

**GCSE**

**History B (Schools history project)**

Unit **J411/21**: History Around Us

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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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## Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
Highlighter	Valid point made but not developed( use in body of script)
 SEEN	Noted but no credit given (not adding value to the answer)
 NAQ	Not answered question
	Development of relevant point (use in body of script)
BP	Blank page

**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.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

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.

Candidates' answers must be relevant to the question. Beware of 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.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

You are reminded that you have access to information about the chosen site submitted by each candidate's centre, and that you must refer to this if you are in any doubt about details included in the candidate's answers.

<p><b>Question 1–20 marks</b> </p> <p><b>Explain the reasons why people first created your site within its surroundings. 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 a and b. It also allows candidates to draw on aspects of criteria d, g and perhaps even j.</i></p> <p><b>L5 – level 4 plus substantiated clinching argument.</b>  <b>L4 – 3+ developed points</b>  <b>L3 – 2 developed points</b>  <b>L2 – one developed point with additional identifications</b>  <b>L1 – one developed point OR identified points only</b></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>(N.B. a developed point is one which answers the question using relevant supporting evidence)</b></p>

<p><b>Level 3 (9–12 marks)</b></p> <p>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).</p>	<p><i>The response should focus on assessing the reasons for the location of the site within its surroundings when it was first created. In addressing this, responses will need to consider how the site’s location within its surroundings relates to the original purposes and activities of the people who first created the site. Responses may also consider how the site was used, the significance of the site’s development in its original period, or the typicality of the site in comparison to other similar sites. Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i></p>
<p><b>Level 2 (5–8 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1); 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><i>Responses that deal with aspects of the question separately without addressing how they relate to each other should not be awarded marks above <b>Level 1</b>. In this case, an example might be identifying the reasons for the site’s creation and describing the surroundings but doing so separately and without explaining how the location and surroundings helped meet the original purposes of the site.</i></p>
<p><b>Level 1 (1–4 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) 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>The second order historical concept here is “causation” i.e. why the site was first located within its particular surroundings; how the location within its surroundings helped meet the original purposes of the site. A <b>sophisticated understanding</b> of causation will identify multiple causes for the first locating of the site,</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><i>The second order historical concept here is “causation” i.e. why the site was first located within its particular surroundings; how the location within its surroundings helped meet the original purposes of the site. A <b>sophisticated understanding</b> of causation will identify multiple causes for the first locating of the site,</i></p>

	<p><i>or explain how these causes relate to each other and how they led to the creation of the site; they may explain how people were influenced by their conditions (e.g. society, beliefs, politics, etc.) at the particular time in choosing the site's location.</i></p>
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<p><b>Question 2 – 20 marks</b> (✎)</p> <p><b>How diverse have the activities and people associated with your site been throughout its history? 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 d and e. It also allows candidates to draw on criteria c, f, h and g and aspects of k (everyday life in particular periods).</i></p> <p><b>L5 – level 4 plus substantiated clinching argument.</b>  <b>L4 – 3+ developed comparisons</b>  <b>L3 – 2 developed comparisons</b>  <b>L2 – one developed comparison</b>  <b>L1 – identified points only (people and/or activities)</b></p> <p><b>(N.B. a comparison is one which answers the issue of diversity by referring to change and/or continuity)</b></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></p> <p>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).</p>	<p><i>The response should focus on how the site has been used throughout its history and assess the diversity of people and activities associated with it. Responses should identify how specific features in the physical remains of the site reveal the changes in its use through the people and activities associated with it. Candidates may discuss how the site has changed over time. Responses may discuss significant times in the site’s past in term of peak activity, major developments and turning points.</i></p>
<p><b>Level 2 (5–8 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1); 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><i>Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i></p>
<p><b>Level 1 (1–4 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) 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 that deal with aspects of the question separately without addressing how they relate to each other, (in this case, for example, discussing how the site has been used in different periods and then talking in a general way about the people and activities associated with it, but without linking these together) should not be awarded marks above <b>Level 1.</b></i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><i>The second order historical concepts here are change and continuity and of course diversity. Candidates might focus on the diversity of people and activity at certain points in the history of the site. They may choose to focus</i></p>

*more on continuity and change when comparing different points in the site's past. A **sophisticated response** might refer to peak activity and major developments/turning points affecting the nature and range of activities and people involved with the site. Responses may identify trends in comparison to other similar sites. Answers may also consider related concepts such as "causation" and "consequence". i.e. reasons for change in terms of people or conditions (e.g. "As a result of the Reformation...") which may be used to address 'diversity'.*

<p><b>Question 3–20 marks</b> </p> <p><b>Choose one period in your site’s history. How far do the physical remains at your site reveal the attitudes and values of people at that time? 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 k, l and h. It also allows candidates to draw on criteria e, f and g.</i></p> <p><b>L5 – level 4 plus substantiated clinching argument.</b>  <b>L4 – 3+ developed points</b>  <b>L3 – 2 developed points</b>  <b>L2 – one developed point with additional identifications</b>  <b>L1 – one developed point OR identified points only</b></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>(N.B. a developed point is one which answers the question using relevant supporting evidence)</b></p>

<p><b>Level 3 (9–12 marks)</b></p> <p>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).</p>	
<p><b>Level 2 (5–8 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1); 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><i>The response should focus on the relationship between the physical remains at the site and the attitudes and values of a particular chosen time. Responses should demonstrate how the physical remains prompt questions about the past and how historians frame these as valid historical enquiries, e.g. identify what the remains can and cannot reveal. Responses should discuss the significance of specific features of the site's physical remains. Responses may also consider the diversity of people associated with the site, how the site was used, or significant times in the site's past. Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i></p>
<p><b>Level 1 (1–4 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) 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 that deal with aspects of the question separately without addressing how they relate to each other, (in this case, for example, discussing specific features of the physical remains and then in a generic way identify the attitudes and values of a chosen period but without linking these aspects together) should not be awarded marks above <b>Level 1</b>.</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

	<p><b>Sophisticated responses</b> might demonstrate understanding of several second order concepts. The physical remains might reveal evidence of changes or continuity, for example, long term established religious practice or change in religious belief. The remains may reveal evidence of causes of such changes. Answers may also consider “diversity” in terms of the activities and people associated with the site.</p>
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**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 writes nothing</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>

## Assessment Objectives (AO) grid

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>SPaG</b>	<b>Marks</b>
<b>1/2/3 Answer two questions</b>	<b>5</b>	<b>5</b>	<b>10</b>			<b>20</b>
<b>SPaG</b>					<b>10</b>	<b>10</b>
<b>Total</b>	<b>10</b>	<b>10</b>	<b>20</b>		<b>10</b>	<b>50</b>

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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