



**GCSE (9-1)**

**History B Schools History Project**

**J411/21: History around us**

General Certificate of Secondary Education

**Mark Scheme for June 2024**

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It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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MARKING INSTRUCTIONS

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**PREPARATION FOR MARKING  
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders/PEs must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

| Descriptor                                            | Award mark                                                                                                |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| On the borderline of this level and the one below     | At bottom of level                                                                                        |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level                                                                                           |

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## 11. Annotations

| <i>Stamp</i>                                                                        | <i>Ref No.</i> | <i>Annotation Name</i> | <i>Description</i>                                                           |
|-------------------------------------------------------------------------------------|----------------|------------------------|------------------------------------------------------------------------------|
|    | 311            | Tick 1                 | Level 1                                                                      |
|    | 321            | Tick 2                 | Level 2                                                                      |
|    | 331            | Tick 3                 | Level 3                                                                      |
|    | 341            | Tick 4                 | Level 4                                                                      |
|    | 441            | Tick 5                 | Level 5                                                                      |
|    | 811            | SEEN                   | Noted but no credit given                                                    |
|    | 501            | NAQ                    | Not answered question                                                        |
|  | 1371           | H Wavy Line            | explanation at L3/4/5                                                        |
|  | 1681           | BP                     | Blank page                                                                   |
|  | 151            | Highlight              | Part of the response which is rewardable<br>(at one of the levels on the MS) |
|  | 11             | Tick                   | Tick                                                                         |

## 12. 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.

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

|                                                     |                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>High performance</b><br><b>4–5 marks</b>         | <ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>                                                  |
| <b>Intermediate performance</b><br><b>2–3 marks</b> | <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>                                                  |
| <b>Threshold performance</b><br><b>1 mark</b>       | <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul> |
| <b>No marks awarded</b><br><b>0 marks</b>           | <ul style="list-style-type: none"> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>                               |

**N.B. where NR is recorded for lack of response, SPaG for that question should also be NR, not 0.**

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Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

| SPaG mark awarded | Mark if candidate eligible for one third (e.g. grammar only) | Mark if candidate eligible for two thirds (e.g. grammar and punctuation only) |
|-------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------|
| 0                 | 0                                                            | 0                                                                             |
| 1                 | 0                                                            | 1                                                                             |
| 2                 | 1                                                            | 1                                                                             |
| 3                 | 1                                                            | 2                                                                             |
| 4                 | 1                                                            | 3                                                                             |
| 5                 | 2                                                            | 3                                                                             |

- If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- If a script has a **word processor cover sheet** **AND** a **scribe cover sheet** attached to it, see point a. above.
- If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at [srteam@ocr.org.uk](mailto:srteam@ocr.org.uk) who can check what access arrangements were agreed.
- If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

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| <b>Question 1–20 marks</b>  )<br>Explain how the physical features of your site could be used by someone to produce an <b>interpretation of the site</b> that <b>shows how it was used</b> at a significant point in its history.<br>Use physical features of the site as well as your knowledge to support your answer.                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Levels</b><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b><br><b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 10 marks</b>                                                                                                                                        | <b>Notes and guidance specific to the question set</b><br>.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Level 5 (17–20 marks)</b><br>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)<br>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)<br>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 d, e, m, l and h. It also allows candidates to draw on aspects of other criteria.</i><br><br><i>The response should focus on assessing the ways in which physical features of the site support particular valid interpretations of the site at a particular point in the site's history.</i><br><br><i>The interpretation(s) should focus on the use(s) of the site; the activities associated with the site may also be creditable if they refer to a 'use' or 'uses'. 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><br><br><i>The second order historical concept here is "interpretation" i.e. an awareness that the physical features of the site prompt questions and a range of possible interpretations about the past. A <b>sophisticated understanding</b> of interpretation will recognise the contingent nature of an interpretation.</i> |
| <b>Level 4 (13–16 marks)</b><br>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)<br>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).<br>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).                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Level 3 (9–12 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1);<br>These are used to support an explanation that shows sound understanding of second order concepts appropriate to the question (AO2).<br>Analyses a range of appropriate features of the site and evaluates these to reach a plausible and substantiated answer to the specific question (AO3).                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p><b>Level 2 (5–8 marks)</b></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><b>Level 1 (1–4 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1)</p> <p>This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2).</p> <p>Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>                                                                                          |  |
| <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |

**Question 1 – 20 marks** 

Explain how the physical features of your site could be used by someone to produce an **interpretation of the site** that **shows how it was used** at a significant point in its history.

