

GCSE (9-1)

History B Schools History Project

J411/21: History around us

General Certificate of Secondary Education

Mark Scheme for June 2025

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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 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 available in RM Assessor
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, email or via the RM Assessor 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 penalised 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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (No Response) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.
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>Annotation Name</i>	<i>Description</i>
	L1	Level 1
	L2	Level 2
	L3	Level 3
	L4	Level 4
	L5	Level 5
	SEEN	Noted but no credit given
	NAQ	Not answered question
	H Wavy Line	Evidence presented to develop the answer
	BP	Blank page
	Highlight	Point / explanation made to answer the question
	Tick	Used in Question 1 to indicate direct response to question i.e. 'I would point out/show/indicate.....'

12. 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 /PE.

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.
- 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

High performance 4–5 marks	• 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	• 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	• 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	• 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

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 cover sheet

- 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:
- 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 and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.
 - 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

Word processed scripts

- b. If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If you have any queries please contact the OCR Special Requirements Team at srteam@ocr.org.uk

Other: If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter** or a **Practical Assistant cover sheet**, award SPaG as normal.

Question 1–20 marks () Imagine you are a guide at your site. If you wanted visitors to understand how people first used the site, which features of the site and/or its surroundings would you point out and why? 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 <i>The question focuses on criteria a, b, d, e, h and m. 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> <i>The response should focus on assessing the ways in which physical features of the site support understanding of the site's first use.</i> <i>Developed explanations at Level 3+ will deal in depth with both aspects of the question, i.e. evidence of physical features of site/ surroundings and how they can help visitors understand the site's first use.</i>
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).	
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).	

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.	

Question 1 – 20 marks

Imagine you are a guide at your site.

If you wanted visitors to understand how people first used the site, which features of the site and/or its surroundings would you point out and why?

Use physical features of the site as well as your knowledge to support your answer.

Guidance and indicative content

Level 5 (17-20 marks)	Level 5 answers will typically provide THREE developed explanations of how physical features of the site and/or surroundings can help visitors understand how the site was first used. A developed explanation must include: • details of the physical feature(s) of site/ surroundings at the time of first use (First use = during the lifetime of those who first constructed the site) • an explanation of <i>how</i> the feature helps us to understand how the site was first used NOTE: Candidates may refer to physical features of the site; features of the surroundings; or a mixture of the two. <i>Firstly, I would point out to visitors the location of Quarry Bank Mill next to the fast-flowing River Bollin. This can help visitors understand how the site was first used by Samuel Greg because we can see the mill is located where there is a fall in the river's course. This could then be used to power the mill's first water wheel, a wooden overshot wheel at the north end of the mill. The wheel powered machinery in the mill which spun cotton.</i> <i>Secondly, I would point out the buildings of the surviving eighteenth-century cotton mill, built in the 1780s. I would point out the size and scale of the mill (four storeys high with tall windows, to flood the mill with light) and how this, along with the working heritage machinery inside, can tell visitors that the mill was built to house large numbers of textile workers to operate the machinery.</i> <i>Finally, I would point out the rows of workers' housing in Styal Village, where we can still see the cottages which Greg rented to his workers. Each house has a parlour, a kitchen and two bedrooms (a two-up two-down), an outside privy and a small garden. This could help visitors to understand that the site was not only used as a place of production, but that Greg intended it to be a community, where he would have a paternalistic role in his workers' lives. [20]</i> NB answers which describe first use and explain how this can be supported by physical features but do not refer to showing/pointing features out at some point in their answer should be awarded the lowest mark in the level. (The candidate only needs to refer to pointing out/showing once in their answer)
Level 4 (13-16 marks)	Level 4 answers will typically provide TWO developed explanations of how physical features of the site and/or surroundings can help visitors understand how the site was first used. <i>Firstly, I would point out the hilltop location of the Thomas Plume Library and the site of the medieval church of St. Peter. Together with the fact that the town's name, 'Maldon', means 'hill-marked by a cross' in Saxon English, this suggests that the site was originally used for religious purposes after the conversion of the East Saxons to Christianity in 653. The hilltop location meant that the cross would have been visible to vessels approaching Maldon via the Blackwater Estuary, showing the importance of religion at the time.</i> <i>Secondly, I would point out the shape and height of the Thomas Plume Library building, and how it aligns with St Peter's Tower and the remaining tower arch inside. This suggests that the current building is the same size and proportions as the original nave. Its narrow, tall shape and roof height is typical for Anglo-Saxon naves, again suggesting the site may have been used for religious purposes by the whole community as early as the 7th Century. [16]</i> NB answers which describe first use and explain how this can be supported by physical features but do not refer to showing/pointing features out at some

