



GCSE (9–1)

History B (Schools History Project)

J411/21: History Around Us

General Certificate of Secondary Education

Mark Scheme for June 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.
- 4 You are reminded that you have access to information about the chosen site submitted by each candidate's centre, and that you must refer to this if you are in any doubt about details included in the candidate's answers.

<p>Question 1–20 marks (✎)</p> <p>‘The development of the site over time has made it impossible for historians to understand when and why people first created it.’ How far would you say this is true for your site? Use physical features of the site as well as your knowledge to support your answer.</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p> <p>AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them(AO1)</p> <p>These are used to support a sustained, consistently focused and convincing explanation that shows a sophisticated understanding of second order concepts appropriate to the question (AO2)</p> <p>Analyses in detail a range of specific and appropriate features of the site and evaluates these thoroughly to reach a consistent, plausible, and very well-substantiated answer to the specific question (AO3).</p>	<p><i>The question focuses on criteria b and n. It allows candidates to draw on criteria a, c, j and l.</i></p> <p><i>The response should focus on how changes to the site present challenges for historians studying when and why people first created the site.</i></p>
<p>Level 4 (13–16 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1)</p> <p>These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2).</p> <p>Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).</p>	<p><i>Grounds for agreeing will need to consider how the site has changed, with reference to the physical features. Responses are likely to identify key developments and changes in use that have led to alterations.</i></p> <p><i>Grounds for disagreeing will need to consider how historians use a range of evidence in making claims about the site’s origins; physical remains at the site (including any archaeological evidence) should be considered, whilst comparisons to other, similar sites may also be made.</i></p>
<p>Level 3 (9–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristic of the past of the site and/or its historical context in ways that show some understanding of them (AO1);</p> <p>These are used to support an explanation that shows sound understanding of second order concepts appropriate to the question (AO2).</p> <p>Analyses a range of appropriate features of the site and evaluates these to reach a plausible and substantiated answer to the specific question (AO3).</p>	<p><i>Responses may also consider the site’s location within its surroundings as evidence, ways in which the site may have changed and how that presents a challenge to historians studying its origins, but also how the physical remains can help overcome these difficulties. The strengths of the physical remains may be used to address ‘how far’; benefits of studying the site may be referred to but should not detract from the main thrust of the response which should be on the extent of challenges. A feature of higher level responses will be an assessment of the physical remains as evidence to show how much can be determined about when and why it was created; there may also be an awareness of the relative strengths and</i></p>
<p>Level 2 (5–8 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1);</p> <p>These are used to support an explanation that shows some understanding of second order concepts appropriate to the question (AO2).</p> <p>Identifies, with some explanation, some appropriate features of the site and uses these to give a generally plausible, supported answer to the specific question (AO3).</p>	

<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2). Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>	<p><i>limitations of the claims that can be made about the site's origin.</i></p> <p><i>Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question. For example, criterion (I): questions that the physical remains of the site prompt and how historians frame these as valid historical enquiries about the site's origin.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	<p><i>Responses that deal with aspects of the question separately without addressing how they relate to each other, (in this case, for example, discussing when the site was created without linking to the challenges of studying the historic environment) should not be awarded marks above Level 1.</i></p> <p><i>The second order historical concepts here are causation and consequence i.e. reasons for the site's first creation, the effect of changes to the site's physical features and the use of evidence in arriving at claims. Also, significance, in terms of the physical remains and their strengths and limitations as evidence within a valid historical enquiry.</i></p>


