



GCSE (9–1)

History B (Schools History Project)

J411/61: History around us

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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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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1. Annotations

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

1. 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 How far have the uses of your site changed throughout its history? Use physical features of the site as well as your knowledge to support your answer.</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
<p>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>	<p><i>The question focuses on criteria d and c.</i></p> <p><i>The response should focus on assessing changes in use at the site throughout its history with an appreciation of the extent of those changes. For example, the purchase by Sir Thomas Audley of Walden Abbey in 1538 for domestic purposes indicated a significant and lasting change of use, as seen in other monastic properties following the Dissolution. Responses might identify different changes (e.g. castles becoming domestic residences or having functions as prisons, before becoming visitor attractions). Extent of change may refer to matters such as sites remaining purely as visitor attractions of historical significance, or those having multiple uses or functions, as historical attractions but also shopping and entertainment locales, such as Plymouth Barbican.</i></p>
<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>	<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>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).</p>	<p><i>Features of higher-level responses will be the coverage of several changes in the site's use, and a judgement related to how far the changes reach.</i></p> <p><i>Responses that deal with aspects of the question separately without addressing how they relate to each</i></p>
<p>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</p>	

J411/61

Mark Scheme

Oct 2021

plausible, supported answer to the specific question (AO3).	<p><i>other should not be awarded marks above Level 1.</i></p> <p><i>The second order historical concept here is change. A sophisticated understanding of change will explain how physical features reveal major developments, trends and turning points.</i></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>0 marks No response or no response worthy of credit.</p>	

<p>Question 1–20 marks How far have the uses of your site changed throughout its history? Use physical features of the site as well as your knowledge to support your answer.</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
<p>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). Nutshell; Explanation of three or more changes/continuity of use</p>	<p><i>The question focuses on criteria d and c.</i></p> <p><i>The response should focus on assessing changes in use at the site throughout its history with an appreciation of the extent of those changes. For example, the purchase by Sir Thomas Audley of Walden Abbey in 1538 for domestic purposes indicated a significant and lasting change of use, as seen in other monastic properties following the Dissolution. Responses might identify different changes (e.g., castles becoming domestic residences or having functions as prisons, before</i></p>
<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).</p>	

J411/61

Mark Scheme

Oct 2021

<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). Nutshell: Explanation of two changes/continuity of use</p>	<p><i>becoming visitor attractions). Extent of change may refer to matters such as sites remaining purely as visitor attractions of historical significance or those having multiple uses or functions, such as shopping and entertainment locales, such as Plymouth Barbican.</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>Features of higher-level responses will be the coverage of several changes in the site's use, and a judgement related to how far the changes reach should be rewarded appropriately within the level.</p> <p><i>Responses that deal with aspects of the question separately without addressing how they relate to each other should not be awarded marks above Level 1.</i></p> <p>The second order historical concept here is change. A sophisticated understanding of change will explain how physical features reveal major developments, trends and turning points.</p>
<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). Nutshell: Explanation of one change of use or explains a continuity</p>	
<p>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). Nutshell: Explanation of original use; describes physical changes to the site</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). Nutshell: Assertion without support or development; Describes site or identifies a use</p>	
<p>0 marks No response or no response worthy of credit.</p>	

J411/61

Mark Scheme

Oct 2021

<p>Question 2 – 20 marks Choose a period when you think your site was important nationally or locally. Explain why it was important in that period. Use physical features of the site as well as your knowledge to support your answer.</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
<p>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>	<p><i>The question focuses on criteria i and g. It also allows candidates to draw upon criterion j.</i></p> <p><i>The question asks candidates to choose a specific period in the site's history – this should be clearly outlined in the response. The response should focus on how physical features of the site reveal the importance, either locally or nationally, of the chosen site in that particular period. For example, a first edition Latin copy of Isaac Newton's Principia from 1687 held in the Thomas Plume Library reveals the growing interest nationally during the seventeenth-century in scientific ideas amongst the elite; it might also reveal growing levels of literacy locally and wider intellectual interests, even in Latin, in a provincial urban location. Or, how the building of Saltaire as a 'model village' for mill workers reveals Sir Titus Salt's concern to improve the living conditions and health of his workers. His specific concerns were local, for the workers of Bradford, but several other examples exist nationally, places such as Bourneville or Port Sunlight being built from the late 18th century onwards by industrialists to house their workers. Candidates may make valid comparisons to other, similar sites in order to draw out the importance of their own site. For example, the regional importance of Group 20 ROC headquarters compared to other, more minor posts, other headquarters across the country and its' role in the national network of monitoring nuclear fallout in the event of an attack.</i></p> <p><i>Responses may also draw on aspects of other criteria and</i></p>
<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>	
<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).</p>	
<p>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>	

