

**GCSE (9–1)**

*Sample SAM Taster Booklet*

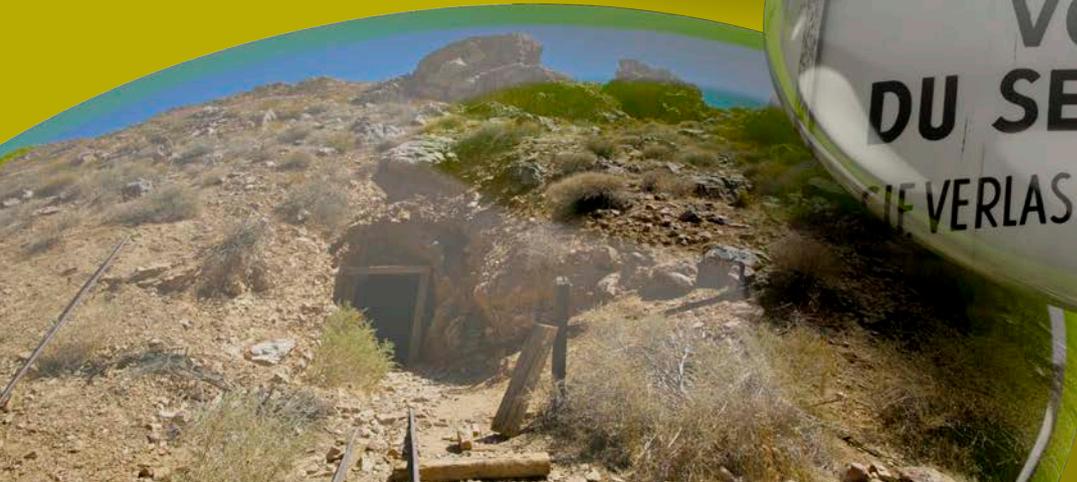
# **HISTORY B**

## **(SCHOOLS HISTORY PROJECT)**

J411

For first teaching in 2016

In partnership with



**GCSE (9–1)**

# **HISTORY B**

## **(SCHOOLS HISTORY PROJECT)**

Our new GCSE (9–1) History B (Schools History Project) is an exciting new history course that will fire learners' enthusiasm for studying history. It has been constructed in partnership with the Schools History Project and reflects SHP's principles for ensuring worthwhile and inspiring school history.

SHP's principles:

- Making history meaningful;
- Developing wide and deep knowledge;
- Engaging in historical enquiry;
- Understanding interpretations;
- Using sources;
- Diversity;
- History Around Us; and
- Enjoyable and rigorous learning.

Our Sample Assessment Materials (SAMs) taster booklet introduces you to the style of assessment for our new qualification.

The booklet features some of the questions and mark schemes for the three assessments that make up this qualification. The complete set of sample assessment materials is available on the OCR website <http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016>.

### **SUBJECT SPECIALIST SUPPORT**

OCR Subject Specialists provide information and support to schools including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

You can contact our History Subject Specialists for specialist advice, guidance and support.

Meet the team at [www.ocr.org.uk/historyteam](http://www.ocr.org.uk/historyteam)

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### **WHAT TO DO NEXT**

- Sign up for regular updates, including our History newsletter:  
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- Book onto a free GCSE reform training event to help you get to grips with the new qualification:  
<https://www.cpdhub.ocr.org.uk/>
- View our new range of resources that will grow throughout the lifetime of the specification:  
<http://www.ocr.org.uk/history>
- Check your combination of topics is valid and sign up for bespoke support through our Specification Creator tool:  
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# PAPER 1 THEMATIC STUDY AND BRITISH DEPTH STUDY (J411/11-19)

## SECTION A: YOUR CHOSEN THEMATIC STUDY

### The Thematic Studies available are:

- The People’s Health, c.1250 to present
- Crime and Punishment, c.1250 to present
- Migrants to Britain, c.1250 to present

### Summary of the assessment:

- Section A is worth 20% of the overall assessment for this specification
- Section A is worth a total of 40 marks

The nature of the exam requires learners to demonstrate knowledge and understanding of the chosen theme within the context of wider changes in society. The emphasis is on historical knowledge and conceptual understanding. The assessment is designed to be both accessible and challenging. In each year, questions address a wide range of specification content and reward learners for drawing on any relevant knowledge.

