

GCSE

History A (Explaining the Modern World)

J410/11: The impact of Empire on Britain 1688-c.1730 with urban environments: Patterns of migration

General Certificate of Secondary Education

Mark Scheme for June 2024

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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.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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 RM Assessor 50% and 100% (traditional 40% 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 or the RM Assessor messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

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. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders/PEs must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.












8. The RM Assessor **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 RM Assessor 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:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **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

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

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.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 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 seemingly 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.

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

High performance 4–5 marks	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate
Intermediate performance 2–3 marks	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall• Learners use a limited range of specialist terms as appropriate
No marks awarded 0 marks	<ul style="list-style-type: none">• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

N.B. where NR is recorded for lack of response, SPaG for that question should also be NR, not 0.

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
 - i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at srteam@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Section A - The Impact of Empire on Britain 1688–c.1730

1. Explain how the ‘Glorious Revolution’ of 1688 led to conflict in Ireland and Scotland.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.


Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically explain how the ‘Glorious Revolution’ of 1688 led to conflict in both Ireland and Scotland, e.g.</p> <p><i>The Glorious Revolution is the name given to the events of 1688 when William of Orange became King of England and the Catholic James II was forced to flee to France. This caused conflict in Ireland between 1689 and 1691. This was because James had a lot of Catholic support in Ireland so he went to Ireland to raise an army to win back the throne. This led to conflict because, in response, William sent his own troops to meet them and there was fighting between the two armies in Ireland until 1691 when William’s troops were victorious.</i></p> <p><i>The Glorious Revolution also led to conflict in Scotland because James II of England was also James VII of Scotland. After William’s successful invasion of England in 1688, Scotland was divided between Williamites (mainly in the Lowlands) and Jacobites (mainly in the Highlands). Both William and James wrote to the Scottish parliament asking for support. After the Scottish parliament backed William in 1689, Jacobites rose up in anger. This led to conflict, with fighting between Jacobites and government troops at the Battle of Killiecrankie and then again at the Battle of Dunkeld where the rebellion collapsed.</i></p> <p>Nutshell: Reasons for conflict in both Scotland and Ireland explained.</p>	9–10


Levels	Indicative content	Marks
<p>Level 4</p> <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will typically explain how the 'Glorious Revolution' of 1688 led to conflict in either Ireland OR Scotland, e.g.</p> <p><i>The Glorious Revolution is the name given to the events of 1688 when William of Orange became King of England and the Catholic James II was forced to flee to France. This caused conflict in Ireland between 1689 and 1691. This was because James had a lot of Catholic support in Ireland so he went to Ireland to raise an army to win back the throne. This led to conflict because, in response, William sent his own troops to meet them and there was fighting between the two armies in Ireland until 1691 when William's troops were victorious.</i></p> <p>Nutshell: One reason identified and explained. NOTE: It is likely that candidates at this level will attempt both Scotland and Ireland, but only one will meet the requirements for explanation.</p>	7–8
<p>Level 3</p> <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically identify valid reason(s) the Glorious Revolution led to conflict in Ireland and/or Scotland, e.g.</p> <ul style="list-style-type: none"> <i>It caused conflict with Ireland because William was Protestant and there were lots of Catholics in Ireland who supported James.</i> <i>It led to conflict because lots of people in Ireland and Scotland supported James instead of William.</i> <i>It led to conflict in Scotland after the Scottish Parliament backed William and this upset Jacobites.</i> <i>It caused conflict because James II believed he was still the rightful king and so gathered support in Ireland.</i> <i>It led to conflict because the French king pressed James to use military force to win back the throne.</i> <p>Nutshell: One or more reason(s) identified but not explained. NOTE: Award 5 marks if valid reason(s) identified for EITHER Scotland or Ireland. Award 6 marks if valid reasons identified for BOTH Scotland and Ireland.</p>	5–6