Use physical features of the site as well as your knowledge to support your answer.

**Guidance and indicative content**

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Level 5</b><br/>(17-20 marks)</p> | <p>Level 5 answers will typically provide <b>THREE</b> developed explanations to show how current physical features could be used to produce a specific interpretation(s) showing how the site was used at a significant point.</p> <p><b>A developed explanation must include:</b></p> <ul style="list-style-type: none"> <li>• details of specific, current, physical feature(s)</li> <li>• explanation of <u>how</u> an artist/ author/ historian etc. would turn/ has turned the physical feature(s) into an interpretation(s) showing how it was used</li> </ul> <p><i>In the Sharrington Range at Dudley Castle stand the remains of the Great Hall. There are <b>the remains of four identical large windows</b>. We can also see <b>multiple fireplaces on the walls</b> as well as <b>fittings for wood panelling</b>. From this evidence, an <b>artist</b> could produce a picture of <b>Lord Dudley entertaining his guests</b> in the 1540s. The room would be <b>drawn flooded with light from the windows</b>. The guests would be <b>relaxing in luxury and comfort</b>, surrounded by the blazing <b>fires</b>.</i></p> <p><i>The Sharrington Range also has a large number of <b>Renaissance decorations</b>. We can see the remains of what must have been a <b>covered balcony connecting two towers</b>. Archaeology in the 1980s has revealed the <b>remains of classical columns</b>. A <b>guidebook writer</b> might use this evidence to explain how <b>Dudley was using the castle to show off his fashionable, renaissance modern tastes</b> as well as his wealth and privilege to those visiting the castle.</i></p> <p><i>We can recognise the kitchen by <b>its two huge fireplaces</b> which were used to cook food. In the third wall the <b>large arch is what remains of a serving hatch</b>. From this, an interpretation board for visitors could <b>show food being collected from the kitchen serving hatch by some finely-dressed servants and carried to the Great Hall</b> via the staircase behind the wooden barrier, further showing how Dudley used the <b>castle for entertainment to express his status</b> as a Tudor Lord. <b>[20]</b></i></p> <p><i>Answers which do not specify a specific interpretation should be given the lowest mark in the level. It is not necessary for candidates to give a specific interpretation for each explanation</i></p> |
| <p><b>Level 4</b><br/>(13-16 marks)</p> | <p>Level 4 answers will typically provide <b>TWO</b> developed explanations to show how current physical features could be used to produce an interpretation(s) showing how the site was used at a significant point.</p> <p><i>A reconstruction artist could produce an image of the Royal Albert Dock when it opened in 1846. Today, we can see how the <b>original warehouse buildings</b>, now used as shops, cafés and apartments, are <b>located immediately beside where the ships once moored</b>. So the artist could depict the ships moored right up against the warehouse walls and the <b>goods being removed by dock workers and taken directly into the warehouse</b>.</i></p> <p><i>Today, some of the dock's <b>original hydraulic cranes</b> (although no-longer used), are still situated next to the <b>former entrances on each floor</b>, which are now glazed for the offices and apartments. These remains would enable an artist to produce an interpretation of the warehouses <b>unloading the ships in the 1850s</b>. Assisting with the unloading would be <b>hydraulic cranes mounted</b> at the entrances on each floor of the warehouse <b>directly above the ship</b>. <b>[15]</b></i></p> <p><i>Answers which do not specify a specific interpretation should be given the lowest mark in the level. It is not necessary for candidates to give a specific interpretation for each explanation</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p><b>Level 3</b><br/>(9-12 marks)</p> | <p><b>Level 3 answers will typically provide ONE developed explanation to show how current physical features could be used to produce an interpretation(s) showing how the site was used at a significant point, e.g.</b></p> <ul style="list-style-type: none"> <li>• A <b>historian</b> could use the remains of the Berlin Wall to argue that the Wall was designed to keep East Germans in rather than protect them from the West. This can be seen by examining the <b>watchtower location</b> at the East Side Gallery. It is built <b>away from the wall</b>, to survey and watch over the 'killing zone' on the East German side, which was mined and contained barbed wire. This differs from the West side of the wall, where Berliners could walk right up to the wall, showing how its intention was to prevent East Germans attempting to climb over. <b>[12]</b></li> <li>• An artist reconstructing London's <b>Bankside</b> during the Early Modern period would know to <b>depict the watermen operating a taxi service and taking gentlemen from the City to the bustling Southbank</b>. The remaining <b>Ferryman's Seat</b> is evidence of these hired <b>boatmen sitting and waiting</b> for their passengers to take them on the return trip to the City. <b>[10]</b>.</li> </ul> <p><i>Answers which do not specify a specific interpretation should be given the lowest mark in the level</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Level 2</b><br/>(5-8 marks)</p>  | <p><b>Level 2 answers will typically provide basic explanation(s).</b></p> <p><b>Basic explanations will typically include:</b><br/><b>Simple statement(s) of fact (no detail), about how current physical features could be used to produce interpretation(s) about its uses (5–6 marks for one example 7/8 for two or more.), e.g.