J411/61

Mark Scheme

Oct 2021

<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>these should be credited in line with the levels, if used appropriately to address the question. Also, responses that deal effectively with both national and local concerns should be rewarded by making similar progress through levels.</i></p> <p><i>A feature of higher-level responses will be a judgement related to how important the site was in the chosen period. Higher-level responses will also consider several aspects or features of the site within the period</i></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, addressing importance without referring to national or local considerations) should not be awarded marks above Level 1.</i></p> <p>The second order historical concept here is significance.</p>
<p>0 marks No response or no response worthy of credit.</p>	

<p>Question 2 – 20 marks Choose a period when you think your site was important nationally or locally. Explain why it was important in that period. Use physical features of the site as well as your knowledge to support your answer.</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
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J411/61

Mark Scheme

Oct 2021

<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). Nutshell; explains two different reasons for importance of the site, within the specified period</p>	<p><i>example, a first edition Latin copy of Isaac Newton's Principia from 1687 held in the Thomas Plume Library reveals the growing interest nationally during the seventeenth-century in scientific ideas amongst the elite; it might also reveal growing levels of literacy locally and wider intellectual interests, even in Latin, in a provincial urban location. Or, how the building of Saltaire as a 'model village' for mill workers reveals Sir Titus Salt's concern to improve the living conditions and health of his workers. His specific concerns were local, for the workers of Bradford, but several other examples exist nationally, places such as Bourneville or Port Sunlight being built from the late 18th century onwards by industrialists to house their workers. Candidates may make valid comparisons to other, similar sites in order to draw out the importance of their own site. For example, the regional importance of Group 20 ROC headquarters compared to other, more minor posts, other headquarters across the country and its role in the national network of monitoring nuclear fallout in the event of an attack.</i></p>
<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). Nutshell; explains one reason for the site's importance, either national or local</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. Also, responses that deal effectively with both national and local concerns should be rewarded by making similar progress through levels.</i></p>
<p>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). Nutshell: identifies reasons for importance, may not relate to a specific period.</p>	<p><i>A feature of higher-level responses will be a judgement related to how important the site was in the chosen period. Higher-level responses will also consider several aspects or features of the site within the period</i></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). Nutshell: identifies features and uses of the site/ describes site, may not relate to a specific period</p>	<p><i>Responses that deal with aspects of the question separately without addressing how they relate to each other should not be awarded marks above Level 1.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	<p>The second order historical concept here is significance.</p>

<p>Question 3–20 marks How far does your site enable historians to understand the everyday life and attitudes of people who lived there? Use physical features of the site as well as your knowledge to support your answer.</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
<p>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>	<p><i>The question focuses on criterion k and e. It also allows candidates to draw on criteria c, d, h and n.</i></p> <p>Candidates should draw on physical features of the site in order to assess the extent to which the people's lives and attitudes can effectively be understood from the existing remains. Responses may achieve these by comparing different periods in the site's history, e.g., the secrecy surrounding exercises by the volunteers of the Royal Observer Corps No. 20 Group at their HQ at Shelley House, York, in preparing for a nuclear attack and the subsequent use of the nuclear bunker after the fall of the Soviet Union for educational purposes about the Cold War by local school children visiting the site. Instead, they may consider diversity at a given point in the site's history (e.g., comparisons of the religious activities of monks using the nine altars at Fountains Abbey and the work of lay brothers in sheep farming on the Grange). Stronger answers may consider activities from different periods in the site's history.</p> <p>Responses may consider why certain periods enable greater understanding. For example, comparing the building work to strengthen and develop the defensive use of Kenilworth Castle as a result of its strategic location and the need to assert royal authority by Henry II following the Anarchy differed from the building alterations to the keep and gatehouse by Robert Dudley, 1st Earl of Leicester for the purposes of impressing and entertaining Elizabeth to whom he was devoted and sought favour. In this case both attitudes can be ascertained through studying the existing remains but more effectively from the latter. Such</p>
<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>	
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J411/61