Levels	Indicative content	Marks
Level 2 <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically contain description of events that are linked to the issue in the question, e.g.</p> <p><i>The Glorious Revolution is the name given to the events of 1688 when William of Orange became King of England. The Catholic James II sent an army to face William but was forced to flee to France in December when his supporters deserted him.</i></p> <p><i>There was conflict in Ireland between Jacobites and Williamites, such as the Battle of the Boyne in 1690.</i></p> <p>Nutshell: Description of Glorious Revolution and/or conflict.</p>	3–4
Level 1 <ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	<p>Level 1 answers will typically contain general assertions, e.g.</p> <ul style="list-style-type: none"> <i>It led to conflict in Ireland because there were lots of Catholics there.</i> <i>Some people supported the Glorious Revolution but some didn't, causing conflict.</i> <p>Nutshell: Valid but general assertions.</p>	1–2
Level 0 No response or no response worthy of credit.		0



2. Study Sources A, B and C. **‘The expansion of trade and empire between c.1688 and c.1730 had a positive impact on people living in Britain.’** How far do sources A, B and C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

Assessment Objectives	AO3 (a and b): Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	Relevant and effective conclusions can be rewarded within the mark range at Levels 4/5. Answers can still reach Levels 4/5 without a conclusion The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response uses details from the source content and provenance, combined with historical context, in order to develop a thorough analysis of each source. These analyses are then used to evaluate the sources, reaching a convincing and substantiated judgement in the context of the historical issue in the question. Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. 	<p>Level 5 answers will typically explain how two or more sources support or contradict the statement based on valid and relevant evaluation of those sources. Evaluation might consider why such factors as the purpose, context, provenance or other features of the sources makes them more convincing evidence for or against the statement, e.g.</p> <p><i>Source A convinces me that people in Britain did benefit. The inventory shows that British manufacturers are benefiting because the Empire has led to them being able to export to new markets in the Caribbean. We can see from the source that a whole range of producers and traders are profiting as there is beer, wine, pottery, gunpowder and paper being shipped over in large quantities. I trust this source because we know, for example, that there was a boom in exports across the Atlantic which also provided jobs in areas like Birmingham which made guns, and on the docks in Liverpool and Bristol.</i></p> <p><i>Source B offers further evidence that the expansion of trade and empire had a positive impact on people in Britain. It suggests that ‘individuals’ will be able to invest in the trading company and the trade will ‘open a vein of riches and wealth’ for investors. It will create ‘demand’ and ‘employment’ which will ‘benefit the whole British nation’. However, this evidence is made less convincing because it was ordered by the people setting up the South Sea Company and we can tell from its persuasive language (‘infinite advantages’ etc.) that they are clearly trying to convince people to invest in the South Sea Company. It’s clear that people</i></p>	17–20 

Levels	Indicative content	Marks
<ul style="list-style-type: none"> This is used to develop a full analysis and thorough, convincing explanation, using appropriate second order historical concepts, of the issue in the question. 	<p><i>have already raised concerns about the company because the title says the pamphlet is an answer to 'all objections which have been raised against it.'</i></p> <p><i>[Alternatively, candidates may say this is less convincing given that the South Sea Company's trading practices actually led to its collapse and many people losing huge amounts of money.]</i></p> <p><i>[Alternatively, candidates may say this is convincing evidence by cross-referencing to Source A which is evidence of demand already being created for British goods; or by reference to contextual knowledge about increased employment, trade in particular commodities, etc.]</i></p> <p><i>Source C convinces me that the statement is not correct. It is an order that no 'blacks' are to be allowed to become apprentices in London, which is not a positive impact for black people living and working in London. I think this is reliable evidence because we know that, at this time, the use of enslaved labour on British plantations was leading to the development of a racist ideology in Britain. In the 1500s, the small numbers of Africans in England lived alongside the wider population and were treated in the same way. However, with the increasing numbers of black people arriving from the Americas as the enslaved property of ships' captains, we can see that they were increasingly viewed as property.</i></p> <p><i>[NB: Students should know about earlier views pre-slave trade as spec demands knowledge of the 'growth of ideas of a racial hierarchy'.]</i></p> <p><i>[Alternatively, candidates may use the purpose/existence of the source to evaluate it, arguing that if black people are being seen as a threat, this could be evidence of many black apprentices in London, and that therefore they have benefited from empire (up until this point)]</i></p> <p>Nutshell: Valid use of content of sources with valid evaluation of two or more sources</p> <p>NB: 17-18 marks = 2 source contents + 2 evaluations. 19-20 marks = 3 source contents + 2 evaluations.</p>	
<p>Level 4</p> <ul style="list-style-type: none"> Response uses details from the source content and provenance, combined with historical context, 	<p>Level 4 answers will typically explain how the source(s) support or contradict the statement based on the content of the source(s) and a valid and relevant evaluation of one source. Evaluation might consider why such factors as purpose, context, provenance or other features of the source make it convincing evidence for or against the statement, e.g.</p>	<p>13–16</p> 

