

**Level 1/2 Certificate**

**Applied History**

Unit **B951**: Medieval History

**Mark Scheme for June 2014**

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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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| Band | Guidance   | Mark  |
|------|--|-------|
| 5    | <p>Candidates select a wide range of relevant information and organise and deploy it effectively to demonstrate a clear understanding of the significance of key features, events, individuals and situations within their broad historical context.</p> <p>They produce fully developed, reasoned and supported analyses, explanations, arguments and conclusions. They thoroughly analyse, as a central feature of the work, diversity and interrelationships in the periods, societies and situations studied, making clear and explicit comparisons between different periods, societies and situations.</p> <p>They critically evaluate and use a wide range of sources of information in their historical context to investigate and to reach effectively reasoned and supported conclusions.</p> <p>They show a clear understanding of how and why events, people and issues have been interpreted and represented in different ways and comment effectively on the validity of such interpretations and representations.</p> <p>Responses in this band are likely to have identified a range of relevant themes and aspects related to success providing some width and balance across the two comparators. The issues discussed will include many of the important areas for the societies/monarchs. Some clear and valid criteria will be made to organise the discussion about key words in the title such as 'everyday life'/'much better' or 'treated'/'much better'. Clear judgements will be made about the 'much better' aspect so that valid comparisons are explicit.</p> <p>Sources and/or interpretations as well as telling knowledge will have been used to support the argument. There is likely to be an effective conclusion which, along with the judgements and assessments made, will follow logically from the evidence provided. The response will be well targeted and cohesive and a number of finer nuances recognised.</p> | 44-50 |

| Band | Guidance  | Mark  |
|------|---|-------|
| 4    | <p>Candidates select a moderate range of relevant information and organise and deploy most of it effectively to demonstrate an understanding of the significance of key features, events, individuals and situations within their broad historical context.</p> <p>They produce moderately developed, reasoned and supported analyses, explanations, arguments and conclusions. They provide some analysis of diversity and interrelationships in the periods, societies and situations studied, making some relevant comparisons between different periods, societies and situations.</p> <p>They evaluate, with some critical insight, and use a moderate range of sources of information in their historical context to investigate and to reach some reasoned and supported conclusions.</p> <p>They show a sound understanding of how and why events, people and issues have been interpreted and represented in different ways, with some comment on the validity of such interpretations and representations.</p> <p>Responses in this band are likely to contain a significant amount of coherent discussion and direct comparison made between the two societies/monarchs. There will probably be a judicious choice of relevant knowledge, sources and/or interpretations to support a clear argument. There will be a good balance across Saxons/Vikings or John/Edward and coverage of a number of different elements related to everyday life/treatment.</p> <p>Background contextual knowledge or superfluous material will probably be limited although there will be a good broad understanding of the issues associated with the question. Most judgements will be substantiated and some of the nuances recognised.</p> | 34-43 |

| Band | Guidance   | Mark  |
|------|--|-------|
| 3    | <p>Candidates select some relevant information and organise and deploy it to demonstrate some understanding of the significance of key features, events, individuals and situations within their broad historical context.</p> <p>They produce structured descriptions and explanations, with some understanding of causes, consequences and changes. They consider diversity and interrelationships in the periods, societies and situations studied, and attempt comparisons between different periods, societies and situations.</p> <p>They evaluate, with limited critical insight, some sources of information in their historical context and use it to support conclusions.</p> <p>They show some understanding of how and why events, people and issues have been interpreted and represented in different ways.</p> <p>Responses in this band should make some direct comparison between Saxons and Vikings or John and Edward I in relation to the 'much better'/'treatment' in the targeted area. This comparison is likely to be limited, e.g. to the conclusion or occasional judgements. Many of the comparisons are likely to polarise (although there is likely to be a reasonable understanding of the question) and a sizeable amount of the response may describe everyday life or how the monarchs treated various groups and individuals rather than give explanations – although some explanation should be expected in this band. Much of the information selected will be pertinent to the question and there is likely to be a reasonable balance across the two comparators. There may be some use of sources and/or interpretations that add to the argument but this is likely to be limited and could be rather mechanistic.</p> | 24-33 |

| Band | Guidance  | Mark  |
|------|---|-------|
| 2    | <p>Candidates select a limited amount of relevant information and organise and deploy it to demonstrate a limited understanding of the significance of key features, events, individuals and situations within their broad historical context.</p> <p>They identify and describe some causes, consequences and changes.</p> <p>They use sources, largely uncritically, to reach some conclusions.</p> <p>They identify different ways in which events, people and issues have been interpreted and represented and show some awareness of the reasons for the differences.</p> <p>Responses in this band could well be characterised by a number of relevant points grouped around the main elements in the question but it is likely to be heavily descriptive and lacking much analysis. Both societies or monarchs will receive some coverage but the two comparators are likely to have been kept rather separate except perhaps in the conclusion. Sources and/or interpretations may have been incorporated but rarely or never used to support the argument. Many of the points made will be relevant to the question but the relevance may be implicit and evaluation will probably be very limited. The response will lack any depth of understanding. There may be a sizeable amount of superfluous or tangential material. There may be some attempt at explaining things especially in generalised terms but expect a fair amount of reconstruction in this band.</p> | 13-23 |

| <b>Band</b> | <b>Guidance</b>  | <b>Mark</b> |
|-------------|--|-------------|
| 1           | <p>Candidates select and organise a limited amount of information but it will often have limited relevance and will often not be deployed relevantly. They describe a few key features, events, individuals and situations.</p> <p>They identify a few causes, consequences and changes.</p> <p>They use sources of information at face value and can extract relevant information for a given purpose.</p> <p>They may identify superficial differences in the way events, people and issues have been interpreted and represented.</p> <p>Responses here could be characterised by brief, unbalanced answers where some points use relevant information but these hardly ever hang together to provide any coherence and no real argument. Much of the material is likely to be tangential or irrelevant. There may be a thinness to at least one of the societies or monarchs and there is unlikely to be any attempt to compare beyond the most superficial level. There may be factual errors and almost inevitably simplistic understanding. Sources and/or interpretations are unlikely to have been considered. There will probably be meaningful conclusion and, if one exists, may well be heavily divorced from the rest of the answer. Explanation is likely to be non-existent.</p> | 0-12        |

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