

## **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 2023**

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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 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

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line
	1681	BP	Blank page
	151	Highlight	Highlight

## 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/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

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

NB 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 who [srteam@ocr.org.uk](mailto:srteam@ocr.org.uk) 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 British involvement in the slave trade affected people in Britain between 1688 and c.1730.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	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
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically explain more than one way in which involvement in the slave trade affected people in Britain between 1688 and c.1730, e.g.</p> <p><i>British involvement in the slave trade brought work for some British people. There was an increased demand for metal goods and workshops in Britain made chains used on enslaved people as well as the tools used on the plantations. Workers in Birmingham and Wolverhampton were able to find work making guns for the navy which were traded on the West African coast in return for enslaved people. So British workers benefitted from employment generated by the trade.</i></p> <p><i>British involvement in the slave trade also affected the attitudes of the British people, with racist ideas developing. One way people justified slavery was to say that Africans were inferior to Europeans. This meant that there was a lot of support in Britain for the idea that Africans were better suited to hard, physical work on the slave plantations and as a result the ideas of plantocracy racism began to take hold. This meant that the Africans living in Britain faced greater hardship.</i></p> <p><b>[Alternatively candidates could point to the impact on traders who benefitted from producing goods for plantation owners such as clothing, furniture, wine, etc; the boom in work for dock labourers; increased employment opportunities as clerks, insurers, lawyers, etc.; availability and affordability of /addiction to new products such as sugar and tobacco from the plantations.]</b></p> <p><b>Nutshell: Two effects identified and explained</b></p> <p><b>NB: Question asks about impact upon British <u>people</u> so don't allow generalised impacts on British cities, etc. (e.g. <i>The port of Liverpool grew</i>) unless these are specifically linked to people.</b></p>	<b>9–10</b>
<b>Level 4</b>	Level 4 answers will typically explain one way in which involvement in the slave trade affected people in	<b>7–8</b>


<ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Britain between 1688 and c.1730, e.g.</p> <p><i>British involvement in the slave trade brought work for some British people. There was an increased demand for metal goods and workshops in Britain made chains used on enslaved people as well as the tools used on the plantations. Workers in Birmingham and Wolverhampton were able to find work making guns for the navy which were traded on the West African coast in return for enslaved people. So British workers benefitted from employment generated by the trade.</i></p> <p><b>Nutshell: One effect identified and explained</b></p> <p><b>NB: Question asks about impact upon British <u>people</u> so don't allow generalised impacts on British cities, etc. (e.g. <i>The port of Liverpool grew</i>) unless these are specifically linked to people.</b></p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically identify valid example(s) of impact, e.g.</p> <p><i>There were more jobs available for British people such as working on the docks. British people's attitudes towards Africans were influenced by plantocracy racism. British people had more access to products from the plantations such as tobacco. Charitable institutions were established to support British people with some of the profits of the slave trade.</i></p> <p><b>Nutshell: One or more effects identified but not explained.</b> <b>NOTE: Award 6 marks for 2 impacts identified.</b></p> <p><b>NB: Question asks about impact upon British <u>people</u> so don't allow generalised impacts on British cities, etc. (e.g. <i>The port of Liverpool grew</i>) unless these are specifically linked to people.</b></p>	5–6
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question, e.g.</p> <p><i>British companies were involved in triangular trade. British ships carried goods from England to exchange for enslaved Africans, who were then transported to the Americas and sold. The ships then took sugar, tobacco and other goods back to England to sell.</i></p> <p><b>Nutshell: Description of relevant events</b></p> <p><b>NB: Mark generalised impacts on British cities, etc. (e.g. <i>The port of Liverpool grew</i>) not specifically linked to people at this level.</b></p>	3–4
<p><b>Level 1</b></p>	<p>Level 1 answers will typically contain general points e.g.</p>	1–2


<ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• 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.</li> </ul>	<p><i>Some people became really rich.</i></p> <p><i>The British became more racist.</i></p> <p><i>There were more goods available.</i></p> <p><b>Nutshell: General points</b></p>	
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0




