



Oxford Cambridge and RSA

**GCSE (9-1)**

**History B Schools History Project**

**J411/21: History around us**

General Certificate of Secondary Education

**Mark Scheme for June 2023**

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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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**MARKING INSTRUCTIONS****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.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**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 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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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

## 11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line
	1681	BP	Blank page
	151	Highlight	Highlight

**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 process 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.



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

<b>High performance</b> <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> <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> <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> <b>0 marks</b>	<ul style="list-style-type: none"> <li>• The learner has written a response</li> <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.**

### 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:
- i. 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.
  - ii. 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.
  - iii. 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

- b. 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.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at who [srteam@ocr.org.uk](mailto:srteam@ocr.org.uk) can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

<p><b>Question 1–20 marks</b> (✍)</p> <p><b>How typical is your site when compared to other sites of the same type? Use physical features of the site as well as your knowledge to support your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts.  <b>Maximum 5 marks</b>  <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>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>  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 j but allows for focus on several other criteria.</i></p> <p><i>The response should focus on assessing typicality.</i></p> <p><i>In addressing the question, responses are likely to consider a wide range of factors – for example the reasons for the creation and location of the site; the diversity of activities and people at the site; changes in usage of the site. Answers will compare specific physical features of the site with other similar sites. A specific example might be the siting of Kenilworth castle to monitor the nearby Earl of Warwick compared with other Royal castles that similarly were located because of Crown concern for loyalty of the nobility, e.g. Orford for Framlingham.</i></p>
<p><b>Level 4 (13–16 marks)</b>  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>Answers may choose to focus on the specific motivations of general groups involved in setting up similar sites – for example the motivation to secure lordship for castle sites or strategic governmental hubs for siting of nuclear bunkers or monks/monastic orders looking for secluded areas.</i></p>
<p><b>Level 3 (9–12 marks)</b>  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>Answers may also focus on individual motivations to explain comparisons with other similar sites e.g. how the keep at Colchester Castle, like the Tower in London, is</i></p>
<p><b>Level 2 (5–8 marks)</b>  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</p>	

<p>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>	<p><i>situated over Roman ruins, illustrating William's desire to be associated with the imperial past.</i></p>
<p><b>Level 1 (1–4 marks)</b> Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2). Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>	<p><i>Responses 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><i>A feature of higher-level responses will be a range of criteria addressed (either through similarity, difference or both) in comparison to other sites. The highest-level will reach a supported judgement on the overall level of typicality of the site in comparison to other similar ones.</i></p>
<p><b>0 marks</b> No response or no response worthy of credit.</p>	<p><i>The second order historical concept here is 'similarity and difference'.</i></p>