### The structure of ‘Section A’ is:

| Question        | Type of question                                     | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Total marks |
|-----------------|--|-----------|-----------|-----------|-----------|-------------|
| 1 (a), (b), (c) | 1 mark question                                      | 3         |           |           |           | 3           |
| 2               | Write a clear and organised summary that analyses... | 6         | 3         |           |           | 9           |
| 3               | Explanation task                                     | 5         | 5         |           |           | 10          |
| 4 / 5           | How far...   | 6         | 12        |           |           | 18          |

### QUESTION 1(a) (TAKEN FROM CRIME AND PUNISHMENT, C.1250 TO PRESENT)

Name **one** type of official who was responsible for enforcing law and order in the Middle Ages.

[1]

Please note: Questions 1 a–c will always test learners’ ability to recall knowledge. There will always be multiple possible answers.

### Notes and guidance in the mark scheme for question 1(a) (points based marking)

#### Notes and guidance

Likely valid responses include: sheriff, constable, coroner, judge, juror, Justice of the Peace.

## QUESTION 2 (TAKEN FROM MIGRANTS TO BRITAIN, C.1250 TO PRESENT)

Write a clear and organised summary that analyses the reasons why people migrated to Britain in the period 1500-1750. Support your summary with examples. [9]

Question 2 will always use the question stem “write a clear and organised summary that analyses”.

### Notes and guidance in the mark scheme for question 2

#### Notes and guidance

*This question requires learners to construct their own narrative using conceptual knowledge and understanding.*

*Answers could consider the reasons for migration from Europe (including seeking work or economic advancement, fleeing religious persecution); the reasons for migration from the wider world (including service and slavery). Answers could include the underlying causes of migration (i.e. the impact of the European reformation, developing economies in Europe and the growth of world trade).*

*Explanations are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.*

*Answers which simply describe groups of migrants and their place of origin cannot reach beyond Level 1.*

**Question 3** will always be a 10 mark explanation – see page 12 for an example.

**Question 4/5** Learners will answer one of question 4 or 5, which are 18 mark essay questions.

## QUESTION 5 (TAKEN FROM THE PEOPLE'S HEALTH, C.1250 TO PRESENT)

‘New technology has been the most important factor in improvements to public health in Britain’. How far do you agree with this statement? Give reasons for your answer. [18]

### Notes and guidance in the mark scheme for question 5

#### Notes and guidance

*Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of public health, new technology or any other factor.*

*It is possible to reach the highest mark either by agreeing or disagreeing or anywhere in between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider at least one other factor even if the response goes on to argue that technology has been the most important factor.*

*Answers are most likely to show understanding of the second order concepts of causation, consequence and significance but reward appropriate understanding of any other second order concept.*

*Grounds for agreeing include: New technology, particularly in building, has played an important role in different periods e.g. medieval and nineteenth-century water systems and sewers. Technology has improved communication of public health messages e.g. printing of national plague orders in the early modern period and broadcasting in the twentieth century.*

*Grounds for disagreeing include: Other factors were more important: e.g. the rise of scientific thinking leading to an understanding of the cause of disease, the growth of democracy and pressure for reform, the role of government, increasing wealth.*

## SECTION B: YOUR CHOSEN BRITISH DEPTH STUDY

### The British depth studies available are:

- The Norman Conquest, 1065-1087
- The Elizabethans, 1580-1603
- Britain in Peace and War, 1900-1918

British and World studies must be taken from different eras. The three eras are defined as: Medieval (500-1500), Early Modern (1450-1750) Modern (1700-present day).

### Summary of the assessment:

- Section B is worth 20% of the overall assessment for this specification
- Section B is worth a total of 40 marks

The nature of the exam requires learners to analyse, evaluate and make substantiated judgements about historical interpretations. The assessment is designed to be both accessible and challenging. In each year, questions address a wide range of specification content and reward learners for drawing on any relevant knowledge.

