous Australia

Bronze Age Cyprus

Historical

CHM

Interpretation & tourism

Historical

Cultural Heritage Management Ceramics

prehistory

Australian Aboriginal prehistory and archaeology

Indigenous

Space archaeology

Cultural Heritage Management

Classical

Indigenous

Maritime

Archaeobotany

Anthracoology

Indigenous

Archaeological Sciences

Bronze Age Archaeology

Palaeoanthropology

Materials Conservation

Indigenous

Historical Archaeology, Cultural Heritage Management

Historical

Industrial

Historical

Indigenous

Urban archaeology

none

Landscape Archaeology, Survey and Geophysics

Indigenous

Historical

Historical

Quantitative Archaeology

Maritime Archaeology

Historical (especially European colonisation of the landscape)

Aboriginal archaeology inc. Cul Cognitive Archaeology

Rock Art

Indigenous, Cultural Heritage Management, Stakeholder Engagement/Consultation

Indigenous, Cultural Heritage Management, Geographical Information Systems

Maritime

Indigenous

Spanish Colonial

Maritime

Historical

Indigenous

Historical

Industrial

Heritage Management



|   |                              |                               |
|---|------------------------------|-------------------------------|
| Indigenous Archaeology  | Lithic analysis              | Use-wear                      |
| Indigenous cultural heritage management   | Cultural Heritage Management | Classical                     |
| Indigenous Historical   | Lithic technology            |                               |
| Indigenous Historical   | Maritime                     | Computational                 |
| Historical  | Classical                    |                               |
| None  |                              |                               |
| Indigenous, Household Archaeology, Theoretical Archaeology                                      |                              |                               |
| Historical  | Contact                      | Gender                        |
| Socio-Archaeology   | Landscape Archaeology        |                               |
| industrial archaeology  | historical archaeology       |                               |
| I am not an expert  |                              | I have some knowledge of Preh |
| Indigeneuse, Historical, cultural heritage management,  |                              |                               |
| Indigenous  | CHM                          | Legislation                   |
| Archaeometry (Archaeological Science), rock art research, geochemistry, sandstone geomorph      |                              |                               |
| Zooarchaeology  | Archaeological Sciences      |                               |
| Archaeological science  |                              |                               |
| Indigenous  |                              |                               |
| Cultural Heritage Management Indigenous   |                              |                               |
| Historical  | Cultural Heritage Management | Indigenous                    |
| Indigenous Heritage, Cultural Heritage Management   |                              |                               |
| Aboriginal Cultural Heritage Ma   | Theoretical archaeology      | Landscape                     |
| Heritage legislation, Indigenous, Cultural Heritage Management                                  |                              |                               |
| None  |                              |                               |
| Indigenous  | Cultural Heritage Management | Community engagement          |
| Not relevant either, unless you have worked for 40 years in a single area. The main areas in wh |                              |                               |
| Indigenous Archaeology. Critical Heritage Studies   |                              |                               |
| Indigenous  | Cultural Heritage            |                               |
| Cultural heritage management  |                              |                               |
| Indigenous Archaeology  | Faunal Analysis              | Cultural Heritage Management  |
| Indigenous  | Early Human                  | Cultural Heritage Management  |
| Cultural Heritage Management,   |                              |                               |
| rom AD 1788   |                              |                               |
| Indigenous  | cultural heritage management | archaeological science        |
| Near Eastern (West Asian)   |                              |                               |
| Historical Archaeology  |                              |                               |
| historical archaeology  |                              |                               |
| Indigenous archaeology in Australia, ceramic analysis, settlement archaeology, method and the   |                              |                               |
| Indigenous  |                              |                               |
| Maritime, Historical, Industrial, cultural heritage management, outreach and education          |                              |                               |
| Historical archaeology and Cultural Heritage Management, Public Archaeology                     |                              |                               |
| cultural heritage management  | Indigenous (Australia)       | community enagement           |
| Public Archaeology, Historical Archaeology, Cultural Heritage Management.                       |                              |                               |
| Indigenous  | Cultural Heritage Management | Archaeological Science        |
| Indigenous, Historical, Cultural Heritage Management  |                              |                               |
| Indigenous  | Cultural Heritage Management |                               |

Art History  
 Historical, Cultural Heritage Management  
 Indigenous Cultural Heritage Management  
 Indigenous cultural heritage  
 Indigenous Historical Cultural Heritage Management  
 Indigenous Heritage interpretation and com Cultural Heritage Management  
 Indigenous Heritage education, interpretati cultural heritage management  
 Indigenous Landscape archaeology  
 Classical Hellenistic  
 Although I taught extensively in many areas of archaeology I would not call myself an "expert"

Indigenous, heritage management  
 Indigenous; Cultural heritage Management and Near Eastern  
 Indigenous classical cultural heritage management  
 Indigenous Palaeolithic Hunter-gatherer archaeology  
 Archaeological Informaics Cultural Heritage Management Archaeological Sciences  
 Archaeological Sciences  
 Indigenous archaeology Cultural Heritage Management Historical archaeology  
 Historical Cultural Heritage Management  
 geochronology archaeometry archaeological sciences  
 Aboriginal archaeology historic archaeology contact archaeology  
 Historical Contemporary/Urban Buildings archaeology  
 Classical Cultural Heritage Management  
 Aboriginal fish traps  
 Informatics Scholarly communications  
 Historical Cultural Heritage Management  
 Indigenous  
 Spatial analysis, Lithics, data management  
 Classical Cultural Heritage Management Digital  
 Spatial Analysis Landscape Archaeology Information Systems

**Q. 10 In what method(s) or technique(s) would you consider yourself an expert- Please list up to five methods or techniques. []**

**In what method(s) or technique(s) would you consider yourself an expert- Please list up to five methods or techniques. []**

**In what method(s) or technique(s) would you consider yourself an expert- Please list up to five methods or techniques. []**

Implementing data standards

Artefact studies

assemblage analysis

Surface survey

Open site recording

Excavstion

Excavation material culture analysis

Most confident

Surface survey

excavation

archaeological survey, stone artefact identification, shell midden analysis, archaeozoology, GIS

Cultural heritage assessment

Cultural heritage negotiations

Archaeological field surveying

Survey

Excavation

Ethnography

survey

excavation

photography

Excavation

Cultural Heritage Management

Historian

Excavation

Artefact documentation

Statistical analysis

site survey

artefact analysis

Excavation

Survey

Ceramic Analysis

excavation

find analysis

find recording

excavation

stone artefact analysis

site/artefact distribution pattern

Usewear and residue analysis

Surface survey

Lithic analysis

Excavation

Surface survey

Remote Sensing

Archaeobotany

Excavation

Surface Survey

Stable Isotope Analysis

Electron Microprobe

Scanning Electron Microscopy

Research

Scholarly research

Materials Research of Artefacts

Excavation

Surface survey

None

Excavation

Surface survey

Earthworks survey

excavation

surface survey

stratigraphic analysis

none

Research, Excavation, remote sensing, surface survey, geophysics, archaeobotany

excavation

material culture

statistics, excavation,

Survey design, data collection, data analysis.

excavation, surface survey, lithic analysis, archaeological site recording

surface survey, mapping, database design, historic research, landscape archaeology

Surface survey

Excavation

Illustration

site management

site interpretation

|  |                                  |                               |
|--|----------------------------------|-------------------------------|
| Excavation   | Survey                           |                               |
| Surface survey   | Archaeometalurgy                 | Statistical Analysis          |
| survey, excavation   |                                  |                               |
| rock art recording, working with Indigenous communities, surface survey                        |                                  |                               |
| Survey   |                                  |                               |
| Surface survey, excavation   |                                  |                               |
| historical archaeology   | Computational- GIS               |                               |
| excavation   | surface survey                   | ceramics studying             |
| None   |                                  |                               |
| Spatial analysis, technical analysis, writing  |                                  |                               |
| Excavation   | Archaeological theory            |                               |
| Excavation   | Survey                           | GIS                           |
| field survey   | documentary research             | site analysis                 |
| I am not an expert   | Use wear                         |                               |
| excavation, surface survey, geographic sciences  |                                  |                               |
| surface survey   | excavation                       |                               |
| Archaeological Science (SEM including EDS, XRD, PIXIE/PIGE, pXRF, Synchrotron Powder Di        |                                  |                               |
| zooarchaeology   | modern faunal experimentation    | megafauna analysis            |
| geoarchaeology   | surface survey                   | excavation                    |
| Excavation   | Surface Survey                   |                               |
| surface survey   | lithic analysis & Interpretation |                               |
| GIS and spatial analysis   | excavation                       | predictive modelling          |
| Field Survey excavation, interpretation  |                                  |                               |
| Surface survey   | Landscape interpretation         | Community engagement          |
| Surface survey, excavation   |                                  |                               |
| None   |                                  |                               |
| Surface survey   | Significance Assessment          | Conservation                  |
| see answer to above  |                                  |                               |
| Surface survey.  |                                  |                               |
| survey/mapping   | excavation                       | ceramic analysis              |
| Surface survey   |                                  |                               |
| Zooarchaeology   | Surface Survey                   |                               |
| Excavation   | Surface Survey                   | Remote Sensing                |
| surface survey   |                                  |                               |
| survey   | excavation                       | archaeomalacology             |
| excavation   |                                  |                               |
| Surface survey   |                                  |                               |
| archaeological assessment  | Heritage legislation             | Archaeological report writing |
| excavation, stratigraphy, ceramics, publication  |                                  |                               |
| Landscape archaeology  | Surface survey                   | Excavation                    |
| excavation, remote sensing, survey, teaching   |                                  |                               |
| Strategic planning - Archaeological Management Plans, Zoning Plans, Research Designs, Publ     |                                  |                               |
| surface survey   | excavation                       | analysis of molluscan remains |
| Interpretation of archaeology in public displays, archaeological management plans, archaeologi |                                  |                               |
| Excavation   | Surface Survey                   | Archaeobotany                 |
| GIS landscape  |                                  |                               |
| excavation, surface survey, lithic analysis  |                                  |                               |
| Surface Survey   |                                  |                               |

Excavation, artifact analysis, ceramic typology.

|  |                               |                                 |
|--|-------------------------------|---------------------------------|
| Surface Survey   | Archaeological Survey         | Geographical Information System |
| Surface survey, excavation, geoarchaeology, sourcing artefactual stone     |                               |                                 |
| Statutory framework advice   | Assessments                   | Research Design methodologies   |
| lithic analysis  | surface survey                | excavation                      |
| lithic analysis  | surface survey                | excavation                      |
| GIS  | Field survey                  |                                 |
| remote sensing   | surface survey                |                                 |
| I used many techniques but frankly do not see myself as an "expert" in any |                               |                                 |
| Assessment   | Excavation                    | Surface Survey                  |
| surface survey, excavation   |                               |                                 |
| Excavation; surface survey   |                               |                                 |
| photography  | excavation                    | mobile mapping                  |
| Lithic artefact analysis   | Geographic Information System | Predictive modelling            |
| Excavation   | Surface survey                | Data management                 |
| Surface surveys, excavations, remote sensing                               |                               |                                 |
| Zooarchaeology   | Field survey                  | Oral history                    |
| Excavation   |                               |                                 |
| geochronology  | geochemistry                  | ESR dating                      |
| survey   | excavation                    | reporting                       |
| Excavation   | Surface survey                | Research (Archival)             |
| excavation   | surface survey                | ceramic analysis                |
| Landscape archaeology  | Surface survey                | zooarchaeology                  |
| Informatics  |                               |                                 |
| excavation   | surface survey                |                                 |
| Surface survey   | Excavation                    |                                 |
| excavation, surface survey, GIS, predictive modelling, spatial analysis    |                               |                                 |
| excavation   | stratigraphy                  | mortuary archaeology            |
| Geophysics   | Spatial Analysis              | Excavation                      |

