



GCSE (9–1)

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 November 2020

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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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Annotations

Annotation	Meaning
✓ 1	Level 1
✓ 2	Level 2
✓ 3	Level 3
✓ 4	Level 4
✓ 5	Level 5
SEEN	Noted but no credit given
NAQ	Not addressing question
~~~~	Valid point / Development / Evidence / Support

## 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.

**Awarding Spelling, Punctuation and Grammar 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.

<b>SPaG mark awarded</b>	<b>Mark if candidate eligible for one third (e.g. grammar only)</b>	<b>Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)</b>
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 [specialrequirements@ocr.org.uk](mailto:specialrequirements@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 British economy benefitted from the expansion of the British Empire 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 the British economy benefitted from the expansion of the British Empire, e.g.</p> <p><i>As the Empire expanded its territory in the Caribbean and North America the slave trade grew, and this benefitted the British economy. The slave trade connected Britain directly with West Africa, the Caribbean and America, and huge profits could be made from each stage of this 'triangular trade'. This boosted the British economy as it created the goods that were exchanged for slaves, and the raw materials that were grown by enslaved Africans on the plantations were sold in Britain.</i></p> <p><i>A further benefit to the economy was the creation of jobs in areas which were related to the Empire. There was a huge expansion in the shipping industry with ports such as Liverpool and Bristol becoming very significant contributors to the British economy, with hundreds of ships sailing to different parts of the empire. Other industries such as iron, armaments and rope making were expanding because their materials were being used on the ships of the trading companies. So as the Empire expanded, so did employment in Britain.</i></p> <p><b>Nutshell: Two effects identified and explained</b></p>	<b>9–10</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></ul>	<p>Level 4 answers will typically explain one way in which the British economy benefitted from the expansion of the British Empire, e.g.</p> <p><i>The expansion of trade with India was an important way that the British economy benefitted from the expansion of the Empire. Investors in the East India Company received large returns from</i></p>	<b>7–8</b>

<ul style="list-style-type: none"> <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><i>their shares, for example in 1691 the East India Company was able to make a 50% payout to its shareholders. As a result there was an increased investment in Britain with money going into constructing textile factories and building large houses such as Wanstead House that was owned by Sir Richard Child whose father, Josiah, had been Governor of the East India Company.</i></p> <p><b>Nutshell: One effect identified and explained</b></p>	
<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 way in which the British economy benefitted from the expansion of the British Empire, e.g.</p> <p><i>As the Empire took control of India a very profitable trade emerged through the East India Company.</i></p> <p><i>The slave trade triangle boosted the economy by creating goods for export and by importing raw materials that could be sold for a large profit.</i></p> <p><b>Nutshell: One or more effects 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 events that is linked to the issue in the question, e.g.</p> <p><i>The Empire grew, and the British gained land around the world, such as in the Caribbean and India. Raw materials, such as sugar and tobacco were imported from the Empire.</i></p> <p><b>Nutshell: Description of relevant events</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 basic understanding of these is apparent in the answer.</li> </ul>	<p>Level 1 answers will typically contain general assertions, e.g.</p> <p><i>As the Empire became larger the economy became stronger.</i></p> <p><i>There were more jobs available.</i></p> <p><b>Nutshell: General points</b></p>	<b>1–2</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

2. Study Sources A–C. ‘The main reason the Darien Scheme failed was the opposition of the English.’ 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>	<p>Level 5 answers will typically explain how the sources support or contradict the statement based on valid and relevant evaluation of two or more sources. Evaluation might consider why such factors such as the purpose, context, provenance or other features of the sources make the source convincing evidence for or against the statement, e.g.</p> <p><i>Source A does not convince me the statement is correct, because it suggests that the threat from the Darien Scheme came from the Spanish who were ‘preparing to send a thousand armed men’ to attack the settlement. As a result the organisers of the Scheme were sending reinforcements to combat the Spanish threat. That said, I am not fully convinced by the extent of the Spanish threat. As Directors of the company which sponsored the Darien scheme Scott and Blackwood carried the responsibility for its success. I am not surprised that they were looking to blame other groups like the Spanish for difficulties, although it is true that the Spanish felt threatened by the project as they saw it as a threat to their growing control in South America. As investors they also stood to lose a great deal of money if the scheme failed. They were likely to be incredibly cautious and potentially exaggerate the threat the Spanish posed.</i></p> <p><i>Source B also suggests an alternative reason for the failure of the Darien Scheme and does not convince me that it was entirely due to the English. Reverend Shields identifies a range of problems including ‘fevers and other illnesses’ as well as ‘pitiful, rotten provisions’ that had ‘almost run out’. This is convincing because I know that by the time he had arrived 200 people had already died. He would have witnessed the devastation that they had experienced</i></p>	17–20 