Levels	Indicative content	Marks
<p>in order to develop an analysis of each source.</p> <ul style="list-style-type: none"> • These analyses are then used to evaluate the sources, reaching a fully supported judgement in the context of the historical issue in the question. • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question. 	<p><i>Source A convinces me that people in Britain did benefit. The inventory shows that British manufacturers are benefiting because the Empire has led to them being able to export to new markets in the Caribbean. We can see from the source that a whole range of producers and traders are profiting as there is beer, wine, pottery, gunpowder and paper being shipped over in large quantities.</i></p> <p><i>Source B offers further evidence that the expansion of trade and empire had a positive impact on people in Britain. It suggests that 'individuals' will be able to invest in the trading company and the trade will 'open a vein of riches and wealth' for investors. However, this evidence is less convincing because it was ordered by the people setting up the South Sea Company and we can tell from its persuasive language ('infinite advantages' etc.) that they are clearly trying to convince people to invest in the Company, which we know later went bust and many people lost their money.</i></p> <p><i>Source C convinces me that the statement is not correct. It is an order that no 'blacks' are to be allowed to become apprentices in London, which is not a positive impact for black people living and working in London.</i></p> <p>Nutshell: Valid use of content of source(s) with valid evaluation of one source.</p> <p>NB: 13 marks = 1 source content & evaluation. 14 marks = 2 source contents + 1 evaluation. 15-16 marks = 3 source contents + 1 evaluation.</p>	
<p>Level 3</p> <ul style="list-style-type: none"> • Response uses details from the source content and provenance, combined with historical context, in order to give a simple analysis of each source. • These analyses are then used to evaluate the sources, reaching a partially supported judgement in the context of the historical issue in the question. • Response demonstrates accurate knowledge and 	<p>Level 3 answers will typically explain how each source supports or contradicts the statement based on the content of the sources, e.g.</p> <p><i>Source A convinces me that people in Britain did benefit. The inventory shows that British manufacturers are benefiting because the Empire has led to them being able to export to new markets in the Caribbean. We can see from the source that a whole range of producers are profiting as there is beer, wine, pottery and gunpowder being shipped in large quantities.</i></p> <p><i>Source B offers further evidence that the expansion of trade and empire had a positive impact on people in Britain. It suggests that 'individuals' will be able to invest in the trading company and the trade will 'open a vein of riches and wealth' for investors. It will create 'demand' and 'employment' which will 'benefit the whole British nation'.</i></p> <p><i>Source C convinces that the statement is not correct. It is an order that no 'blacks' are to be allowed to become apprentices in London, which is not a positive impact for black people living and working in London.</i></p>	<p>9–12</p> 