### The structure of 'Section B' is:

| Question | Type of question                     | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Total marks |
|----------|--------------------------------------|-----------|-----------|-----------|-----------|-------------|
| 6 (a)    | Analyse interpretation               |           |           |           | 3         | 3           |
| 6 (b)    | Identify an area of further research | 2         | 3         |           |           | 5           |
| 7        | How far two interpretations differ   |           |           |           | 12        | 12          |
| 8 / 9    | How far...                           | 5         | 5         |           | 10        | 20          |

**QUESTION 6(a)** (TAKEN FROM BRITAIN IN PEACE AND WAR, 1900-1918)

In Interpretation A the artist Richard Hook tries to portray some of the drama of life in Britain in the early twentieth century. Identify **one** way in which the artist does this. [3]

**Interpretation A**

A painting by the artist Richard Hook c.1980. The title of the painting is *The Edwardians*.



**Notes and guidance in mark scheme for question 6(a) (points based marking)**

**Notes and guidance**

Answers could include the following valid and accurate features: the inclusion of several different aspects of life (monarchy, military, sport, suffragettes, the motor car); by including a range of people from different social classes; by including a mixture of women and men; by showing the wealth and stability (king, football, car) as well as the tension (arrest of suffragettes, the death of Emily Davison, the threat of war); by the way in which these aspects are brought together in a composite picture.

**QUESTION 6(b)** (TAKEN FROM BRITAIN IN PEACE AND WAR, 1900-1918)

If you were asked to do further research on one aspect of life shown in Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand life in Britain in the early 20<sup>th</sup> Century

[5]

**Notes and guidance in the mark scheme for question 6(b)**

**Notes and guidance**

Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.

Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.

Examples of areas for further research include: the lives of upper class Edwardians, the activities of Suffragettes, sport and leisure, the army, technology. Second order concepts will vary according to the selected focus. Reward any valid understanding.

**Question 7** will always be a comparison of two interpretations, asking how far they differ and what might explain the differences. It will always be worth 12 marks.

**QUESTION 8** (TAKEN FROM THE NORMAN CONQUEST, 1065-1087)

In an article for the *BBC History Magazine* in 2012, the historian Ryan Lavelle argued that late Anglo-Saxon England was 'by no means a 'golden age''. How far do you agree with this view?

[20]

**Notes and guidance in the mark scheme for question 8/9**

**Notes and guidance**

Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of late Anglo-Saxon England.

It is possible to reach the highest marks either by agreeing or disagreeing or anywhere in between, providing the response matches the level description.

Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity within late Anglo-Saxon England) and change (changes in later years of Anglo-Saxons) but reward appropriate understanding of any other second order concept.

Grounds for agreeing include: the struggle for survival in late Anglo-Saxon England; the dominance of the nobility and the marked inequality in wealth and status within late Anglo-Saxon society; legal inequalities; slavery; the inequality and injustice faced by women; the limited nature of Anglo-Saxon building.

Grounds for disagreeing include: the wealth of late Anglo-Saxon England; the power of Anglo-Saxon kings and nobles; the strong legal system; the wealth and power of the late Anglo-Saxon church; the burhs; mints, coinage and trade; the splendour of late Anglo-Saxon art, books and buildings.

# PAPER 2 HISTORY AROUND US (J411/21)

This paper assesses your chosen site study.

## Summary of the assessment:

- This paper is worth 20% of the overall assessment for this specification
- This paper is worth a total of 50 marks
- Learners will have to state the site they have studied at the start of each answer
- The nature of the exam requires learners to use the physical remains of the site and contextual knowledge to answer two questions from a choice of three
- Spelling, punctuation and grammar and the use of specialist terminology (SPaG) is assessed in this paper.

## The structure of this paper is:

| Question  | Type of question  | AO1 marks | AO2 marks | AO3 marks | SPaG marks | Total marks |
|-----------|---|-----------|-----------|-----------|------------|-------------|
| 1 / 2 / 3 | Question stems will vary based around the content listed in the specification, but learners will always have to use the physical features of the site, as well as their own knowledge, to support their answer. | 5         | 5         | 10        | 5          | 25          |

## QUESTION 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] + [5] SPaG**

## Notes and guidance in the mark scheme for question 1

### Notes and guidance

*The question focuses on an aspect of criterion g (turning points) and i. It allows learners to draw on criteria c, d and f.*