<p><b>Question 1 – 20 marks</b> (✎)</p> <p>How typical is your site when compared to other sites of the same type? Use physical features of the site as well as your knowledge to support your answer.</p>	
<p><b>Guidance and indicative content</b></p> <p><b>NOTE: Candidates may refer to a variety of different kinds of typicality, including: design/ physical features; uses/ purpose; location; and reason for creation. However, physical features of the chosen site MUST be used to access the top level.</b></p>	
<p><b>Level 5 (17-20 marks)</b></p>	<p>Level 5 answers will typically provide a <i>balanced argument, supported by <u>three developed explanations</u></i> (i.e. two ‘typical’ and one ‘not typical’, or vice versa).</p> <p>A developed explanation must include:</p> <ul style="list-style-type: none"> <li>• valid identification of how the chosen site is typical / not typical</li> <li>• supporting detail/ evidence from chosen site</li> <li>• <b>AND</b> valid supporting detail/ evidence <u>another site(s)</u> e.g.</li> </ul> <p><i>Fountains Abbey is typical in terms of its design. As with all Cistercian Abbeys, its architecture was 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. This is typical of the Cistercian design. For example, Rievaulx Abbey, also used plain building materials, mixing in rubble, and had no tower over the crossing in the church.</i></p> <p><i>Furthermore, like most abbeys and monasteries, Fountains was seized by the crown under Henry VIII’s suppression of the monasteries. It was dissolved in 1539, and sold to a merchant, Sir Richard Gresham, in 1540. This is a typical story. For example, Rievaulx was ‘voluntarily’ closed after the Pilgrimage of Grace, along with over 800 other religious houses, the monks and nuns being pensioned off.</i></p> <p><i>However, Fountains is not completely typical because of its scale and importance. At its peak it had around 350 monks and lay brothers. It had a flour mill (possibly the oldest example of a medieval mill), as well as a woolhouse with a fulling mill (now just low walling). This made Fountains a significant economic centre in the area, and contrasts to lesser houses such as Roche Abbey, which housed a maximum of 150 monks and lay brothers, and was less important. <b>[THRESHOLD – 17 marks]</b></i></p> <p><b>NOTE: Answers which use <u>NO PHYSICAL</u> features of the chosen site across any of the three explanations to be awarded no more than L4, 16 marks</b></p>
<p><b>Level 4 (13-16 marks)</b></p>	<p>Level 4 answers will typically provide a <i>balanced or one-sided argument, supported by <u>two developed explanations</u></i> (i.e. one ‘typical’ and one ‘not typical’; or two of one side).</p> <p>A developed explanation must include:</p> <ul style="list-style-type: none"> <li>• valid identification of how the chosen site is typical / not typical</li> <li>• supporting detail/ evidence from chosen site</li> <li>• <b>AND</b> valid supporting detail/ evidence <u>another site(s)</u> e.g.</li> </ul> <p><i>Exeter Castle was built partly to show off the Normans’ status after the 1068 rebellion. We can see from the remains, for example, that the gatehouse was built facing into the city, with two large triangle-headed windows, which made it much harder to defend from inside, but easier to admire from the city. This is typical in some ways because other Norman castles were also built as status symbols. For instance, William de Warenne built a castle in Castle Acre in Norfolk. The family built a priory and created a deer park as symbols of their wealth and power.</i></p> <p><i>However, Exeter is not completely typical in terms of its main roles. In the early medieval period, Exeter’s main role was to provide defence against internal threats like rebellions. For example, King Stephen laid siege to the castle in 1136 to seize it from the rebellious Baldwin de Redvers. Afterwards, an outer bailey was constructed, and ran from the eastern city wall on the north side of Bailey Street, where the only remaining section of its wall survives. This is not the same as many castles which were built to defend against external threats. For instance, the Marcher Lords built large castles with strong walls and towers, such as Ludlow. (16)</i></p>

<p>Level 3 (9-12 marks)</p>	<p>Level 3 answers will typically provide a <i>one-sided argument, supported by <u>one developed explanation</u></i> (i.e. one ‘typical’ or one ‘not typical’)</p> <p>A developed explanation must include:</p> <ul style="list-style-type: none"> <li>• valid identification of how the chosen site is typical / not typical</li> <li>• supporting detail/ evidence from chosen site</li> <li>• <u>AND</u> valid supporting detail/ evidence of <u>another site(s)</u> e.g.</li> </ul> <ul style="list-style-type: none"> <li>• <i>In the early 18<sup>th</sup> century, the port of Bristol was a base for slave ships. The city developed and became extremely rich as a result. For example, the houses in Queen Square were built for wealthy slave traders. This is similar to the port of Liverpool, which also built slave ships and developed along 6 miles of docks</i> <b>[THRESHOLD – 9 marks]</b>.</li> <li>• <i>A mill was first built at Cromford in 1771 but Arkwright expanded Cromford Village over the next few years. For example, he planned and built industrial housing as well as the Greyhound Hotel to serve his workforce. This wasn’t unusual for early mill owners. For instance, the village in Styal, near Manchester, was built by Samuel Greg to house his workers at Quarry Bank Mill. He built cottages, terraced housing and shops for his workers. (12)</i></li> <li>• <i>Conisbrough Castle fell into disrepair quite early compared to other castles. By the 16<sup>th</sup> century, the South Wall and gatehouse had fallen into the ditch. Because of this early ruination, the castle still survives with its keep largely intact. This is not typical. For example, after the Civil Wars of the 1600s, part of Kenilworth’s great tower and sections of the curtain wall were heavily slighted, to prevent further defensive use. (12)</i></li> </ul>
<p>Level 2 (5-8 marks)</p>	<p>Level 2 answers will typically provide a <i>balanced or one-sided argument, supported by a basic explanation(s)</i>:</p> <ul style="list-style-type: none"> <li>• valid identification of how the chosen site is typical and/or not typical</li> <li>• supporting detail/ evidence <u>from chosen site only</u></li> </ul> <ul style="list-style-type: none"> <li>• <i>Fountains Abbey was quite typical in that it was built in a remote location. As with all Cistercian Abbeys, its monks aimed to live a strict life of prayer and self-sufficiency with little contact with the outside world.</i> <b>[THRESHOLD – 5 marks]</b></li> <li>• <i>Kelvedon Hatch Secret Nuclear Bunker is not typical because of its location. This was because, unlike many other nuclear bunkers, it was adapted from an existing RAF Defense System station.</i> <b>[THRESHOLD – 5 marks]</b></li> <li>• <i>The remains at Conisbrough Castle show it had defensive purposes, which was very typical for an early medieval castle. For example, the circular shape of the keep was designed to stop attackers from undermining the walls (it has no corners). It’s supported by six massive buttresses for extra strength. Conisbrough also has extensive curtain walls, a moat and an impressive barbican. (6)</i></li> <li>• <i>The port of Bristol was typical of other natural harbours along the west coast of Britain in that it attracted the development of trade, initially in wool and cloth, and later, the transatlantic slave trade. However, it is not completely typical because Bristol’s port was inaccessible at most states of the tide (making it more easily defendable). This made it very different from other ports like Liverpool.</i> <b>[THRESHOLD for two basic explanations – 7 marks]</b></li> <li>• <i>Cromford Mill was built in 1771 in the context of the Industrial Revolution. Richard Arkwright chose the location of the site because the fast-flowing stream of Bonsall Brook could be used to drive a water wheel to power his spinning frame. This was similar to other mills which also developed at this time. Additionally, Arkwright expanded Cromford Village over the next few years. For example, he planned and built industrial housing as well as the Greyhound Hotel to serve his workforce. This wasn’t unusual for early mill owners, like the ones at Quarry Bank. (8)</i></li> </ul> <p><b>NOTE 1: Responses at this level may identify another site or sites but give no detail about it/ them.</b>  <b>NOTE 2: Mark at 5–6 marks for one basic explanation; 7–8 marks for two or more</b></p>
<p>Level 1</p>	