	<p>because of these problems.</p> <p>[Alternatively, candidates might argue this source demonstrates that the reason for the scheme's failure was incompetence. They could use contextual knowledge of the unsuitability of the site chosen for the Scheme to evaluate Source B, since it was difficult to grow crops there and the infestation of mosquitos caused many to die of disease.]</p> <p>Source C on the other hand is suggesting that the English were responsible for the scheme's failure and is quite convincing in this. Paterson talks about English 'discouragement' of the scheme making supplies and manpower hard to arrange in 1700 and their 'mood' not helping nations reach agreements about the project. As the originator of the project one might expect him to blame others and look for excuses for what went wrong, but it is true that King William was very against the scheme and stopped all English ships and colonies from trading with the settlers. He was not in favour of Scottish trade rivaling England's, and Scottish settlement making his relations with the Spanish more difficult. As such this is very convincing.</p> <p>Overall, I am not totally convinced by the statement as there were other factors in the Darien Scheme's failure, although the role of the English is hard to ignore.</p> <p><b>Nutshell: Valid use of content of sources with valid evaluation of two or more sources</b>  <b>NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 18</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 sources support or contradict the statement based on valid and relevant evaluation of at least one source and the content of the others. Evaluation might consider why such factors as purpose, context, provenance or other features of the sources make the source convincing evidence for or against the statement, e.g.</p> <p>Source A does not convince me the statement is correct, because it suggests that the threat from the Darien Scheme came from the Spanish who were 'preparing to send a thousand armed men' to attack the settlement. As a result the organisers of the Scheme were sending reinforcements to combat the Spanish threat.</p> <p>Source B also suggests an alternative reason for the failure of the Darien Scheme and does not convince me that it was entirely due to the English. Reverend Shields identifies a range of problems including 'fevers and other illnesses' as well as 'pitiful, rotten provisions' that had 'almost run out'.</p>	<p>13–16</p> 

	<p>Source C on the other hand is suggesting that the English were responsible for the scheme's failure and is quite convincing in this. Paterson talks about English 'discouragement' of the scheme making supplies and manpower hard to arrange in 1700 and their 'mood' not helping nations reach agreements about the project. As the originator of the project one might expect him to blame others for what went wrong, but it is true that King William was very against the scheme and stopped all English ships and colonies from trading with the settlers. He was not in favour of Scottish trade rivaling England's, and Scottish settlement making his relations with the Spanish more difficult. As such this is very convincing.</p> <p><b>Nutshell: Valid use of content of sources with valid evaluation of one source</b></p> <p><b>NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 14</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>Source A does not convince me the statement is correct, because it suggests that the threat from the Darien Scheme came from the Spanish who were 'preparing to send a thousand armed men' to attack the settlement. As a result the organisers of the Scheme were sending reinforcements to combat the Spanish threat.</p> <p>Source B also suggests an alternative reason for the failure of the Darien Scheme and does not convince me that it was entirely due to the English. Reverend Shields identifies a range of problems including 'fevers and other illnesses' as well as 'pitiful, rotten provisions' that had 'almost run out'.</p> <p>Source C on the other hand is suggesting that the English were responsible for the scheme's failure and is quite convincing in this. Paterson talks about English 'discouragement' of the scheme making supplies and manpower hard to arrange in 1700 and their 'mood' not helping nations reach agreements about the project.</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> </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>Source A disagrees, because it suggests that the threat from the Darien Scheme came from the Spanish who were 'preparing to send a thousand armed men' to attack the settlement. As</p>	<p><b>5–8</b></p> 

<ul style="list-style-type: none"> <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><i>a result the organisers of the Scheme were sending reinforcements to combat the Spanish threat.</i></p> <p><i>Source B also suggests an alternative reason for the failure of the Darien Scheme and does not convince me that it was entirely due to the English. Reverend Shields identifies a range of problems including 'fevers and other illnesses' as well as 'pitiful, rotten provisions' that had 'almost run out'.</i></p> <p><b>Nutshell: Valid use of content of one or two sources in relation to statement</b></p> <p><b>Alternatively</b>, Level 2 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 A is not totally reliable as it was written by men who were investors in the Darien Scheme, so they would have a vested interest in it and want to blame others for what went wrong.</i></p> <p><i>Source B is reliable because the person who wrote it was describing his own experiences in Darien and as a missionary was unlikely to exaggerate.</i></p> <p><i>Source C is trying to justify what went wrong so is possibly looking for scapegoats.</i></p> <p><b>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</b></p>	
<b>Level 1</b> <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 identify (correctly) whether sources agree or disagree with statement OR use details from the source(s) without addressing the question OR demonstrate simple knowledge of the Darien Scheme, e.g.</p> <p><i>Source A and B disagree, but Source C agrees.</i></p> <p><b>OR</b></p> <p><i>In source A the Spanish were preparing to attack the Scots. In source B there were lots of illnesses and not enough food. IN source C the English were to blame.</i></p> <p><b>OR</b></p> <p><i>The Scots established a colony in Central America but it was an expensive disaster.</i></p>	<b>1–4</b> 

	<b>Nutshell: Uses own knowledge and or sources but fails to address question</b>	
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

## Section B - Urban Environments: Patterns of Migration

