

GCSE (9-1) History B (Schools History Project) J411/36 The Mughal Empire, 1526-1707

with Living under Nazi Rule, 1933-1945

Time allowed: 1 hour 45 minutes

You must have:

the OCR 12- page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.

Personal Spanish

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- Fill in the boxes on the front of the Answer Booklet.
- Section A The Mughal Empire, 1526–1707: Answer Questions 1 (a–c), 2, 3 and either Question 4 or Question 5.
- Section B Living under Nazi Rule, 1933–1945; Answer Questions 6 and 7, and either Question 8 or Question 9.

INFORMATION

- The total mark for this paper is 80.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has 8 pages.

ADVICE

Read each question carefully before you start your answer.

Ocr Gcse History B June 2013 Paper

Scott C. Dulebohn

Ocr Gcse History B June 2013 Paper:

Encouraging Learning James Nottingham, 2013-05-29 I recommend this book to anyone wishing to help children learn In it you will find some lovely ideas for improving the way we encourage support and praise all young people Professor Carol Dweck author of Mindset Stanford University USA James has developed a rare skill for blending arresting anecdotes hard edged research and practical advice into a truly compelling narrative Professor Barry Hymer author of the Gifted and Talented Pocket Book Cumbria University UK Over the last 20 years James Nottingham has studied how children learn He has taught every age group in both primary and secondary schools helped deaf teenagers deal with anger and isolation and even done philosophy with three year olds In this inspiring humorous and practical book he shows what you can do to help children of all ages develop into confident thoughtful and independent learners Based around the acronym ASK this book explores attitudes skills and knowledge to learning what is required and how to develop these skills more effectively It shows how to encourage independent thinking and a spirit of inquiry in your children Highlights include the dangers of calling our children clever bright and gifted the best ways to teach wisdom how to help children excel in exams why curiosity did not kill the cat With a foreword written by John Hattie Encouraging Learning draws on research from some of the most respected experts on thinking and learning to identify the best ways to help children learn more effectively efficiently and co operatively For everyone living or working with children particularly teachers parents carers and youth workers this book shows you some of the best ways to enhance children's learning including how to question praise and encourage more Forward with Classics Arlene Holmes-Henderson, Steven Hunt, Mai Musié, 2018-08-09 Despite their removal effectively from England's National Curriculum in 1988 and claims of elitism Latin and Greek are increasingly re-entering the mainstream educational arena Since 2012 there have been more students in state maintained schools in England studying classical subjects than in independent schools and the number of schools offering Classics continues to rise in the state maintained sector The teaching and learning of Latin and Greek is not however confined to the classroom community based learning for adults and children is facilitated in newly established regional Classics hubs in evenings and at weekends in universities as part of outreach and even in parks and in prisons This book investigates the motivations of teachers and learners behind the rise of Classics in the classroom and in communities and explores ways in which knowledge of classical languages is considered valuable for diverse learners in the 21st century The role of classical languages within the English educational policy landscape is examined as new possibilities exist for introducing Latin and Greek into school curricula The state of Classics education internationally is also investigated with case studies presenting the status quo in policy and practice from Australasia North America the rest of Europe and worldwide The priorities for the future of Classics education in these diverse locations are compared and contrasted by the editors who conjecture what strategies are conducive to success Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons, 2010 The Times Index

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