| <p>In what method(s) or technique(s) would you consider yourself an expert- Please list up to five methods or techniques. []</p> <p>In what method(s) or technique(s) would you consider yourself an expert- Please list up to five methods or techniques. []</p>                               | <p><b>Q. 11 In what site type(s) and/or material culture(s) would you consider yourself an expert- Please list up to five site types and/or material cultures. []</b></p>  |
|---|--|
| <p>Technical writing</p> <p>analysis</p> <p>Explanation</p> <p>Significance Assessment</p> <p>land use patterns</p> <p>Photogrametry</p> <p>Lithics</p> <p>Materials Conservation and Re </p> <p>Building recording</p> <p>standing building recording and Analysis of documentary evidence</p> | <p>None whatsoever</p> <p>historic material culture</p> <p>lithics</p> <p>Ceramics, urban sites</p> <p>Most confident</p> <p>shell middens, lithics</p> <p>Rock art</p> <p>Urban archaeology</p> <p>shipwrecks</p> <p>Lithics</p> <p>settlements</p> <p>Overseas Chinese</p> <p>Ceramics</p> <p>ceramics</p> <p>stone artefacts</p> <p>Lithics</p> <p>Mosaic</p> <p>charcoal</p> <p>Burial Mounds</p> <p>Bronze Age Mediterranean Arte</p> <p>Lithics</p> <p>Ceramics, glass, buildings</p> <p>Open settlement sites</p> <p>Urban historical sites</p> <p>none</p> <p>Landscape and Settlement</p> <p>rock art</p> <p>glass</p> <p>settlements, fortifications, ships</p> <p>Rural fences, settlement pattern</p> <p>lithics, shell middens</p> <p>Rock shelters</p> <p>industrial complexes</p> |

|   |                         |  |   |
|---|-------------------------|--|---|
|   |                         |  | Lithic surface scatters<br>Rock Art<br>ceramics<br>rock art, modern material culture  |
| testing   |                         |  | shell middens, lithics, rock art<br>ceramics<br>ceramics<br>None<br>Ceramics, megafauna skeletal remains<br>Ceramics<br>Groundstone Tools<br>industrial heritage<br>I am not an expert this term is not used<br>rock shelters, lithics, rock art, heritage<br>open sites (lithics)<br>rock shelters, ochre, rock art (in situ)<br>rock shelters<br>rock shelters shell middens surface scatters<br>lithics<br>lithics - artefact scatters & quantification<br>perishables |
| oral history  |                         |  |   |
| fraction), rock art recording and analysis and excavation               |                         |  |   |
| vertebrate palaeontology  |                         |  |   |
| data analysis and synthesis; reporting (for publication & conservation) |                         |  |   |
| surface survey  | statistics              |  | Artefact scatters<br>Lithics, scarred tree analysis, rock art<br>None<br>Bone artefacts<br>see answer to question 9   |
| midden analysis   | community collaboration |  | ceramics<br>Lithics<br>Faunal Remains   |
| Geomorphology   |                         |  | Lithics<br>lithics  |
| radiocarbon dating  |                         |  | shell middens<br>stone, bronze, figurines<br>Urban sites<br>None - i'm a generalist over all archaeology<br>shell middens, rock shelters, post-contact<br>Stone artefacts<br>shipwrecks, maritime infrastructure<br>Expert in interpreting archaeological sites<br>shell middens<br>post-contact historical archaeology<br>Lithics<br>lithics<br>lithics, rock shelters, shell middens<br>Lithics   |
| Stone Artefact analysis   |                         |  |   |
| Archaeology programs, Interpretation                                    |                         |  |   |
| consultation with Indigenous Australians                                |                         |  |   |
| cal assessments   |                         |  |   |
| Lithic analysis   | Geophysics              |  |   |

|                                  |                         |                                    |
|----------------------------------|-------------------------|------------------------------------|
| Remote Sensing                   |                         | Iron Age Near Eastern urban ce     |
|                                  |                         | Historical urban                   |
| s                                |                         | Lithics                            |
|                                  |                         | rock shelters, lithics             |
|                                  |                         | skeletal remains                   |
|                                  |                         | stone artefacts                    |
|                                  |                         | stone artefacts                    |
|                                  |                         | Lithics                            |
|                                  |                         | inscriptions                       |
|                                  |                         | Although I did a great deal of fa  |
|                                  |                         |                                    |
|                                  |                         | lithics                            |
|                                  |                         | landscape archaeology; some c      |
|                                  |                         | lithics                            |
| Meta analysis                    | Geospatial science      | Lithics                            |
|                                  |                         | Ceramics                           |
| Excavation                       |                         | ceramics, rock art                 |
|                                  |                         | Midden sites                       |
| Uranium series dating            | trace element analyses  | faunal remains                     |
|                                  |                         | lithics                            |
| remote sensing                   | landscape/site analysis | Architecture                       |
| Building/architectural surveying |                         | ceramics                           |
|                                  |                         | Faunal remains                     |
| GIS                              |                         |                                    |
|                                  |                         | Historical glass and ceramics      |
|                                  |                         | Lithic                             |
|                                  |                         | lithics, shell middens, surface s  |
|                                  |                         | urban sites                        |
|                                  |                         | Rock art--still learning though, b |
| Systems Analysis                 | Information Management  |                                    |



| <p><b>In what site type(s) and/or material culture(s) would you consider yourself an expert- Please list up to five site types and/or material cultures. []</b></p> |  |                             |
|---|--|-----------------------------|
| rock shelters   | shell middens                            | stone arrangements          |
| lithics   | ceramics                                 | osteology                   |
| Lithics   | Faunal remains                           | Artefact sites              |
| Missions  | Ceramics                                 | Buildings                   |
| ceramics  | glass                                    | wood                        |
| Rock Art  | Scarred Trees                            |                             |
| cemeteries  | rock shelters                            | shell middens               |
| mining  | 19th century domestic wares              | agricultural                |
| Bottle glass  |  |                             |
| lithics (ground stone)  | glyptic                                  | settlements                 |
| archaeological deposits (open and in rockshelters)  | shell middens (open and in rockshelters) |                             |
| Bottle glass  | Open sites                               | Satellite tracking stations |
| Roman Glass   | Roman ceramic                            |                             |
| Shell Middens   | Plant remains                            | Nails                       |
|   |  |                             |
| Ancient Egyptian artefacts  | Minoan artefacts                         | Minoan frescoes             |
| Rock shelters   |  |                             |
|   |  |                             |
| Stratified urban sites  | Waterlogged deposits                     |                             |
| Historical artefacts (particularly  | Large animal domestic faunal remains     | Lithics                     |
|   |  |                             |
| stone hut sites   |  |                             |
| ceramics  | convict                                  |                             |
| , ceramics,   |  |                             |
| is in semi-arid Australia   |  |                             |
|   |  |                             |
|   |  |                             |
| Stone Artefacts   | Wharf structures                         |                             |
| 19th century domestic   | historic infrastructure                  |                             |

|  |  |                           |
|--|--|---------------------------|
| Rockshelters   |  |                           |
| Lithics  | Ceramics   | Rock Shelters             |
| shipwrecks   | Trade sites (inland, coastal, maritime)              |                           |
| remains  |  |                           |
| Reformatories  | Churches   | Whaling Stations          |
| GIS  |  |                           |
| I have some knowledge of lithics                                       |  |                           |
| eritage architectre,   |  |                           |
| burials  | Indigenous post contact sites and shell middens      |                           |
| cluding associated mineral accretions)                                 |  |                           |
| open sites   | middens  | vertebrate faunal remains |
| stone artefact raw materials   | prehistoric agricultural field systems in New Guinea |                           |
| shell middens,   | rock shelters  |                           |
| rock shelters  | shell middens  | engravings                |
| shell middens  | historics  | lithics                   |
| rockshelters   |  |                           |
| ck art, shell middens  |  |                           |
| Rock Art   | Stone artefact scatters                              | Shell Middens             |
| shell middens  | rockshelters   | caves                     |
| Lithics  | Rock art   | Rock shelters             |
| Rock Shelters  | Rock Art   | Palaeoanthropological     |
| aspects of historical archaeology site types/artefacts, not an expert. |  |                           |
| ttery, architecture  |  |                           |
| ure, maritime cultural landscapes, submerged landscapes                |  |                           |
| gical stories/ artefacts/objects in public displays.                   |  |                           |
| linkages between natural and cultural environment                      |  |                           |
| ogical sites and their artefact yields.                                |  |                           |
| rock art   | rock shelters  | shell middens             |
| ens, burials   |  |                           |

nters.

Rock Art

lithics

faunal remains

surface sites

surface sites

faunal remains

Open surface sites

graffiti

unal analysis and worked in several rock shelters I would not regard myself as an "expert"

ceramics; burial practices

contact sites

ceramics

glass

Archaeological landscapes

Lithics

Neolithic settlements

Mission sites

post-contact heritage

human remains

shell middens

open sites/surface scatters

ceramics

Graffiti

Ceramics

Glass

lamps

non-prestige sites

Fish traps

lithics

Rock art

scatters, rock shelters

domestic architecture

tombs

Geoglyphs

Cave/ Rockshelter



|                |     |                                  |
|----------------|-----|----------------------------------|
| Quarries       | No  |                                  |
|                | Yes | Holdaway & Stern (2004), A Re    |
|                | Yes | Australian Archaeological Assoc  |
|                | Yes | Renfrew and Bahn (2006), Arch    |
| Contact sites  | Yes | Burke and Smith (2004), An Arc   |
|                | Yes | Wylie, A. 1991. 'Why has there   |
|                | Yes | RA Buchannan, Industrial Archae  |
| rock shelters  |     | I don't understand the question. |
| shell analysis | Yes | mostly geochem ter,s sicuh as s  |
|                | No  |                                  |
|                | Yes | Holdaway and Stern ( 2004) A r   |
|                | Yes |                                  |
|                | Yes | Wesley Salmon (1998), Causali    |
| Rock Shelters  | No  |                                  |
|                | Yes | Bowdler, S. 1984. Archaeologi    |
| open sites     | Yes | current journals and books       |
|                | No  |                                  |
|                | Yes | NSW Heritage Act Legislation     |
|                | Yes | Carver, M.O.H. 2009. Archaeolo   |
|                | Yes | Steffy, R. (1994), Wooden Ship   |
|                | Yes | Jameson, John. H. Jr 1997. Pr    |
|                | No  |                                  |
|                | Yes | Sullivan and Rozen (1985) 'De    |

|                  |     |   |
|------------------|-----|---|
| glass<br>Burials | Yes | Holdaway, S. and N. Stern (200              |
|                  | Yes | Holdaway and Stern (2004) A re              |
|                  | Yes | Holdaway & Stern (2004), A rec              |
|                  | No  |   |
|                  | Yes |   |
|                  | Yes |   |
|                  | No  |   |
|                  | Yes | Holdaway, S./N. Stern (2004), A             |
|                  | Yes | Нехризов 2005 а Нехризов, Ге                |
|                  | Yes | Claassen 1998 'Shells' was influ            |
|                  | No  |   |
|                  | No  |   |
|                  | Yes | Hayes, J., 1972, Late Roman P               |
|                  | Yes | <a href="http://eol.org">http://eol.org</a> |
|                  | Yes | Simon HOLDAWAY and Nicola                   |
|                  | No  |   |
|                  | Yes | E. Harris (1979 and later), Princ           |

**If you answered yes to the question above, what reference materials most influence the concepts and terminology that you use- Please list up to five reference materials. []**

**If you answered yes to the question above, what reference materials most influence the concepts and terminology that you use- Please list up to five reference materials. []**

**If you answered yes to the question above, what reference materials most influence the concepts and terminology that you use- Please list up to five reference materials. []**

cugl reports

Smith, M. (1986). The antiquity Claassen, C. (1998). Shells. Ca Hiscock, P., & Attenbrow, V. (19

ie Act 1974 and associated Codes and Guidelines

ICOMOS, Illustrated Burra Charter

cards and in their Code of Practice.

Godden G 1991 Ency of British Lewis 1941 Elements of mining TROVE, NLA

Godden, G 1964 Encyclopedia Brooks, A 2005 An Archaeologi Any and all of Rowan Ward's re  
priot Bronze Age, Swedish Cyprus Expedition Vol. IV:IA, ceramic typology

IAWA key to Softwood Identification

by the original excavators in their reports

Boow, J. (1991) Early Australia Apperley, R., Irving, R. and P. R Majewski, Teresita and Michael

Museum-of-London. 1994. Arch Balme, J., & Paterson, A. (ed.) : Roskams, S. 2001. Excavation,

K. P. Hansen (2003), Kultur unc P. Haggett (1965), Locational Analysis in Human Geography, Bo  
ecessarily involves integrating information from diverse sources on settlement history, technolog

OEH (2010) Code of Practice for OEH (2010) Aboriginal cultural | OEH (2011) Guide to investigat

cord in Stone, Textbook

Burke, H. and C. Smith (2004) - World Archaeological Congress (2013) Code of Ethics.