3. Explain why migrants settled in Spitalfields by 1900.

<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 examples that explain why migrants settled in Spitalfields before 1900 and fully explain reason(s) why each one happened, e.g.</p> <p><i>Some migrants settled in Spitalfields for economic reasons. Many of the Huguenots who left France in the 16th century were skilled weavers in the textile industry. Silk was already being produced in Spitalfields and so the Huguenots could continue their work there, building weavers' cottages in the area. From the 18th century onwards many Jewish weavers and tailors also arrived in Spitalfields attracted by the opportunities in the textile industry. Spitalfields offered economic opportunities for many migrants and this is why they settled there.</i></p> <p><i>Another reason for migrants to move to Spitalfields was to escape religious persecution and live in a community that was more tolerant of their beliefs and traditions. Huguenots had been persecuted in France by the Catholics, but England was a Protestant country and Spitalfields had a reputation for supporting nonconformist Protestant groups. As a result Huguenots were able to establish their own churches in Spitalfields such as the L'Eglise de l'Hôpital and by 1700 9 churches had been built for the community.</i></p> <p><b>Nutshell: Reasons for settlement identified and explained</b></p>	<b>9–10</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 example that explains why migrants settled in Spitalfields and explain reason(s) why it happened, e.g.</p> <p><i>Large numbers of Jewish migrants arrived in Spitalfields after the anti-Semitic pogroms in Eastern Europe in the late 19th century. Although there was already an established Jewish community in London, many of them were concerned about the arrival of poor, uneducated,</i></p>	<b>7–8</b>

	<p>working class Jews. As a result the new migrants set up their own synagogues, kosher butchers and restaurants in Spitalfields where they were less restricted. They could also use Yiddish to communicate rather than speaking English as most of the Jews in Spitalfields used it as their common language.</p> <p><b>Nutshell: One reason for settlement identified and explained</b></p>	
<b>Level 3</b>	<p>Level 3 answers will typically identify at least one reason migrants settling in Spitalfields but fail to explain it fully, e.g.</p> <p><i>Huguenots and Jews came to Spitalfields because they were attracted by the textile industry there. The Huguenots also came to Spitalfields because they could practice their religion there in a community that was more welcoming to their Protestant beliefs.</i></p> <p><b>Nutshell: One or more reasons identified but not explained</b></p>	<b>5–6</b>
<b>Level 2</b>	<p>Level 2 answers will typically contain description of events linked to the issue of the question, e.g.</p> <p><i>Huguenot silk weavers built houses where they could work and later on they were used by Irish weavers too.</i></p> <p><i>Huguenots were Protestants who left France and when they came to Spitalfields they built Protestant churches there.</i></p> <p><b>Nutshell: Description of relevant events with no reasons identified</b></p>	<b>3–4</b>
<b>Level 1</b>	<p>Level 1 answers will typically contain general points OR description of events from outside the period of the question, e.g.</p> <p><i>There were jobs that migrants could do in Spitalfields. Migrants could build their own churches or synagogues in Spitalfields.</i></p> <p><i>After the Second World War lots of Bangladeshi people moved into the area</i></p> <p><b>Nutshell: General points or irrelevant description</b></p>	<b>1–2</b>
<b>Level 0</b>	No response or no response worthy of credit.	<b>0</b>