*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*

## QUESTION 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] + [5] SPaG**

## Notes and guidance in the mark scheme for question 2

### Notes and guidance

*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.*

*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.*

### QUESTION 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] + [5] SPaG

#### Notes and guidance in the mark scheme for question 3

##### Notes and guidance

*The question focuses on criteria m, d and e. It also allows candidates to draw on criteria b, g, h and k.*

*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.*

##### Tips for teachers:

- In teaching History Around Us, you should ensure that you address the fourteen criteria given on page 19 of the specification. Examination questions will be drawn from a combination of those criteria.
- As this part of the assessment is worth 20%, you should spend approximately 24 guided learning hours teaching this topic. This means you should be able to spend 1-2 lessons on each point of the criteria (depending on length of lessons in your particular school).
- You could have your learners build up their own "site booklet" as the course progresses, full of knowledge and sources that they have used in the classroom relating to the 14 criteria.
- Leading up to the assessment, during revision time, you may want to give your learners a piece of paper with a few visual reminders of the site. This can help trigger their memories of the site study.
- You will need to submit your site for approval each year, so that we can check its suitability and ensure comparability across the national cohort. You will need to have received approval for your chosen site before you begin teaching History Around Us. *The History Around Us Site Proposal Form* can be found on our website: <http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/>.
- There is no mandatory requirement to visit the site, although we would recommend this where it is possible.

# PAPER 3 PERIOD STUDY AND WORLD DEPTH STUDY (J411/31-39)

## SECTION A: YOUR CHOSEN PERIOD STUDY

### The Period studies available are:

- Viking Expansion, c.750-c.1050
- The Mughal Empire, 1526-1707
- The Making of America, 1789-1900

### Summary of the assessment:

- Section A is worth 20% of the overall assessment for this specification
- Section A is worth a total of 40 marks

The nature of the exam requires learners to demonstrate knowledge and understanding and to explain and analyse historical events in the period studied using second order concepts. The assessment is designed to be both accessible and challenging. In each year, questions address a wide range of specification content and reward learners for drawing on any relevant knowledge.

### The structure of 'Section A' is:

| Question        | Type of question                                     | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Total marks |
|-----------------|--|-----------|-----------|-----------|-----------|-------------|
| 1 (a), (b), (c) | 1 mark question                                      | 3         |           |           |           | 9           |
| 2               | Write a clear and organised summary that analyses... | 6         | 3         |           |           | 9           |
| 3               | Explanation task                                     | 6         | 4         |           |           | 10          |
| 4 / 5           | How far...   | 6         | 12        |           |           | 18          |

### QUESTION 1(b) (TAKEN FROM VIKING EXPANSION, C.750-C.1050)

Name **one** of the major rivers that Vikings used to sail deep into Russia.

[1]

### Notes and guidance in the mark scheme for question 1(b) (points based marking)

#### Notes and guidance

Likely valid responses include: Volga, Dnieper, Neva, Volkhov, Dvina, Don.

Question 2 will always be a 9 mark narrative question. Please see page 4 for an example.

**QUESTION 3** (TAKEN FROM THE MUGHAL EMPIRE, 1526-1707)

Why do you think history books pay so much attention to Nur Jahan, the wife of Emperor Jahangir? Explain your answer.

[10]

**Notes and guidance in the mark scheme for question 3**

**Notes and guidance**

*Explanations could consider: The weakness of Jahangir; her influence on policy e.g. trade, coinage, court appointments; her influence on the arts, architecture and charity; the divisiveness of her influence and the split with her stepson Shah Jahan. Also, the unexpectedness of her story – she was one of many wives of Jahangir; her bravery e.g. hunting tigers.*

*Explanations are most likely to show understanding of the second order concept of significance, causation and consequence but reward appropriate understanding of any other second order concept.*

**Question 4/5** students will answer one of question 4 or 5, which are 18 mark essay questions.

**QUESTION 4** (TAKEN FROM THE MAKING OF AMERICA, 1789-1900)

How far do you agree that the building of railroads across the Plains was the main reason for the destruction of the Plains Indians' culture after 1877? Give reasons for your answer.

