

GCSE (9-1)

History B Schools History Project

J411/61: History around us

General Certificate of Secondary Education

Mark Scheme for June 2022

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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

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

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

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

© OCR 2022

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 **required number of** 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

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
	Highlighter
BP	Blank page

## 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.

**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.**

<b>Question 1–20 marks (</b>  <b>)</b> <b>The organisation that runs your site wants to produce reconstruction drawings to show visitors what your site looked like at a particular time in the past. Explain what you would tell an artist to include in the drawings. 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> <i>The question focuses on criteria a and b. It also allows candidates to draw on aspects of criteria d, g and perhaps even j.</i>
<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).	<i>The question focuses on criteria m and n. It also allows candidates to draw on criteria l and h.</i> <i>The response should focus on evaluating how the physical features of the site allow a reasonable interpretation of the site. Candidates should identify several physical features that are important for inclusion in reconstruction drawings to highlight what the site looked like <b>in the specified period</b>. Candidates may also use other forms of evidence, e.g. written record, typicality or place names, etc., to support particular interpretations</i> <i>Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i>
<b>Level 4 (13–16 marks)</b> Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1) These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2). Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).	<i>A feature of higher-level responses may be a substantiated judgement as to the extent to which specific features of the site are worthy of inclusion in the reconstruction drawings. These answers may show how a range of evidence either corroborates to support a particular interpretation or reveal contradictions that make an interpretation questionable.</i>
<b>Level 3 (9–12 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 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).	<i>Responses that deal with aspects of the question separately without addressing how they relate to each other, (in this case, explaining the physical features of the site but without inferring interpretations from them and how they will be helpful for visitors) should not be awarded marks above Level 1. Failure to effectively identify a particular period will also preclude access to higher levels.</i>
<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).	

**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).

**0 marks**

No response or no response worthy of credit.

*The second order historical concept here is “interpretation”. Weaker responses are likely to discuss the site as if we can know what happened. A sophisticated response will explain the degree of certainty in its judgement or the range of possible interpretations as particular viewpoints based on the evidence, the response will reveal an awareness that an interpretation of the site has been deliberately constructed.*

Question 1 – 20 marks	
The organisation that runs your site wants to produce reconstruction drawings to show visitors what your site looked like at a particular time in the past. Explain what you would tell an artist to include in the drawings. Use physical features of the site as well as your knowledge to support your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>As Level 4 but for two or more features</p> <p>Two or more sustained explanations</p>
Level 4 (13-16 marks)	<p>As L3, with specific support based on one physical feature of the site e.g.</p> <ul style="list-style-type: none"> <li><i>I would ask the artist to draw the Great Hall of Carlisle Castle on the day of a feast. There should be a table loaded with food and richly dressed nobles sitting at the table. There should be servants bringing food and wine. We know from the remains of 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 above the lord's table and a great fireplace behind. The artist should show the fireplace with a fire in it.</i></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li><i>The artist should draw the Operations Centre at the Western Approaches at the height of the Battle of the Atlantic. This was where the Royal Navy co-ordinated all the information about convoys and U-boats and it was a key factor in the Second World War. From the site we know that there would have been a large table with a map of the Atlantic and small model ships showing the location of convoys etc. The artist should show WRNs walking along the gantry above and they could also be shown working the telephones and other equipment.</i></li> </ul> <p>NOTE: Responses which identify features only (ie no scene or reason for choice as per L3) but do support with physical features of site, mark at bottom of L4 e.g.</p> <ul style="list-style-type: none"> <li><i>I would ask the artist to draw the Great Hall of Carlisle. 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 .... etc.</i></li> </ul> <p>One sustained explanation (i.e. all three elements of answer are present – identifies feature/ explains reasoning/supports with detail from the site)</p>
Level 3 (9-12 marks)	<p>Identifies feature(s) of the site and explains why they have identified them eg e.g.</p> <ul style="list-style-type: none"> <li><i>I would ask the artist to draw the Great Hall of Carlisle Castle. The Great Hall was the centre of the life of the castle. As well as feasts, the Great Hall was where the lord held courts and judged cases. It was also where he would have planned campaigns against the Scots.</i></li> <li><i>The artist should draw the Operations Centre at the Western Approaches at the height of the Battle of the Atlantic. This was where the Royal Navy co-ordinated all the information about convoys and U-boats and it was a key factor in the Second World War.</i></li> </ul> <p>Alternatively - Identifies of feature(s) of the site and describes a scene they want the artist to draw (implicit understanding of significance) e.g.</p> <ul style="list-style-type: none"> <li><i>I would ask the artist to draw the Great Hall of Carlisle Castle on the day of a feast. There should be a table loaded with food and richly dressed nobles sitting at the table. There should be servants bringing food and wine.</i></li> <li><i>The artist should draw the Operations Centre at the Western Approaches at the height of the Battle of the Atlantic. There should be WRNs using the maps, answering phones. We should also see officers in naval uniforms.</i></li> </ul> <p>Standard explanation(s) – ( two elements i.e. identifies features and either explains reasoning or describes how they should look)</p>
Level 2 (5-8 marks)	<p>Identifies features of the site which should be drawn by the artist or explains importance of the site for a reconstruction but without identifying features. e.g.</p> <ul style="list-style-type: none"> <li><i>I would tell the artist to draw the keep of Conisbrough Castle</i></li> <li><i>I would tell the artist to draw the reception hall of Hardwick House</i></li> <li><i>Kenilworth is important to be represented by an artist as it is a good example of what was important in Elizabethan times.</i></li> </ul>