(1-4 marks)	<p><b>Level 1 answers will typically include:</b></p> <p><b>Description of the chosen site (or narrative of its history), without addressing the question of typicality, (1–4 marks) e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>York Cold War Bunker was an ROC facility and was built during the Cold War. (1)</i></li> <li>• <i>In around 1180, Hamelin de Warenne started to build a stone keep with six buttresses at Conisbrough. The curtain walls followed not long after. (2)</i></li> <li>• <i>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. There was also an impressive arch .... Furthermore ... etc. (4)</i></li> </ul> <p><b>Valid identification of typicality with no detail or development (possibly by naming with another similar site), (2–3 marks) e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Framlingham Castle does not have a keep and that makes it unusual for a castle. (2)</i></li> <li>• <i>Fountains Abbey was a Cistercian abbey and is typical because there were many other Cistercian abbeys, such as Kirkstall Abbey. (3)</i></li> </ul> <p><b>Valid but generalised assertions, e.g. (Max 1 mark)</b></p> <ul style="list-style-type: none"> <li>• <i>Fountains Abbey is very much like other abbeys. (1)</i></li> <li>• <i>Framlingham Castle's design is quite unusual in some ways. (1)</i></li> </ul>
0 marks	

<p><b>Question 2 – 20 marks</b> (✎)</p> <p><b>Choose one period in your site’s history. Explain how a historian could use your site to answer questions about people’s lives during that period? Use physical features of the site as well as your knowledge to support your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <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>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>                  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 l and k.</i></p> <p><i>The response should focus on how a historian could use the physical features of the site to reveal answers to questions about people’s lives in a particular period. (e.g. explain how the ‘Great Tower’ at Dover provides evidence to historians about religious life and the growing cult of Becket, with increasing numbers of pilgrims crossing the channel on route to Canterbury).</i></p> <p><i>When referring to people’s lives, candidates may refer to individuals (e.g. Abbot Huby, or Henry II) or groups of individuals (e.g. monks, medieval people, industrial workers, women).</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><i>A feature of the highest level responses will be a supported judgement related to how a historian could use the physical features of the site to answer a particular question. At the very top of the highest level candidates may offer some evaluation of the ability of features to help a historian answer questions.</i></p> <p><i>One second order historical concept inherent to this question is “significance”. i.e. how specific features reveal aspects of people’s lives</i></p>
<p><b>Level 4 (13–16 marks)</b>                  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><b>Level 3 (9–12 marks)</b>                  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><b>Level 2 (5–8 marks)</b>                  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>	