[18]

**Notes and guidance in the mark scheme for question 4**

**Notes and guidance**

*It is possible to reach the highest mark either by agreeing or disagreeing or anywhere in between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider at least one other factor even if the response goes on to argue that the building of the railroads was the most important factor.*

*Answers are most likely to show understanding of the second order concepts of causation, consequence or change but reward appropriate understanding of any other second order concept.*

*Grounds for agreeing include: Railroads linked/reinforced several other reasons as companies sold land to homesteaders, brought buffalo hunters and split herds, supplied army bases etc.*

*Grounds for disagreeing include: many other factors at work e.g. spread of cattle ranching, discovery of gold bringing miners onto Plains, living on reservations limited their power to resist, power of US army, weaknesses of Indians including divisions between nations, tactics and weapons and lack of sustained organisation.*

## SECTION B: YOUR CHOSEN WORLD DEPTH STUDY

### The World depth studies available are:

- The First Crusade, c.1070-1100
- Aztecs and the Spanish Conquest, 1519-1535
- Living under Nazi Rule, 1933-1945

British and World studies must be taken from different eras. The three eras are defined as: Medieval (500-1500), Early Modern (1450-1750) Modern (1700-present day).

### Summary of the assessment:

- Section B is worth 20% of the overall assessment for this specification
- Section B is worth a total of 40 marks

The nature of the exam requires learners to analyse and evaluate historical sources and interpretations and to reach substantiated judgments. The assessment is designed to be both accessible and challenging. In each year, questions address a wide range of specification content and reward learners for drawing on any relevant knowledge.

### The structure of 'Section B' is:

| Question | Type of question                               | AO1 marks | AO2 marks | AO3 marks | AO4 marks | Total marks |
|----------|--|-----------|-----------|-----------|-----------|-------------|
| 6        | Analyse source                                 | 2         |           | 5         |           | 7           |
| 7        | How useful are these sources / interpretations | 5         | 0         | 5         | 5         | 15          |
| 8 / 9    | How far...                                     | 6         | 12        |           |           | 18          |

**Question 6** will always ask what a source can tell us about an issue and is worth 7 marks.

Learners will analyse the source and use own knowledge to support their answer. Strong answers will show awareness of how sources can be used critically and constructively.

### QUESTION 7 (TAKEN FROM AZTECS AND THE SPANISH CONQUEST, 1519-1535)

How useful are Sources B and C and Interpretation D for a historian studying the Aztec emperor Moctezuma? In your answer, refer to the two sources and interpretation as well as your own knowledge.

[15]

#### Source B

##### From *The True History of New Spain*, by Bernal Díaz, c.1574

Díaz was a Spanish foot-soldier who served with Cortés and met Moctezuma. He wrote his memories of the Spanish conquest about fifty years after the events he describes.

"The Great Moctezuma would be about forty years of age, of good stature and well built, lean and without much flesh. His complexion was not too dark but of the proper shade and colour that befits an Indian. He wore his hair not very long, but so that it covered up his ears. His beard was small and black and was growing well but thinly. His face was rather long and merry with pleasant eyes. All his person showed a good disposition and when necessary he could be serious. He was both clean and careful how he dressed and he bathed once every day, towards evening".

CONTINUED

**QUESTION 7** (TAKEN FROM *AZTECS AND THE SPANISH CONQUEST, 1519-1535*) (CONTINUED)

**Source C**

***Some items that were sent by Cortés to Emperor Charles V in 1519, as listed in "The letters of Cortés" published in 1908***

*These items were gifts from Moctezuma. Cortés sent them from Mexico to Spain.*

- Two gold necklaces set with emeralds, pearls and other gems.
- A head-dress of wood decorated with gold and gems.
- Four tridents, with feathers and pearls attached by gold thread.
- Deerskin shoes, sewn with gold thread, having soles of blue and white stones.
- A shield of wood and leather, decorated with hanging bells of gold.
- Twenty four golden shields, decorated with feathers and small pearls; four others of feathers and silver.
- Several head-dresses and crowns of feathers and gold, ornamented with pearls and gems.
- Several large plumes of beautiful feathers of various colours, decorated with gold and small pearls.
- A variety of cotton robes of different colours.

**Interpretation D**

***A painting of Moctezuma by an unknown Spanish artist from the late 16th or 17th century***



## Notes and guidance in the mark scheme for question 7

### Notes and guidance

Analysis of the source and interpretations could identify features such as: B describes Moctezuma's physique and aspects of personality; C shows that gifts (feathers, shields, gems, shoes etc.) were sent from Moctezuma to the Spanish Emperor, suggesting high wealth and status, and implying he saw himself as equal or similar, and therefore powerful. D is broadly consistent with B and C and tells us that the Spanish painter showed Moctezuma as a striking, powerful figure. Inferences e.g. about power are likely to indicate a Level 2 or 3 response.