Balme and Paterson (2006), Archaeology in Practice: A Student Guide to Archaeological Analysis  
Archaeologists Handbook, Book.

Handbook of Gender in Archaeology. Sarah Milledge Nelson, ed. Book

Mortimer Wheeler, Archaeology Leonard Wooley Digging Up The Geoffry Bibby, Looking for Dilmun  
We all use a variety of sources, particularly journal articles but I don't use a 'handbook' of techniques

standard reference materials (from NIST) - and terms associated with the various techniques from

BURke and Smith (2004) Archaeologists Field Handbook

ty and Explanation, book

Brown, S. 2008. Mute or muta Burke, H. and Smith, C. 2004. ICOMOS Australia. 1981. Burra

classic journal articles and books

The Burra Charter NSW Heritage Council Guidelines.

Joukowsky, M. 1980. A Complete Clarke, D.L. 1978. Analytical Archaeology Gardin, J.-C. 1980. Archaeological

Steffy, R. (2011) Illustrated Gloss McGrail, S. (2004) Boats of the Barnard, J (2008), Jetties and F

Marquis-Kyle, Peter and Walker United Nations. 1987. Report of Heritage Branch. Department of

Bowdler (1984) 'Archaeological significance as a mutable quality'. Site surveys and significance



Inizan, M.L. et al (1992). Technology of knapped stone. Lithic analysis: Macroscopic approaches to analysis. Andrefsky, W. (2005) Lithics. Macroscopic approaches to analysis. Andrefsky, W. (2005) Lithics. M. Inizan et al. (1992) Technology of knapped stone. Lithic analysis: Macroscopic approaches to analysis. Holdaway et al. (1998), New approaches to open site spatial archaeology in Sturt National Park

#### A Record in Stone

орги. „Керамичният комплекс от ранната желязна епоха в Източните Родопи.” Дисертация  
Burke and Smith 2004 (Archaeological Field Methods)

Bailey, D.M., 1988, Catalogue of  
Baxter, M. J. 1994, Exploring the  
Banning, E., 2002, Archaeological

<http://uberon.org>

<http://collection.britishmuseum.org>

<http://pleiades.stoa.org/>

STERN, 2004, A Record In Stone: The study of Australia's flaked stone artefacts, Canberra: ABC

Munsell Book of Soil Color Charts (2009), color reference

| <p>If you answered yes to the question above, what reference materials most influence the concepts and terminology that you use- Please list up to five reference materials. []</p>   | <p><b>Q. 14</b> If you teach archaeology (at a university, as part of induction of new employees into a cultural heritage firm, or in other settings), what reference materials do you recommend to your students or trainees-Please name up to five reference materials. Leave blank if not applicable. []</p> <p>If you teach archaeology (at a university, as part of induction of new employees into a cultural heritage firm, or in other settings), what reference materials do you recommend to your students or trainees-Please name up to five reference materials. Leave blank if not applicable. []</p>  |
|---|---|
| <p>Veth, P. M. (1993). Islands in the sky: the archaeology of the Torres Strait Islands. Canberra: Australian Government Publishing Service.</p> <p>ICOMOS, Illustrated Burra Charter</p> <p>Legislation, AHIMS site card for Sydney's Aboriginal Past as an</p> <p>port for Casey &amp; Lowe that are</p> <p>O'Brien (1985) The use and mis</p> <p>Burra Charter</p> <p>ook.</p> <p>y, legislation, etc.</p> <p>OEH (2011) Applying for an Aboriginal Heritage Impact Permit: Guide for Applicants. NSW Police</p> | <p>Andrefsky, W. (1998). Lithics: a field guide. New York: Academic Press.</p> <p>Smith, M. (1986). The antiquity of the human occupation of the Torres Strait Islands. In P. M. Veth (ed.), Islands in the sky: the archaeology of the Torres Strait Islands. Canberra: Australian Government Publishing Service.</p> <p>ICOMOS, Illustrated Burra Charter</p> <p>Burke and Smith, Archaeologists in the Field. Sydney: New South Wales Museum.</p> <p>Legislation, AHIMS site card for Sydney's Aboriginal Past as an</p> <p>Burke and Smith (2004) The Archaeology of the Torres Strait Islands</p> <p>Kipfer (2007) The Archaeology of the Torres Strait Islands</p> <p>P Hiscock, Archaeology of Ancient Torres Strait Islands</p> <p>S Holdaway and N Stern, A Record of the Torres Strait Islands</p> <p>Archeaology Field Handbook. Smith and Burke</p> <p>Mulvaney &amp; Kamminga As above</p> <p>Renfrew &amp; Bahn 2012. Archaeology: The Theory, Methods and Practice. Cambridge: Cambridge University Press.</p> <p>Hillson 2005. Teeth. Cambridge: Cambridge University Press.</p> <p>As above</p> <p>Burke, H., &amp; Smith, Claire. 2004. Museum-of-London. 1994. Archaeology of the Torres Strait Islands. London: British Museum Press.</p> <p>n/a</p> <p>C. Renfrew/P. Bahn (1993), Archaeology: The Theory, Methods and Practice. Cambridge: Cambridge University Press.</p> <p>Ortlieb/ Dresky/Gasser/Günzel</p> <p>Not applicable</p> |

|  |  |
|--|--|
| <p>es. Textbook</p>  | <p>Holdaway &amp; Stern (2004), A Record in Stone, Textbook</p> <p>Burke, H. and C. Smith (2004) - World Archaeological Congress</p>   |
| <p>un</p> <p>cal terms. There are accepted conventions in Lithics studies which are observed, such as the ty</p> <p>n the physical sciences that I use</p> | <p>Prehistory of Australia (Mulvaney &amp; Kamminga)</p> <p>current peer reviewed publications and some stanard texts on A</p>   |
| <p>a Charter</p>   | <p>current journals and books      classic journal articles and book</p> <p>A Record In Stone for lithics</p> <p>n/a</p>   |
| <p>Lucas, G. 2001. Critical Approa</p> <p>iers: A background history of m</p> <p>f Planning. 2009. Assessing Sig</p> <p>assessment in Australian archa</p> | <p>NSW Heritage Act Legislation    NSW Heritage Council Guidelin</p> <p>Banning, E.B. 2000. The Archae Carver, M.O.H. 2009. Archaeolo</p> <p>Holdaway, S. and Stern, N. 200 Clarkson, C. 2005 Lithics in the</p> <p>McGrail, S. (2004) Boats of the Muckelroy, K. (1978), Maritime.</p> <p>Heritage Office. Department of Marquis-Kyle, Peter and Walker</p> <p>Holdaway, S &amp; Stern, N (2004), A record in stone: The study of</p> |

|  |   |
|--|---|
|  | <p>Hunt, D. 1992 Footprints in Clay<br/> Renfrew, C. 1985, 2005, Archaeology</p>  |
| <p>sis. 2nd edn. Lithic analysis reference<br/> s text.<br/> , New South Wales, Journal articles</p> | <p>Holdaway, S. and N. Stern (2004), A record in stone, Lithic analysis<br/> Holdaway and Stern (2004) A record in stone, Lithic analysis<br/> Andrefsky, W. (2005) Lithics. Methods and techniques<br/> Holdaway &amp; Stern (2004), A record in stone, Book<br/> Renfrew, Bahn (2012), The Archaeology of the Neolithic<br/> Kuna, Martin (2004), Non-destructive</p> |
|  | <p>Field Archaeology handbook</p>   |
| <p>за получаване на образователна и научна степен „доктор.” София, 2005.</p>                         | <p>Burke and Smith 2004 Archaeology<br/> Drewitt 2011 Field Archaeology</p>   |
| <p>Manning, J. G. &amp; Morris, I. (eds)<br/> original Studies Press.</p>                            | <p>Cameron, Averil, 1993, The Middle Ages<br/> Green, S. W. and Perlman, S. M.<br/> H. Burke, C. Smith 2008 The Archaeologist's Field Handbook<br/> E. Harris (1979 and later), Principles<br/> G. Sanders et al. (2009), Corinto</p>   |

| <p><b>If you teach archaeology (at a university, as part of induction of new employees into a cultural heritage firm, or in other settings), what reference materials do you recommend to your students or trainees-Please name up to five reference materials. Leave blank if not applicable. []</b></p> | <p><b>If you teach archaeology (at a university, as part of induction of new employees into a cultural heritage firm, or in other settings), what reference materials do you recommend to your students or trainees-Please name up to five reference materials. Leave blank if not applicable. []</b></p> | <p><b>If you teach archaeology (at a university, as part of induction of new employees into a cultural heritage firm, or in other settings), what reference materials do you recommend to your students or trainees-Please name up to five reference materials. Leave blank if not applicable. []</b></p> |
|---|---|---|
|---|---|---|

Claassen, C. (1998). Shells. (D Robertson, G., Attenbrow, V., & Veth, P. M. (1993). Islands in the

s Field Handbook

overview of the region.

Johnson (2010) Archaeological Theory: An introduction, Book

FD McCarthy, Australian Stone a variety of journal articles, other books, book chapters - too nu

Deborah Pearsall's Archeobotany book

Bass 1995. Human Osteology: A Laboratory and Field Manual. Missouri Archaeological Society

Balme, J., & Paterson, A. (ed.) : Roskams, S. 2001. Excavation, Kerr, J. S. 2000. Conservation F

S. Kluiving/ E. Guttmann-Bond D. L. Clarke (1968), Analytical / P. Haggett (1965), Locational A

cy Document

Australian Archaeological Association (2013) Code of Ethics.

ologies used by Bordes.

Archaeological Chemistry (such as Pollard, A. and Carl Heron (2008). Archaeological Chemistry (

s

es

Barker, P. 1993. Techniques of / Roskams, S. 2001. Excavation. plus all listed above and sever

Andrefsky, 2005 Lithics (book)

Robinson, W. (1998), First Aid f Nelson Curryer, B. (1999), Ancr Steffy, R. (1994), Wooden Ship

Heritage Branch. Department o NSW.I Department of Environment, Climate Change and Water.

Australia's flaked stone artefacts

Zevit, Z. The Religions of Ancient Israel, 2008, The History of Israel (Near Eastern Archaeology)

analysis reference

macroscopic approaches to analysis. 2nd edn. Lithic analysis text.

active archaeology (in CZ)

Balme and Paterson Archaeology: Other texts/paper relevant to more specialised topics

Johnson, M., 1999, Archaeology Hodder, I., 2003, Reading the past Roth, R. E. 2003, "Towards a critical

Museum of London Archaeology Archaeology Data Service and Digital Antiquity (2013), Guides to

| Q. 15 Have you seen other archaeologists using reference material which you consider to be outdated- Please name up to five reference materials. Leave blank if not applicable. [] | Have you seen other archaeologists using reference material which you consider to be outdated- Please name up to five reference materials. Leave blank if not applicable. [] | Have you seen other archaeologists using reference material which you consider to be outdated- Please name up to five reference materials. Leave blank if not applicable. [] |
|--|--|--|
|--|--|--|

no  
e Interior: The Dynamics of Prehistoric Adaptations within the Arid Zone of Australia. International

Not really, but I don't have many chances to see archaeologists outside of my own office

the date of reference material to be considered outdated, depends on the study/analysis being c

No

Archer, Michael; Baynes, Alexander (1972). "Prehistoric mammal faunas from two small caves i

No.

Plan, book

no

analysis in Human Geography, Book.

Not applicable



No

yes - mostly peer review publications which have been superseded in the current discourse and

Yes, of course.

