

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 2022

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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 **required number of** 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 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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level

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

11. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

1. 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.

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.

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

1. Explain why there was tension between England and Scotland between c.1688 and c.1730.

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 more than one reason for tension in this period, e.g.</p> <p><i>One of the main reasons for tension was because James II / VII of Scotland was forced to give up his throne to William of Orange. Many Scottish Highlanders were Jacobites and rose up in anger in 1689. Even though the rebellion failed, William's troops occupied the Highlands. Scottish soldiers acting on William's behalf murdered 38 members of the McDonald Clan. This massacre caused tension because it created a climate of fear and anger towards the English as well as the Scottish Lowlands.</i> [Candidates may cite the origins purely as the Glencoe Massacre itself which is legitimate.]</p> <p><i>Another important reason was the Act of Union in 1707. The Act ended both the Scottish monarchy and the Scottish Parliament. It meant that Scotland lost its independence and would be ruled as part of the United Kingdom by London. The Act was a source of tension as even though the Scottish government had agreed to this, it caused a lot of resentment from Highlanders and some Lowlanders leading to further rebellions in 1708 and 1715.</i></p> <p>[Alternatively, candidates could refer to resentment over the failure of the Darien Scheme as a result of undermining from the English; disputes of the Hanoverian succession; poverty and famine believed to be caused by English policies such as Navigation Acts and English monopolies on trade, as well as English involvement in foreign wars.]</p> <p>Nutshell: Two reasons identified and explained.</p>	9–10
Level 4	Level 4 answers will typically explain one reason for tension in this period, e.g.	7–8

<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><i>One of the main reasons for tension was because James II / VII of Scotland was forced to give up his throne to William of Orange. Many Scottish Highlanders were Jacobites and rose up in anger in 1689. Even though the rebellion failed, William's troops occupied the Highlands. Scottish soldiers acting on William's behalf murdered 38 members of the McDonald Clan. This massacre caused tension because it created a climate of fear and anger towards the English as well as the Scottish Lowlands.</i></p> <p>Nutshell: One reason identified and explained.</p> <p>N.B. Many candidates will attempt to explain several reasons but only explain one reason to the required standard.</p>	
<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 reasons(s) for tension, e.g.</p> <p><i>There was tension from Jacobites as a result of William of Orange taking the throne. The failure of the Darien Scheme caused tension as many Scots blamed the English. The Glencoe Massacre caused tension as Highlanders believed the soldiers acted on William's orders. There was tension as a result of the Act of Union which removed Scottish independence.</i></p> <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 events that is linked to the issue in the question, e.g.</p> <p><i>In 1692, 38 members of the McDonald Clan were murdered in Glencoe. They had been made to swear an oath of allegiance to William, but their chief took the oath a day late. The McDonald Clan were told they were safe but were nevertheless murdered even after giving the soldiers who killed them hospitality for ten days.</i></p> <p>Nutshell: Description of relevant events without identifying reason for tension.</p>	3–4
<p>Level 1</p> <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 points, e.g.</p> <p><i>There was anger from Highlanders. Tension was caused by economic factors and wars. England took over Scotland.</i></p> <p>Nutshell: General points.</p>	1–2

Level 0 No response or no response worthy of credit.		0
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2. Study Sources A–C. ‘People in Britain supported the slave trade between 1688 and c.1730.’ How far do sources A–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. 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>Level 5 answers will typically explain how two or more source(s) support or contradict the statement based on valid and relevant evaluation of two or more sources. Evaluation might consider such factors as why the purpose, context, provenance or other features of each source makes the source convincing evidence for or against the statement, e.g.</p> <p><i>Source A is convincing in showing that the statement is not true. The author of the pamphlet is definitely questioning the practices of the slave trade, saying the slaves are treated ‘worse than dogs and horses.’ They have written the pamphlet to convince others that slaves should be ‘treated with more kindness.’ This source is definitely convincing evidence because people were prepared to buy the pamphlet which tells us that this subject was controversial and being debated at this time.</i></p> <p><i>Source B partly convinces me that the statement is right. Robert Robertson is defending the plantation owners, saying that slaves are ‘absolutely necessary for sugar-making’ and reminding people that the slave trade brings in trade and taxes to Britain. However, it’s clear that his pamphlet is designed to respond to criticism of the plantation owners (he refers to ‘people in Britain who do not really know what they are talking about’) and he feels the need to justify the trade, which is evidence that people have been critical of the slave trade.</i></p> <p><i>Source C partly convinces me that the statement is false. Atkin condemns the ‘hard labour and physical punishments’ given out to slaves and says everyone is guilty of ‘cruelty’ because ‘by taking part’ in the trade they make it ‘possible’. However, I think that Atkins is only against the slave trade because his company, the RAC, lost out financially when they lost their monopoly and had to turn to trade in other</i></p>	17–20