</b></p> <ul style="list-style-type: none"> <li>• The remains at the Great Hall at Conisbrough Castle could be used by an artist to show how it was used for entertainment purposes in the middle ages. They could draw a great feast going on. <b>[5]</b></li> </ul> <p><b>OR</b><br/><b>Answers which explain what the physical features reveal about the site's use(s) at a significant point, without reference to any <u>interpretation</u> (7–8 marks), e.g.</b></p> <ul style="list-style-type: none"> <li>• In the Middle Ages, Fountains Abbey was a Cistercian monastery. The monks there used the site for study and prayer. We know this because its architecture is austere, to provide no distraction from prayer. For example, in the Nave, we can still see how the great stone pillars are large but plain, and the arches down the aisle have no decoration, being topped with a simple semi-circle. <b>[8]</b></li> </ul> <p><b>OR</b><br/><b>Answers which explain how the physical features could be used to produce an interpretation (e.g. about what it looked like), without reference to <u>uses</u> (7–8 marks), e.g.</b></p> <ul style="list-style-type: none"> <li>• At Dudley Castle, outside on the Sharrington Range on either side are the remains of two towers. The remains of the roof post holes in the left tower suggest that both towers once had lead roofs. An artist could use these remains to draw a picture of both towers, four stories high with fashionable lead Tudor pinnacle tower roofs. <b>[7]</b></li> </ul> |
| <p><b>Level 1</b><br/>(1-4 marks)</p>  | <p><b>Level 1 answers will typically identify or describe current, physical features of the site / or simply describe the history of the site (1–4 marks), e.g.</b></p> <ul style="list-style-type: none"> <li>• Huts 11, 11A and 11B can still be seen at Bletchley Park. <b>[1]</b></li> <li>• At Conisbrough, an artist could draw a round, stone keep, with six buttresses. There would draw curtain walls surrounding it. <b>[2]</b></li> </ul> <p><b>Alternatively, Level 1 answers will typically provide valid but generalised assertions (Max 1 mark per assertion), e.g.</b></p> <ul style="list-style-type: none"> <li>• A historian could use Canterbury Cathedral to argue that Christianity was significant in the medieval period.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>0 marks</b></p>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p><b>Question 2 – 20 marks</b>  )</p> <p>Choose <b>one</b> period in your site's history.<br/>         Explain what a study of your site reveals about the lives of different types of people at that time.<br/>         Use physical features of the site as well as your knowledge to support your answer.</p>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Levels</b><br/> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b><br/> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b><br/> <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 10 marks</b></p>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Level 5 (17–20 marks)</b><br/>         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)<br/>         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)<br/>         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><b>Notes and guidance specific to the question set</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Level 4 (13–16 marks)</b><br/>         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)<br/>         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).<br/>         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>The question focuses on criteria e and k. It also allows candidates to draw on criterion d.</i></p> <p><i>The response should focus on the lives of different kinds of people, in one particular period in the site's past. This may include the attitudes and values of people using the site. Responses should identify how specific features in the physical remains and/or other sources related to the site reveal these details about different people's lives.</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.</i></p> |
| <p><b>Level 3 (9–12 marks)</b><br/>         Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1);<br/>         These are used to support an explanation that shows sound understanding of second order concepts appropriate to the question (AO2).<br/>         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>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p><b>Level 2 (5–8 marks)</b><br/>         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);<br/>         These are used to support an explanation that shows some understanding of second order concepts appropriate to the question (AO2).<br/>         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><i>The second order historical concept here is “Diversity”. Candidates should focus on the diversity of people and activity at a certain point in the history of the site. Answers may also consider related concepts such as “change” within the period.</i></p> |
| <p><b>Level 1 (1–4 marks)</b><br/>         Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1)<br/>         This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2).<br/>         Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>                                                                                          |                                                                                                                                                                                                                                                                      |
| <p><b>0 marks</b><br/>         No response or no response worthy of credit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                      |

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**Question 2 – 20 marks** Choose **one** period in your site's history.