<p><b>Level 1 (1–4 marks)</b> 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>Answers may also consider related concepts such as "causation", "consequence" or "diversity" i.e. range of life experiences or beliefs that the site reveals in a particular period (e.g. different life experiences at a mill, desire to assert royal authority, as well as religious beliefs at Dover)</i></p>
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

<p>Question 2 – 20 marks (✎)</p> <p>Choose one period in your site’s history. Explain how a historian could use your site to answer questions about people’s lives during that period. Use physical features of the site as well as your knowledge to support your answer.</p>	
<p><b>Guidance and indicative content</b></p>	
<p><b>Level 5 (17-20 marks)</b></p>	<p>Level 5 answers will typically <i>provide <u>three developed explanations</u></i>, explaining how a historian could use the site to answer questions about people’s lives in a particular period.</p> <p><b>A developed explanation must include:</b></p> <ul style="list-style-type: none"> <li>• Valid identification of an aspect of the site</li> <li>• An explanation of what that aspect tells historians about people’s lives in the given period. E.g.</li> </ul> <p><i>The site of Wharram Percy can help historians answer questions about how healthy people were in the Middle Ages. For example, the excavations at St Martin’s Church have revealed that outdoor life severely affected their health: bone fractures and arthritis show hard farming life was, whilst the height of the people seems to suggest that poor diet slowed children’s growth.</i></p> <p><i>Historians could also use the site to find out about how important religion was in people’s lives. Postholes for vertical timbers show that there was a timber church here as early as the 10<sup>th</sup> century. We can see the ‘footprint’ of a stone church from c.1050, possibly rebuilt by a group of free peasants. The Percy family later built the south aisle in the 12<sup>th</sup> century. This tells historians that religion was central to people’s lives.</i></p> <p><i>Finally, the site can help historians answer questions about the nature of villeins’ lives. The site reveals the units of this medieval village – the foundations of the longhouses of West Row, each with its own ‘croft’, where the family might keep sheep, cows and chickens. The open fields to the south-west of the village were also divided into strips, to plant barley or oats. This shows how villeins depended almost entirely on farming. (20)</i></p> <ul style="list-style-type: none"> <li>• <b>NOTE 1: Answers which use <u>NO PHYSICAL</u> features of the chosen site across any of the three explanations to be awarded no more than L4, 16 marks</b></li> <li>• <b>NOTE 2: If any explanations do not explicitly refer to <u>questions/ how a historian might use the site</u> (e.g., answers which simply recite what the site tells us about people’s lives) – mark at bottom of level.</b></li> </ul>
<p><b>Level 4 (13-16 marks)</b></p>	<p>Level 4 answers will typically <i>provide <u>two developed explanations</u></i>, explaining how a historian could use the site to answer questions about people’s lives in a particular period.</p> <p><b>A developed explanation must include:</b></p> <ul style="list-style-type: none"> <li>• Valid identification of an aspect of the site</li> <li>• An explanation of what that aspect tells historians about people’s lives in the given period. E.g.</li> </ul> <p><i>A historian could use Thomas Plume’s Library to answer questions about attitudes towards women in the nineteenth century. For example, we know after the extension to Thomas Plume’s Library and school room in 1817, that girls, as well as boys, were permitted to attend the school. This indicates to a historian that women’s lives were changing, even in a small place like Maldon.</i></p>