McCarthy, F.D. 1967 Australian Aboriginal Stone Implements

Building and the Interpretation of Shipwrecks, Texas A&M University Press: College Station.

n/a

Mazar, A. 1991 Archaeology of Israel

eramic approach to social identity in the Roman world: some theoretical considerations", - article

M. Wheeler (1956), Archaeology from the Earth, manual

| <p>Have you seen other archaeologists using reference material which you consider to be outdated- Please name up to five reference materials. Leave blank if not applicable. []</p> <p>Have you seen other archaeologists using reference material which you consider to be outdated- Please name up to five reference materials. Leave blank if not applicable. []</p> | <p><b>Q. 16 Do you provide meaningful definitions for key terms in your publications and/or datasets- Please choose one of the following answers.</b></p>  |
|---|--|
| <p>al Monographs in Prehistory. Michigan: Ann Arbor.</p> <p>carried out</p> <p>n the extreme southwest of Western Australia". Journal of the R</p>  | <p>Never</p> <p>Sometimes</p> <p>Always</p> <p>Always</p> <p>Often</p> <p>Often</p> <p>Often</p> <p>Always</p> <p>Often</p> <p>Always</p> <p>Always</p> <p>Rarely</p> <p>Sometimes</p> <p>Always</p> <p>Sometimes</p> <p>Always</p> <p>Sometimes</p> <p>Often</p> <p>Always</p> <p>Always</p> <p>Sometimes</p> <p>Always</p> |

|  |           |
|--|-----------|
|  | Often     |
|  | Often     |
|  | Sometimes |
|  | Always    |
|  | Rarely    |
|  | Often     |
|  | Often     |
|  | Always    |
|  | Sometimes |
| this is because the academics teaching the undergraduate courses | Often     |
|  | Always    |
|  | Often     |
|  | Rarely    |
|  | Always    |
|  | Often     |
|  | Rarely    |
|  | Always    |
|  | Sometimes |
|  | Sometimes |
|  | Always    |
|  | Often     |
|  | Often     |
|  | Always    |
|  | Always    |
|  | Always    |
|  | Often     |
|  | Always    |
|  | Often     |
|  | Often     |
|  | Often     |

|  |           |
|--|-----------|
|  | Often     |
|  | Always    |
|  | Sometimes |
|  | Often     |
|  | Often     |
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|  | Sometimes |
|  | Always    |
|  | Always    |
|  | Sometimes |
|  | Always    |
|  | Always    |
|  | Always    |
|  |           |
|  | Sometimes |
|  | Sometimes |
|  | Sometimes |

| <p><b>Q. 17 Do other archaeologists provide meaningful definitions for key terms in their publications and/or datasets- Please choose one of the following answers.</b></p> | <p><b>Q. 18 Do you design or manage recording systems- If yes, consider your key fields and attributes. Which of the following statements best describes your situation- Please select up to three. Leave blank if not applicable. [I use a well-established system developed elsewhere]</b></p> | <p><b>Do you design or manage recording systems- If yes, consider your key fields and attributes. Which of the following statements best describes your situation- Please select up to three. Leave blank if not applicable. [I borrow from a well-established system developed elsewhere]</b></p> |
|---|--|--|
| Rarely  | No   | No   |
| Rarely  | No   | Yes  |
| Sometimes   | No   | No   |
|   | No   | No   |
|   | No   | No   |
| Often   | No   | Yes  |
| Often   | Yes  | No   |
| Sometimes   | No   | Yes  |
|   | No   | No   |
| Often   | No   | Yes  |
|   | No   | No   |
| Often   | No   | Yes  |
|   | No   | No   |
| Often   | No   | No   |
| Often   | No   | Yes  |
|   | No   | No   |
| Sometimes   | No   | No   |
| Sometimes   | No   | Yes  |
| Sometimes   | No   | No   |
|   | No   | No   |
|   | No   | No   |
| Rarely  | No   | No   |
| Sometimes   | No   | No   |
| Sometimes   | No   | Yes  |
|   | No   | No   |
| Often   | Yes  | Yes  |
| Rarely  | No   | No   |
|   | No   | No   |
| Rarely  | No   | No   |
| Sometimes   | No   | No   |
|   | No   | No   |
| Often   | No   | Yes  |
|   | No   | No   |
|   | No   | No   |
| Sometimes   | No   | No   |
| Sometimes   | No   | Yes  |

|           |     |     |
|-----------|-----|-----|
| Sometimes | No  | No  |
| Rarely    | No  | Yes |
|           | No  | No  |
| Sometimes | No  | No  |
|           | No  | No  |
| Often     | Yes | No  |
| Rarely    | No  | No  |
|           | No  | No  |
| Sometimes | No  | No  |
|           | No  | No  |
| Sometimes | No  | No  |
|           | No  | No  |
| Often     | Yes | Yes |
| Sometimes | No  | Yes |
|           | No  | No  |
|           | No  | No  |
| Sometimes | No  | Yes |
| Sometimes | No  | No  |
| Often     | No  | No  |
| Sometimes | No  | No  |
| Often     | No  | No  |
| Rarely    | No  | No  |
|           | No  | No  |
| Never     | No  | Yes |
|           | No  | No  |
| Sometimes | No  | Yes |
| Sometimes | No  | No  |
|           | No  | No  |
|           | No  | No  |
| Sometimes | No  | No  |
| Sometimes | No  | No  |
| Often     | No  | No  |
|           | No  | No  |
|           | Yes | No  |
|           | No  | No  |
|           | No  | No  |
|           | No  | No  |
|           | No  | No  |
|           | No  | No  |
| Sometimes | No  | No  |
| Sometimes | No  | No  |
| Sometimes | No  | No  |
| Sometimes | Yes | No  |
|           | No  | No  |
|           | No  | No  |
| Sometimes | No  | No  |
|           | No  | No  |
|           | No  | No  |
| Sometimes | No  | No  |
| Often     | No  | Yes |

|           |     |     |
|-----------|-----|-----|
| Sometimes | No  | No  |
| Sometimes | No  | No  |
| Often     | No  | No  |
| Sometimes | No  | No  |
|           | No  | No  |
| Sometimes | Yes | Yes |
| Sometimes | Yes | Yes |
| Often     | No  | No  |
| Sometimes | No  | Yes |
|           | No  | No  |
|           | No  | No  |
|           | No  | No  |
| Often     | Yes | No  |
| Sometimes | No  | Yes |
|           | No  | No  |
| Sometimes | No  | No  |
| Often     | Yes | Yes |
| Often     | Yes | No  |
| Often     | No  | Yes |
|           | No  | No  |
|           | No  | No  |
| Sometimes | No  | No  |
| Sometimes | No  | Yes |
| Sometimes | No  | No  |
| Sometimes | No  | No  |
| Rarely    | Yes | No  |
| Sometimes | No  | No  |
|           | No  | No  |
| Rarely    | No  | No  |
| Sometimes | No  | Yes |
| Sometimes | No  | No  |



[illegible][illegible]

|     |
|-----|
| Yes |
| No  |
| Yes |
| No  |
| No  |
| No  |
| No  |
| No  |
| No  |
| Yes |
| No  |
| Yes |
| No  |
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| Yes |
| No  |
| Yes |
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| No  |
| No  |

[illegible]

|     |     |     |
|-----|-----|-----|
| No  | No  | No  |
| No  | No  | Yes |
| No  | No  | Yes |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | Yes | Yes |
| No  | Yes | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | Yes | Yes |
| No  | No  | Yes |
| Yes | No  | Yes |
| No  | No  | Yes |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | No  |
| No  | No  | Yes |
| No  | No  | Yes |
| No  | No  | No  |

| Do you design or manage recording systems- If yes, consider your key fields and attributes. Which of the following statements best describes your situation- Please select up to three. Leave blank if not applicable. [I inherit recording systems from an unknown source] | Do you design or manage recording systems- If yes, consider your key fields and attributes. Which of the following statements best describes your situation- Please select up to three. Leave blank if not applicable. [Other] | Q. 19 If you answered the above question, and you borrow or adapt an existing system, please specify which system. |
|---|--|--|
| No  | I design recording systems for other people to use   |  |
| No  |  | CuGL   |
| No  |  |  |
| No  |  |  |
| No  |  |  |
| No  |  | Code of Practice for Archaeology   |
| No  |  |  |
| No  |  | troodos archaeological and env   |
| No  |  | the MOLAS site manual and the  |
| No  |  | excel spreadsheets, Filemaker  |
| No  |  |  |
| No  |  | too many used over a long period   |
| No  |  |  |
| Yes   |  | Monash Archaeology (David & I  |
| No  |  |  |
| No  |  |  |
| No  |  |  |
| No  |  |  |
| No  |  | Field recording forms; Context r   |
| No  |  | single context recording system  |
| No  |  |  |
| No  |  | Museum of London Archaeolog  |
| No  |  |  |
| No  |  |  |
| No  | combination own creations, wel   | several systems from heritage r  |
| No  |  |  |
| No  |  |  |
| Yes   |  | Lithic recording systems develo  |
| No  |  |  |
| No  |  |  |
| No  | N/A  | N/A  |
| No  |  |  |

|     |   |
|-----|---|
| No  |   |
| No  | largely from that described in H                            |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  | British Index Record to Industrial                          |
| No  | Xcel  |
| No  |   |
| No  |   |
| No  | data repositories such as the M                             |
| No  |   |
| No  |   |
| No  | Hiscock - recording attributes in                           |
| No  |   |
| No  |   |
| No  |   |
| No  | Status quo of heritage recording                            |
| No  |   |
| No  |   |
| No  |   |
| Yes | who knows, jsut things that peo                             |
| No  |   |
| No  | I do what is most appropriate in depends on what I am doing |
| Yes |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  | Institute for Archaeologists, UK                            |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  |   |
| No  | Depends on research type                                    |
| No  |   |

|     |  |
|-----|--|
| No  | I use a well-established system Joint American Expedition to Id  |
| No  |  |
| No  |  |
| No  |  |
| No  |  |
| No  | e4 (formerly entrer trois) AND M                                 |
| No  | e4 (formerly entrer trois) AND M                                 |
| No  |  |
| No  | Inscriptiones Graecae division a                                 |
| No  |  |
| No  |  |
| No  |  |
| No  |  |
| No  | common use   |
| No  |  |
| No  |  |
| No  |  |
| No  |  |
| No  | This is a difficult question since                               |
| No  |  |
| No  |  |
| No  | Record in Stone, Port Arthur Ca                                  |
| No  | Recording systems taught at FI                                   |
| Yes | FilemakerPro; Heurist  |
| No  |  |
| No  | CIDOC-CRM, and the various c                                     |
| No  |  |
| No  |  |
| Yes | Italian version of Harris context-                               |
| No  | I model currently used recordin; I use the systems the archaeolo |

| Q. 20 What working environments have most influenced the development of your concepts and terminology- [Ranking 1] | What working environments have most influenced the development of your concepts and terminology- [Ranking 2] | What working environments have most influenced the development of your concepts and terminology- [Ranking 3] |
|--|--|--|
| Organisation/Company<br>Individual Research<br>Professional Mentor   | Other<br>Professional Mentor<br>Fieldwork  | Institutional Training   |
| Other<br>Institutional Training<br>Environmental survey project, Uni of glasgow                                    | Organisation/Company   | Individual Research  |
| Institutional Training   | Organisation/Company   | Fieldwork  |
| Fieldwork  | Institutional Training   | Government Institution   |
| Professional Mentor<br>Professional Mentor   | Individual Research<br>Individual Research   | Fieldwork<br>Fieldwork   |
| Individual Research<br>Institutional Training  | Fieldwork<br>Professional Mentor   | Institutional Training<br>Individual Research  |
| Individual Research<br>Fieldwork<br>Fieldwork  | Organisation/Company<br>Professional Mentor  | Organisation/Company   |
| Institutional Training   | Professional Mentor  | Individual Research  |
| Individual Research<br>Individual Research   | Fieldwork<br>Professional Mentor   | Institutional Training<br>Institutional Training   |
| Organisation/Company   | Professional Mentor  | Institutional Training   |
| Institutional Training   | Individual Research  | Professional Mentor  |