<b>Level 1 (1-4 marks)</b>	<p>Describes the site at a particular time or provide an account of the history of the site, e.g.</p> <ul style="list-style-type: none"><li>• <i>In the 1200s Kenilworth Castle had a new gatehouse added by King John.</i></li><li>• <i>In the 1950s there would have been a security fence and guards outside Hack Green Nuclear Bunker</i></li><li>• <i>Tattershall Castle was first built in the 1100s but in the 1400s it was rebuilt in brick.</i></li></ul>
<b>0 marks</b>	

<b>Question 2 – 20 marks (✍)</b> <b>How far does your site tell us about important local or national changes? 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> <i>The question focuses on criteria d and e. It also allows candidates to draw on criteria b, c, f, h and g and aspects of k (everyday life in particular periods).</i>
<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).	<i>The question focuses on criteria c and i. It also allows candidates to draw on criteria g and j.</i> <i>The response should focus on the ways in which the site <b>reveals local or national significant changes</b>. (e.g. the extent to which the remains of Fountains Abbey reveal the Reformation, or the development of Monasticism from the 12th to the 16th Century; or the extent to which Dover Castle reveals the changing nature of warfare from the 12th to the 20th Century; or how far the remains found at Stonehenge reveal local or national changes from the Mesolithic to Iron Age.</i> <i>Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i>
<b>Level 4 (13–16 marks)</b> Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1) These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2). Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).	<i>A feature of higher-level responses may be a judgement as to the extent to which the physical features of the site reveal local or national changes.</i> <i>Responses that deal with aspects of the question separately without addressing how they relate to each other, (in this case, for example, discussing physical features of the site without identifying how they link to local or national changes) should not be awarded marks above Level 1.</i>
<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).	<i>The second order historical concept here is “historical significance” either locally or nationally. A sophisticated response will include criteria for assessing the physical features. Alternatively, “change” may be used. A sophisticated response will explain how physical features</i>

<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><b>0 marks</b> No response or no response worthy of credit.</p>	<p><i>reveal key turning points, trends or the pace of local or national changes.</i></p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