	<p><i>goods. So he's quite bitter and is trying to make his rivals look bad.</i> <i>(OR Source C could be evaluated by reference to the context it was written i.e. a time of growing opposition to slavery, leading people to change their minds about the slave trade.)</i></p> <p>Nutshell: Valid use of content of sources with valid evaluation of two or more sources. NOTE: 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, in order to develop an analysis of each source. 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>Level 4 answers will typically explain how the content of the source(s) supports or contradicts the statement AND will have valid and relevant evaluation of one source.</p> <p>Evaluation might consider why such factors as purpose, context, provenance or other features of the source make the source convincing evidence for or against the statement, e.g.</p> <p><i>Source A is convincing in showing that the statement is not true. The author of the pamphlet is definitely questioning the practices of the slave trade, saying the slaves are treated 'worse than dogs and horses.' They have written the pamphlet to convince others that slaves should be 'treated with more kindness.' This source is definitely convincing evidence because people were prepared to buy the pamphlet which tells us that this subject was controversial and being debated at this time.</i></p> <p><i>Source B convinces me that the statement is right. Robert Robertson is defending the plantation owners, saying that slaves are 'absolutely necessary for sugar-making' and reminding people that the slave trade brings in trade and taxes to Britain.</i></p> <p><i>Source C convinces me that the statement is false. Atkin condemns the 'hard labour and physical punishments' given out to slaves and says everyone is guilty of 'cruelty' because 'by taking part' in the trade they make it 'possible'.</i></p> <p>Nutshell: Valid use of content of source(s) with valid evaluation of one source. NOTE: 13 marks = 1 source content & evaluation. 14 marks = 2 source contents + 1 evaluation. 15-16 marks = 3 source contents + 1 evaluation.</p>	13–16
<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. 	<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 is convincing in showing that the statement is not true. The author of the pamphlet is definitely questioning the practices of the slave trade, saying the slaves are treated 'worse than dogs and horses.' They have written the pamphlet to convince others that slaves should be 'treated with more kindness.'</i></p>	9–12

<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 appropriate second order historical concepts, of the issue in the question. 	<p><i>(Source A could also be used to argue that the statement is true, as it is not about abolition.)</i></p> <p><i>Source B convinces me that the statement is right. Robert Robertson is defending the plantation owners, saying that slaves are ‘absolutely necessary for sugar-making’ and reminding people that the slave trade brings in trade and taxes to Britain.</i></p> <p><i>Source C convinces me that the statement is false. Atkin condemns the ‘hard labour and physical punishments’ given out to slaves and says everyone is guilty of ‘cruelty’ because ‘by taking part’ in the trade they make it ‘possible’.</i></p> <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 is convincing in showing that the statement is not true. The author of the pamphlet is definitely questioning the practices of the slave trade, saying the slaves are treated ‘worse than dogs and horses.’ They have written the pamphlet to convince others that slaves should be ‘treated with more kindness.’ (Source A could also be used to argue that the statement is true, as it is not about abolition.)</i></p> <p><i>Source B convinces me that the statement is right. Robert Robertson is defending the plantation owners, saying that slaves are ‘absolutely necessary for sugar-making’ and reminding people that the slave trade brings in trade and taxes to Britain.</i></p> <p>Nutshell: Valid use of content of one or two sources in relation to statement. NOTE: 5-6 marks = 1 source; 7-8 = 2 sources.</p>	<p>5–8</p>
<p>Level 1</p> <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, 	<p>Level 1 answers will typically argue that one or more sources is (un)convincing on the basis of undeveloped / unsupported comments about purpose, provenance or context, e.g.</p> <p><i>Source B is not convincing because it was written by a plantation owner who would be biased. Source C convinces me because it’s written by someone who was involved in the slave trade.</i></p> <p>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</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 slaves suffer cruel punishments. Source B says the plantation owners have to purchase slaves because they are needed to grow sugar.</i></p>	<p>1–4</p>