	<p>Historians could also use the library to investigate just how far attitudes towards women were changing. We also know from written accounts at the time that male and female students were taught very different subjects. The graffiti in the girls' classroom, on the wooden paneling, suggests to historians that girls were bored in their lessons. So this helps a historian understand that there were limits to changing attitudes in early nineteenth-century Maldon. (14)</p> <ul style="list-style-type: none"> <li>• <b>NOTE: If any explanations do not explicitly refer to <u>questions/ how a historian might use the site</u> (e.g. answers which simply recite what the site tells us about people's lives) – mark at bottom of level.</b></li> </ul>
<p>Level 3 (9-12 marks)</p>	<p>Level 3 answers will typically provide <u>one developed explanation</u>, explaining how a historian could use the site to answer questions about people's lives in a particular period.</p> <p>A developed explanation must include:</p> <ul style="list-style-type: none"> <li>• Valid identification of an aspect of the site</li> <li>• An explanation of what that aspect tells historians about people's lives in the given period. E.g.</li> </ul> <ul style="list-style-type: none"> <li>• Dale House in Coalbrookdale shows what life was like for some of the early industrialists in the 18<sup>th</sup> century. For example, the house has rather modest original furnishings and is relatively bare of clutter like glassware and ornaments. This reveals to historians the relatively humble living of the Quaker Darby family and tells them that, not all wealthy eighteenth-century industrialists had an extravagant lifestyle. <b>[THRESHOLD – 9 marks]</b></li> <li>• At Conisbrough Castle, historians learn that life was tough for children working in the castle in the Middle Ages. For example, the castle has numerous latrines with shafts running down inside the wall to a cesspit at the bottom. The size of the holes in the outside wall shows that only a child could be sent to climb in and empty the cesspits. This tells historians that working life was unpleasant from a young age.</li> <li>• The site of Wharram Percy can help historians answer questions about how healthy people were in the Middle Ages. For example, the excavations at St Martin's Church have revealed that outdoor life severely affected their health: bone fractures and arthritis show hard hard farming life was, whilst the height of the people seems to suggest that poor diet slowed children's growth. <b>[12]</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>NOTE: If any explanations do not explicitly refer to <u>questions/ how a historian might use the site</u> (e.g. answers which simply recite what the site tells us about people's lives) – mark at bottom of level.</b></li> </ul>
<p>Level 2 (5-8 marks)</p>	<p>Level 2 answers will typically provide <u>basic explanation(s)</u>, identifying how a historian could use the site to answer questions about people's lives in a particular period.</p> <p>Basic explanations will:</p> <ul style="list-style-type: none"> <li>• not provide specific evidence from the chosen site AND/OR</li> <li>• provide only a simple statement of fact about what the site shows (with no development or explanation of how the evidence addresses the question), e.g.</li> </ul> <ul style="list-style-type: none"> <li>• Kenilworth Castle can answer questions about how extravagant the lives of noblemen were in the Middle Ages. John of Gaunt was a great nobleman who remodelled the castle. <b>[i.e. no specific evidence from chosen site and only an observation about how people lived]</b></li> <li>• John of Gaunt's hall at Kenilworth Castle had many fireplaces, which shows how extravagant the lives of 14<sup>th</sup> century noblemen were. <b>[i.e. this does not explain how the fireplaces reveal this]</b></li> <li>• The leper hospital and alms-houses on Cowley Road in Oxford tell historians that people believed in caring for the sick and the poor during the Medieval period. <b>[i.e. no development/ observation only]</b></li> </ul> <p><b>NOTE: Mark at 5–6 marks for one basic explanation; 7–8 marks for two or more</b></p>

<p><b>Level 1</b> <b>(1-4 marks)</b></p>	<p><b>Level 1 answers will typically include:</b></p> <p><b>Description of people’s lives at the site during a particular period, with no reference to the site’s features/ history or description of the site, (1–4 marks) e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Abraham Darby III was a Quaker who believed in humble living. (1)</i></li> <li>• <i>The monks at Fountains Abbey, including Abbot Huby, were devoted to God. (2)</i></li> </ul> <p><b>Valid but generalised assertions, e.g. (Max 1 mark)</b></p> <ul style="list-style-type: none"> <li>• <i>Historians can use Hardwick Hall to answer questions about the lives of rich women in the 1500s.</i></li> </ul>
<p><b>0 marks</b></p>	