|   |  |  |
|---|--|--|
| Fieldwork   | Institutional Training   | Individual Research  |
| Institutional Training  | Individual Research  | Fieldwork  |
| Institutional Training  | Individual Research  | Professional Mentor  |
| Institutional Training  | Fieldwork  | Professional Mentor  |
| Professional Mentor   | Individual Research  | Institutional Training   |
| Fieldwork<br>Institutional Training   | Individual Research<br>Professional Mentor                                     | Government Institution   |
| Professional Mentor<br>Individual Research  | Individual Research<br>Professional Mentor                                     | Institutional Training<br>Institutional Training   |
| Organisation/Company  | Fieldwork  | Institutional Training   |
| Individual Research   | Fieldwork  | Professional Mentor  |
| Fieldwork   | Organisation/Company   | Other  |
| Fieldwork<br>Fieldwork<br>Fieldwork   | Individual Research<br>Institutional Training<br>Institutional Training        | Professional Mentor<br>Individual Research<br>Individual Research                                |
| Individual Research<br>Institutional Training<br>Organisation/Company<br>Institutional Training<br>Institutional Training | Professional Mentor<br><br>Institutional Training<br>Fieldwork<br>Fieldwork    | Institutional Training<br><br>Professional Mentor<br>Organisation/Company<br>Individual Research |
| Individual Research   | Fieldwork  | Institutional Training   |
| Government Institution<br>Fieldwork<br>Institutional Training<br>Institutional Training                                   | Professional Mentor<br>Individual Research<br>Fieldwork<br>Professional Mentor | Institutional Training<br><br>Individual Research<br>Government Institution                      |
| Professional Mentor<br>Professional Mentor  | Fieldwork<br>Fieldwork   | Individual Research<br>Organisation/Company  |



|  |                        |                        |
|--|------------------------|------------------------|
| Fieldwork  | Individual Research    | Professional Mentor    |
| Government Institution                                       | Institutional Training | Professional Mentor    |
| Institutional Training                                       | Fieldwork              | Professional Mentor    |
| Individual Research  | Institutional Training | Professional Mentor    |
| IS Access  |                        |                        |
| Other  | Institutional Training | Individual Research    |
| Institutional Training                                       | Professional Mentor    | Fieldwork              |
| Fieldwork  | Individual Research    | Professional Mentor    |
|  |                        |                        |
| Professional Mentor  | Fieldwork              | Government Institution |
| Institutional Training                                       | Fieldwork              | Individual Research    |
|  |                        |                        |
| Professional Mentor  | Fieldwork              | Individual Research    |
| Fieldwork  | Individual Research    | Professional Mentor    |
|  |                        |                        |
| Institutional Training                                       |                        |                        |
| Fieldwork  | Individual Research    | Professional Mentor    |
| Institutional Training                                       | Individual Research    | Fieldwork              |
| Institutional Training                                       | Individual Research    | Fieldwork              |
| Fieldwork  | Individual Research    | Institutional Training |
| ther controlled vocabularies and ontologies I already listed |                        |                        |
|  |                        |                        |
| Fieldwork  | Individual Research    | Institutional Training |
| Professional Mentor  | Fieldwork              | Institutional Training |
| Fieldwork  | Individual Research    | Other                  |

| What working environments have most influenced the development of your concepts and terminology-<br>[Ranking 4] | What working environments have most influenced the development of your concepts and terminology-<br>[Ranking 5] | What working environments have most influenced the development of your concepts and terminology-<br>[Ranking 6] |
|---|---|---|
| Individual Research   | Organisation/Company  | Government Institution  |
| Institutional Training  | Fieldwork   |   |
| Government Institution  |   |   |
| Individual Research   | Professional Mentor   | Organisation/Company  |
|   |   |   |
| Institutional Training  | Individual Research   |   |
| Fieldwork   | Organisation/Company  | Government Institution  |
| Government Institution  |   |   |
| Fieldwork   |   |   |
| Fieldwork   |   |   |
| Organisation/Company  | Government Institution  |   |

Government Institution

Professional Mentor

Organisation/Company

Government Institution

Fieldwork

Government Institution

Organisation/Company

Other

Fieldwork  
Fieldwork

Organisation/Company

Institutional Training

Organisation/Company

Professional Mentor

Individual Research

Institutional Training

Institutional Training  
Organisation/Company  
Professional Mentor

Organisation/Company  
Professional Mentor

Government Institution

Fieldwork

Individual Research

Organisation/Company

Government Institution

Fieldwork

Individual Research

Organisation/Company

Government Institution

Individual Research

Institutional Training

|  |   |                               |
|--|---|-------------------------------|
| <p>Organisation/Company</p> <p>Individual Research</p>   | <p>Individual Research</p> <p>Organisation/Company</p>  | <p>Fieldwork</p>              |
| <p>Professional Mentor</p> <p>Government Institution</p>   | <p>Fieldwork</p>  | <p>Government Institution</p> |
| <p>Organisation/Company</p> <p>Organisation/Company</p>  | <p>Government Institution</p>                           | <p>Professional Mentor</p>    |
| <p>Organisation/Company</p>  | <p>Institutional Training</p>                           |                               |
| <p>Government Institution</p> <p>Professional Mentor</p> <p>Professional Mentor</p> <p>Professional Mentor</p> | <p>Organisation/Company</p> <p>Organisation/Company</p> | <p>Institutional Training</p> |
| <p>Professional Mentor</p> <p>Individual Research</p> <p>Institutional Training</p>                            | <p>Organisation/Company</p> <p>Professional Mentor</p>  | <p>Government Institution</p> |

| <p><b>What working environments have most influenced the development of your concepts and terminology- [Ranking 7]</b></p> | <p><b>Q. 21 If you included "other", please specify.</b></p>  | <p><b>Q. 22 What do you think are the most valuable source(s) for generating and reconciling core concepts and terminology- [Ranking 1]</b></p>  |
|--|---|--|
| <p>Other</p> <p>Other</p>  | <p>Watching archaeologists argue</p> <p>Legislation and compliance</p> <p>Results of similar overseas work</p> <p>n/a</p> | <p>Journal Articles<br/>Recording Forms<br/>Reports</p> <p>Other</p> <p>Recording Forms</p> <p>Textbooks</p> <p>Recording Forms<br/>Workshops</p> <p>Journal Articles<br/>Textbooks</p> <p>Journal Articles<br/>Journal Articles<br/>Workshops</p> <p>Handbooks</p> <p>Workshops<br/>Journal Articles</p> <p>Other</p> <p>Journal Articles</p> |

|                        |                              |  |  |            |
|------------------------|------------------------------|--|--|------------|
|                        |                              |  | Textbooks  |            |
|                        |                              |  | Handbooks  |            |
|                        |                              |  | Textbooks  |            |
|                        |                              |  | Handbooks  |            |
|                        |                              |  | Journal Articles   |            |
|                        |                              |  | Contemporary historical documents                                    | Monographs |
|                        |                              |  | Journal Articles   |            |
|                        |                              |  | Monographs   |            |
|                        |                              |  | Handbooks  |            |
|                        |                              |  | Conference Papers  |            |
| Government Institution | Input from Aboriginal people |  | Monographs   |            |
|                        |                              |  | Journal Articles   |            |
|                        |                              |  | Workshops  |            |
|                        |                              |  | Recording Forms  |            |
|                        |                              |  | Journal Articles   |            |
| Other                  |                              |  | Handbooks  |            |
|                        |                              |  | Workshops  |            |
|                        |                              |  | Recording Forms  |            |
|                        |                              |  | Monographs   |            |
|                        |                              |  | Other  |            |
|                        |                              |  | Monographs   |            |
|                        |                              |  | Textbooks  |            |
|                        |                              |  | Recording Forms  |            |
|                        |                              |  | work colleagues - informal discussion with friends in the same field |            |
|                        |                              |  | Handbooks  |            |
|                        |                              |  | Recording Forms  |            |

|                      |  |   |
|----------------------|--|---|
|                      |  | Other<br>Reports<br>Journal Articles<br>Reports                             |
|                      | I included other because I began my career in archaeological fieldwork | Journal Articles<br>Monographs  |
|                      |  | Recording Forms<br>Textbooks  |
|                      |  | Monographs<br>Textbooks   |
|                      |  | Textbooks<br>Handbooks<br>Textbooks<br>Journal Articles<br>Journal Articles |
|                      | Expectations of informatics community, linked data initiatives         |   |
|                      |  | Monographs<br>Recording Forms<br>Reports                                    |
| Organisation/Company | My training in systems analysis  |   |

| What do you think are the most valuable source(s) for generating and reconciling core concepts and terminology- [Ranking 2] | What do you think are the most valuable source(s) for generating and reconciling core concepts and terminology- [Ranking 3] | What do you think are the most valuable source(s) for generating and reconciling core concepts and terminology- [Ranking 4] |
|---|---|---|
| Workshops<br>Handbooks<br>Recording Forms   | Reports<br>Handbooks  | Monographs<br>Textbooks   |
| Reports   | Recording Forms   | Handbooks   |
| Workshops   | Textbooks   | Handbooks   |
| Journal Articles  | Monographs  | Recording Forms   |
| Handbooks<br>Handbooks  | Reports<br>Journal Articles   | Recording Forms   |
| Monographs<br>Handbooks   | Handbooks<br>Recording Forms  | Workshops   |
| Handbooks<br>Conference Papers<br>Other   | Monographs<br>Workshops<br>Textbooks  | Reports<br>Recording Forms  |
| Textbooks   | Journal Articles  | Monographs  |
| Handbooks<br>Monographs   | Textbooks<br>Reports  | Monographs  |
| Reports   | Recording Forms   | Workshops   |
| Reports   | Textbooks   | Recording Forms   |



|                   |                   |                   |
|-------------------|-------------------|-------------------|
| Recording Forms   | Reports           | Conference Papers |
| Recording Forms   | Workshops         | Journal Articles  |
| Handbooks         | Reports           | Recording Forms   |
| Textbooks         | Journal Articles  |                   |
| Monographs        | Workshops         | Conference Papers |
| Other             |                   |                   |
| Textbooks         | Monographs        | Handbooks         |
| Journal Articles  | Handbooks         | Textbooks         |
| Journal Articles  | Reports           | Conference Papers |
| Journal Articles  | Workshops         | Reports           |
| Journal Articles  | Recording Forms   | Reports           |
| Reports           | Conference Papers | Textbooks         |
| Handbooks         | Recording Forms   | Textbooks         |
| Reports           | Handbooks         | Workshops         |
| Conference Papers | Workshops         | Monographs        |
| Textbooks         |                   |                   |
| Recording Forms   | Handbooks         | Textbooks         |
| Reports           | Journal Articles  |                   |
| Journal Articles  | Textbooks         | Handbooks         |
| Reports           | Journal Articles  | Handbooks         |
| Journal Articles  | Textbooks         | Handbooks         |
| Workshops         |                   |                   |
| eld               |                   |                   |
| Workshops         | Monographs        |                   |
| Handbooks         | Textbooks         | Workshops         |

|   |                   |                   |
|---|-------------------|-------------------|
| Workshops   | Conference Papers |                   |
| Journal Articles  | Monographs        | Conference Papers |
| Monographs  | Reports           | Workshops         |
| Recording Forms   | Textbooks         |                   |
| eld units in Britain and 'fieldwork' did not seem to me to describe the specific apprenticeship style |                   |                   |
| Workshops   | Handbooks         | Textbooks         |
| Journal Articles  | Handbooks         |                   |
|   |                   |                   |
| Textbooks   | Reports           |                   |
| Handbooks   | Reports           | Journal Articles  |
|   |                   |                   |
| Textbooks   | Journal Articles  | Reports           |
| Recording Forms   | Journal Articles  |                   |
|   |                   |                   |
| Journal Articles  | Handbooks         | Workshops         |
| Workshops   | Recording Forms   | Reports           |
| Handbooks   | Recording Forms   | Journal Articles  |
| Monographs  | Workshops         | Conference Papers |
| Recording Forms   |                   |                   |
|   |                   |                   |
| Conference Papers   | Journal Articles  | Textbooks         |
| Handbooks   | Textbooks         | Monographs        |
| Recording Forms   | Handbooks         | Textbooks         |

What do you think are the most valuable source(s) for generating and reconciling core concepts and terminology- [Ranking 5]

What do you think are the most valuable source(s) for generating and reconciling core concepts and terminology- [Ranking 6]

What do you think are the most valuable source(s) for generating and reconciling core concepts and terminology- [Ranking 7]

Workshops  
Workshops

Monographs

Conference Papers

Workshops

Conference Papers

Reports

Handbooks

Conference Papers

Recording Forms

Recording Forms  
Handbooks

Reports

Monographs

Reports

Conference Papers

Workshops

Journal Articles

Conference Papers

Conference Papers

Workshops

Workshops

Reports

Textbooks

Monographs

Conference Papers

Journal Articles

Textbooks

Workshops

Conference Papers

Reports

Monographs

Textbooks

Recording Forms

Workshops

Reports

Conference Papers

Journal Articles

Textbooks

Handbooks

Conference Papers

Reports

Textbooks

Journal Articles

Reports

Monographs

Journal Articles

Reports

Monographs

Workshops  
Textbooks

Handbooks  
Conference Papers

Textbooks  
Handbooks

e training that I received there. It is ranked high because I have interpreted influence to mean es

Monographs

Conference Papers

Workshops

Recording Forms

Conference Papers

Monographs

Monographs  
Reports

Reports  
Textbooks

Conference Papers  
Handbooks

Workshops  
Journal Articles  
Journal Articles

Recording Forms  
Reports  
Conference Papers

Other  
Workshops

What do you think are the most valuable source(s) for generating and reconciling core concepts and terminology- [Ranking 8]

What do you think are the most valuable source(s) for generating and reconciling core concepts and terminology- [Ranking 9]

Q. 23 If you included "other", please specify.

Journal Articles

Other

Codes under the NPW Act, bec

Journal Articles

Field training

Recording Forms

State government gheritage uid

n/a

Conference Papers

ethnographic literature, contem

Monographs

Professional Guidelines

Conference Papers

Other

NB the above in combination  
Grey literature i.e. other individu

Government Publications - set I

Conference Papers

Working with other people.

