

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

### J411/21 History Around Us

#### Sample Question Paper

## Date – Morning/Afternoon

Time allowed: 1 hour

**Other materials required:**

- None



First name

Last name

Centre number

Candidate number

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- You **must** clearly state the name of the site you have studied.
- Answer **any two** questions.
- Write the number of each question you have answered in the margin.
- If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- 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 [ ].
- Spelling, punctuation and grammar and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎).
- This document consists of **8** 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 your own knowledge of the past to help you with the questions below.

You **must** clearly state the name of the site you have studied at the start of each answer.

You should make it clear in your answers which specific time(s) in your site's history you are referring to.

Answer **any two** questions


1. Choose a turning point in your site's history. Explain how and why this changed the importance of the site, either locally or nationally. Use physical features of the site as well as your knowledge to support your answer.

[20]

() Spelling, punctuation and grammar and the use of specialist terminology [5]


2. What challenges are there when trying to understand the appearance of your site when it was first created and how could someone overcome these challenges? Use physical features of the site as well as your knowledge to support your answer.

[20]

() Spelling, punctuation and grammar and the use of specialist terminology [5]

3. Imagine that an artist has been hired to do a painting showing the diversity of everyday life at 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 as well as your knowledge to support your answer.

[20]

() Spelling, punctuation and grammar and the use of specialist terminology [5]















**...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 16 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. 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

### 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.

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.
- 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.

<p><b>Question 1–20 marks</b> (✎)</p> <p><b>Choose a turning point in your site’s history. Explain how and why this changed the importance of the site, either locally or nationally. Use physical features of the site as well as your knowledge to support your answer.</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b></p> <p><b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b></p> <p>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)</p> <p>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)</p> <p>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 an aspect of criterion g (turning points) and i. It allows candidates to draw on criteria c, d and f.</i></p> <p><i>The response should focus on a selected turning point in the history of the site and assess the impact this had on the local or national importance of the site. In addressing this, responses will need to consider both how and why importance of the site was changed by the turning point. Responses may consider how the site itself changed and are likely to consider the importance of the site before and after the turning point, and in so doing the reasons for any change in this. Responses may also consider the significance of specific features in the physical remains of the site, the changes in us of the site in the context of the turning point, and what the site reveals about everyday life, again, in the context of the turning point. Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i></p>
<p><b>Level 4 (13–16 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1)</p> <p>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).</p> <p>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>Responses that deal with aspects of the question separately without addressing how they relate to each other, (in this case, for example, discussing a turning point and talking in a generic way about the local or national importance of the site, without linking the turning point to the importance) should not be awarded marks above Level 1.</i></p>
<p><b>Level 3 (9–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristic of the past of the site and/or its historical context in ways that show some understanding of them (AO1);</p> <p>These are used to support an explanation that shows sound understanding of second order concepts appropriate to the question (AO2).</p> <p>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 that deal with aspects of the question separately without addressing how they relate to each other, (in this case, for example, discussing a turning point and talking in a generic way about the local or national importance of the site, without linking the turning point to the importance) should not be awarded marks above Level 1.</i></p>
<p><b>Level 2 (5–8 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context in ways that show some understanding of them (AO1);</p> <p>These are used to support an explanation that shows some understanding of second order concepts appropriate to the question (AO2).</p> <p>Identifies, with some explanation, some appropriate features of the site and uses these to give a generally plausible, supported answer to the specific question (AO3).</p>	<p><i>The second order historical concepts here are “change” and causation and consequence i.e. how the change</i></p>



<p><b>Level 1 (1–4 marks)</b>                  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>affected importance. Also, significance, in terms of the significance of the turning point in the history of activity at and relative importance of the site.</i></p> <p><i>Answers may also consider diversity if the change had different effects on different people.</i></p>
<p><b>0 marks</b>                  No response or no response worthy of credit.</p>	