Levels	Indicative content	Marks
<p>understanding that is relevant to the question.</p> <ul style="list-style-type: none"> This is linked to an analysis and explanation, using appropriate second order historical concepts, of the issue in the question. 	<p>Nutshell: Valid use of content of all three sources in relation to statement.</p>	
<p>Level 2</p> <ul style="list-style-type: none"> Response selects details from the source content and/or provenance and/or historical context, in order to give a simple analysis of at least two of the sources. These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question. Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation of the issue in the question, with second order historical concepts used in a simplistic way. 	<p>Level 2 answers will typically explain how one or two sources support or contradict the statement based on the content of the sources, e.g.</p> <p><i>Source A convinces me that people in Britain did benefit. The inventory shows that British manufacturers are benefiting because the Empire has led to them being able to export to new markets in the Caribbean. We can see from the source that a whole range of producers are profiting as there is beer, wine, pottery and gunpowder being shipped in large quantities.</i></p> <p><i>However, Source C convinces that the statement is not correct. It is an order that no 'blacks' are to be allowed to become apprentices in London, which is not a positive impact for black people living and working in London.</i></p> <p>Nutshell: Valid use of content of one or two sources in relation to statement. NB: 5-6 marks = 1 source; 7-8 marks= 2 sources.</p>	<p>5–8</p> 
<p>Level 1</p>	<p>Level 1 answers will typically argue that one or more sources is (un)convincing on the basis of unsupported comments about purpose, provenance or context, e.g.</p>	<p>1–4</p> 

Levels	Indicative content	Marks
<ul style="list-style-type: none"> Response selects details from the source content and/or provenance of one of the sources. This is then used to make a basic judgement about the historical issue in the question. Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	<p><i>Source B is not reliable because it is from the owners of the South Sea Company.</i></p> <p>Nutshell: Evaluation based on comments on provenance / purpose / context without using the source.</p> <p>Alternatively, Level 1 answers will use details from the source(s) without addressing the question, e.g.</p> <p><i>Source A says that 10 barrels of gunpowder and other goods are being shipped to Jamaica. Source B is from the South Sea Company and it tells people to invest because it will make them rich. Source C shows that black people were not allowed to become apprentices.</i></p> <p>Nutshell: Uses sources without addressing question.</p> <p>Alternatively, Level 1 answers will demonstrate knowledge of the topic without addressing the question e.g.</p> <p><i>In this period there was the expansion of trade across the Atlantic. Britain was involved in the trade in enslaved people who were forced to work on sugar plantations in the Caribbean.</i></p> <p>Nutshell: Uses own knowledge without addressing the question.</p> <p>NB: responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = MAX 1 MARK.</p> <p><i>Source A agrees with the statement, but Sources B and C disagree.</i></p>	
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

Section B - Urban Environments: Patterns of Migration

3. Explain why the urban environment in Spitalfields changed between 1500 and 1900.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Level 5 answers will typically identify two reasons for change and fully explain them, e.g.</p> <p><i>One reason the environment in Spitalfields changed was because of the arrival of the Huguenots in the late 1500s. Some Huguenots were wealthy merchants and master weavers. In the 1720s and 30s, they built elegant houses in Spital Square, where the medieval priory and the Brick House mansion had once been. These were both family houses and workshops. They had wide mansel windows that let in as much light as possible to help weavers see to work. So the architecture changed as a result of the Huguenots' wealth and occupation.</i></p> <p><i>Poverty and urbanisation also changed the urban environment in Spitalfields. In the late 1800s, there were a lot of poor Jews living in the area, especially after the Russian pogroms in 1881. As a result, several rich donors funded new blocks of housing (tenements) in Spitalfields. For example, Lord Rothschild tried to help with the crisis in housing by knocking down the slums and building the Rothschild Buildings. These were two six-storey apartment blocks and housed almost 200 families, mainly Jewish. So the environment changed to reflect the needs of this new community who came to live there.</i></p> <p>Nutshell: Two reasons for changes identified and fully explained.</p>	9–10