Recording Forms  
Recording Forms

Establishing fundamental concepts and patterns of thinking. Of course for many practical purposes

Workshops  
Recording Forms

The Web!!! It's where people ac

Workshops  
Monographs

Conference Papers

online thesauri, gazetteers, and



| Q. 24 Do you think there is a lack of standardised vocabulary in archaeological literature/reports-Please choose one of the following answers. | Q. 25 If you answered yes to the question above, how serious would you consider the impact of the lack of standardisation on archaeology as a discipline-If you did not answer yes to the question above, please select 'no answer.'<br>Optional: can you think of a specific example where a lack of standardisation has been a significant issue-Please enter in comment section. | If you answered yes to the question above, how serious would you consider the impact of the lack of standardisation on archaeology as a discipline-If you did not answer yes to the question above, please select 'no answer.'<br>Optional: can you think of a specific example where a lack of standardisation has been a significant issue-Please enter in comment section. - comment |
|--|---|---|
| Yes  | Major   |   |
| Yes  | Minor   |   |
| Yes  | Major   | Researcher (Marwick 2002) not   |
| No   | No real impact  |   |
| Yes  | Major   | Definitions surrounding archaeo   |
| Yes  | Minor   | Biggest issue is when the writer  |
| Yes  | Minor   |   |
| Yes  | Minor   |   |
| No   |   |   |
| Not sure   |   |   |
| Yes  | Major   | It's difficult to quantify, though, b   |
| Yes  | Minor   |   |
| Yes  | Major   | Moving from one country to and  |
| Yes  | Major   | it is a major impact because the  |
| Yes  | Major   | I am currently revising my Glos   |
| No   |   |   |
| Yes  | Minor   | Not a major issue, more of a so   |

|          |       |   |
|----------|-------|---|
| Yes      | Major | Lack of standardisation of names                |
| Yes      | Major | In a development context the lack of            |
| Yes      | Minor |   |
| Yes      | Minor |   |
| No       |       |   |
| Yes      | Major | use of 'place' or 'site', stone masonry         |
| Yes      | Minor |   |
| No       |       |   |
| No       |       |   |
| Not sure |       |   |
| Yes      | Minor | Confusion over the meaning of                   |
| Yes      | Minor |   |
| Yes      | Major |   |
| Yes      | Minor |   |
| Yes      | Minor |   |
| No       |       |   |
| Yes      | Major | Terminology used in heritage management         |
| Yes      | Major | The lack of agreement stymies                   |
| Not sure |       |   |
| Yes      | Major | Archaeological Potential vs Archaeological      |
| Yes      | Minor |   |
| Yes      | Minor | Standardized terminology is not                 |
| Yes      | Major | leads to conflicting results, misinterpretation |
| Yes      | Major | databases for recording archaeological          |
| Yes      | Minor | Depends on clarity of definitions               |
| Yes      | Minor | Heritage consultants in Western                 |

|          |       |   |
|----------|-------|---|
| Yes      | Minor |   |
| Yes      | Major | Searching databases for objects           |
| No       |       |   |
| Not sure |       |   |
| Yes      | Major | Geological terms for lithic raw materials |
| Not sure |       |   |
| Yes      | Minor |   |
| Yes      | Minor |   |
| Not sure |       |   |
| Not sure |       |   |
| Yes      | Minor | Yes in regards to making decisions        |
| No       |       |   |
| Yes      | Major | Lack of standardisation produces          |
| No       |       |   |
| Yes      | Minor | failure to record some information        |
| Not sure |       |   |
| Yes      | Major | Standards are useful, but need            |
| Yes      | Major | different definitions of "scatter" or     |
| Yes      | Major | Lack of standarization is an issue        |
| No       |       | There is a tacit standard, and the        |

| <p><b>Q. 26 Are you willing to compromise over the use of terms and concepts in your own practice to achieve a reconciliation of terms-</b></p> <p><b>Are you willing to compromise over the use of terms and concepts in your own practice to achieve a reconciliation of terms- - comment</b></p> | <p><b>Q. 27 To what extent would you consider your own lexicon to be part of a wider, accepted vocabulary within your sub-discipline(s)- Please choose one of the following answers.</b></p> |
|---|--|
| Yes   | Few of the terms within my own lexicon are   |
| Yes   | Most of the terms within my own lexicon a  |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Not sure  | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Not sure  | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |
| Yes   | All of the terms within my own lexicon are   |

|          |                                  |  |
|----------|----------------------------------|--|
| Yes      |                                  | Most of the terms within my own lexicon a  |
| Yes      |                                  | All of the terms within my own lexicon are |
| Yes      |                                  | Most of the terms within my own lexicon a  |
| Yes      |                                  |  |
| Yes      |                                  | Most of the terms within my own lexicon a  |
| Yes      | happy to use an accepted and     | Most of the terms within my own lexicon a  |
| Not sure |                                  |  |
| Yes      | however a lot of the terms I use | All of the terms within my own lexicon are |
| Yes      |                                  | Most of the terms within my own lexicon a  |
| Yes      |                                  | All of the terms within my own lexicon are |
| Yes      |                                  | Some of the terms within my own lexicon a  |
| No       |                                  | Most of the terms within my own lexicon a  |
| Yes      |                                  | All of the terms within my own lexicon are |
| Yes      |                                  | All of the terms within my own lexicon are |
| Not sure |                                  |  |
| Yes      |                                  | All of the terms within my own lexicon are |
| Not sure |                                  | Most of the terms within my own lexicon a  |
| Yes      |                                  | Most of the terms within my own lexicon a  |
| Yes      | My employers/clients are not pr  | Some of the terms within my own lexicon a  |
| Yes      |                                  |  |
| Yes      |                                  | Most of the terms within my own lexicon a  |
| No       | I work in government - the term  | All of the terms within my own lexicon are |
| No       |                                  | Most of the terms within my own lexicon a  |
| Not sure |                                  | Most of the terms within my own lexicon a  |
| Yes      | As long as the terms achieved f  | All of the terms within my own lexicon are |
| Yes      | Yes, for sure.                   | Most of the terms within my own lexicon a  |
| Yes      | Yes, but with explanation and d  | Most of the terms within my own lexicon a  |
| Yes      | So long as I share the same go   | Most of the terms within my own lexicon a  |

|          |                                    |  |
|----------|------------------------------------|--|
| Yes      |                                    | All of the terms within my own lexicon are |
| Yes      |                                    |  |
| Yes      |                                    | Most of the terms within my own lexicon a  |
| Not sure |                                    | Most of the terms within my own lexicon a  |
| Yes      | The terminology used is far less   | All of the terms within my own lexicon are |
| Yes      |                                    | Most of the terms within my own lexicon a  |
| Yes      |                                    | Most of the terms within my own lexicon a  |
| Yes      |                                    |  |
| Yes      |                                    | All of the terms within my own lexicon are |
| Yes      |                                    | All of the terms within my own lexicon are |
| Not sure | It would depend on the different   | Most of the terms within my own lexicon a  |
| Not sure |                                    | Most of the terms within my own lexicon a  |
| Yes      | If I feel it is appropriate        | Most of the terms within my own lexicon a  |
| Yes      |                                    | Most of the terms within my own lexicon a  |
| No       |                                    | Most of the terms within my own lexicon a  |
| Yes      |                                    | Most of the terms within my own lexicon a  |
| Yes      |                                    | Most of the terms within my own lexicon a  |
| Yes      | Yep, but see above.                | Most of the terms within my own lexicon a  |
| Yes      |                                    |  |
| Not sure | In theory yes, but in practice I s | Most of the terms within my own lexicon a  |
| Not sure |                                    | All of the terms within my own lexicon are |

**Q. 28 Please think of a disagreement you have had with other archaeologists over the use of a term. What was the term- Please list up to five terms. []**

**Please think of a disagreement you have had with other archaeologists over the use of a term. What was the term- Please list up to five terms. []**

**Please think of a disagreement you have had with other archaeologists over the use of a term. What was the term- Please list up to five terms. []**

Project  
Whiteware  
Angular fragment

Entity  
Distributor

Function vs Form

Artefact scatter

Post-invasion

Potential

Low, Moderate and High Signifi Culturally Modified Tree

re part of a wider, accepted vocabulary.

colonisation  
artefact

acculturation

re part of a wider, accepted vocabulary.

Error

Not a disagreement per se (I've One archaeologist's ironstone will be another's white granite or

Colluvial (soil)

Shatter (debitage)

Natural (soil)

Feature

Unit

Square

re part of a wider, accepted vocabulary.

culture

type

time slice

Almost any statement by historical archaeologists about the nature and significance of rural fen

re part of a wider, accepted vocabulary.

N/A

|  |               |               |
|--|---------------|---------------|
| Millstone  | Grindstone    | Grinding Base |
| Style  | Art           | Site          |
| "burnishing/ burnished"  |               |               |
| artefact   | context       | site          |
| re part of a wider, accepted vocabulary.   |               |               |
| tachylite - what is it, how has it been recorded in the past   |               |               |
| indurated and silicification in relation to lithic artefacts   |               |               |
| re part of a wider, accepted vocabulary.   |               |               |
| part of a wider, accepted vocabulary.  |               |               |
| Interpretative   | Deterministic | Explanation   |
| Chert  |               |               |
| part of a wider, accepted vocabulary.  |               |               |
| part of a wider, accepted vocabulary   | Point         | Blade         |
| unit versus context  |               |               |
| part of a wider, accepted vocabulary.  |               |               |
| Most of my negative experiences have been with archaeologists using inadequate or incorrect terminology      |               |               |
| re part of a wider, accepted vocabulary.   |               |               |
| "Human Remains"  |               |               |
| Miniature  |               |               |
| See Answer to Question 25.   |               |               |
| re part of a wider, accepted vocabulary.   |               |               |
| flaked pieces  |               |               |
| 'Stringer' it is a term used to describe a timber used in ship construction to provide longitudinal strength |               |               |
| Archaeological Potential verses Archaeological Significance. People get very confused about the difference   |               |               |
| Bondaian   |               |               |
| re part of a wider, accepted vocabulary.   |               |               |



Sealed locus

re part of a wider, accepted vocabulary.

hatchet versus axe IMTC (my term) versus indurated mudstone/tuff/chert (often use

part of a wider, accepted vocabulary.

|        |        |       |
|--------|--------|-------|
| Patina | Tool   | Site  |
| site   | object | locus |

flaked pieces

Potential Archaeological Deposit

re part of a wider, accepted vocabulary.

Midden/shell mound

re part of a wider, accepted vocabulary.