Question 2 – 20 marks How far does your site tell us about important local or national changes? Use physical features of the site as well as your knowledge to support your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p><b>Two or more sustained explanations as per L4</b>  <b>Note:</b> Answers could identify one change but explain more than one example of how the site helps to understand the change. Supporting evidence should be given for both explanations.</p> <ul style="list-style-type: none"> <li>Kenilworth Castle as example of increasing stability AND later evidence of destruction of Civil Wars</li> <li><b>OR</b></li> <li>Coalbrookdale as evidence of importance of resources and also evidence of new technologies like blast furnaces</li> </ul>
Level 4 (13-16 marks)	<p><b>Identifies an example of national or local change and explains one way/example of how the site helps to understand the change and provides supporting evidence (physical features or other evidence) about the change - (one sustained explanation)</b>, e.g.</p> <ul style="list-style-type: none"> <li>Furness Abbey is an example of the impact of the Dissolution of the Monasteries during the Reformation. In the reign of Henry VIII .... We can see from the site that the Abbey was once rich and magnificent [supported by features of the site or other evidence] But today Furness Abbey today is a complete ruin. This is typical of what happened to most of the great monasteries. Today we can see that the roof was removed, the fittings were taken .....</li> <li>If we look at the remains of Kenilworth Castle today, we can see how Britain became more peaceful from the medieval to the early modern period [describes transition from fortress to prestige residence] by the destruction/ removal of.....</li> </ul> <p><b>One sustained explanation (i.e. all three elements of answer are present – identifies local/national change/ explains impact/supports with detail from the site or wider events)</b></p>
Level 3 (9-12 marks)	<p><b>Identifies an example of national or local change and describes the impact of the change on the site (or possibly the role of the site in the change), e.g.</b></p> <ul style="list-style-type: none"> <li>Coalbrookdale was very important in the Industrial Revolution. This was where .....</li> <li>Furness Abbey is an example of the impact of the Dissolution of the Monasteries during the Reformation. In the reign of Henry VIII ....</li> <li>Kenilworth Castle was very badly damaged during the Civil Wars of the 1640s. In the wars .....</li> <li>The village of Eyam is a good example of continuity rather than change. You can still see the houses, roads and village green laid out exactly as it was in the 1600s.</li> </ul> <p><b>Standard explanation(s) (two elements i.e. identifies change and either explains impact or describes physical features which have changed)</b></p>
Level 2 (5-8 marks)	<p><b>Level 2 answers will typically identify local or national changes relevant to the site e.g.</b></p> <ul style="list-style-type: none"> <li>Site X can tell us about the Industrial Revolution / Cold War / Reformation / Civil Wars of the 1640s</li> <li>Site X played an important role in [period of change or development]</li> </ul> <p><b>NOTE: Answers which describe changes to the site but do not refer to local or national changes/ context should be awarded at L2</b></p>
Level 1 (1-4 marks)	<p><b>Level 1 answers will typically assert an answer with little or no development / describes site without reference to question eg</b></p> <ul style="list-style-type: none"> <li>My site tells us a lot about changes in how people worked</li> <li>There were many important changes in Britain in the 1600s and they affected my site</li> <li>Site X did not really change at all</li> <li>Castle X was built to defend the coastline against invasion</li> </ul>
0 marks	

<b>Question 3–20 marks (♂)</b> <b>How far have activities on your site differed over time? 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).	<i>The question focuses on criteria c and e. It also allows candidates to draw on criteria d and k.</i> <i>The response should focus on activities at the <b>site over a range of periods in the site's history</b>. Responses may compare similarities and difference in activities in one period, (e.g. the diversity of activities undertaken by lay and clerical brothers at a monastic site in the thirteenth-century) but must also consider other periods (e.g. how both clerical and lay activities changed in later monasticism) to advance within the level. Alternatively, responses may explain the extent of diversity by simply comparing one period to another (e.g. make a judgement in relation to the Darby family's initial focus on Iron smelting at Coalbrookdale in the early eighteenth-century leading to diversification into the manufacture of domestic products by the nineteenth-century; and now the sites use for educational and heritage activities).</i> <i>Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i>
<b>Level 4 (13–16 marks)</b> 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).	
<b>Level 3 (9–12 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 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).	<i>A feature of higher-level responses may be a judgement related to how far activities have differed; weaker answers will identify different activities without a judgement on the extent to which they differ.</i> <i>Responses that deal with aspects of the question separately without addressing how they relate to each other, (in this case, for example, discussing similar or different activities at the site without relating this to changes over time) should</i>
<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><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>not be awarded marks above Level 1.</i> <i>The second order historical concept here is “similarity and difference” and “change” A sophisticated response will explain the degree of similarity or difference in activities as the site has changed over time, it may identify how key turning points, trends or the pace of change has led to differing activities.</i></p>
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