Question 1 – 20 marks	
'The development of the site over time has made it impossible for historians to understand when and why people first created it.' How far would you say this is true for your site? Use physical features of the site as well as your knowledge to support your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Level 5 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g.</p> <p><i>As Level 4 but with three points of support on one side or 2-1 in a balanced answer.</i></p> <p>Nutshell: Balanced or one-sided argument; three explained points of support</p> <p>NOTE 1: Answers at L5 may attempt more than three points but only provide explicit supporting evidence for three.</p>
Level 4 (13-16 marks)	<p>Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>I agree with the statement. Since the site began in X the following things have happened which have changed the site These changes have covered up [TWO features which could provide evidence about why site created – features should be named and also explained how they provide evidence of why site was created]</i></p> <p>Nutshell: One sided argument, two explained points of support</p> <p>Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>I partly agree with the statement. Since the site began in X the following things have happened which have changed the site These changes have covered up [feature should be named and also explained how it provides evidence of why site was created]</i></p> <p><i>On the other hand, I don't agree with the statement. Even though there have been changes, historians could use other ways to find out about why people created the site. For example ... [one of] archaeological evidence; aerial photographs; written sources such as Methods should refer to specific findings which have been made at the site.</i></p> <p>Nutshell: Balanced argument; one explained point on each side</p> <p>NOTE: Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two</p>
Level 3 (9-12 marks)	<p>Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>I agree with the statement. Since the site began in X the following things have happened which have changed the site These changes have covered up [feature should be named and also explained how it provides evidence of why site was created]</i></p> <p>OR</p> <p><i>I don't agree with the statement. Even though there have been changes such as [example(s)]</i></p> <p><i>Historians could use other ways to find out about why people created the site. For example ... [one of] archaeological evidence; aerial photographs; written sources such as Methods should refer to specific findings which have been made at the site</i></p> <p>Nutshell: One sided argument; one explained point of support</p> <p>NOTE: Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one</p>
Level 2 (5-8 marks)	<p>Level 2 answers will typically describe the changes which have taken place at the site but fail to construct an argument relevant to the question e.g.</p> <p><i>I agree with the statement. Since the site began in X the following things have happened which have changed the site</i></p> <p>Nutshell: Description of changes, no argument</p>
Level 1 (1-4 marks)	<p>Level 1 answers will typically assert an answer with little or no development or explanation eg</p> <p><i>I agree with the statement. The site is all built up now you cannot tell anything about why it started.</i></p> <p>Nutshell: Assertion without support or development</p>
0 marks	

Question 2 – 20 marks (✎) Explain why the physical features of your site have changed over time. Use physical features of the site as well as your knowledge to support your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set
Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them(AO1) These are used to support a sustained, consistently focused and convincing explanation that shows a sophisticated understanding of second order concepts appropriate to the question (AO2) Analyses in detail a range of specific and appropriate features of the site and evaluates these thoroughly to reach a consistent, plausible, and very well-substantiated answer to the specific question (AO3).	<i>The question focuses on criteria c and d. It also allows candidates to draw on criteria e, f, g and h.</i> <i>The response should focus on why changes in the use of the site have effected changes to the physical features; this might draw on physical remains today as well as interpretations of how it may have appeared in the past. Responses may be specific to the particular site, e.g. the developments of the tunnels at Dover in relation to their use during Operation Dynamo; or the crenellating of Bodium in response to the threat of French invasion during the reign of Richard II.</i> <i>Alternatively, it might use changes to the site to illustrate broader national changes in use, e.g. relating developments at Fountains Abbey to the changes in monasticism across the Medieval period or explaining physical changes at a site as a consequence of changed use following the Reformation. Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i>
Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1) These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2). Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).	<i>A feature of higher level responses will be an appreciation of the site throughout its history, incorporating several different phases if applicable to that site. There may also be reference at the higher levels as to the extent of physical changes in different periods of the site's history.</i> <i>Responses that deal with aspects of the question separately without addressing how they relate to each</i>
Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristic of the past of the site and/or its historical context in ways that show some understanding of them (AO1); These are used to support an explanation that shows sound understanding of second order concepts appropriate to the question (AO2). Analyses a range of appropriate features of the site and evaluates these to reach a plausible and substantiated answer to the specific question (AO3).	
Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1); These are used to support an explanation that shows some understanding of second order concepts appropriate to the question (AO2). Identifies, with some explanation, some appropriate features of the site and uses these to give a generally plausible, supported answer to the specific question (AO3).	

<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2). Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>	<p><i>other, (in this case, for example, describing the development of a physical feature without linking it to a specific change at a particular point in time) should not be awarded marks above Level 1.</i></p> <p><i>The second order historical concepts here are change and significance (i.e. answers may explain how physical features reveal major developments, trends and turning points).</i></p>
<p>0 marks No response or no response worthy of credit.</p>	

Q2 notes for SSU (arising from Assessment Marker check)

Although it might appear that Q2 is simpler, there is a similar level of demand in the question because it is a question about causation, not about change. To ask what the biggest change was would be a question about change but we are actually asking candidates to identify physical changes which have taken place and rather than explain how great a change they were (which would be a legitimate but different question) we are asking candidates to explain why those changes took place. At the top level candidates could explain why those changes took the particular form they did as opposed to alternative changes which might have come about (eg in many castles there was a shift to earthworks rather than stone defences because earthworks were better at absorbing cannon fire). So in fact we asking candidates to juggle at least two ideas.