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

2. Study **Sources A–C**. ‘Catholics in Ireland were treated unfairly after William III defeated the Irish Jacobites in 1691.’ How far do **Sources A–C** convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	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
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response uses details from the source content and provenance, combined with historical context, in order to develop a thorough analysis of each source.</li> <li>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.</li> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full analysis and thorough, convincing explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically explain how two or more sources 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>On the face of it Source A seems to suggest the statement is not true. The treaty says that Catholics will ‘enjoy freedom to practise their religion’ and that a new Parliament will ‘further protect them’. However, this source is slightly misleading because in the end the Ascendancy managed to bypass this treaty by passing a variety of Penal Laws against Catholics, such as they lost the right to vote. So I am not convinced by Source A.</i></p> <p><i>Source B offers evidence that action taken against Catholics after 1691 was not ‘unfair’ because the Protestant army was only acting in self-defence. King describes how the Catholics can ‘blame only themselves’ and argues that the Protestants have no choice in taking action against them. However, I do not find this convincing either. King’s language is totally over the top (‘Should we have held up our throats whilst they cut them?’) and he is clearly just trying to justify the harsh actions taken against Catholics, and the fact that wealthy Protestants like him did so well out of the situation.</i></p> <p><b>[Alternatively, candidates may argue that the content of B supports the statement because of the ‘ruin’ and ‘suffering’ of Catholics alluded to by King.]</b></p>	<b>17–20</b> 

	<p><i>Source C supports the statement because Butler clearly thinks that the new law treats Catholics unfairly. He says it will produce 'grief and tears' and that it is 'against the laws of God and man'. I find this convincing because the Penal Laws, which he is making his speech about, were wholly unfair on Catholics and ruined Catholic families, with Catholic land ownership falling from 20% to about 5% over the next 100 years. [NB: candidates cannot use the same knowledge of the Penal Laws to evaluate more than one source]</i></p> <p><i>[Alternatively, candidates may use the content of the source to argue against the statement as Parliament have allowed the Catholic lawyer to make the speech. They may also evaluate his negative assessment by examining his purpose – to convince Parliament not to pass the law – and explain that this means that he has exaggerated the impact in his language, 'will take parents to the grave with grief and tears', etc.]</i></p> <p><b>Nutshell: Valid use of content of sources with valid evaluation of two or more sources</b>  <b>NB: 17-18 marks = 2 source contents + 2 evaluations</b>  <b>19-20 marks = 3 source contents + 2 evaluations</b></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Response uses details from the source content and provenance, combined with historical context, in order to develop an analysis of each source.</li> <li>• These analyses are then used to evaluate the sources, reaching a fully supported judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>• This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically explain how the source(s) support or contradict the statement based on valid and relevant evaluation of at least one source. 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>On the face of it Source A seems to suggest the statement is not true. The treaty says that Catholics will 'enjoy freedom to practise their religion' and that a new Parliament will 'further protect them'. However, this source is slightly misleading because in the end the Ascendancy managed to bypass this treaty by passing a variety of Penal Laws against Catholics, such as they lost the right to vote. So I am not convinced by Source A.</i></p> <p><i>Source B offers evidence that action taken against Catholics after 1691 was not 'unfair' because the Protestant army was only acting in self-defence. King describes how the Catholics can 'blame only themselves' and argues that the Protestants have no choice in taking action against them. However, Source C supports the statement because Butler clearly thinks that the new law treats Catholics unfairly. He calls it the 'greatest injustice' and says it is 'against the laws of God and man'.</i></p> <p><b>Nutshell: Valid use of content of source(s) with valid evaluation of one source.</b>  <b>NB: 13 marks = 1 source content &amp; evaluation</b>  <b>14 marks = 2 source contents + 1 evaluation</b>  <b>15-16 marks = 3 source contents + 1 evaluation</b></p>	<p><b>13–16</b></p> 

<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response uses details from the source content and provenance, combined with historical context, in order to give a simple analysis of each source.</li> <li>• These analyses are then used to evaluate the sources, reaching a partially supported judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<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 seems to suggest the statement is not true. The treaty says that Catholics will 'enjoy freedom to practise their religion' and that a new Parliament will 'further protect them'. Source B also offers evidence that action taken against Catholics after 1691 was not 'unfair' because the Protestant army was only acting in self defence. King describes how the Catholics can 'blame only themselves' and argues that the Protestants have no choice in taking action against them. However, Source C supports the statement because Butler clearly thinks that the new law treats Catholics unfairly. He says it will produce 'grief and tears' and that it is 'against the laws of God and man'.</i></p> <p><b>Nutshell: Valid use of content of all three sources in relation to statement</b></p>	<p><b>9–12</b></p> 
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation of the issue in the question, with second order historical concepts used in a simplistic way.</li> </ul>	<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 seems to suggest the statement is not true. The treaty says that Catholics will 'enjoy freedom to practise their religion' and that a new Parliament will 'further protect them'. Source B also offers evidence that action taken against Catholics after 1691 was not 'unfair' because the Protestant army was only acting in self-defence. King describes how the Catholics can 'blame only themselves' and argues that the Protestants have no choice in taking action against them.</i></p> <p><b>Nutshell: Valid use of content of one or two sources in relation to statement</b>  <b>NB: 5-6 marks = 1 source; 7-8 = 2 sources</b></p>	<p><b>5–8</b></p> 
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response selects details from the source content and/or provenance of one of the sources.</li> <li>• This is then used to make a basic judgement about the historical issue in the question.</li> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• 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.</li> </ul>	<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 reliable because it is written by a Protestant who did well out of the Ascendancy. Source C isn't reliable because it was from a Catholic who will exaggerate the impact.</i></p> <p><b>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</b></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 Catholics will be free to practise their religion. Source B says that King James tried to destroy the Protestant religion.</i></p>	<p><b>1–4</b></p> 