	point in their answer should be awarded the lowest mark in the level. (The candidate only needs to refer to pointing out/showing once in their answer)
Level 3 (9-12 marks)	Level 3 answers will typically provide ONE developed explanation of how a physical feature of the site or surroundings can help visitors understand how the site was first used. - I would point out to visitors the Great Barn on the site at Buckland Abbey, built in 1278 by the Cistercian monks that founded the Abbey. This could help visitors to understand how the Cistercians used the site for farming. It is 87m long, 10m wide and 8m high. It is supported by great buttresses on the outside and has an impressive timber roof. Its size suggests how it was used to store the huge amounts of agricultural produce from the surrounding estates. This can tell visitors about how the monks used the site to produce an income from farming. [12] - An important factor is the position of Conisbrough Castle. The site is on the second-highest hill in the area, so its naturally defensive position and raised viewpoint reveals its military use. This can show visitors how the original motte and bailey castle was likely used to consolidate Norman control in the area [THRESHOLD – 9 MARKS] NB answers which describe first use and explain how this can be supported by physical features but do not refer to showing/pointing features out at some point in their answer should be awarded the lowest mark in the level. (The candidate only needs to refer to pointing out/showing once in their answer)
Level 2 (5-8 marks)	Level 2 answers will typically provide basic explanation(s). Basic explanations will either: - explain how feature(s) can help visitors understand the site's first use without providing detail about the feature(s), e.g. <i>I would point out the Apprentice House. This could show visitors how the Greg family intended Quarry Bank to be a place used for providing education as well as a place of textile production.</i> - OR - give precise detail about the physical feature/surroundings; IDENTIFIES but not fully explains HOW it reveals the site's first use. <i>I would point out the Great Barn at Buckland Abbey, which is supported by great buttresses and has an impressive timber roof. This shows that monks first used the site for farming.</i>
Level 1 (1-4 marks)	Level 1 answers will typically: identify/ describe physical feature(s) of the site/ surroundings, WITHOUT reference to the site's first use, e.g. <i>Quarry Bank Mill was built on the bank of the River Bollin and was connected by road to the Bridgewater Canal.</i> <i>I would take visitors to the top of the keep at Conisbrough and then they would be able to see how the castle was built near to the River Don and near the Anglo-Saxon settlement of Anglo-Saxon settlement, Cyningesburh, which had a stone church.</i> NOTE: Responses which describe current features of the site with no connection to the site's first creation e.g. <i>At Framlingham Castle, we can see the Tudor chimneys with their herringbone and spiraled patterns. There is also the Red House which served as a poorhouse. (2)</i> OR identify/ describe the site's first use without reference to physical feature(s)/ surroundings, e.g. <i>The site of the Thomas Plume Library was the centre of a 3000-acre thegn's estate, so it's possible that a Saxon thegn first used the site as a private chapel.</i>
0 marks	

Question 2 – 20 marks 	
Explain the reasons why your site's uses have changed over 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 <i>The question focuses on criteria c, d and f. It also allows candidates to draw on criteria e and g.</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> <i>The response should focus on the reasons for changes to the site's uses, and what these changes were.</i> <i>Developed explanations at Level 3+ will deal with all aspects of the question. (see below)</i> <i>The second order historical concepts here are causation, consequence and change over time.</i>
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).	
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).	

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.	

