



# Level 1/2 Certificate

## Applied History

OCR Level 1/2 Certificate

Unit 1 **B951**: Medieval History

## Mark Scheme for June 2013

---

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

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

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

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2013

**GENERAL POINTS**

- 1 This marking scheme has been designed to assess candidates' understanding of the key concepts in this course and their ability to use source material, as well as their contextual knowledge.
- 2 Candidates' contextual knowledge is important but it is usually only rewarded if it is used to support the demonstration of conceptual understanding or the interpretation and evaluation of source material.
- 3 This mark scheme is constructed to reward attainment in relation to the Assessment Objectives.
- 4 Once you have used the best-fit approach to place an answer in a particular band, the answer must be awarded a mark from the range attached to that band.
- 5 When you read an answer your first task is to make a 'best fit' match between the overall qualities of that answer and the band descriptors. Only when you have placed an answer into a band should you begin to think about the mark.
- 6 Some indicative content has been given in the mark scheme. However this content is neither compulsory nor comprehensive. It is quite possible that candidates will use other valid content. Examiners should use their knowledge and judgement to decide whether or not content is valid. Examiners who are in doubt should contact their Team Leader immediately.
- 7 It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Do not be punitive if candidates show a lack of understanding. Reward candidates for what they understand, know and can do. Be positive. Concentrate on what they can do, not on what they cannot do. Never deduct marks for mistakes.

**SPECIFIC POINTS**

- 1 Half marks are never used.
- 2 Please write on the script (in the right-hand margin at the end of the answer) the band and the mark awarded e.g. 3/26. Transfer the mark to the front of the script and draw a ring around it.
- 3 You must match an answer to a band using a 'best-fit' approach. Each band descriptor contains a range of understandings and skills. Assess the qualities of an answer as a whole. Most answers will be weaker or stronger in some aspects of the band descriptor. Answers do not have to fulfil all the requirements of a band descriptor before they can be placed in that band. Having identified the strengths and weaknesses of an answer decide which band it best fits into. You should not attempt to place an answer into a band after reading the first few sentences. This is a judgement that can only be made after reading the whole answer.
- 4 Remember that we are trying to achieve two things in the marking of scripts:
  - To place all candidates in the correct rank order. This means that it is essential you mark to the agreed standard. Once you have mastered the mark scheme:
  - To use the full range of marks. When they are merited do not worry about awarding top marks. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all.

This means that it is imperative you mark to the agreed standard.

Band	Guidance	Mark
5	<ul style="list-style-type: none"> <li>• Candidates select a wide range of relevant information and organise and deploy it effectively to demonstrate a clear understanding of the significance of key features, events, individuals and situations within their broad historical context.</li> <li>• They produce fully developed, reasoned and supported analyses, explanations, arguments and conclusions. They thoroughly analyse, as a central feature of the work, diversity and interrelationships in the periods, societies and situations studied, making clear and explicit comparisons between different periods, societies and situations.</li> <li>• They critically evaluate and use a wide range of sources of information in their historical context to investigate and to reach effectively reasoned and supported conclusions.</li> <li>• They show a clear understanding of how and why events, people and issues have been interpreted and represented in different ways and comment effectively on the validity of such interpretations and representations.</li> </ul> <p>Responses in this band are likely to have identified a range of relevant themes and aspects related to success providing some width and balance across the two comparators. The issues discussed will include many of the important areas for the societies/monarchs. Clear judgements will be made about relative success such as the extent of the success.</p> <p>Sources and/or interpretations as well as telling knowledge will have been used to support the argument. There is likely to be an effective conclusion which, along with the judgements and assessments made, will follow logically from the evidence provided. The response will be well targeted and cohesive and finer nuances recognised.</p>	44-50