	<p><b>Nutshell: Describes/uses sources without addressing question</b></p> <p>Alternatively, Level 1 answers will demonstrate simple knowledge of English expansion in Ireland, e.g.  <i>The Penal Laws were passed against Catholics in Ireland after 1691.</i></p> <p><b>Nutshell: Uses own knowledge without sources</b></p> <p><b>NB: responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = MAX 1 MARK</b></p>	
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>



## Section B - Urban Environments: Patterns of Migration

3. Explain why there was conflict among weavers in Spitalfields in the late 1600s and 1700s.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	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
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically identify two reasons for conflict among weavers in the late 1600s and 1700s and explain them fully, e.g.</p> <p><i>One reason there was conflict amongst weavers is because Irish weavers had moved into the area after the linen industry's decline in Ireland. Spitalfields master weavers preferred to employ them as they were incredibly poor and prepared to work for much lower wages. This caused conflict and resentment from the English weavers and in 1736 fighting with guns and knives broke out after English labourers accused the Irish of undercutting their wages on a church building site.</i></p> <p><i>Another reason was because of new technology which led to conflict between employers and workers. Master weavers started to bring in machines and some hired the cheaper labour (women and children) to operate them. This led to some weavers, led by the Irish, to form 'combinations' against their employers. Throughout the 1760s these groups threatened and attacked master weavers and committed sabotage by destroying their looms, creating much conflict.</i></p> <p><b>[Alternatively, candidates could identify the perceived exploitation of the weavers by Huguenot master weavers such as Louis Chauvet and explain how this caused tension and led to the Cutters Riots.]</b></p> <p><b>[NB – Candidates can access Level 5 by identifying two distinct reasons explained in relation to one group of immigrant weavers e.g. Irish weavers OR by identifying two distinct reasons explained in relation to two separate groups of immigrant weavers e.g. Irish and Huguenots BUT do not mark at Level 5 if the candidate has identified one reason e.g. undercutting of wages, but explained this twice using two separate groups as an example.]</b></p>	<b>9–10</b>

	<b>Nutshell: Two reasons for conflict identified and explained</b>	
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically identify one reason for conflict among weavers in the late 1600s and 1700s and explain it fully, e.g.</p> <p><i>One reason there was conflict amongst the weavers is because of the wave of Huguenot weavers arriving from the 1680s onwards when they were fleeing religious persecution. Some working-class weavers saw the Huguenots as a threat to their livelihoods as they would be competing for work and willing to undercut wages. Tensions mounted to such an extent that King Charles II placed companies of Horse Guards around Spitalfields in 1683 to 'keep the weavers in order.'</i></p> <p><b>Nutshell: One reason for conflict identified and explained</b></p>	<b>7–8</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically identify at least one reason for conflict but fail to explain it/them fully, e.g.</p> <p><i>There was conflict between Irish and English weavers because of competition for jobs.</i> OR <i>There was conflict because weavers felt their employers were exploiting them.</i> OR <i>There was conflict because weavers felt threatened by new technology and attacked their employers.</i></p> <p><b>Nutshell: One or more reasons identified but not explained</b></p>	<b>5–6</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of conflict / related events linked to the issue of the question, e.g.</p> <p><i>In the 1760s there were the Cutters Riots. In 1769 a mob of about 1,500 people broke hundreds of looms belonging to Louis Chauvet, a Huguenot master weaver.</i> OR <i>Irish weavers formed combinations and were very militant. They attacked the looms of master weavers.</i></p> <p><b>Nutshell: Description of conflict/ relevant events with no reasons identified</b></p>	<b>3–4</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>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</li> </ul>	<p>Level 1 answers will typically contain general points, e.g.</p> <ul style="list-style-type: none"> <li><i>There was conflict because there was tension between Irish and English weavers.</i></li> <li><i>There was conflict because workers were unhappy.</i></li> </ul> <p><b>Nutshell: Valid but general points</b></p>	<b>1–2</b>

basic understanding of these is apparent in the answer.		
<b>Level 0</b>		<b>0</b>
No response or no response worthy of credit.		