Explain what a study of your site reveals about the lives of different types of people at that time.

Use physical features of the site as well as your knowledge to support your answer.

**Guidance and indicative content**

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| <b>Level 5</b><br><b>(17-20 marks)</b> | <p>Level 5 answers will typically provide at least <b>THREE</b> developed explanations of what a study of the site reveals about the lives of different types of people in the chosen period.</p> <p>A developed explanation must include:</p> <ul style="list-style-type: none"> <li>• details of a physical feature(s) or other supporting evidence about the site</li> <li>• an explanation of what this reveals about the person/ people's lives</li> </ul> <p><b>NOTE: L5 responses MUST cover at least TWO different people/ groups.</b></p> <p><i>The remains of the first Fishbourne Palace excavated in the 1960s reveals a great deal about the lives of the different people that lived on the site, around 60-65 AD.</i></p> <p><i>Firstly, the size of the villa and quality of the numerous mosaics, wall paintings and sculptures suggest the palace was surrounded by an <b>extensive estate</b>. This means that many <b>hundreds of slaves</b> would have lived and worked on the estate. Excavations of the courtyard garden show that there were <b>formal borders, walkways and water fountains</b>. This shows that <b>slaves were specialising as gardeners and worked to maintained the grounds</b>.</i></p> <p><i>The presence of an earlier ornate wooden residence as the first palace was built suggests that the <b>owner</b> was in residence on the site at the time of construction. Whoever this was, from the remains of the palace, we know that they lived a <b>very wealthy and extravagant life</b>. The completed first palace included <b>private and public apartments, audience halls</b> and all the <b>elaborate decorations</b> expected of a Roman aristocrat.</i></p> <p><i>The sophisticated palace design further supports this point. The complexity of the <b>underfloor heating, many pools, fountains and water systems including the original bath suite</b> built into one corner of the first palace <b>would have involved skilled engineers</b> living and working on the site, possibly having come from Italy. This suggests a <b>comfortable life of luxury and prosperity</b> for those given such high-status positions. <b>[20]</b></i></p> |
| <b>Level 4</b><br><b>(13-16 marks)</b> | <p>Level 4 answers will typically provide <b>TWO</b> developed explanations of what a study of the site reveals about the lives of different types of people in the chosen period.</p> <p><b>NOTE: L4 response MUST cover at least TWO different people/ groups.</b></p> <p><i>A study of Conisbrough Castle reveals the <b>luxury and extravagance</b> in the lives of <b>Lords</b> in the Middle Ages. For example, we know from <b>manorial records</b> that <b>Thomas of Lancaster held a feast in 1319 which lasted for 2 days</b> and cost the equivalent of three years' rent for a small cottage. This is supported by the remains of a <b>pantry and buttery (between the kitchen and Great Hall)</b>, from where the food would be served for a grand feast.</i></p> <p><i>On the other hand, the site also reveals that <b>life was tough for children</b> working in the castle in the middle ages. For example, the castle has <b>numerous latrines with shafts</b> running down inside the wall to a cesspit at the bottom. <b>The size of the holes in the outside wall shows that only a child</b> could be sent to climb in and empty the cesspits. This tells historians that <b>working life was unpleasant</b> from a young age.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| Level 3<br>(9-12 marks) | <p>Level 3 answers will typically provide ONE developed explanation of what a study of the site reveals about the lives of one person/ group in the chosen period e.g.</p> <ul style="list-style-type: none"> <li>A study of St Bartholomew's Chapel on Cowley Road in Oxford is very revealing about the <b>role of religion in people's lives</b> in the medieval period. Originally the road was used by <b>pilgrims travelling from the city to the chapel</b>, particularly on the Saint's feast day in August. The pilgrims <b>left gifts as 'acts of charity' to help the work of the leper hospital</b> that surrounded the chapel. This shows how ordinary people <b>thought it was important to care for the sick and the poor.</b> <b>[11 marks]</b></li> <li>The canteen underground at the Regional Government HQ reveals the <b>scale of the number of people</b> that would have been <b>living underground</b> at times of threat during the Cold War. Although this space suggests that there was time for <b>relaxing and eating with colleagues</b>, it is still <b>underground</b> and must have been a <b>stressful environment</b> given the kind of work people were also doing. <b>[THRESHOLD – 9 MARKS]</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Level 2<br>(5-8 marks)  | <p>L2 answers will typically provide basic explanation(s):</p> <p>Basic explanations will typically include:</p> <p>Simple statement(s) of fact (no detail), about what the site reveals about the lives of one or more people/ groups of people (5–6 marks for one, 7-8 for two), e.g.