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<p><b>Question 2 – 20 marks</b> (✎)</p> <p><b>What challenges are there when trying to understand the appearance of your site when it was first created and how could someone overcome these challenges? Use physical features of the site as well as your knowledge to support your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them(AO1)  These are used to support a sustained, consistently focused and convincing explanation that shows a sophisticated understanding of second order concepts appropriate to the question (AO2)  Analyses in detail a range of specific and appropriate features of the site and evaluates these thoroughly to reach a consistent, plausible, and very well-substantiated answer to the specific question (AO3).</p>	<p><i>The question combines one element of criterion n (challenges) with criterion b. It also allows candidates to draw on criteria c, f, h and l.</i></p> <p><i>The response should focus on the challenge in studying the historic environment posed by trying to understand the appearance of their site when it was first created, and how other aspects of knowledge and understanding about the site, including its physical features, can help overcome this challenge. In considering the challenges, responses may discuss how the site has changed over time and the reasons for these changes in terms of differences between how the site would have looked then and how it looks now. The physical remains may be considered in terms of significance of particular features, which might be treated as a challenge or way of overcoming challenge depending on survival. Their value in terms of interpreting how the site would originally have appeared is likely to be assessed. Typicality of the site might likewise be seen as helpful, or as adding to the challenge, depending on how far other surviving sites might help in understanding the appearance of their site. 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><i>Responses that deal with aspects of the question separately without addressing how they relate to each other, (in this case, for example, discussing when and why people created the site, and then talking in a generic way about the challenges of studying the historic</i></p>
<p><b>Level 4 (13–16 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1)  These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2).  Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).</p>	
<p><b>Level 3 (9–12 marks)</b>  Demonstrates sound knowledge of key features and characteristic of the past of the site and/or its historical context in ways that show some understanding of them (AO1);  These are used to support an explanation that shows sound understanding of second order concepts appropriate to the question (AO2).  Analyses a range of appropriate features of the site and evaluates these to reach a plausible and substantiated answer to the specific question (AO3).</p>	
<p><b>Level 2 (5–8 marks)</b>  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><b>Level 1 (1–4 marks)</b>          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>environment, but without linking these together) should not be awarded marks above Level 1.</i></p> <p><i>The second order historical concept here is of “change” linked to an historical context. Answers may also consider related concepts such as causation / consequence (i.e. “the site is now surrounded by other buildings and parts have disappeared completely as a result of the development of e.g. a railway/supermarket in the Xth century”) or significance (“the only significant feature that remains unchanged from the earliest days of the site is ...”.</i></p>
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

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<p><b>Question 3–20 marks</b> (✎)</p> <p>Imagine that an artist has been hired to do a painting showing the diversity of everyday life at 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 as well as your knowledge to support your answer.</p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO3</b> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them(AO1)  These are used to support a sustained, consistently focused and convincing explanation that shows a sophisticated understanding of second order concepts appropriate to the question (AO2)  Analyses in detail a range of specific and appropriate features of the site and evaluates these thoroughly to reach a consistent, plausible, and very well-substantiated answer to the specific question (AO3).</p>	<p><i>The question focuses on criteria m, d and e. It also allows candidates to draw on criteria b, g, h and k.</i></p> <p><i>The response should focus on the relationship between the use of the site at the chosen time and the diversity of activities and/or people associated with it at that time, and how these and the physical remains should inform the artist's painting in such a way that the painting is an historically accurate reconstruction of the diversity at the specific time chosen. To do this, responses will need to explain the relevance of the advice to the particular time chosen. In addressing this, they may consider either implicitly or explicitly the significance of the particular time. They may think about the importance of the site and about what the site reveals about life, attitudes and values at the time chosen. They are likely to discuss the significance of particular features of the site at the time chosen. In doing so, they must explain the diversity of everyday life and how this is revealed. Responses may also draw on aspects of other criteria and these should be credited in line with the levels, if used appropriately to address the question.</i></p>
<p><b>Level 4 (13–16 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the past of the site and/or its historical context in ways that show secure understanding of them (AO1)  These are used to support a sustained and generally convincing explanation that shows a strong understanding of second order concepts appropriate to the question (AO2).  Analyses a range of specific and appropriate features of the site and evaluates these to reach a consistent, plausible, and well-substantiated answer to the specific question (AO3).</p>	<p><i>Responses that deal with aspects of the question separately without addressing how they relate to each other, (in this case, for example, talking about how the site has been used, how diversely, or the people and activities associated with the site and then talking in a generic way about artistic reconstructions or representations of the site but without linking these aspects together) should not be awarded marks above Level 1.</i></p>
<p><b>Level 3 (9–12 marks)</b>  Demonstrates sound knowledge of key features and characteristic of the past of the site and/or its historical context in ways that show some understanding of them (AO1);  These are used to support an explanation that shows sound understanding of second order concepts appropriate to the question (AO2).  Analyses a range of appropriate features of the site and evaluates these to reach a plausible and substantiated answer to the specific question (AO3).</p>	
<p><b>Level 2 (5–8 marks)</b>  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><b>Level 1 (1–4 marks)</b>          Demonstrates some knowledge of features and characteristics of the past of the site and/or its historical context (AO1)          This is used to attempt an explanation that shows some basic understanding of second order concept(s) appropriate to the question (AO2).          Includes some features of the site and attempts, at least in general terms, to use these to answer the question (AO3).</p>	<p><i>The second order historical concept here is “significance” in terms of the choice of particular time and how the advice to the artist relates to this. Answers will also consider similarity and difference, for example, in representation of different groups of people at the site, or different areas of the site etc. Depending on the choice of time, change may also be considered, for example, if the history of the site changed at the time chosen by the candidate. The focus on reconstruction from sources should be dealt with when assessing AO3.</i></p> <p><i>Advice to the artist without any historical basis cannot be rewarded e.g. “it will look nicer if the sky is blue”. 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 diversity of everyday life within the historical event / situation.</i></p>
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

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

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

## Assessment Objectives (AO) grid

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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