Understanding of appropriate characteristic features could include: knowledge of other images of Moctezuma and other nobles/warriors to corroborate these; value of e.g. feathers in Aztec society; Moctezuma's actual authority over his empire and tribute systems.

Examples of understanding of second order concepts include causation (e.g. why the painting was made) similarity and difference (e.g. between Aztec and Spanish cultures and values); but reward appropriate understanding of any other second order concept.

Limitations that may affect usefulness include the fact that B was recalled from memory many years later; D was painted by an unknown artist so we can't find out what their sources were and it would have been very unlikely that the painter would have seen Moctezuma.

No reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.

No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.

**Question 8/9** learners will answer one of question 8 or 9, which are 18 mark essay questions drawing on learners own knowledge and understanding.

### QUESTION 9 (TAKEN FROM LIVING UNDER NAZI RULE, 1933–1945)

"German occupation in the Second World War was, in general, far harsher in eastern Europe than in western Europe".  
How far do you agree with this view?

[18]

## Notes and guidance in the mark scheme for question 9

### Notes and guidance

It is possible to reach the highest mark either by agreeing or disagreeing or anywhere in between, providing the response matches the level description. In this question, most answers will probably agree and it is hard to imagine how an argument for the west being harsher can be made effectively.

The arguments and supporting evidence will depend on which countries the learner has studied. Accept any valid responses from countries/regions that match the question.

Responses that only consider the Holocaust as an eastern event cannot access Levels 4 or 5 as this is not "strong knowledge" (Jews from the west were transported to death camps.) Answers that consider only the east or the west cannot access Levels 4 or 5 as they fail to answer the question fully if no consideration is given to the other region.

Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience in Nazi held lands) and causation (reasons for these differences) but reward appropriate understanding of any other second order concept.

Grounds for agreeing include: the Slavs and other eastern Europeans were seen as racially inferior – not the case in the west; Lebensraum intentions meant Germans expected to occupy the east; pressure to supply German army on eastern front from occupied lands in east; last year of the war saw no relief in the east from Allies (unlike west).

Grounds for disagreeing include: atrocities committed in particular places at particular times show "harshness" was possible in east or west; Jews in west not saved from Holocaust; resistance movements of both east and west put people in danger; collaborators and bystanders in both east and west avoided worst of hardships.

# INFORMATION ON ASSESSMENT OBJECTIVES

## ASSESSMENT OBJECTIVES

We have included assessment objective grids in our specification and throughout this SAMs taster. This is because, for the assessment, we think it's very important that you know which assessment objectives are being targeted where. This allows you to better prepare your learners for the examinations.

The four assessment objectives are:

|     | Assessment Objective   |
|-----|--|
| AO1 | Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  |
| AO2 | Explain and analyse historical events and periods studied using second-order historical concepts.  |
| AO3 | Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.                            |
| AO4 | Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied |

These assessment objectives are set by Ofqual, the regulator.

### Copyright acknowledgment:

**Interpretation A:** The Edwardians, Hook, Richard (b.1938) / Private Collection / © Look and Learn. Image supplied by Bridgeman Images, [www.bridgemanimages.com](http://www.bridgemanimages.com)

**Source B:** Adapted from Bernal Díaz del Castillo, *True History of the Conquest of New Spain*, translated by Graham Cunninghame in Bernal Díaz del Castillo – Being Some Account of Him, Taken from His True History of the Conquest of New Spain, Eveleigh Nash, London, 1915.

**Source C:** Adapted from Francis Augustus MacNutt, Letters of Cortés: *The Five Letters of Relation from Fernando Cortés to the Emperor Charles V*, pg 170, G. P. Putnam's Sons, London, 1908.

**Interpretation D:** Portrait of Moctezuma II (oil on canvas), European School, (16th century) / Palazzo Pitti, Florence, Italy. Image supplied by Bridgeman Images, [www.bridgemanimages.com](http://www.bridgemanimages.com)

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General qualifications

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