<p>but some very basic understanding of these is apparent in the answer.</p>	<p>Nutshell: Describes/uses sources without addressing question.</p> <p>Alternatively, Level 1 answers will demonstrate simple knowledge of the slave trade or events closely related to it, e.g. <i>In 1698 the RAC lost its monopoly on the slave trade and many other traders got involved.</i> <i>The slave trade created a lot of wealth for people in Britain.</i></p> <p>Nutshell: Uses own knowledge without sources.</p> <p>NB: responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = MAX 1 MARK.</p>	
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

Section B - Urban Environments: Patterns of Migration

3. Explain why the Jewish community in Spitalfields faced difficulties between 1880 and 1939.

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 difficulties faced by the Jewish community and fully explain them, e.g.</p> <p><i>One reason for difficulty for poorer and immigrant Jews in the late 1800s was that they were exploited. They were employed as garment workers in the 'sweatshops' and forced to accept low pay and poor conditions. Men, women and children worked in hot rooms around dangerous fumes. But often this was the only work available and the workshops being open on Sundays fitted in with their cultural practices. So some Jews faced difficulties as a result of poor working conditions.</i></p> <p>[Alternatively, candidates might refer here to the tensions between Jews and/or the lack of support for Jewish workers from other groups such as the dockers' union]</p> <p><i>A further reason that the Jewish community faced difficulties was the rise of anti-immigrant feeling in East London. For example, in the early twentieth century the British Brothers League started campaigning in Spitalfields and accused the Jewish community of increasing rents, paying low wages and taking jobs from local people. In 1902 they held a rally on the Mile End Road protesting against immigration and 4,000 people marched with them. So Jews also faced difficulties because of other people's hostile attitudes and behaviour.</i></p> <p>[Alternatively, candidates might use the BUF as an example here]</p> <p>Nutshell: Two reasons for difficulty identified and explained.</p>	9–10
Level 4	Level 4 answers will typically identify one reason for difficulties faced by the Jewish community and explain it fully, e.g.	7–8

<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><i>One reason for difficulty for poorer and immigrant Jews in the late 1800s was that they were exploited. They were employed as garment workers in the 'sweatshops' and forced to accept low pay and poor conditions. Men, women and children worked in hot rooms around dangerous fumes. But often this was the only work available and the workshops being open on Sundays fitted in with their cultural practices. So some Jews faced difficulties as a result of poor working conditions.</i></p> <p>Nutshell: One reason for difficulties identified and explained.</p>	
<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 difficulties but fail to explain it fully, e.g.</p> <p><i>There was tension because there was a lot of anti-Semitic and anti-migrant attitudes by groups like the BUF.</i> OR <i>They faced difficulties because they were being exploited in sweatshops.</i> OR <i>They faced difficulties because there were divisions between established Jewish communities and some of the newly arrived Jewish migrants who had been politicized in eastern Europe.</i></p> <p>Nutshell: One or more reasons identified but not explained.</p>	<p>5–6</p>
<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 events linked to the issue of the question, e.g.</p> <p><i>The British Brothers League and the British Union of Fascists organised marches against the Jews in Spitalfields.</i> OR <i>Jewish trade union members went on strike for better working conditions but some members of the established Jewish community did not support them.</i></p> <p>Nutshell: Description of relevant events with no reasons identified.</p>	<p>3–4</p>
<p>Level 1</p> <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 points, e.g.</p> <p><i>There were difficulties because of racism and anti-Semitism.</i></p> <p>Nutshell: General points.</p>	<p>1–2</p>

Level 0 No response or no response worthy of credit.		0
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Section B - Urban Environments: Patterns of Migration

