

## GCSE (9–1) History B (Schools History Project)

### J411/21 History Around Us

Sample Question Paper

## Date – Morning/Afternoon

Time allowed: 1 hour

**OCR supplied materials:**

- 12 page Answer Booklet

**Other materials required:**

- None



### INSTRUCTIONS

- Use black ink.
- Answer **any two** questions.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Questions marked with a pencil (✎) will carry 5 additional marks for spelling, punctuation and grammar.
- This document consists of **4** pages.

As part of your GCSE (9–1) History B (Schools History Project) course you have studied a historical site and what remains of it today.

Refer to features from the site as well as other sources you have studied and your own knowledge of the past to help you with the questions below.

You may find it helpful to draw a simple sketch of the site you have studied before you start. This may remind you of its main features. You are advised to spend no more than three minutes doing this.

In your answers, you may include simple sketches of features that can be seen at your site if you think this will help you to explain your ideas.

Answer **any two** questions

1. Did your site change dramatically over its history? Use physical features of the site and other sources as well as your knowledge to support your answer.

[20]

(✎) Spelling, punctuation and grammar [5]

2. Explain how we can know that your site was important to people at a particular time in its history. Use physical features of the site and other sources as well as your knowledge to support your answer.

[20]

(✎) Spelling, punctuation and grammar [5]

3. Imagine that an artist has been hired to do a painting of life at your site, or part of your site, at a particular time in its past. What would you tell the artist to help make the painting historically accurate? Use physical features of the site and other sources as well as your knowledge to support your answer.

[20]

(✎) Spelling, punctuation and grammar [5]

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**...day June 20XX – Morning/Afternoon**

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

**J411/21 History Around Us**

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 50**

**This document consists of 12 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 10 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. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. 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 isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning



## 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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

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.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 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 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.

Question 1–20 marks		
Did your site change dramatically over its history? Use physical features of the site and other sources as well as your knowledge to support your answer.		
Target: Analysis, evaluation and use of sources in their historical context to demonstrate and support understanding of a given historical issue.		
Levels for AO 1 and 2	Levels for AO 3	Notes
<p><b>Level 4 (8–10 marks)</b></p> <p>Answers demonstrate very good, accurate knowledge and understanding of the past of the site and / or its historical context and / or the focus issue. This is used consistently to support the answer to the specific question while also demonstrating a secure grasp of period and historical perspective.</p>	<p><b>Level 4 (8–10 marks)</b></p> <p>A range of features of the site and / or evidence from other sources is referred to with clarity and precision. These examples are used consistently and plausibly to support the answer to the specific question. Through the examples used and/or by insights about the nature of evidence and research, the learner shows a strong sense of how historians interpret historical sites.</p>	<p>The focus issue here is “Change”.</p> <p>Answers that show an appropriate judgment of what constitutes “dramatic change” are likely to be at the higher levels provided there is the contextual knowledge and support from the site and other sources as described in that level.</p>
<p><b>Level 3 (6–7 marks)</b></p> <p>Answers demonstrate solid and accurate knowledge and understanding of the past of the site and / or its historical context and / or the focus issue. This is applied consistently in support of the answer to the specific question and may be reinforced by the answer’s generally sound sense of period and historical perspective.</p>	<p><b>Level 3 (6–7 marks)</b></p> <p>A range of features of the site and / or evidence from other sources is referred to quite specifically. These examples are used consistently and in most cases plausibly to support the answer to the specific question. Through the examples used and/or by insights about the nature of evidence and research, the learner shows a good sense of how historians interpret historical sites.</p>	
<p><b>Level 2 (4–5 marks)</b></p> <p>Answers demonstrate some knowledge and understanding of the past of the site and / or its historical context and / or the focus issue. At least some of this knowledge is directly and effectively applied to supporting the answer to the specific question and it does reveal some appropriate sense of period.</p>	<p><b>Level 2 (4–5 marks)</b></p> <p>Some features of the site and / or evidence from other sources are referred to at least in general terms. At least some of these are used directly, plausibly and effectively to support the answer to the specific question and to show that the learner has developed some knowledge and understanding of the site and of how sources can be used to support an answer to the specific question.</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Answers demonstrate some knowledge and understanding of the past of the site and / or its historical context. This reveals some appropriate sense of period and/or understanding of the focus issue but is never convincingly applied to supporting the answer to the specific question.</p>	<p><b>Level 1 (1–3 marks)</b></p> <p>Answers demonstrate some knowledge of features of the site and/or other sources at least in general terms. These sources are never convincingly used to support the answer to the specific question, but they demonstrate at least some sense of how they form the basis for understanding the past of their site or sites in general.</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