Question 2 – 20 marks 	
Explain why the physical features of your site have changed over time. Use physical features of the site as well as your knowledge to support your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Level 5 answers will typically describe THREE changes in the site explain the reasons for the changes e.g. <i>Two examples as per L3</i> Nutshell: Explanation of how THREE specific factors led to specific changes OR explanation of how THREE changes were responses to specific factor(s) OR valid combination NOTE For Level 5 it is acceptable for candidates to argue that one factor caused TWO OR THREE changes, as long as the response clearly explains THREE causal connections</p> <p>Alternatively, Level 5 answers will identify THREE factors and explain how specific factors led to specific changes eg <i>Two examples as per Alternative L3</i> Nutshell: Explanation of how specific factor led to specific change (or how change was response to factor) NOTE 2 Candidate responses may combine aspects of Level 5 and Alternative Level 5. This is valid if THREE causal connections are explained in some format</p>
Level 4 (13-16 marks)	<p>Level 4 answers will typically describe TWO changes in the site and explain the reasons for the changes e.g. <i>Two examples as per L3</i> Nutshell: Explanation of how TWO specific factors led to specific changes OR explanation of how TWO changes were responses to specific factor(s) OR valid combination NOTE For Level 4 it is acceptable for candidates to argue that one factor caused two changes, as long as the response explains TWO causal connections</p> <p>Alternatively, Level 4 answers will identify TWO factors and explain how specific factors led to specific changes eg <i>Two examples as per Alternative L3</i> Nutshell: Explanation of how specific factor led to specific changes (or how changes were response to factor) NOTE 2 Candidate responses may combine aspects of Level 4 and Alternative Level 4. This is valid if TWO causal connections are explained in some format</p>
Level 3 (9-12 marks)	<p>Level 3 answers will typically describe change(s) in the site and explain the reason for the changes e.g. <i>There have been many changes to Site X. Between DATE and DATE the following changes happened</i> <i>Change A was a response to ... [specific factor(s) such as but not limited to the threat of; environmental change; economic change; political upheaval; change of use]</i> <i>Change A took the form of This was done because [explains how this change was an attempt to respond to the factor identified</i> Nutshell: Explanation of how specific factor led to specific change (or how change was response to factor)</p> <p>Alternatively, Level 3 answers will identify factors and explain how specific factor led to a specific change eg <i>There have been many changes to Site X. The change(s) happened because [specific factor(s) such as but not limited to the threat of; environmental change; economic change; political upheaval; change of use]</i> For example, Change A involved DETAIL so that the site / people could tackle FACTOR by [doing whatever Change A was]</p> <p>Nutshell: Explanation of how specific factor led to specific change (or how change was response to factor)</p> <p>NOTE The two alternative levels are essentially different means of organizing / expressing a response and there may be overlap – the essential point is whether candidate clearly shows the causal connection between a factor and a change</p>

<p>Level 2 (5-8 marks)</p>	<p>Level 2 answers will typically describe changes in the site and identify but not explain the reasons for the changes e.g. <i>There have been many changes to Site X. Between DATE and DATE the following changes happened</i> <i>Change A was a response to ... [specific factor(s) such as but not limited to the threat of; environmental change; economic change; political upheaval; change of use]</i></p> <p>Nutshell: Description of changes, no argument</p> <p>Alternatively, Level 2 answers will identify reasons for change but fail to identify the resultant changes in the site e.g. <i>There have been many changes to Site X. The change(s) happened because</i> [specific factor(s) such as but not limited to the threat of; environmental change; economic change; political upheaval; change of use]</p> <p>Nutshell: Identification of reasons,</p>
<p>Level 1 (1-4 marks)</p>	<p>Level 1 answers will typically describe the site OR identify changes to the site eg <i>Site X was created in Location Y in order to</i> OR <i>This site was once a fortress but is now a home</i></p> <p>Nutshell: Assertion without support or development</p>
<p>0 marks</p>	

