



Oxford Cambridge and RSA

GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)

J411/21 History Around Us

MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50

This document consists of 15 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris 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 scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 scoris 50% and 100% (traditional 50% 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, email or via the scoris messaging system.

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 3enalized themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate). *When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

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 scoris **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 scoris 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:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - a. **To determine the mark within the level**, consider the following

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Explanations fully developed and well supported. Answer may not be consistently developed.	Upper middle mark
Explanations may not be fully developed or well supported. May lack focus on the question at times.	Lower middle mark.
Borderline of this level and the one below; basic development of explanations.	At bottom of level

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. 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

13. 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.

Question 1–20 marks (✎)	
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.	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them(AO1) These are used to support a sustained, consistently focused and convincing explanation that shows a sophisticated understanding of second order concepts appropriate to the question (AO2) Analyses in detail a range of specific and appropriate features of the site and evaluates these thoroughly to reach a consistent, plausible, and very well-substantiated answer to the specific question (AO3).</p>	<p><i>The question focuses on criteria a and b. It also allows candidates to draw on aspects of criteria d, g and perhaps even j.</i></p> <p>L5 – level 4 plus substantiated clinching argument. L4 – 3+ developed points L3 – 2 developed points L2 – one developed point with additional identifications L1 – one developed point OR identified points only</p> <p>(N.B. a developed point is one which answers the question using relevant supporting evidence)</p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1) These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2). Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).</p>	<p><i>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>Level 3 (9–12 marks) 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>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1); These are used to support an explanation that shows some understanding of second order concepts appropriate to the question (AO2). Identifies, with some explanation, some appropriate features of the site and uses these to give a generally plausible, supported answer to the specific question (AO3).</p>	

<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2). Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>	<p><i>Responses that deal with aspects of the question separately without addressing how they relate to each other should not be awarded marks above Level 1. 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>0 marks 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 sophisticated understanding of causation will identify multiple causes for the first locating of the site, 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>

<p>Question 2 – 20 marks </p> <p>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.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them(AO1) These are used to support a sustained, consistently focused and convincing explanation that shows a sophisticated understanding of second order concepts appropriate to the question (AO2) Analyses in detail a range of specific and appropriate features of the site and evaluates these thoroughly to reach a consistent, plausible, and very well-substantiated answer to the specific question (AO3).</p>	<p><i>The question focuses on criteria d and 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>L5 – level 4 plus substantiated clinching argument. L4 – 3+ developed comparisons L3 – 2 developed comparisons L2 – one developed comparison L1 – identified points only (people and/or activities)</p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1) These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2). Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).</p>	<p>(N.B. a comparison is one which answers the issue of diversity by referring to change and/or continuity)</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>Level 3 (9–12 marks) 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>Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i></p>
<p>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1); These are used to support an explanation that shows some understanding of second order concepts appropriate to the question (AO2). Identifies, with some explanation, some appropriate features of the site and uses these to give a generally plausible, supported answer to the specific question (AO3).</p>	<p><i>Responses that deal with aspects of the question</i></p>

<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2). Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>	<p><i>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 Level 1.</i></p>
<p>0 marks 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 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’.</i></p>

Question 3–20 marks () 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.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set
Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them(AO1) These are used to support a sustained, consistently focused and convincing explanation that shows a sophisticated understanding of second order concepts appropriate to the question (AO2) Analyses in detail a range of specific and appropriate features of the site and evaluates these thoroughly to reach a consistent, plausible, and very well-substantiated answer to the specific question (AO3).	<p><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>L5 – level 4 plus substantiated clinching argument. L4 – 3+ developed points L3 – 2 developed points L2 – one developed point with additional identifications L1 – one developed point OR identified points only</p> <p>(N.B. a developed point is one which answers the question using relevant supporting evidence)</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>
Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1) These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2). Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).	
Level 3 (9–12 marks) 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).	
Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1); These are used to support an explanation that shows some understanding of second order concepts appropriate to the question (AO2). Identifies, with some explanation, some appropriate features of the site and uses these to give a generally plausible, supported answer to the specific question (AO3).	

<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1) This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2). Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>	<p><i>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 Level 1.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	<p>Sophisticated responses 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>

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

High performance 4–5 marks	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance 2–3 marks	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded 0 marks	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Assessment Objectives (AO) grid

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

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