</p> <ul style="list-style-type: none"> <li>The open fields to the south-west of the village of Wharram Percy show how villeins depended almost entirely on farming. <b>[5]</b></li> </ul> <p>OR</p> <p>Description of the lives of one or more people/ groups of people, <u>without</u> explaining <u>how a study of the site reveals</u> this (5–8 marks), e.g.</p> <ul style="list-style-type: none"> <li>The monks at Fountains Abbey would pray seven times a day in the Church according to the Rule of St Benedict. <b>[5]</b></li> <li>Everyday life at the bunker would have been stressful, living in secret below ground knowing that the population above faced the threat of nuclear attack. <b>[5]</b></li> </ul> <p>OR</p> <p>Identification/ description of the people/ groups of people associated with the site, <u>without</u> focus on their <u>lives</u> (5–8 marks), e.g.</p> <ul style="list-style-type: none"> <li>There was a range of military and civilian personnel at the nuclear bunker. Space was even provided for Government Ministers who may have attended the site at times of nuclear threat. <b>[6]</b></li> <li>Fishbourne Palace has a sophisticated design. The complexity of the underfloor heating would have involved skilled engineers living and working on the site. The elaborate colonnade also suggests the presence of a skilled architect with extensive knowledge of Roman Architecture. <b>[8]</b></li> </ul> |
| Level 1<br>(1-4 marks)  | <p>L1 answers will typically describe the site (1–4 marks), e.g.</p> <ul style="list-style-type: none"> <li>The remains of the Church at Fountains Abbey sits alongside the large monks' dormitory. <b>[1]</b></li> <li>Dale House in Coalbrookdale has rather modest original furnishings and is relatively bare of clutter like glassware and ornaments. <b>[2]</b></li> </ul> <p>Alternatively, L1 answers will typically provide valid but generalised assertions, e.g. (max 1 per assertion)</p> <ul style="list-style-type: none"> <li>Monks, abbots and lay brothers were very religious and went to church a lot.</li> <li>Cowley road was full of pilgrims.</li> <li>The slaves had to work hard.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 0 marks                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <b>Question 3–20 marks</b>  )<br>Choose <b>two</b> different points in your site's history.<br>Explain the ways in which the site <b>or</b> its uses changed between these two points.<br>Use physical features of the site as well as your knowledge to support your answer.                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Levels</b><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b><br><b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 10 marks</b>                                                                                                                                        | <b>Notes and guidance specific to the question set</b>                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Level 5 (17–20 marks)</b><br>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)<br>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)<br>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 criterion c. It also allows candidates to draw on criteria d, e, g and k.</i><br><br><i>The response should focus on the changes between two points in the site's past.</i><br><br><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>                                                 |
| <b>Level 4 (13–16 marks)</b><br>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)<br>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).<br>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>The second order historical concept here is "change". Sophisticated responses should identify how specific features in the physical remains of the site reveal these changes.</i><br><br><i>Changes could include: changes from the site's original use/ main purpose; changes in architectural design; later additions or adaptations to the fabric of buildings; changes in activities being carried out on the site.</i> |
| <b>Level 3 (9–12 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1);<br>These are used to support an explanation that shows sound understanding of second order concepts appropriate to the question (AO2).<br>Analyses a range of appropriate features of the site and evaluates these to reach a plausible and substantiated answer to the specific question (AO3).                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <p><b>Level 2 (5–8 marks)</b><br/>         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);<br/>         These are used to support an explanation that shows some understanding of second order concepts appropriate to the question (AO2).<br/>         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><b>Level 1 (1–4 marks)</b><br/>         Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1)<br/>         This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2).<br/>         Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>                                                                                          |  |
| <p><b>0 marks</b><br/>         No response or no response worthy of credit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |

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**Question 3–20 marks** (✎)Choose **two** different points in your site's history.