Question 3–20 marks (✎) Choose one period in the history of your site. How far do you think your site was a typical example of its type at this time? Use physical features of the site as well as your knowledge to support your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set
Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them(AO1) These are used to support a sustained, consistently focused and convincing explanation that shows a sophisticated understanding of second order concepts appropriate to the question (AO2) Analyses in detail a range of specific and appropriate features of the site and evaluates these thoroughly to reach a consistent, plausible, and very well-substantiated answer to the specific question (AO3).	<p><i>The question focuses on an aspect of criterion g and criterion j. It also allows candidates to draw on criteria f, h and k.</i></p> <p><i>The response should focus on the typicality of the site at a particular time in the site's past. Responses may identify a time of peak activity or major development and evaluate its typicality. Responses may include how the site has been used in comparison to other similar sites e.g. the extent to which the expansion at Hampton Court Palace in the 1530s and 1540s was typical of Henry VIII's Renaissance Palace building; or between Edward I's castle building at Rhuddlan from 1277 and his other castle building in North Wales. It may also assess typicality by how the site reveals everyday life, attitudes and values of particular people at a particular point in time, e.g. explaining how the addition of a chantry chapel to a particular parish church by a local religious guild during the fifteenth century was typical in relation to beliefs, attitudes and practices at the time or how the bath and steam room at Chester Roman Fort on Hadrian's Wall reveals everyday life in 2nd Century Roman Britain or the wider Empire. A feature of higher-level responses will be the greater development of 'how far' the site is typical for the chosen time period (evaluation of typicality); there may even be an appreciation in the best responses linking the level of significance of the period chosen to the extent of typicality in the site overall.</i></p>
Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1) These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2). Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).	<p><i>Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i></p>
Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristic of the past of the site and/or its historical context in ways that show some understanding of them (AO1); These are used to support an explanation that shows sound understanding of second order concepts appropriate to the question (AO2). Analyses a range of appropriate features of the site and evaluates these to reach a plausible and substantiated answer to the specific question (AO3).	
Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1); These are used to support an explanation that shows some understanding of second order concepts appropriate to the question (AO2). Identifies, with some explanation, some appropriate features of the site and uses these to give a generally plausible, supported answer to the specific question (AO3).	

<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2). Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>	<p><i>Responses that deal with aspects of the question separately without addressing how they relate to each other, (in this case, for example, generically considering the typicality of the site without making comparisons at a specific point in time; or writing about a major development in the site's past, but not considering typicality at the same time) should not be awarded marks above Level 1.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	<p><i>The second order historical concepts here are, firstly, significance in terms of the choice of a specific time period and how this relates to typicality; similarity and difference are also likely to feature. Depending on the choice of development, change may also be considered, for example, if the use of the site changed during the time chosen by the candidate.</i></p>

Question 3 – 20 marks	
Choose one period in the history of your site. How far do you think your site was a typical example of its type at this time? Use physical features of the site as well as your knowledge to support your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Level 5 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g.</p> <p><i>As Level 4 but with three points of support on one side or 2-1 in a balanced answer.</i></p> <p>Nutshell: Balanced or one-sided argument; three explained points of support</p> <p>NOTE 1: Answers at L5 may attempt more than three points but only provide explicit supporting evidence for three.</p>
Level 4 (13-16 marks)	<p>Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>In the period X, Site Y was fairly typical in that [explains and supports typicality based on TWO criteria such as activities on site; physical change/development; purpose/function; nature of inhabitants; change/continuity]</i></p> <p>Nutshell: One sided argument, two explained points of support</p> <p>Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>In the period X, Site Y was fairly typical in some ways in that [explains and supports typicality based on one criterion such as activities on site; physical change/development; purpose/function; nature of inhabitants; change/continuity]</i></p> <p><i>On the other hand, Site Y was unusual for this type of site in that [explains and supports typicality based on one criterion such as activities on site; physical change/development; purpose/function; nature of inhabitants; change/continuity]</i></p> <p>Nutshell: Balanced argument; one explained point on each side</p> <p>NOTE: Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two</p>
Level 3 (9-12 marks)	<p>Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>In the period X, Site Y was fairly typical in that [explains and supports typicality based on one criterion such as activities on site; physical change/development; purpose/function; nature of inhabitants; change/continuity]</i></p> <p>OR</p> <p><i>In the period X, Site Y was most unusual for this type of site in that [explains and supports typicality based on one criterion such as activities on site; physical change/development; purpose/function; nature of inhabitants; change/continuity]</i></p> <p>Nutshell: One sided argument; one explained point of support</p> <p>NOTE: Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one</p>
Level 2 (5-8 marks)	<p>Level 2 answers will typically describe the site in the relevant period but not address its typicality e.g.</p> <p><i>In the Period X, site Y was used for Z. We can see this from [physical evidence]</i></p> <p>Nutshell: Description of features, no argument</p>
Level 1 (1-4 marks)	<p>Level 1 answers will typically assert an answer with little or no development or explanation eg</p> <p><i>I choose Period X because my site was very typical of a [type of site] at this time</i></p> <p>Nutshell: Assertion without support or development</p>
0 marks	

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme 

<p>High performance <i>4–5 marks</i></p>	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<p>Intermediate performance <i>2–3 marks</i></p>	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<p>Threshold performance <i>1 mark</i></p>	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
<p>No marks awarded <i>0 marks</i></p>	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1/2/3 Answer two questions	5	5	10			20
SPaG					10	10
Total	10	10	20		10	50

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