Band	Guidance	Mark
4	<ul style="list-style-type: none"> <li>• Candidates select a moderate range of relevant information and organise and deploy most of it effectively to demonstrate an understanding of the significance of key features, events, individuals and situations within their broad historical context.</li> <li>• They produce moderately developed, reasoned and supported analyses, explanations, arguments and conclusions. They provide some analysis of diversity and interrelationships in the periods, societies and situations studied, making some relevant comparisons between different periods, societies and situations.</li> <li>• They evaluate, with some critical insight, and use a moderate range of sources of information in their historical context to investigate and to reach some reasoned and supported conclusions.</li> <li>• They show a sound understanding of how and why events, people and issues have been interpreted and represented in different ways, with some comment on the validity of such interpretations and representations.</li> </ul> <p>Responses in this band are likely to contain a significant amount of coherent discussion and direct comparison made between the two societies/monarchs. There will probably be a judicious choice of relevant knowledge, sources and/or interpretations to support a clear argument. There will be a good balance across Saxons/Normans or Edward/Henry and coverage of a number of different elements. Background contextual knowledge or superfluous material will probably be limited although there will be a good broad understanding of the issues associated with the question. Most judgements will be substantiated and some of the nuances recognised.</p>	34-43

Band	Guidance	Mark
3	<ul style="list-style-type: none"> <li>• Candidates select some relevant information and organise and deploy it to demonstrate some understanding of the significance of key features, events, individuals and situations within their broad historical context.</li> <li>• They produce structured descriptions and explanations, with some understanding of causes, consequences and changes. They consider diversity and interrelationships in the periods, societies and situations studied, and attempt comparisons between different periods, societies and situations.</li> <li>• They evaluate, with limited critical insight, some sources of information in their historical context and use it to support conclusions.</li> <li>• They show some understanding of how and why events, people and issues have been interpreted and represented in different ways.</li> </ul> <p>Responses in this band should make some direct comparison between Saxons and Normans or Edward I and Henry V in relation to the success in the targeted area. This comparison is likely to be limited, e.g. to the conclusion or occasional judgements. Many of the comparisons are likely to polarise (although there is likely to be a reasonable understanding of the question) and a sizeable amounts of the response may describe success rather than explain – although some explanation should be expected in this band. Much of the information selected will be pertinent to the question and there is likely to be a reasonable balance across the two comparators. There may be some use of sources and/or interpretations that add to the argument but this is likely to be limited and could be rather mechanistic.</p>	24-33

Band	Guidance	Mark
2	<ul style="list-style-type: none"> <li>• Candidates select a limited amount of relevant information and organise and deploy it to demonstrate a limited understanding of the significance of key features, events, individuals and situations within their broad historical context.</li> <li>• They identify and describe some causes, consequences and changes.</li> <li>• They use sources, largely uncritically, to reach some conclusions.</li> <li>• They identify different ways in which events, people and issues have been interpreted and represented and show some awareness of the reasons for the differences.</li> </ul> <p>Responses in this band could well be characterised by a number of relevant points grouped around the main elements in the question but it is likely to be heavily descriptive and lacking much analysis. Both societies or monarchs will receive some coverage but the two comparators are likely to have been kept rather separate except perhaps in the conclusion. Sources and/or interpretations may have been incorporated but rarely or never used to support the argument. Many of the points made will be relevant to the question but the relevance may be implicit and evaluation will probably be very limited. The response will lack any depth of understanding. There may a sizeable amount of superfluous or tangential material. There may be some attempt at explaining things especially in generalised terms but expect a fair amount of reconstruction in this band.</p>	13-23
1	<ul style="list-style-type: none"> <li>• Candidates select and organise a limited amount of information but it will often have limited relevance and will often not be deployed relevantly. They describe a few key features, events, individuals and situations.</li> <li>• They identify a few causes, consequences and changes.</li> <li>• They use sources of information at face value and can extract relevant information for a given purpose.</li> <li>• They may identify superficial differences in the way events, people and issues have been interpreted and represented.</li> </ul> <p>Responses here could be characterised by brief, unbalanced answers where some points use relevant information but these hardly ever hang together to provide any coherence and no real argument. Much of the material is likely to be tangential or irrelevant. There may be a thinness to at least one of the societies or monarchs and there is unlikely to be any attempt to compare beyond the most superficial level. There may be factual errors and almost inevitably simplistic understanding. Sources and/or interpretations are unlikely to have been considered. There will probably be meaningful conclusion and, if one exists, may well be heavily divorced from the rest of the answer. Explanation is likely to be non-existent.</p>	0-12

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**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)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

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

© OCR 2013