Stone raw materials (generally)

re part of a wider, accepted vocabulary.

re part of a wider, accepted vocabulary.

re part of a wider, accepted vocabulary.

re part of a wider, accepted vocabulary.

|                  |           |           |
|------------------|-----------|-----------|
| artefact scatter | site      |           |
| "Archaic period" | "context" | "feature" |

Archaeologists sometimes think they are special and have a special vocabulary, but truly they a

| <p>Please think of a disagreement you have had with other archaeologists over the use of a term. What was the term- Please list up to five terms. []</p> <p>Please think of a disagreement you have had with other archaeologists over the use of a term. What was the term- Please list up to five terms. []</p> | <p><b>Q. 29 Please describe in a few words an example where a disagreement over the definition of a term had a significant impact on research, analysis, or understanding. Please name the term, and provide a brief description. Leave blank if not applicable.</b></p>       |
|---|--|
| <p>Analysis vs Cataloguing/Process Master Context</p> <p>Lithic Materials, i.e. silcrete, chert Potentially Sensitive Area</p>  | <p>We had to shout at each other for</p> <p>Can't remember the exact phrase</p> <p>Angular fragments in the Pilbara</p> <p>comments on the issue at a</p> <p>Other consultants labelled area</p> <p>Disagreement about the use of s</p> <p>Error used to express only prec</p> |
| <p>whiteware. There is no clear definition of these categories because they are all part of a comparative survey context</p> <p>ces</p>   | <p>UK I almost got fired because</p> <p>Problems with referees over my</p> <p>N/A</p>  |

|  |   |
|--|---|
| <p>Opalite</p> <p>Chert</p> <p>monument</p>  | <p>Opalite is regarded by geologists</p> <p>Different definitions of a site will</p> <p>or burnished is far too rigid-</p> <p>Artefact; how broad is the category</p> <p>site and place have been open</p> <p>in the case of clasifying raw materials</p>   |
| <p>Environment</p> <p>Behaviour</p> <p>terminology for Aboriginal cultural objects</p> <p>stability. Another archaeologist was using it to describe timber joints</p> <p>the difference between the two.</p> | <p>In both the UK and Australia the</p> <p>Most archaeologists don't know</p> <p>Not so much how the terms are</p> <p>When inadequate or incorrect terminology</p> <p>In designing a Standard Operating</p> <p>The definition of miniature is often</p> <p>It didn't overly because I made</p> <p>flaked pieces</p> <p>Stringer - as above. Reduced the</p> <p>Clients and some colleagues be</p> |

ed by archaeologists for the same material

communicate with kept saying

Where people had limited unde

artefact scatter - people use dif

re products of their institutions and training. Only time I have a problem is when they try to reinv

**Q. 30 How often do you disagree with the terminology used in fieldwork, research or writing:Please choose one of the following answers for each question. [In your chronological period(s)-]**

**How often do you disagree with the terminology used in fieldwork, research or writing:Please choose one of the following answers for each question. [In your methodological practice(s)-]**

**How often do you disagree with the terminology used in fieldwork, research or writing:Please choose one of the following answers for each question. [In your sub-discipline(s)-]**

|           |           |           |
|-----------|-----------|-----------|
| No answer | No answer | No answer |
| Sometimes | Sometimes | Sometimes |
| Sometimes | Sometimes | Sometimes |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Rarely    | Rarely    | Rarely    |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Sometimes | Sometimes | Sometimes |
| No answer | No answer | No answer |
| Sometimes | Sometimes | Rarely    |
| No answer | No answer | No answer |
| Sometimes | Sometimes | Sometimes |
| Often     | Sometimes | Sometimes |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Rarely    | Sometimes | Sometimes |
| Sometimes | Rarely    | Rarely    |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| No answer | Sometimes | Sometimes |
| Sometimes | Rarely    | Sometimes |
| Sometimes | Often     | Rarely    |
| No answer | No answer | No answer |
| Often     | Sometimes | Sometimes |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Sometimes | Often     | Sometimes |
| Sometimes | Often     | Often     |
| No answer | No answer | No answer |
| Never     | Sometimes | Rarely    |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Rarely    | Rarely    | Rarely    |
| No answer | No answer | No answer |

|           |           |           |
|-----------|-----------|-----------|
| No answer | No answer | No answer |
| Rarely    | Rarely    | Sometimes |
| No answer | No answer | No answer |
| Never     | Rarely    | Rarely    |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Often     | Sometimes | Sometimes |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Never     | Never     | Never     |
| No answer | No answer | No answer |
| Rarely    | Rarely    | Rarely    |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Rarely    | Often     | Sometimes |
| Rarely    | Rarely    | Rarely    |
| No answer | No answer | No answer |
| Rarely    | Rarely    | Never     |
| No answer | No answer | No answer |
| Often     | Sometimes | Rarely    |
| No answer | No answer | No answer |
| Never     | Sometimes | Sometimes |
| No answer | No answer | No answer |
| Sometimes | Sometimes | Sometimes |
| Sometimes | Rarely    | Rarely    |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Sometimes | Sometimes | Sometimes |
| Often     | Sometimes | Sometimes |
| Sometimes | Sometimes | Sometimes |
| Sometimes | Sometimes | Sometimes |
| No answer | Rarely    | Rarely    |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| No answer | Sometimes | No answer |
| No answer | No answer | No answer |
| Often     | No answer | Often     |
| Sometimes | Sometimes | Sometimes |
| Sometimes | Sometimes | Sometimes |
| Rarely    | Rarely    | Sometimes |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| No answer | Sometimes | Sometimes |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Sometimes | Sometimes | Sometimes |
| Never     | Rarely    | Rarely    |

|           |           |           |
|-----------|-----------|-----------|
| Sometimes | Rarely    | Rarely    |
| Never     | Sometimes | Sometimes |
| Rarely    | Never     | Rarely    |
| Sometimes | Sometimes | Sometimes |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Sometimes | Sometimes | Sometimes |
| Sometimes | Sometimes | Often     |
| Sometimes | Sometimes | Sometimes |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
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| Rarely    | Rarely    | Sometimes |
| Often     | Often     | Often     |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Sometimes | Sometimes | Sometimes |
| Sometimes | Sometimes | Sometimes |
| No answer | No answer | No answer |
| No answer | Sometimes | Sometimes |
| Sometimes | Sometimes | Sometimes |
| Often     | Often     | Often     |
| Rarely    | Sometimes | Rarely    |
| Rarely    | Sometimes | Sometimes |
| Often     | Often     | Often     |
| No answer | No answer | No answer |
| No answer | No answer | No answer |
| Sometimes | Sometimes | Sometimes |
| Sometimes | Sometimes | Sometimes |
| Rarely    | Rarely    | Rarely    |

| <p>How often do you disagree with the terminology used in fieldwork, research or writing: Please choose one of the following answers for each question. [Outside your sub-discipline(s)-]</p>   | <p>Q. 31 When I work with other colleagues, I have to learn new terms to fit in with their workflow. Please choose one of the following answers.</p>  | <p>Q. 32 A Please select your stance on the following statements. Please choose one of the following answers for each statement. [I think that archaeologists across all sub-disciplines share common core concepts and terminology.]</p>  |
|---|---|--|
| <p>No answer<br/>No answer<br/>Sometimes<br/>No answer<br/>No answer<br/>Rarely<br/>No answer<br/>No answer<br/>No answer<br/>Sometimes<br/>No answer<br/>Sometimes<br/>No answer<br/>Sometimes<br/>No answer<br/>No answer<br/>Rarely<br/>Sometimes<br/>No answer<br/>No answer<br/>No answer<br/>Sometimes<br/>Often<br/>No answer<br/>No answer<br/>No answer<br/>Sometimes<br/>Sometimes<br/>No answer<br/>Rarely<br/>No answer<br/>No answer<br/>Sometimes<br/>Sometimes<br/>No answer<br/>Rarely<br/>No answer<br/>No answer<br/>Sometimes<br/>Rarely<br/>No answer<br/>No answer<br/>Sometimes<br/>No answer</p> | <p>Rarely<br/>Sometimes<br/>Sometimes<br/><br/>Sometimes<br/><br/>Sometimes<br/><br/>Sometimes<br/><br/>Often<br/>Sometimes<br/><br/>Often<br/>Rarely<br/><br/>Sometimes<br/>Sometimes<br/><br/>Sometimes<br/><br/>Always<br/>Often<br/><br/>Rarely<br/><br/>Rarely</p> | <p>Strongly Disagree<br/>Agree<br/>Moderately Agree<br/><br/>Agree<br/><br/>Agree<br/><br/>Moderately Agree<br/>Moderately Agree<br/>Moderately Agree<br/>Strongly Agree<br/>Agree<br/><br/>Strongly Agree<br/>Moderately Agree<br/>Moderately Agree<br/><br/>Strongly Agree<br/>Moderately Agree<br/>Moderately Agree<br/><br/>Moderately Agree</p> |



|           |           |                   |
|-----------|-----------|-------------------|
| No answer |           |                   |
| Rarely    | Sometimes | Moderately Agree  |
| No answer |           |                   |
| Rarely    | Rarely    | Moderately Agree  |
| No answer |           |                   |
| No answer |           |                   |
| Sometimes |           | Moderately Agree  |
| No answer |           |                   |
| No answer |           | Agree             |
| No answer |           |                   |
| Never     | Never     | Agree             |
| No answer |           |                   |
| Never     | Often     | Moderately Agree  |
| No answer | Sometimes | Disagree          |
| No answer |           |                   |
| No answer |           |                   |
| Often     | Rarely    | Agree             |
| Rarely    | Often     | Agree             |
| No answer |           |                   |
| Never     | Never     | Strongly Agree    |
| No answer |           |                   |
| Sometimes | Often     | Moderately Agree  |
| No answer |           |                   |
| Sometimes | Sometimes | Agree             |
| No answer |           |                   |
| Sometimes | Sometimes | Moderately Agree  |
| Rarely    | Sometimes | Moderately Agree  |
| No answer |           |                   |
| No answer |           |                   |
| Sometimes | Sometimes | Agree             |
| Sometimes | Sometimes | Strongly Disagree |
| Rarely    | Sometimes | Agree             |
| Sometimes |           |                   |
| Often     | Sometimes | Moderately Agree  |
| No answer |           |                   |
| No answer |           |                   |
| No answer |           |                   |
| No answer | Sometimes |                   |
| No answer |           |                   |
| No answer | Rarely    | Moderately Agree  |
| Sometimes | Sometimes | Agree             |
| Sometimes | Rarely    | Agree             |
| Sometimes | Sometimes | Moderately Agree  |
| No answer |           |                   |
| No answer |           |                   |
| Sometimes | Sometimes | Disagree          |
| No answer |           |                   |
| No answer |           |                   |
| Sometimes |           | Moderately Agree  |
| Rarely    | Sometimes | Agree             |

|           |           |                     |
|-----------|-----------|---------------------|
| Sometimes | Never     | Strongly Agree      |
| No answer | Sometimes | Moderately Agree    |
| Sometimes | Sometimes | Moderately Agree    |
| Sometimes | Sometimes | Moderately Agree    |
| No answer |           |                     |
| No answer |           |                     |
| Sometimes | Rarely    | Moderately Disagree |
| Sometimes | Often     | Agree               |
| Rarely    | Always    | Moderately Agree    |
| No answer |           |                     |
| No answer |           |                     |
| No answer | Always    | Strongly Agree      |
| Rarely    | Rarely    | Agree               |
| Often     | Rarely    | Moderately Agree    |
| No answer |           |                     |
| No answer |           |                     |
| No answer |           |                     |
| Sometimes | Often     | Moderately Agree    |
| Never     | Often     | Moderately Agree    |
| No answer |           |                     |
| Never     | Never     | Moderately Agree    |
| Sometimes | Sometimes | Moderately Disagree |
| Often     | Rarely    | Moderately Disagree |
| Rarely    | Sometimes | Moderately Agree    |
| Rarely    | Often     | Moderately Agree    |
| Often     | Always    | Agree               |
| No answer |           |                     |
| No answer |           |                     |
| Sometimes | Sometimes | Agree               |
| Sometimes | Often     | Disagree            |
| Rarely    | Sometimes | Strongly Agree      |