Question 2 – 20 marks

Explain the **reasons why** your site's uses have changed 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)	Level 5 answers will typically provide developed explanations of THREE reasons why the site's uses have changed over time. A developed explanation will: • explain a specific reason for change • show the resulting change to the site's use/how the site was used <i>When Norwich Castle was constructed by William the Conqueror in around 1067, it was a motte and bailey castle, designed to be used as a defensive fortress to secure Norman control over the local population. However, the military importance of the keep started to decline as Norman power solidified and rebellions became less frequent. Defensive needs therefore decreased. By the reign of Henry I, Norwich Castle was mainly used as a royal residence. The stone keep was enhanced with luxurious elements, transforming it into a palatial home for royalty during their visits to East Anglia.</i> <i>This use lasted until the late 1300s. By this stage, the monarchy's itinerant lifestyle decreased, meaning royal castles like Norwich were used less frequently for residence. During his reign, Edward III could not afford the upkeep of so many royal castles, and so he gave the site of Norwich castle to the city who developed it into a county gaol in 1385. Following this, the first prison on the site was constructed 1792–93, and then the second prison by local architect William Wilkins in 1827.</i> <i>In the 1800s, due to the prison reform movement, the state of Norwich Castle's prison facilities came under scrutiny. By 1883 the building was considered unfit for purpose so the building was converted for use as a museum. Edward Boardman converted the keep and prison, which involved ripping out the prison cell block and removing rubble from the site. He built two arches down the centre of the keep and installed a balcony at the level of the original Norman floor. These alterations allowed the museum to open in 1894.</i> Answers should support their explanations with evidence but if they do not use physical features of the site to support at least one of these explanations, they should be given a maximum of 17 marks
Level 4 (13-16 marks)	Level 4 answers will typically provide developed explanations of TWO reasons why the site's uses have changed over time. <i>Bristol Docks began as a natural harbour and was used initially as a local port, trading largely with Wales and the West Coast of Ireland. However, the development of rudders in the 12th Century led to a wider range of international trade involving larger vessels. As a result, between 1240 and 1247 St Augustine's Reach was dug to accommodate this new style of ships. The remains of its entrance can be seen near Bristol Bridge.</i> <i>There were further changes to the site's use by the 1930s as a result of the increasing size of ocean-going vessels, which meant they could no longer navigate the Avon and enter the Harbour via Hotwell's Lock. As a result, the docks fell into ruin and disrepair and by the late 1900s had been redeveloped for leisure use. We can see how the former warehouses are now used as bars, restaurants, cinemas, museums and galleries. For example, the Arnolfini arts centre can be seen in the building which was the Bush tea warehouse.</i> Answers should support their explanations with evidence but if they do not use physical features of the site to support at least one of these explanations, they should be given a maximum of 13 marks

Level 3 (9-12 marks)	Level 3 answers will typically provide a developed explanation of ONE reason why the site's uses have changed over time. - In the middle ages, Rievaulx Abbey was a Cistercian monastery with religious uses. For example, the monks gathered in the Abbey Church multiple times a day for prayer. However, after 1538, Rievaulx was seized by the crown under Henry VIII's suppression of the monasteries. The lands were sold to Thomas Manners. As a result, the buildings fell into ruin and were only used as a source of building materials for local construction. [THRESHOLD – 9 MARKS] - In the middle ages, Kenilworth Castle was a royal fortress, used as a defence against rebellious barons. Its stone fortifications like Mortimer's Tower had arrow loops and a wall walk. However, in the fourteenth century, the castle's use changed because John of Gaunt was created the Duke of Lancaster and he married a claimant to the crown of Castile. He therefore wanted to develop Kenilworth into a palace fitting for someone of his wealth and status. So at this point the castle was used more for lavish hospitality. For example, the new Great Hall was influenced by the design at Windsor Castle. We can see from the remains that the windows are exceptionally high and delicate and two of the original six fireplaces survive. [12] NOTE: <u>One</u> change involves identifying from what to what, so lengthy responses covering two periods may nevertheless meet L3 rather than L4 criteria. Answers should support their explanation with evidence but if they do not use physical features of the site, they should be given a maximum of 9 marks
Level 2 (5-8 marks)	Level 2 answers will typically provide basic explanation(s). Basic explanations: - will identify a valid reason(s) for changes to the site's use/how the site was used - but will not fully explain <i>why</i> use changed/ will not support with evidence, e.g. - Norwich Castle changed from use as a county gaol to a museum because the prison had to move to Mousehold Heath. - Conisbrough Castle became more of a tourist attraction because it was a setting in Walter Scott's novel 'Ivanhoe'. OR Level 2 answers will identify/ describe <u>how</u> the site's uses changed over time without explaining <u>why</u>, e.g. - Bletchley Park's use changed from a mansion for hosting parties to codebreaking [5] - Bletchley Park was originally used by Herbert and Fanny Leon for entertaining guests for country house parties. After Leon and his wife died, the house was sold in May 1938 to Admiral Sir Hugh Sinclair, head of the Secret Intelligence Service. During World War II, the estate housed the Government Code and Cypher School (GC&CS), which attempted to break the secret communications of the Axis Powers. [8]
Level 1	