Question 3–20 marks (  ) How far have activities on your site differed over time? Use physical features of the site as well as your knowledge to support your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Identifies two or more examples of difference/continuity in activities, explains the argument and provides supporting evidence (e.g., timescale, cause, extent, nature, impact of change), e.g.</p> <ul style="list-style-type: none"> <li>Two L4 examples</li> </ul> <p><b>Two or more sustained explanations</b></p>
Level 4 (13-16 marks)	<p>Identifies one example of different activities/continuity, explains the argument and provides supporting evidence (physical features or other evidence)</p> <ul style="list-style-type: none"> <li><i>Before DATE, Site X was used for Y. However, from DATE, the main activity on Site X was Z. Clearly this was a significant change because ..... We can see the impact of this change in the physical features of the site. For example ....</i></li> </ul> <p><b>One sustained explanation (i.e., all three elements of answer are present – identifies activities/ explains reasoning/supports with detail from the site or wider context)</b></p>
Level 3 (9-12 marks)	<p>Identifies example(s) of different activities/ continuity and explains them e.g.</p> <ul style="list-style-type: none"> <li><i>Before DATE, Site X was used for Y. However, from DATE, the main activity on Site X was Z. Clearly this was a significant change for people because .....</i></li> </ul> <p><b>NOTE:</b> At this level and above arguments need to be explained in terms of from what activity to what or explain continuity of activity across two or more time periods. Marks within the level could be awarded for explanations of difference/continuity which address points such as the nature, causes, impact or scale</p> <p><b>Standard explanation (two elements i.e. identifies activities and either explains reasoning or describes features/ evidence to exemplify this)</b></p>
Level 2 (5-8 marks)	<p>Identifies differences in activities or continuity on the site with little or no development or supporting evidence, or describes physical change with no explanation e.g.</p> <ul style="list-style-type: none"> <li><i>At first Bletchley Park changed its use to code-breaking.</i></li> <li><i>Castle X changed to become a prestigious home.</i></li> <li><i>In the 18th century, a new wing was built on the house</i></li> </ul>
Level 1 (1-4 marks)	<p><b>Makes unsupported assertions about different activity/continuity OR produces a narrative of the site, e.g.</b></p> <ul style="list-style-type: none"> <li><i>Activities on Site X have changed a lot between DATE and DATE</i></li> <li><i>First the Norman Lord X built Castle A, then it was taken over by King John.</i></li> <li><i>Castle X was built as a fortress to defend the coastline.....</i></li> </ul>
0 marks	

**Assessment Objectives (AO) grid**

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1/2/3 <b>Answer two questions</b>	5	5	10			20
<b>Total</b>	10	10	20			40

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

Alternatively, you can email us on

[support@ocr.org.uk](mailto:support@ocr.org.uk)

For more information visit

-  [ocr.org.uk/qualifications/resource-finder](http://ocr.org.uk/qualifications/resource-finder)
-  [ocr.org.uk](http://ocr.org.uk)
-  [Twitter/ocrexams](http://Twitter/ocrexams)
-  [/ocrexams](http://ocrexams)
-  [/company/ocr](http://company/ocr)
-  [/ocrexams](http://ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.