<b>Question 3–20 marks (  )</b> <b>Choose one period in your site’s history. What are the benefits and challenges of using the physical features of your site to investigate how it looked at that time?</b> <b>Use physical features of the site as well as your knowledge to support your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b> <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> Demonstrates strong knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1) These are used to support a sustained, consistently focused and convincing explanation that shows a sophisticated understanding of second order concepts appropriate to the question (AO2) Analyses in detail a range of specific and appropriate features of the site and evaluates these thoroughly to reach a consistent, plausible, and very well-substantiated answer to the specific question (AO3).	<p><i>The question focuses on criteria n, m and h.</i></p> <p><i>The response should focus on the benefits and challenges of using the physical features of the site to investigate how it looked during the time period chosen.</i></p> <p><i>For benefit, higher level responses should offer detail about physical features and explain what they reveal about how the site looked at a particular time.</i></p>
<b>Level 4 (13–16 marks)</b> Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1) These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2). Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).	<p><i>e.g. We can use the physical features at Kenilworth Castle to investigate what the site looked like during Elizabeth I’s visits in the 1570s. The remains of Leicester’s building reveals what a showy structure it was, designed to impress Elizabeth. For example, we can see it was built with lots of windows and glass, designed to show off wealth. The tallest windows and the two large fireplaces indicate which was the principal floor.</i></p>
<b>Level 3 (9–12 marks)</b> 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><i>For challenge, higher level responses should explain why physical features do not provide a complete picture, with some development, e.g. other sources / evidence historians might use; or why it is a problem for historians; or how the physical feature was damaged/lost.</i></p>
<b>Level 2 (5–8 marks)</b> 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><i>e.g. Studying the physical features to investigate what the castle looked like in the 1500s can be challenging because of the extent of the damage caused to Kenilworth after it was slighted and pillaged at the end of the civil war, and the floors of Leicester’s building were removed. What would have been quite new and beautiful buildings fell into</i></p>

<p><b>Level 1 (1–4 marks)</b>                  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>disrepair. Large areas were already roofless and overgrown only 150 years after being built, including Leicester’s great hall.</i></p> <p><i>Relevant second order concepts include “significance”, “change” and “consequence”.</i></p>
<p><b>0 marks</b>                  No response or no response worthy of credit.</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>Question 3–20 marks (✎)</p> <p>Choose one period in your site’s history. What are the benefits and challenges of using the physical features of your site to investigate how it looked at that time? Use physical features of the site as well as your knowledge to support your answer</p>	
<p><b>Guidance and indicative content</b></p>	
<p><b>Level 5</b> (17-20 marks)</p>	<p>Level 5 answers will typically <i>provide <u>three developed explanations</u> which cover both challenges and benefits</i> (i.e. two benefits and one challenge, or vice versa).</p> <p>A developed explanation must include:</p> <ul style="list-style-type: none"> <li>• <b>For a benefit:</b> detail about the physical feature and explanation of <b>what it reveals</b> about how the site looked at a particular time</li> <li>• <b>For a challenge:</b> reason why physical feature(s) do not provide a complete picture, with some development, e.g. other sources / evidence historians might use; or why it is a problem for historians; or how the physical feature was damaged/lost, e.g.</li> </ul> <p><i>We can use the physical features at Kenilworth Castle to investigate what the site looked like during Elizabeth I’s visits in the 1570s. The remains of Leicester’s building reveals what a showy structure it was, designed to impress Elizabeth. For example, we can see it was built with lots of windows and glass, designed to show off wealth. The lantern windows and the two large fireplaces indicate which were the principal floors.</i></p> <p><i>However, studying the physical features to investigate what the castle looked like in the 1500s can be challenging because of the extent of the damage caused to Kenilworth after it was slighted and pillaged at the end of the civil war, and the floors of Leicester’s building were removed. What would have been quite new and beautiful buildings fell into disrepair. Large areas were already roofless and overgrown only 150 years after being built, including Leicester’s great hall.</i></p> <p><i>Nevertheless, we can still use the physical features of the site to work out what the interiors may have looked like during Elizabeth’s visits. For instance, the Queen’s private rooms in Leicester’s buildings contain rows of small holes for wooden pegs, which indicate that the queen’s chamber had a tall timber and plaster frieze. Furthermore, wooden panelling and an elaborate alabaster fireplace, carved with Leicester’s initials, were relocated to Leicester’s gatehouse sometime after 1650, probably from the privy chamber. (20)</i></p>
<p><b>Level 4</b> (13-16 marks)</p>	<p>Level 4 answers will typically provide <i><u>two developed explanations</u> which cover challenges and/or benefits</i> (i.e. one benefit and one challenge; or two on the same side), e.g.</p> <p>A developed explanation must include:</p> <ul style="list-style-type: none"> <li>• <b>For a benefit:</b> detail about the physical feature and explanation of <b>what it reveals</b> about how the site looked at a particular time</li> <li>• <b>For a challenge:</b> reason why physical feature(s) do not provide a complete picture, with some development, e.g. other sources / evidence historians might use; or why it is a problem for historians; or how the physical feature was damaged/lost, e.g.</li> </ul> <p><i>Studying the remains at the Vindolanda Fort can help us understand what it looked like in the 3<sup>rd</sup> century. We can see from the remains of the wall, for example, that the fort was rectangular with rounded corners. Inside, there are rows of barracks where soldiers lived, with a larger room for the centurion. This shows us the fort was ordered and disciplined to suit military life.</i></p> <p><i>At the site, there was a large bath house outside of the walls, which is well preserved. We can see that it had a raised floor (hypocaust) to draw hot air into the underfloor space. The layout of the baths shows there were several different rooms, such as the steam room, latrines and plunge pool. This is helpful for showing us the site was a busy and social place. <b>[THRESHOLD – 13 marks]</b></i></p>