Levels	Indicative content	Marks
<p>Level 4</p> <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	<p>Level 4 answers will typically identify one reason for change and fully explain it, e.g.</p> <p><i>One reason the environment in Spitalfields changed was because of the arrival of the Huguenots in the late 1500s. Some Huguenots were wealthy merchants and master weavers. In the 1720s and 30s, they built elegant houses in Spital Square, where the medieval priory and the Brick House mansion had once been. These were both family houses and workshops. They had wide mansel windows that let in as much light as possible to help weavers see to work. So the architecture changed as a result of the Huguenots' wealth and occupation.</i></p> <p>Nutshell: One reason for change identified and fully explained.</p>	7–8
<p>Level 3</p> <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Level 3 answers will typically identify at least one reason for change but fail to fully explain it/them, e.g.</p> <ul style="list-style-type: none"> <i>There were changes because the Huguenots arrived, and they were weavers so they needed workshops.</i> <i>There were changes because there were lots of poor Jews living in the area which meant more overcrowding.</i> <i>Urbanisation and the industrial revolution changed the type of housing in Spitalfields.</i> <p>Nutshell: One or more reasons identified but not explained.</p>	5–6
<p>Level 2</p> <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Level 2 answers will typically contain description of change(s) to the urban environment or the makeup of the population of Spitalfields without explaining why they happened, e.g.</p> <ul style="list-style-type: none"> <i>Toynbee Hall was built in 1884 by Henrietta and Samuel Barnett.</i> <i>In the eighteenth and nineteenth centuries, there were more slums and back-to-back houses then there had previously been.</i> <i>There were Yiddish theatres and Jewish synagogues built in the 1800s.</i> <i>There were changes because poor Jews arrived.</i> <i>There were changes because wealthy Huguenots arrived.</i> <p>Nutshell: Description of changes with no reasons identified.</p>	3–4

Levels	Indicative content	Marks
Level 1 <ul style="list-style-type: none"> Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	<p>Level 1 answers will typically contain valid but generalised points, e.g.</p> <ul style="list-style-type: none"> <i>There were changes because new people moved to the area.</i> <i>There were changes because old buildings fell into disuse and new ones were built.</i> <p>Nutshell: Valid but generalised points.</p>	1–2
Level 0 No response or no response worthy of credit.		0

4. Study Sources D and E. Which of these sources is more useful to a historian studying Spitalfields in the 1970s?

Assessment Objectives	AO3 (a and b): Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied [10]
Additional Guidance	<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
<p>Level 5</p> <ul style="list-style-type: none"> The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop a thorough analysis of sources in relation to the issue in the question. These analyses are then used to evaluate both the sources, comparing them and reaching a convincing and substantiated judgement about these comparisons in relation to them in the question. 	<p>Level 5 answers will typically make supported inferences from both sources to explain how they can be used as evidence about Spitalfields in the 1970s, e.g.</p> <p><i>Source D is very useful to a historian as evidence of the racist tensions and violence in Spitalfields in the 1970s, directed at the area's Bengali residents. The newspaper report describes how Abdul Manuf has been violently attacked by 'racist thugs' who have thrown bricks at him. It also sounds like there is tension around housing because of the idea that Bengalis might be given their own areas of housing, with the scheme being 'abandoned'.</i></p> <p>[Alternatively, candidates may infer that the source is useful for showing positive attitudes towards Bengalis/anti-racist attitudes because the author of the article is sympathetic towards the Bengali community; alternatively, they may infer a cause of the tension, i.e. poverty, poor schooling, housing, unemployment, etc.]</p> <p><i>Source E is also useful. It provides evidence of peaceful integration and harmony in Spitalfields at this time. We can see in the photo that Asian people are sitting down to protest against the National Front, but there are also white people in the crowd joining the demonstration as well. This shows that different communities were working together against the racism of the National Front.</i></p> <p>[Alternatively, candidates may infer that the source is useful for revealing the organisation of the anti-racist movement in the area; or that it is useful for revealing how the National Front were trying to stir up tension or</p>	<p>9–10</p>