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

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	
Level 5 <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 the question. 	<p>Level 5 answers will typically make supported inferences from both sources to explain how they can be used as evidence about the history of the Huguenots, e.g.</p> <p><i>Source D is very useful to a historian studying the history of the Huguenots in Spitalfields. It reveals the resentment they still faced in the early 1700s from other groups in the area, even other Christians. The vicar calls the Huguenots 'vultures' who 'feed off the earth' and accuses them of 'growing rich' at the 'expense' of the English, even 'robbing' them of their religion. This shows that some people saw big religious differences which created tension in the area.</i></p> <p>[Alternatively, candidates may infer the reason for the Huguenots coming to Spitalfields, i.e. religious persecution, because it says they are 'safe here from the lands they fled']</p> <p><i>Source E is also very useful as it shows us that by the mid-1700s the Huguenots in this area had status, with wealth and influence. Chauvet is described as a 'master weaver' whose weavers are rising up against him during the Cutters' Riots. He is wealthy enough to pay 'a guard of soldiers' to defend his premises and the attack on him is considered important enough to be included in a magazine which writes about the upper classes.</i></p> <p>[Candidates might comment on the respectful and sympathetic tone of the magazine (e.g. the soldier 'bravely defended the home'); or that the source reveals the tension in the area (or difficulties for the Huguenots) is more about class/wealth than religion/nationality by this point; they may infer that the Huguenots are well integrated into society by this point]</p> <p>NOTE: do not allow as an inference from Source E that the Huguenots are being persecuted for their religion as this would be incorrect.</p> <p>NOTE: the weavers who are attacking Chauvet in Source E were NOT Huguenots. Do not</p>	9–10	

	allow inferences based on this assumption. e.g. Huguenots were violent. Nutshell: Supported valid inferences from both sources.	
Level 4 <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 supported inferences from one source to explain how it can be used as evidence about the history of the Huguenots in Spitalfields.</p> <p><i>Source D is very useful to a historian studying the history of the Huguenots in Spitalfields. It reveals the resentment they still faced in the early 1700s from other groups in the area, even other Christians. The vicar calls the Huguenots 'vultures' who 'feed off the earth' and accuses them of 'growing rich' at the 'expense' of the English, even 'robbing' them of their religion. This shows that some people saw big religious differences which created tension in the area.</i></p> <p>Nutshell: Supported valid inference from one source. NOTE: Answers are likely to address both sources but only make one valid inference.</p> <p>NOTE: do not allow as an inference from Source E that the Huguenots are being persecuted for their religion as this would be incorrect.</p> <p>NOTE: the weavers who are attacking Chauvet in Source E were NOT Huguenots. Do not allow inferences based on this assumption. e.g. Huguenots were violent.</p>	7–8
Level 3 <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 judgement about them in the context of the question. 	<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 the history of the Huguenots, e.g.</p> <p><i>Source D is useful as it shows that there was resentment towards the Huguenots from other groups. Source E is useful as it shows that the Huguenots were wealthy.</i></p> <p>Nutshell: Valid but unsupported inference(s).</p> <p>Alternatively Level 3 answers will typically argue the usefulness of the sources based on reliability of sources, e.g.</p> <p><i>I do not think that source D is useful because it cannot be totally trusted as typical. For example, the French immigrants were actually quite well received by the middle classes. It was more the working classes who saw the Huguenots as a threat to their jobs and wages.</i></p> <p>Nutshell: Valid evaluation of source(s). NOTE: Mark at bottom of level if candidate argues sources are not useful.</p>	5–6
Level 2	Level 2 answers will typically assert the value of extracts or details from the source(s), e.g.	3–4

<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><i>Source D is useful because it tells us that the Huguenots 'fled' to Spitalfields. E is useful because it tells us that the house of a Huguenot master weaver was attacked by a mob.</i></p> <p>Nutshell: Asserts value of details / extracts. NOTE – Award 3 marks for use of one source, 4 marks for use of both sources.</p>	
<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 isn't useful because it's only one person's opinion. Source E isn't useful because it's from a magazine which may have exaggerated the story to make it interesting.</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> <p><i>Source D says that the Huguenots robbed the English of their religion. Source E says that the house of a Huguenot master weaver was attacked.</i></p> <p>Nutshell: Paraphrasing without addressing usefulness.</p>	<p>1–2</p>
<p>Level 0 No response or no response worthy of credit.</p>		<p>0</p>

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