Mark Scheme

Oct 2021

<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>comparison over different periods may be a feature of high-level responses.</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>0 marks No response or no response worthy of credit.</p>	<p><i>A feature of higher level responses will be a judgement related to how far everyday life and attitudes at the site have differed (e.g. despite radical changes in monasticism between the foundation of Fountains Abbey in the twelfth-century and prior to Dissolution in the sixteenth, the seven religious Divine Hours beginning with matins and ending with compline would have been recognisable to a monk at both the beginning and end of the site's five century history during the middle ages). A further discriminator may be the degree to which the whole history of the site is assessed.</i></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 attitudes and everyday life in the past at the site without linking to the usefulness of the remains in finding out about those attitudes and daily lives) should not be awarded marks above Level 1.</i></p> <p><i>The second order historical concept here is "significance" in terms of how the physical remains of the site reveal beliefs and attitudes in the past. Answers may also consider "diversity" in terms of a range of beliefs and attitudes in its past or "change" in terms of how the alteration in physical features reveals changing beliefs and attitudes.</i></p>

<p>Question 3–20 marks How far does your site enable historians to understand the everyday life and attitudes of people who lived there? Use physical features of the site as well as your knowledge to support your answer.</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
<p>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). Nutshell; explains three or more aspects of way of life or attitude in relation to physical features or other evidence.</p>	<p><i>The question focuses on criterion k and e. It also allows candidates to draw on criteria c, d, h and n.</i></p> <p>Candidates should draw on physical features of the site in order to assess the extent to which the people's lives and attitudes can effectively be understood from the existing remains. Responses may achieve these by comparing different periods in the site's history, e.g., the secrecy surrounding exercises by the volunteers of the Royal Observer Corps No. 20 Group at their HQ at Shelley House, York, in preparing for a nuclear attack and the subsequent use of the nuclear bunker after the fall of the Soviet Union for educational purposes about the Cold War by local school children visiting the site. Alternatively, they may consider diversity at a given point in the site's history (e.g., comparisons of the religious activities of monks using the nine altars at Fountains Abbey and the work of lay brothers in sheep farming on the Grange). Stronger answers may consider activities from different periods in the site's history.</p>
<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). Nutshell; explains two aspects of way of life or attitude in relation to physical features or other evidence.</p>	<p>Responses may consider why certain periods enable greater understanding. For example, comparing the building work to strengthen and develop the defensive use of Kenilworth Castle (as a result of its strategic location and the need to assert royal authority by Henry II following the Anarchy) differed from the building alterations to the keep and gatehouse by Robert Dudley, 1st Earl of Leicester for the purposes of impressing and entertaining Elizabeth to whom he was devoted and sought favour. In this case both attitudes can be ascertained through studying the existing remains but more effectively from the latter due to the greater degree of existing evidence. Such comparison over different periods may be a feature of high-level responses.</p>
<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). Nutshell; explains one aspect of way of life or attitude in relation to physical features or other evidence.</p>	
<p>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</p>	

J411/61

Mark Scheme

Oct 2021

<p>plausible, supported answer to the specific question (AO3). Nutshell; describes way of life/attitudes of inhabitants</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>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). Nutshell; identifies / describes features of the site or other relevant evidence.</p>	<p><i>A feature of higher-level responses will be a judgement related to how far everyday life and attitudes at the site have differed (e.g. despite radical changes in monasticism between the foundation of Fountains Abbey in the twelfth-century and prior to Dissolution in the sixteenth, the seven religious Divine Hours beginning with matins and ending with compline would have been recognisable to a monk at both the beginning and end of the site's five century history during the middle ages). A further discriminator may be the degree to which the whole history of the site is assessed.</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 attitudes and everyday life in the past at the site without linking to the usefulness of the remains in finding out about those attitudes and daily lives) should not be awarded marks above Level 1.</i></p> <p><i>The second order historical concept here is "significance" in terms of how the physical remains of the site reveal beliefs and attitudes in the past. Answers may also consider "diversity" in terms of a range of beliefs and attitudes in its past or "change" in terms of how the alteration in physical features reveals changing beliefs and attitudes.</i></p>

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