## Section B - Urban Environments: Patterns of Migration

4. Study Sources D and E. Which of these sources is more useful to a historian studying Spitalfields in the late 1800s and early 1900s?

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	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"><li>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.</li><li>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.</li></ul>	<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 late 1800s and early 1900s, e.g.</p> <p><i>Source D is very useful to a historian as evidence of the radical politics of some of the Jewish community in Spitalfields at this time. We can see the poster is advertising for people to come and listen to a lecture by a 'famous anarchist'. She has come all the way from New York and has chosen Spitalfields as a good place to attract attention.</i></p> <p><b>[Alternatively, candidates may infer that the source is useful for showing Spitalfields was tolerant to foreigners with extreme political views.]</b></p> <p><i>Source E is also useful. It provides evidence of how people looked down on the Jewish community in Spitalfields at this time. Kennedy writes about the negative perceptions of the area and mentions the 'crowds of foreign Jews' in the same sentence as 'stinking slums'. When he goes on to talk about the 'refinement and distinction' of the area, he does not mention Jews, but only the people from Oxford and Cambridge who have come to help the poor. So we can see that people thought of Jews as poor people who couldn't help themselves.</i></p> <p><b>[Alternatively, candidates may infer that the source is useful for revealing the concern of middle class for the poor in Spitalfields; or that it is useful in revealing the generally negative associations that people had with the area at that time; or that it is useful in revealing the extent of poverty in the area.]</b></p> <p><b>Nutshell: Supported valid inferences from both sources</b></p>	9–10	
Level 4	Level 4 answers will typically make supported inferences from one source to explain how it can be	7–8	

<ul style="list-style-type: none"> <li>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.</li> <li>These analyses are then used to evaluate both the sources, comparing them and reaching a fully supported judgement them in relation to the question.</li> </ul>	<p>used as evidence about Spitalfields in the late 1800s and early 1900s, e.g.</p> <p><i>Source D is very useful to a historian as evidence of the radical politics of some of the Jewish community in Spitalfields at this time. We can see the poster is advertising for people to come and listen to a lecture by a 'famous anarchist'. She has come all the way from New York and has chosen Spitalfields as a good place to attract attention. The poster is even written in Yiddish so we can infer that there is interest in revolution in the area.</i></p> <p><b>Nutshell: Supported valid inference from one source</b>  <b>NB: Answers are likely to address both sources but only make one valid inference</b></p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<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 late 1800s and early 1900s, e.g.</p> <p><i>Source D is useful because we can see that the Jewish community were quite radical.</i>  <i>Source E is useful because it tells us that poverty was widespread in Spitalfields.</i></p> <p><i>(Valid inference from one source = 5. Valid inference from both sources = 6)</i></p> <p><b>Nutshell: Valid but unsupported inference(s)</b></p> <p><b>Alternatively</b>, Level 3 answers will typically argue the usefulness of the sources based on reliability of sources, e.g.</p> <p><i>I believe Source D is useful because it talks about an anarchist lecture and actually at this time there were lots of Socialist and Communist ideas being spread. Radical groups were often led by Jews, such as the Hebrew Socialist Society.</i></p> <p><b>Nutshell: Valid evaluation of (un)reliability of source(s)</b>  <b>NB: Mark at bottom of level if candidate argues sources are not useful</b></p>	5–6
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>These analyses are then used to evaluate the sources, comparing them in a basic way and</li> </ul>	<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 us that a famous anarchist gave a lecture in the area in 1899. Source E is also useful because we get the feel of the area as a 'ghetto' with 'narrow and gloomy streets'.</i></p> <p><b>Nutshell: Asserts value of details / extracts</b>  <b>NOTE – Award 3 marks for use of one source, 4 marks for use of both sources.</b></p>	3–4

making a judgement in the context of the issue in the question.		
<b>Level 1</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<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 was just an advertisement. Source E is useful because it sounds like the person has visited the area.</i></p> <p><b>Nutshell: Argument based on simplistic comments on provenance or source type</b></p> <p><b>Alternatively</b>, 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 an anarchist is visiting. Source E says that Jack the Ripper prowled the streets here.</i></p> <p><b>Nutshell: Paraphrasing without addressing usefulness</b></p>	<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

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