| <p><b>Q. 32 B Please select your stance on the following statements.</b></p> <p><b>Please choose one of the following answers for each statement. [When I read archaeological literature across all sub-disciplines, I see a commonly shared bank of concepts and terminology.]</b></p> | <p><b>Q. 32 C Please select your stance on the following statements.</b></p> <p><b>Please choose one of the following answers for each statement. [I think that archaeologists in my sub-discipline(s) share common core concepts and terminology.]</b></p> | <p><b>Q. 32 D Please select your stance on the following statements.</b></p> <p><b>Please choose one of the following answers for each statement. [When I read archaeological literature in my sub-discipline(s), I see a commonly shared bank of concepts and terminology.]</b></p> |
|---|---|--|
| Agree   | Strongly Disagree   | Agree  |
| Moderately Agree  | Agree   | Moderately Agree   |
|   | Moderately Agree  |  |
| Agree   | Agree   | Agree  |
|   |   |  |
| Agree   | Strongly Agree  | Strongly Agree   |
| Moderately Agree  | Moderately Agree  | Moderately Agree   |
| Moderately Agree  | Moderately Agree  | Moderately Agree   |
| Moderately Agree  | Moderately Agree  | Moderately Agree   |
| Strongly Agree  | Strongly Agree  | Strongly Agree   |
| Agree   | Strongly Agree  | Strongly Agree   |
| Strongly Agree  | Strongly Agree  | Agree  |
| Agree   | Agree   | Moderately Agree   |
| Moderately Disagree   | Agree   | Agree  |
| Strongly Agree  | Strongly Agree  | Strongly Agree   |
|   |   |  |
| Moderately Agree  | Moderately Agree  | Moderately Agree   |
| Disagree  | Moderately Disagree   | Moderately Agree   |
| Moderately Agree  | Agree   | Agree  |
|   |   |  |
| Agree   | Agree   | Agree  |

|                     |                     |                     |
|---------------------|---------------------|---------------------|
| Moderately Agree    | Moderately Agree    | Moderately Agree    |
| Moderately Agree    | Agree               | Agree               |
| Moderately Agree    | Moderately Agree    | Strongly Agree      |
| Agree               | Agree               | Agree               |
| Agree               | Agree               | Agree               |
| Disagree            | Moderately Agree    | Moderately Agree    |
| Moderately Disagree | Moderately Agree    | Agree               |
| Agree               | Agree               | Agree               |
| Agree               | Agree               | Agree               |
| Strongly Agree      | Agree               | Agree               |
| Moderately Agree    | Agree               | Agree               |
| Moderately Agree    | Agree               | Moderately Agree    |
| Moderately Agree    | Moderately Agree    | Moderately Agree    |
| Moderately Agree    | Moderately Agree    | Moderately Agree    |
| Agree               | Agree               | Agree               |
| Moderately Disagree | Disagree            | Moderately Disagree |
| Agree               | Agree               | Agree               |
| Agree               | Agree               | Agree               |
| Moderately Agree    | Moderately Disagree | Moderately Disagree |
| Agree               | Moderately Agree    | Moderately Agree    |
| Moderately Agree    | Moderately Agree    | Moderately Agree    |
| Moderately Agree    | Agree               | Agree               |
| Disagree            | Moderately Agree    | Moderately Agree    |
| Moderately Agree    | Moderately Agree    | Moderately Agree    |
| Agree               | Agree               | Agree               |

|                     |                  |                     |
|---------------------|------------------|---------------------|
| Agree               | Agree            | Agree               |
| Moderately Agree    | Disagree         | Moderately Disagree |
| Agree               | Agree            | Agree               |
| Moderately Agree    | Moderately Agree | Moderately Agree    |
|                     |                  |                     |
| Moderately Disagree | Moderately Agree | Moderately Agree    |
| Agree               | Moderately Agree | Moderately Agree    |
| Moderately Agree    | Moderately Agree | Moderately Agree    |
|                     |                  |                     |
| Agree               | Agree            | Agree               |
| Moderately Agree    | Moderately Agree | Agree               |
|                     |                  |                     |
| Agree               | Agree            | Agree               |
| Moderately Agree    | Moderately Agree | Moderately Agree    |
|                     |                  |                     |
| Moderately Agree    | Agree            | Agree               |
| Moderately Agree    | Moderately Agree | Moderately Agree    |
| Moderately Agree    | Strongly Agree   | Strongly Agree      |
| Moderately Agree    | Moderately Agree | Moderately Agree    |
| Moderately Agree    | Moderately Agree | Moderately Agree    |
| Moderately Agree    | Agree            | Agree               |
|                     |                  |                     |
| Moderately Agree    | Agree            | Agree               |
| Moderately Disagree | Moderately Agree | Moderately Agree    |
| Strongly Agree      | Strongly Agree   | Strongly Agree      |

| Q. 33 What three resources do you most frequently use to define concepts and/or terms- Please list up to three resources. Please be as specific as possible. [] | What three resources do you most frequently use to define concepts and/or terms- Please list up to three resources. Please be as specific as possible. [] | What three resources do you most frequently use to define concepts and/or terms- Please list up to three resources. Please be as specific as possible. [] |
|---|---|---|
|---|---|---|

Shawn and Adela

google

handbooks

Discussion with colleagues

Code of Practice for Archaeological Investigation of Aboriginal Objects in NSW

The OEH Code of Practice

Govt regs

ICOMOS terms

technical (ie non-archaeological)

site reports; monographs; journals

I do not restrict my use of resources to three main resources

for Archaeological Science: record For age ranges and names for periods: regionally specific site records

Sorry, this is a comment on Question Answered in an earlier question

Holdaway and Stern, A Record In Stone (2004), Lithics handbook

Burke, H., & Smith, Claire. 2004. Museum-of-London. 1994. Archaeological Site Manual, book

journal articles

textbooks

wikipedia for mathematics but not

Pickard, J 2009 Illustrated glossary of Australian rural fence terms NSW Heritage Office (free download)

The OEH guidelines listed previously - these prescribe the way terms and concepts must be applied

Journals

Online Resources

Textbooks

Holdaway & Stern (2004), A Record in Stone, Textbook

Online resources

Manuals

Books

textbooks

manuals

online resources

Penguin dictionary of archaeology

current peer reviewed publications

Lyman, 1994, Vertebrate Taphonomy, textbook

Past reports

seriously, if you want me to answer these types of questions you need to pay me for my time.

journals

monographs

statutory criteria/definitions

Government regulations

Organisational Policies and Pro Journals (AAA)

NSW Heritage Act definitions    NSW Heritage Council Guidelin The Burra Charter  
major published site reports and monographs

Steffy, R. (2011), Illustrated Glc McGrail, S. (2004), Boats of the Refer earlier comments

NSW Heritage Manual - NSW F Illustrated Burra Charter - Australia

Manual relating to research type

Too many to write here!

My own work.

Dever and Lance 1978 Manual of Archaeological Field Work

Holdaway and Stern (2004) Archaeology and the Environment, 2nd ed. DAA, Western Australia. Site de  
Holdaway & Stern (2004), Archaeology Online geology websites - variety  
Renfrew, Bahn (2012): Archaeology: Theories, Methods, and Practice

government regulations, textbooks, journals

handbooks eg Hayes, J. 1972, Archaeology: A Guide to the Study of the Past  
Word of mouth

<http://eol.org>

<http://uberon.org>

<http://collection.britishmuseum.org>

publications (especially monographs) publications of respected academics  
discussions with colleagues  
E. Harris (1979 and later), Principles of Archaeology Data Service and Digital Antiquity (2013), Guides to  
Google "define:..." search



| <p><b>Q. 34 When does the standardisation of terminology become most important-Please choose one of the following answers.</b></p>   | <p><b>When does the standardisation of terminology become most important-Please choose one of the following answers. [Other]</b></p> | <p><b>Q. 35 Thank you for participating in our survey. If you have any further comments please enter them in comment box below. If you wish for a reply, further information or to be updated on the progress of this project, please leave an email address.</b></p> |
|--|--|---|
| <p>Other<br/>At publication<br/>At data creation</p> <p>At data creation</p> <p>At data creation</p> <p>At data analysis</p> <p>During writing<br/>At data creation</p> <p>At data creation<br/>At data creation</p> | <p>All of the above, as they're disti</p>  | <p>Oh, I was expecting this to be fa<br/>Well done Corinne &amp; Georgia!</p> <p>practitioners should in fact</p> <p>update me on results please at</p> <p>Some of the options for response</p>   |
| <p>Other<br/>During writing<br/>At data creation</p> <p>During writing</p> <p>At data creation<br/>At data creation</p>  | <p>All times - creation is critical for the recognition but since everyt</p> <p>A major problem in Australian a</p>                  | <p>help you. I'm not a</p>  |
| <p>Other</p> <p>During writing</p>   | <p>When seeking approvals from the regulator - non compliance w</p>  |   |

|   |                                     |
|---|-------------------------------------|
| At data creation  |                                     |
| At data creation  | Thanks for organising a useful s    |
| During writing  | I would like for a dictionary/lexic |
| At data creation  |                                     |
| At data creation  | gvines@biosis.com.au                |
| At data analysis  |                                     |
| At data creation  |                                     |
| During writing  |                                     |
| At data analysis  |                                     |
| During writing  |                                     |
| At data creation  |                                     |
| During writing  |                                     |
| At data creation  |                                     |
| simply don't have the time to look up these things and arcaheologists and teachers don't work I |                                     |
| At data creation  |                                     |
| At data creation  |                                     |
| At data creation  |                                     |
| At data creation  |                                     |
| During writing  | My job is mainly in the resource    |
| At data creation  |                                     |
| At data creation  | Many of the questions are far to    |
| At data creation  |                                     |
| At data creation  | In Australia, a standardised rep    |
| At data creation  |                                     |
| At data analysis  | lhaglund@ozemail.com.au             |
| At data creation  | I found many of the questions to    |

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| At publication   | In general this survey seemed t      |
| At data creation |                                      |
| During writing   |                                      |
| At data creation |                                      |
| At data creation | where I felt your survey was a       |
| At data creation |                                      |
| At data creation |                                      |
| During editing   |                                      |
| At data analysis | Yes, I would like to stay updated    |
| At data creation |                                      |
| At publication   |                                      |
| At data creation |                                      |
| During writing   | people use, teaching and             |
| During writing   |                                      |
| At data creation | I'd be careful on how standards      |
| At data creation |                                      |
| At data creation | I think it's worth reiterating -- be |
| At data creation | this issue! Sorry to answer so       |
| At data creation |                                      |

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| gggrimwade@bigpond.com  |  |  |
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| ding were limiting  |  |  |
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| ning after that depends on it they can't be separated.  |  |  |
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| rchaeology is the difference between training for indigenous and historical archaeology. Training |  |  |
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| ith their prescribed terminology can lead to rejection of permit applications & can compromise pr |  |  |
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| on of concepts and terms to be made available. Preferably a hardback book and an online inter     |  |  |
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| industry ensuring cultural heritage items and sites of significance are protected from damage d   |  |  |
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| o simplistic and cannot address the evolvingf subtleties of archaeological method, theory and pr  |  |  |
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| orting and recording system and vocabulary is urgently needed. Likewise an online repository fo   |  |  |
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| o be a bit difficult to answer. For instance, the question asking which texts I most commonly use |  |  |

o me to apply to scholars far more junior than I. I'm not sure how helpful my input can be.

d on the progress of this project. E-mail: nadetok@yahoo.com

get implemented. Standards can be hugely helpful, but they need to be contestable. Publishing

cause I suspect I'm not alone in this -- that although I favor standardization in theory and am strong

[illegible]





[illegible]

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| Having it in book form is also very important.   |  |  |
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| ving significance. My reports to the Traditional Owners and management have to be modified to      |  |  |
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| and cultural archive to be deposited and publically available is also require. I applaud the FAIM: |  |  |
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| on a regular basis for different terms. Other questions needed drop down menus to standardise y    |  |  |

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| mean we've run out of interesting research problems. :) |  |  |
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the different terms different projects insist on applying for the idea of archaeological context). I th

[illegible]

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| I think it's much better to foster a more distributed ecosystem but provide mappings to common co |  |  |
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| concepts and/or common points of reference, so that datasets can be loosely coupled rather than c |  |  |
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| Is up with a lot of competing and incompatible standards, to which different camps adhere. |  |  |
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