(1-4 marks)	L1 answers will typically describe the site's uses without identifying a change or reasons for change e.g. • <i>York Cold War Bunker was an ROC facility. During the Cold War, it was used for training and drills to prepare ROC volunteers for a potential nuclear conflict.</i> Alternative L1: identifies/describes change not to do with use • <i>Temple Newsam was once 4 sided and is now 3 sided.</i> Alternatively, L1 answers will typically provide generalised assertions about their site that don't address the question meaningfully, e.g. (Max 1 mark) • <i>There were radical changes in Lincoln between the Roman and Medieval periods.</i>
0 marks	

Question 3–20 marks  What historical questions could someone ask after studying your site's physical remains? Explain your answer referring to different parts of your site's physical remains. 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 <i>The question focuses on criteria h and l.</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> <i>The response should focus on specific features of the remains at the site, and how they prompt questions about the past.</i> <i>Developed explanations at Level 3+ will deal with both aspects of the question, i.e. detailed knowledge of specific remains and how this leads to the framing of historical questions/ enquiry.</i> <i>The second order historical concepts here will vary depending on which questions are chosen:</i> • Causation • Consequence • Change and continuity over time • Significance • Diversity (similarity/ difference/ typicality)
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).	
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).	

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.	

Question 3–20 marks (✎)

What historical questions could someone ask after studying your site's physical remains? Explain your answer referring to different parts of your site's physical remains. Use physical features of the site as well as your knowledge to support your answer.

Guidance and indicative content

Level 5 (17-20 marks)	Level 5 answers will typically provide THREE developed explanations of how aspects of the remains can be used to ask a historical question. A developed explanation must include: • specific details of the aspect of the remains chosen • identifying how the remains lead to a valid historical question Note: A valid historical question can be any question about the past that would be of interest to someone studying the site. <i>The physical remains of Fountains Abbey include the remains of a late twelfth-century lantern tower over the crossing. However, twelfth-century Cistercian rules forbade the building of either stone bell towers or high wooden towers. So, this raises questions about how different Fountains Abbey was in comparison to other monasteries built as part of the international Cistercian Order.</i> <i>Furthermore, the later bell tower constructed in the fifteenth century by Abbot Huby is much grander and more ornate than the rest of the austere architecture, such as the large but plain stone pillars in the Nave. Huby also added an inscription of his personal shield with the initials 'MH'. This has led to historians questioning whether the austere values of the Abbey changed and relaxed over time, allowing Huby to build the tower to show off his power and influence.</i> <i>Finally, historians can see that the Abbey is now in ruins. For example, although the walls of the nave and transepts of the Abbey Church still stand to varying heights, the roof and interior furnishings have long since disappeared, leaving the church open to the elements. This will prompt historians to ask why was such an impressive working abbey (and others like it) targeted during the Dissolution of the monasteries?</i> Note: At this level, candidates must refer to at least two different parts of the physical remains. Note: The same question may be generated by different remains. Equally the same remains may generate different questions.
Level 4 (13-16 marks)	Level 4 answers will typically provide TWO developed explanations of how aspects of the remains can be used to ask a historical question. <i>Aspects of the Great Keep at Dover Castle lead us to question why Henry II developed the castle between 1179 and 1189. His engineer, Maurice, deliberately used an out-of-date square keep design, and its colouring, with bands of white stone against dark-grey rubble, meant it could be seen by approaching visitors far out to sea. This makes us question how defensible the castle was, and whether it was built more as a symbol of Henry's status and royal power.</i> <i>However, the concentric inner bailey with large protruding towers leads us to question further whether the castle's only purpose was to show off. At the time of construction, this was the most advanced castle design in Europe. These defensive features became standard design for many later castles and suggest Henry's nervousness at a time of rebellions following the murder of Thomas Becket. This again prompts the question about Henry's primary reason for developing the castle.</i> Note: The same question may be generated by different remains. Equally the same remains may generate different questions.