<p>Level 3 (9-12 marks)</p>	<p>Level 3 answers will typically provide <u>one developed explanation</u> which covers a challenge or benefit, e.g.</p> <p>A developed explanation must include:</p> <ul style="list-style-type: none"> <li>• <b>For a benefit:</b> detail about the physical feature and explanation of <b>what it reveals</b> about how the site looked at a particular time</li> <li>• <b>For a challenge:</b> reason why physical feature(s) do not provide a complete picture, with some development, e.g., other sources / evidence historians might use; or why it is a problem for historians; or how the physical feature was damaged/lost, e.g.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Studying the physical features at Conisbrough Castle is beneficial for showing us how the castle was an impressive military building in the thirteenth century. For example, we can see from a slot in the fallen gatehouse tower that it had a portcullis, in case attackers got through the barbican. This is useful in showing how imposing the building looked. [THRESHOLD – 9 marks]</i></li> <li>• <i>Studying the physical features at Kenilworth Castle to investigate what it looked like in the Elizabethan period can be challenging because of the extent of the damage caused to Kenilworth after it was slighted and pillaged at the end of the civil war. What would have been quite new and beautiful buildings were ruined and fell into disrepair. Large areas were already roofless and overgrown only 150 years after being built, including Leicester’s great hall. (11)</i></li> </ul>
<p>Level 2 (5-8 marks)</p>	<p>Level 2 answers will typically provide <u>basic explanation(s)</u>,</p> <p>Basic explanations will typically include:</p> <p>Simple statement(s) of fact, with no development, about the challenges and/or benefits of using the physical features of the site, e.g.</p> <ul style="list-style-type: none"> <li>• <i>There is a challenge to using the site at Elmley to investigate what the Norman Castle looked like, because the timber palisades and towers have decayed.</i></li> <li>• <i>Vindolanda can pose challenges because the site was demolished and rebuilt nine times.</i></li> </ul> <p>OR</p> <p>Basic explanation(s), describing specific feature(s) of the site (no explanation of how the features reveal how the site looked at their particular time), e.g.</p> <ul style="list-style-type: none"> <li>• <i>The 1930s Eltham Palace has a curved entrance with two pavilions at either end, and a sculpture of the goddess Vesta. [THRESHOLD – 5 marks]</i></li> <li>• <i>At Conisbrough, we can see the medieval castle had a round, stone keep, with six buttresses. There are loopholes in the tower. There are curtain walls surrounding the bailey and there are the remains of a Great Hall and kitchens with ovens. [8]</i></li> </ul> <p><b>NOTE: Answers which only describe the site as it looks today are likely to be placed low in this level.</b>  <b>NOTE: Mark at 5–6 marks for one basic explanation; 7–8 marks for two or more</b></p>
<p>Level 1 (1-4 marks)</p>	<p>Level 1 answers will typically include:</p> <p>Identification of feature(s) at the site, with no detail about it/ them, (1–4 marks) e.g.</p> <ul style="list-style-type: none"> <li>• <i>It’s beneficial because we can see that Hardwick Old Hall had a Great Hall as well and kitchens. (2)</i></li> <li>• <i>It’s beneficial because various furnaces at Coalbrookdale can still be seen on the site. (1)</i></li> </ul> <p>Descriptions of the history of the site, (1–4 marks) e.g.</p> <ul style="list-style-type: none"> <li>• <i>In around 1180, Hamelin de Warenne started to build a stone keep at Conisbrough. Curtain walls followed not long after. (2)</i></li> </ul> <p>Valid but generalised assertions, e.g. (Max 1 mark)</p> <ul style="list-style-type: none"> <li>• <i>The physical features at the site can be helpful because many of them are still intact.</i></li> <li>• <i>There is a great challenge because many of the features are no longer standing.</i></li> </ul>
<p>0 marks</p>	



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