Explain the ways in which the site or its uses changed between these two points.

Use physical features of the site as well as your knowledge to support your answer.

**Guidance and indicative content**

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| <p><b>Level 5</b><br/>(17-20 marks)</p> | <p><b>L5 answers will typically provide developed explanation of THREE specific changes in the site and/or its uses between the two different points.</b></p> <p><b>A developed explanation must include:</b></p> <ul style="list-style-type: none"> <li>• detail/ evidence from point 1 (For L5, at least once – does not need to be repeated twice more)</li> <li>• valid identification of how the site/ its uses changed</li> <li>• supporting detail/ evidence from point 2 (for each change)</li> </ul> <p><i>Kenilworth Castle changed a great deal between the twelfth and seventeenth centuries.</i></p> <p><i>In the twelfth century, Kenilworth Castle was a <b>royal fortress, built to defend against rebellious barons</b>. Henry II built the stone walls of the inner bailey and a <b>stone gatehouse to garrison the castle during the Great Rebellion</b>. King John further fortified the castle by building Mortimer's Tower and Lunn's Tower, which had <b>arrow loops and a wall walk</b>. [setting up the original period – the three changes follow]</i></p> <p><i>However, by the fourteenth century, the <b>castle had become more of a palace than a fortress</b>, its function being to provide a comfortable home and show off the status of its owners. For example, <b>John of Gaunt added a new Great Hall, basing the design on his father's new hall at Windsor Castle</b>. We can see from the remains that the <b>windows are exceptionally high and delicate</b> and two of the original six fireplaces survive. The hall was clearly used for lavish hospitality.</i></p> <p><i>The castle <b>became even more extravagant</b> in the 1570s when the Earl of Leicester made further additions, designed to impress Elizabeth I. The remains of <b>Leicester's building</b> reveals what a showy structure it was. For example, we can see this huge, <b>four-storey building</b> included <b>lots of windows and glass</b>, designed to show off wealth. The tallest windows and the two large fireplaces indicate which was the principal floor.</i></p> <p><i>However, by the mid-1600s, after the Civil Wars, the castle was taken over by Parliament who ordered that the <b>Kenilworth be slighted</b>. The slighting <b>demolished the north-side of the great tower and parts of the outer curtain wall</b>. This meant that the castle was <b>no longer a defensive structure or the main status symbol and home</b> of a great baron or the King. [20 marks]</i></p> <ul style="list-style-type: none"> <li>• <b>NOTE 2: It is acceptable for candidates either:</b> <ul style="list-style-type: none"> <li>◦ to choose two points far apart in time, and examine changes which occurred in the interim (as in L5 example above) OR</li> <li>◦ to choose two distinct points and compare them thematically (as in L4 example below).</li> </ul> </li> </ul> |
| <p><b>Level 4</b><br/>(13-16 marks)</p> | <p><b>L4 answers will typically provide developed explanation of TWO specific changes in the site and/or its uses between the two different points.</b></p> <p><i>There were many changes at Rievaulx Abbey between the Middle Ages and the eighteenth century.</i></p> <p><i>In the Middle Ages, Rievaulx Abbey was a <b>Cistercian monastery</b>. At its peak in 1160, it probably had over 600 monks, lay brothers and servants. Their community was based around a disciplined, religious life. The <b>monks used the cloister for study and prayer</b>. However, under Henry VIII, the monasteries were suppressed and the <b>Abbey therefore no longer had a religious purpose</b>. By the eighteenth century it had become a <b>popular subject for artists like Thomas Girtin</b>, and later, a destination for writers and tourists, who came to view the ruins.</i></p> <p><i>The site's <b>appearance</b> also changed between these points. In the middle ages, the Abbey was a <b>vast and stunning complex</b>. It included the cloister, as well as</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                         | kitchens, refectory and infirmary. The <b>Presbytery</b> was three storeys high and included the sanctuary and the monks' choir. However, after the Suppression, the lands were sold to Thomas Manners and the <b>buildings making up the core of the monastery were destroyed. He sold the roof timbers and fittings along with the best window glass.