Level 3 (9-12 marks)	Level 3 answers will typically provide ONE developed explanation of how an aspect of the remains can be used to ask a historical question. - At Vindolanda Fort, we can see from the remains of the wall that the fort contained rows of barracks where soldiers lived, with a larger room for the centurion. This leads us to question what life was like for the soldiers in the third century, and whether they had more difficult lives than the centurions. [THRESHOLD – 9 MARKS] - Much of Fountains Abbey is now in ruins because of the Dissolution of the Monasteries. We can see the remains of the church where they would have prayed, the dormitories and the refectory. The fact that the monastery was once a bustling community leads us to ask what the impact was on the lives of the monks who lived and worked in the Abbey? (10) - At Cromford Mill, we can still see the 1771 cupola in the museum. This small structure would have stood on top of the mill buildings and housed the mill bell. This is evidence of the introduction of regular shifts and hours of work for the machine operatives and prompts us to ask what the impact of the mill was on workers' lives in the area. - At Conisbrough Castle, we can see quite a lot of the remains of the kitchens. For example, there are the remains of an oven set into the wall, and a stone hearth from a large fireplace where meat was roasted on a spit. Thinking about these kitchen features leads us to ask questions about the kind of food people ate at medieval feasts and how extravagant it was. - At Cromford, we can still see the row of houses on North street, which were built in 1776–7 by Richard Arkwright to house his textile workers. They were built to a high standard, with attention to details like sash windows. The upper floors still have their original, long windows so the occupants could supplement their income by spinning or knitting. We can also still see the Greyhound Hotel in the market place, built to serve the workforce. These features suggest Arkwright's concern for providing a level of comfort for his workers, and leads us to ask how typical this was for early industrial sites. [12] Alternative Level 3 NB – answers which only provide alt L3s cannot progress to L4. Developed answers will typically: - identify a valid historical question - provide details from the site's physical remains to answer the question, e.g. - A question someone might ask after studying Buckland Abbey is, whose head is carved above the entrance and why is it there? The carved head is believed to be of Amicia de Redvers, the Countess of Devon, who founded the Abbey to pray for the souls of her family. [THRESHOLD – 9] - I would ask what happened to Fountains Abbey when it was dissolved? The church has no roof because lead was removed and sold. Fountains Hall was built using some of the stone from the ruined buildings. (10) - After studying the physical remains of the Hohenschönhausen prison in East Berlin, someone could ask, what methods of interrogation were used here by the Stasi? There is the 'submarine' block which was used for physical torture. This included water torture cells which could be filled with water to prevent the prisoner from sleeping or sitting. [10] NOTE: - One AL3 = 9–10 marks - Two or more AL3s = 11–12 marks
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Level 2 (5-8 marks)	Level 2 answers will typically provide basic explanation(s). Basic explanations: [7–8 marks] - will identify an aspect(s) of the remains without giving specific details - identify <i>how</i> the remains lead to a valid historical question, e.g. <i>Much of Fountains Abbey is now in ruins because of the Dissolution of the Monasteries. The fact that the monastery was once a bustling community leads us to ask what the impact was on the lives of the monks who lived and worked in the Abbey?</i> Alternative L2 - will identify a valid historical question - attempt to answer their question but without providing specific detail of any physical remains, e.g. <i>At Carlisle Castle, we could ask what purpose the castle had. Carlisle Castle started off as a Norman motte and bailey castle for defence on the border with Scotland. Over time it expanded and fortified, serving both as a military stronghold and a royal residence.</i> <i>If someone was studying Norwich Castle, someone might ask, what was the keep used for? When it was a royal palace, it was used to store livestock, and when it was a goal, it had prison cells. Now it is used for the public to look at the museum.</i> NOTE: 1 Alt L2 = 5–6 marks 2 or more Alt L2s = 7-8 marks
Level 1 (1-4 marks)	Level 1 answers will describe aspect(s) of the remains without asking a question, e.g. <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. Historians may ask questions about these things.</i> OR Level 1 answers will typically ask question(s) – historical or not – without identifying any specific aspect(s) physical remains, e.g. <i>We can question what the castle was for.</i>
0 marks	

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