Question 2 – 20 marks		
<p><b>Explain how we can know that your site was important to people at a particular time in its history. Use physical features of the site and other sources as well as your knowledge to support your answer.</b></p> <p><b>Target: Analysis, evaluation and use of sources</b> in their <b>historical context</b> to demonstrate and <b>support understanding of a given historical issue.</b></p>		
Levels for AO 1 and 2	Levels for AO 3	Notes
<p><b>Level 4 (8–10 marks)</b></p> <p>Answers demonstrate very good, accurate knowledge and understanding of the past of the site and / or its historical context and / or the focus issue. This is used consistently to support the answer to the specific question while also demonstrating a secure grasp of period and historical perspective.</p>	<p><b>Level 4 (8–10 marks)</b></p> <p>A range of features of the site and / or evidence from other sources is referred to with clarity and precision. These examples are used consistently and plausibly to support the answer to the specific question. Through the examples used and/or by insights about the nature of evidence and research, the learner shows a strong sense of how historians interpret historical sites.</p>	<p>The focus issue here is “importance” linked to an historical context.</p> <p>Answers may also gain credit for understanding of related concepts such as the change (i.e. “the site was more important at the selected time than others”) or diversity (“the site was particularly important to X, Y or Z”).</p>
<p><b>Level 3 (6–7 marks)</b></p> <p>Answers demonstrate solid and accurate knowledge and understanding of the past of the site and / or its historical context and / or the focus issue. This is applied consistently in support of the answer to the specific question and may be reinforced by the answer’s generally sound sense of period and historical perspective.</p>	<p><b>Level 3 (6–7 marks)</b></p> <p>A range of features of the site and / or evidence from other sources is referred to quite specifically. These examples are used consistently and in most cases plausibly to support the answer to the specific question. Through the examples used and/or by insights about the nature of evidence and research, the learner shows a good sense of how historians interpret historical sites.</p>	
<p><b>Level 2 (4–5 marks)</b></p> <p>Answers demonstrate some knowledge and understanding of the past of the site and / or its historical context and / or the focus issue. At least some of this knowledge is directly and effectively applied to supporting the answer to the specific question and it does reveal some appropriate sense of period.</p>	<p><b>Level 2 (4–5 marks)</b></p> <p>Some features of the site and / or evidence from other sources are referred to at least in general terms. At least some of these are used directly, plausibly and effectively to support the answer to the specific question and to show that the learner has developed some knowledge and understanding of the site and of how sources can be used to support an answer to the specific question.</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Answers demonstrate some knowledge and understanding of the past of the site and / or its historical context. This reveals some appropriate sense of period and/or understanding of the focus issue but is never convincingly applied to supporting the answer to the specific question.</p>	<p><b>Level 1 (1–3 marks)</b></p> <p>Answers demonstrate some knowledge of features of the site and/or other sources at least in general terms. These sources are never convincingly used to support the answer to the specific question, but they demonstrate at least some sense of how they form the basis for understanding the past of their site or sites in general.</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

Question 3–20 marks		
<p>Imagine that an artist has been hired to do a painting of life at your site, or part of your site, at a particular time in its past. Having studied the site, what would you tell the artist to help make the painting historically accurate? Use physical features of the site and other sources as well as your knowledge to support your answer.</p> <p><b>Target: Analysis, evaluation and use of sources</b> in their <b>historical context</b> to demonstrate and <b>support understanding of a given historical issue</b>.</p>		
Levels for AO 1 and 2	Levels for AO 3	Notes
<p><b>Level 4 (8–10 marks)</b></p> <p>Answers demonstrate very good, accurate knowledge and understanding of the past of the site and / or its historical context and / or the focus issue. This is used consistently to support the answer to the specific question while also demonstrating a secure grasp of period and historical perspective.</p>	<p><b>Level 4 (8–10 marks)</b></p> <p>A range of features of the site and / or evidence from other sources is referred to with clarity and precision. These examples are used consistently and plausibly to support the answer to the specific question. Through the examples used and/or by insights about the nature of evidence and research, the learner shows a strong sense of how historians interpret historical sites.</p>	<p>The focus issue here is on life and activity at the site linked to a historical context.</p> <p>The focus on reconstruction from sources should be dealt with when assessing AO3.</p> <p>Advice to the artist without any historical basis cannot be rewarded e.g. “it will look nicer if the sky is blue”.</p> <p>BUT advice to an artist to create a particular mood or impression in the painting may gain credit where it is clearly linked to appropriate features at the site or the supporting sources or to contextual knowledge about the historical event / situation.</p>
<p><b>Level 3 (6–7 marks)</b></p> <p>Answers demonstrate solid and accurate knowledge and understanding of the past of the site and / or its historical context and / or the focus issue. This is applied consistently in support of the answer to the specific question and may be reinforced by the answer’s generally sound sense of period and historical perspective.</p>	<p><b>Level 3 (6–7 marks)</b></p> <p>A range of features of the site and / or evidence from other sources is referred to quite specifically. These examples are used consistently and in most cases plausibly to support the answer to the specific question. Through the examples used and/or by insights about the nature of evidence and research, the learner shows a good sense of how historians interpret historical sites.</p>	
<p><b>Level 2 (4–5 marks)</b></p> <p>Answers demonstrate some knowledge and understanding of the past of the site and / or its historical context and / or the focus issue. At least some of this knowledge is directly and effectively applied to supporting the answer to the specific question and it does reveal some appropriate sense of period.</p>	<p><b>Level 2 (4–5 marks)</b></p> <p>Some features of the site and / or evidence from other sources are referred to at least in general terms. At least some of these are used directly, plausibly and effectively to support the answer to the specific question and to show that the learner has developed some knowledge and understanding of the site and of how sources can be used to support an answer to the specific question.</p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Answers demonstrate some knowledge and understanding of the past of the site and / or its historical context. This reveals some appropriate sense of period and/or understanding of the focus issue but is never convincingly applied to supporting the answer to the specific question.</p>	<p><b>Level 1 (1–3 marks)</b></p> <p>Answers demonstrate some knowledge of features of the site and/or other sources at least in general terms. These sources are never convincingly used to support the answer to the specific question, but they demonstrate at least some sense of how they form the basis for understanding the past of their site or sites in general.</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

**Spelling, Punctuation and Grammar (SPaG) mark scheme** \*

<b>High performance 4–5 marks</b>
In the context of the level of demand of the question, learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
<b>Intermediate performance 2–3 marks</b>
In the context of the level of demand of the question, learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
<b>Threshold performance 1 mark</b>
In the context of the level of demand of the question, learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.

\*The exam boards and Ofqual are working together to determine the marking expectations for spelling, punctuation and grammar (SPaG) which will apply to all GCSE (9–1) specifications in History, Geography and Religious Studies. The agreed wording will be included in the mark schemes for accredited sample assessment materials.

## 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