</b> <b>[14 MARKS]</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Level 3<br>(9-12 marks) | <p>L3 answers will typically provide developed explanation of ONE specific change in the site and/or its uses between the two different points.</p> <ul style="list-style-type: none"> <li>In the middle ages, Framlingham Castle was a <b>defensive stronghold</b>. Roger <b>Bigod II</b> had expanded the castle and rebuilt it with stone walls, <b>multiple towers, a gatehouse and defensive ditches</b>. However, during the Tudor period, it became much more of a <b>prestige home</b>, under the Howard family. <b>Ornate chimneys</b> were added, as well as <b>windows in the outer walls</b>, which were no longer for defensive purposes. <b>[10 MARKS]</b></li> <li>The village of Styal was completely different in the Victorian period to the Tudor period. In the <b>late sixteenth century, it was home to a thriving agricultural community and a cattle market</b> had been established. However, in <b>1784, a water powered mill was built</b> to spin cotton for Samuel Greg's weaving shed at Eyam along with other spinning rooms. Due to increased demand for cotton, the mill grew in size and by the middle of the 1800s, <b>steam had been introduced and Greg had built cottages, terraced housing and shops</b> for his workers. <b>[11 marks]</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Level 2<br>(5-8 marks)  | <p>L2 answers will typically provide basic explanation(s):</p> <ul style="list-style-type: none"> <li>valid identification of how the site/ its uses changed</li> <li>supporting detail/ evidence <u>from one point only</u></li> <li>In the <b>early Middle Ages</b>, Conisbrough Castle was an <b>impressive status symbol</b> of the de Warrenne family. <b>[No detail/ evidence of castle's appearance, etc. from this earlier point]</b> However, by the late middle ages it was a <b>ruin</b>. We know this because Henry VIII's 1518 survey describes how the <b>timber and stone gates of the castle had fallen in</b>, as well as the <b>bridge and about 55m of walling</b>. In addition, one floor of the keep had fallen in. In the 1960s, during the Cold War, the government used the land behind Shelley House to build the York Cold War Bunker in order to <b>prepare for the threat of nuclear war</b>. It was <b>used as the headquarters for group 20 of the Royal Observer Corps</b> and was operational from 1961 to 1991. However, in the post-Cold War period, the bunker became a museum. <b>[No detail/ evidence from a later point]</b></li> </ul> <p>Alternatively, L2 answers will typically identify valid changes in the site/ its uses, but provide simple statements with no supporting detail/ evidence <b>(5–6 marks for one, 7-8 for two)</b>, e.g.</p> <ul style="list-style-type: none"> <li>Hardwick Hall was an Elizabethan mansion built by Bess of Hardwick, but today it's managed by the National Trust and is mainly used for tourism. <b>(5)</b></li> <li>In the eighteenth century, the Gladstone China Works was a factory produced bone China but today it is a museum. <b>(6)</b></li> <li>Rievaulx Abbey was used for religious purposes by the monks in the 12<sup>th</sup> century but by the 18<sup>th</sup> century it was mainly visited by artists. In the Middle Ages it was intact but it was dismantled in the Reformation. <b>(7)</b></li> </ul> |
| Level 1<br>(1-4 marks)  | <p>L1 answers will typically describe the chosen site at one or more points without identifying a change in the site or its uses. <b>(1–4 marks)</b> e.g.</p> <ul style="list-style-type: none"> <li>York Cold War Bunker was an ROC facility and was built during the Cold War. <b>(1)</b></li> <li>In around 1180, Hamelin de Warenne started to build a stone keep with six buttresses at Conisbrough. The curtain walls followed not long after. <b>(2)</b></li> <li>In the medieval period, Carlisle Castle had a Great Hall. We know from the remains at the site that the lord's table was set up on a stone platform with steps leading up to it. In the nineteenth century there was a barracks and an army depot. <b>(3)</b></li> </ul> <p>Alternatively, L1 answers will typically provide valid but generalised assertions, e.g. <b>(Max 1 per assertion)</b></p> <ul style="list-style-type: none"> <li>Fountains Abbey was shut down in the Reformation. <b>(1)</b></li> <li>There were radical changes in Lincoln between the Roman and Medieval periods. <b>(1)</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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