Levels	Indicative content	Marks
	<p><i>intimidate the local Bengali population by selling their newspapers in the area.]</i></p> <p>Nutshell: Supported valid inferences from both sources.</p> <p>NB: Use the number of inferences and/or quality of development/support to determine the mark within the level.</p>	
<p>Level 4</p> <ul style="list-style-type: none"> The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop an analysis of both sources in relation to the issue in the question. These analyses are then used to evaluate both the sources, comparing them and reaching a fully supported judgement about them in relation to the question. 	<p>Level 4 answers will typically make one or more supported inferences from one source to explain how it can be used as evidence about Spitalfields in the 1970s, e.g.</p> <p><i>Source D is very useful to a historian as evidence of the racist tensions and violence in Spitalfields in the 1970s, directed at the area's Bengali residents. The newspaper report describes how Abdul Manuf has been violently attacked by 'racist thugs' who have thrown bricks at him. [7] It also sounds like there is tension around housing because of the idea that Bengalis might be given their own areas of housing, with the scheme being 'abandoned'. [8]</i></p> <p>Nutshell: Supported valid inference(s) from one source.</p> <p>NB: Use the number of inferences and/or quality of development/support to determine the mark within the level.</p> <p>NB: Answers are likely to address both sources but only make one valid inference.</p>	7–8
<p>Level 3</p> <ul style="list-style-type: none"> The response uses some detail from the source content and provenance for both sources combined with historical context and some reference to the site, in order to give a simple analysis of both sources in relation to the issue in the question. These analyses are then used to evaluate the sources, comparing them and reaching a partially supported 	<p>Level 3 answers will typically make valid unsupported inferences from one or both sources to identify ways in which they can be used as evidence about Spitalfields in the 1970s, e.g.</p> <ul style="list-style-type: none"> <i>Source D is useful as evidence of problems with housing in the area.</i> <i>Source D is useful as evidence of the violence caused by racism in Spitalfields.</i> <i>Source D is useful for showing us that some people were welcoming and supportive of the Bengali community in the area.</i> <i>Source E is useful for showing how the anti-racist movement was organising itself against the National Front.</i> 	5–6

Levels	Indicative content	Marks
judgement about them in the context of the question.	<ul style="list-style-type: none"> Source E is useful for showing how the National Front were trying to stir up hatred and prejudice in the area. <p>Nutshell: Argument based on valid but unsupported inference(s).</p> <p><i>Alternatively</i> Level 3 answers could argue the usefulness of the source(s) based on reliability of source(s), e.g.</p> <p><i>I think source D is useful because I trust it. It mentions the idea of giving the Bengalis their own blocks of housing, which is correct. The GLC scrapped the plan because it was opposed by both Bengalis and white residents, who were fearful they were being pushed out.</i></p> <p>Nutshell: Argument based on valid evaluation of source(s).</p> <p>NB: Mark at bottom of level if candidate argues sources are not useful.</p>	
<p>Level 2</p> <ul style="list-style-type: none"> The response selects details from the source content and/or provenance and/or historical context, which may include reference to the site, in order to give a simple analysis of the sources. These analyses are then used to evaluate the sources, comparing them in a basic way and making a judgement in the context of the issue in the question. 	<p>Level 2 answers will typically assert the value of extracts or details from the source(s), e.g.</p> <p><i>Source D is useful because it shows that there were racist thugs and people were attacking Bengalis with bricks. Source E is useful because it shows that people were protesting against the National Front in Spitalfields.</i></p> <p>Nutshell: Asserts value of details/extracts.</p>	3–4
<p>Level 1</p> <ul style="list-style-type: none"> The response selects details from the source(s). The response includes a basic judgement about the sources that is linked to the issue in the question. 	<p>Level 1 answers will typically make unsupported assertions about the source type or provenance, e.g.</p> <p><i>Source D is less useful because it is from a newspaper which tends to exaggerate events for a good story. Source E is just a photograph which could have been staged.</i></p> <p>Nutshell: Argument based on simplistic comments on provenance or source type.</p> <p>Alternatively, Level 1 answers will paraphrase/use details from the source(s) without addressing the question in a valid way, e.g.</p>	1–2

Levels	Indicative content	Marks
	<p><i>Source D says that Abdul Manuf fought in the Second World War. Source E shows a protest in Brick Lane.</i></p> <p>Nutshell: Paraphrasing/describing without addressing usefulness.</p>	
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

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