4. Study Sources D and E. Which of these sources is more useful to a historian studying Spitalfields after 1945?

<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]	
<b>Additional Guidance</b>	<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>	
<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b>	<p>Level 5 answers will typically make supported inferences from both sources to explain how they can be used as evidence about the experiences of the Bangladeshi community, e.g.</p> <p><i>Source D is a useful source. It suggests that the Bangladeshi community experienced issues in housing which it was able to solve by setting up its own housing cooperatives. This led to Bengali people being able to settle successfully in Spitalfields and the area changing to reflect that, building more affordable homes, as well as bringing in Bangladeshi culture to the community, seen by naming housing estates such as the 'Fakruddin Estate'.</i></p> <p><i>[Alternatively candidates may make inferences about the racism the Bangladeshi community experienced and how they took action by uniting and overcame this.]</i></p> <p><i>Source E is also useful as it shows some of the difficulties the Bangladeshi community faced that Source D doesn't. During the late 1970s there was a lot of racism and racial tension in Spitalfields with the murder of Altab Ali and the 'Battle of Brick Lane' also happening at that time. The photo is useful as it reminds of this by showing a commemoration 30 years after Ali's death which demonstrates how important this event was as a turning point in race relations. It is also useful because it shows that the local community were allowed to take action and rename the park where he was killed as Altab Ali Park, confirming that they were being listened to.</i></p> <p><b>Nutshell: 2 different valid inferences supported from both sources</b></p>	<b>9–10</b>
<b>Level 4</b>	<p>Level 4 answers will typically make supported inferences from one source to explain how they can be used as evidence about the experiences of the Bangladeshi community, e.g.</p> <p><i>Source D is a useful source. It suggests that the Bangladeshi community experienced</i></p>	<b>7–8</b>

<ul style="list-style-type: none"> <li>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 about them in relation to the question.</li> </ul>	<p><i>issues in housing which it was able to solve by setting up its own housing cooperatives. This led to Bengali people being able to settle successfully in Spitalfields and the area changing to reflect that, building more affordable homes, as well as bringing in Bangladeshi culture to the community, seen by naming housing estates such as the 'Fakruddin Estate'.</i></p> <p><b>Nutshell: Supported valid inference from one source</b></p> <p><b>NOTE: Answers are likely to address both sources but only make one valid inference - if the same inference is used for both sources mark as level 4</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 to explain the experiences of the Bangladeshi community, e.g.</p> <p><i>Source D is useful because it shows that the positive way that Bangladeshis were able to come together as a community to overcome the challenges they faced in areas such as housing. Source E is also useful as it shows that the Bangladeshi community are still fighting against racism today and are remembering victims of racism like Altab Ali.</i></p> <p><b>Nutshell: Argument based on 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>Source D is useful because the author is a leading member of the Bangladeshi community so he would know all about the challenges they faced. He played a leading part in the co-operative. Source E is useful as it is a modern photograph and so it is direct evidence of what is happening with the Bangladeshi community in Spitalfields today.</i></p> <p><b>Nutshell: Argument based on valid evaluation of source(s)</b></p> <p><b>NOTE: Mark at bottom of level if candidate argues sources are not useful.</b></p> <p>Also, It seems unlikely that candidates will answer reliability strongly enough given the nature of these sources. At the SSU this alternative L3 may be deemed unnecessary.</p>	<p><b>5–6</b></p>
<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</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 tells you the Bangladeshi community set up the 'Spitalfields</i></p>	<p><b>3–4</b></p>

<p>context, which may include reference to the site, in order to give a simple analysis of the sources.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>Housing Co-operative'. Whereas, source E is useful because it shows that Bangladeshi people protested against racism in 2018.</i></p> <p><b>Nutshell: Asserts value of details / extracts</b></p>	
<p><b>Level 1</b></p> <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 OR paraphrase/use details from the source(s) without addressing the question in a valid way, e.g.</p> <p><i>Source D says that five Bangladeshi community-based housing co-operatives were set up. Source E is a photo showing Bangladeshi people remembering Altab Ali.</i></p> <p><b>Nutshell: Argument based on simplistic comments on provenance or source type OR paraphrasing without addressing usefulness</b></p>	<b>1–2</b>
<p><b>Level 0</b> No response or no response worthy of credit.</p>		<b>0</b>

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

<p><b>High performance</b> <b>4–5 marks</b></p>	<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>
<p><b>Intermediate performance</b> <b>2–3 marks</b></p>	<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>
<p><b>Threshold performance</b> <b>1 mark</b></p>	<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>
<p><b>No marks awarded</b> <b>0 marks</b></p>	<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>

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