

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

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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1. 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 |

2. 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 people emigrated from Britain to the Americas between 1688 and c.1730.

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| 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 why people emigrated from Britain to the Americas, e.g.</p> <p><i>One reason why people emigrated from Britain to the Americas was because they were forced to. The 1718 Transportation Act allowed convicted criminals to be transported across the Atlantic in order to serve their punishment overseas. As a consequence, over 50,000 men, women and children were forcibly removed to the Americas during this time period. Another group that were forced to leave Britain were Scottish supporters of the failed Jacobite Rising in 1715 with over 1000 being sent to North America and the Caribbean. This meant that many people had to emigrate against their will.</i></p> <p><i>However there were other people who chose to leave Britain in search of a better life for themselves. There were several poor harvests in Ireland and Scotland in the 1690s, which led to outbreaks of famine. The introduction of enclosures in England and Scotland also led to increased unemployment for farm labourers. In Ireland the establishment of the plantations also led to significant difficulties for the Catholic communities that were dispossessed. As a result of this hardship, many people accepted work as indentured servants in the Caribbean or in the English colonies in America.</i></p> <p>Nutshell: Two reasons identified and explained.</p> | 9–10 |
| Level 4 <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. | <p>Level 4 answers will typically explain one reason why people emigrated from Britain to the Americas, e.g.</p> | 7–8 |

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| <ul style="list-style-type: none"> This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. | <p><i>Some people migrated from Britain to the Americas for economic reasons. There were several poor harvests in Ireland and Scotland in the 1690s, which led to outbreaks of famine. The introduction of enclosures in England and Scotland also led to increased unemployment for farm labourers. In Ireland the establishment of the plantations also led to significant difficulties for the Catholic communities that were dispossessed. As a consequence of these economic challenges, many people felt that they would have better opportunities in the Americas as it was seen by struggling people as a place of opportunities.</i></p> <p>Nutshell: One reason 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 example(s) why people emigrated, e.g.</p> <p><i>One reason was because some migrants were deported to the Americas as a punishment. Also some migrants emigrated to the Americas to escape the consequences of poor harvests in England and Scotland.</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>Some people migrated to the Americas as indentured servants. This meant they had to do unpaid work for several years after they arrived in exchange for the journey and for a free life there. Many Scots also emigrated to the Americas during this period.</i></p> <p>Nutshell: Description of relevant events.</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 OR describe events outside parameters of question, e.g.</p> <p><i>People migrated to the Americas because things were better over there. Some people had no choice but to go.</i></p> <p>Nutshell: General points or description of events outside parameters of question.</p> | 1–2 |
| <p>Level 0</p> <p>No response or no response worthy of credit.</p> | | 0 |

2. Study Sources A–C. ‘Trade with the British Empire had a positive impact on Liverpool.’ How far do sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

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| 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 |
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| 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 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 is very convincing as evidence that trade with the British Empire was positive for Liverpool as it shows how it grew to be a wealthy city. Fiennes describes the streets as ‘handsome’, with ‘pretty’ buildings, so the impact of trade with the Empire had clearly made Liverpool an attractive city. Whilst Fiennes could be exaggerating to encourage people to visit the city, it is true that under Thomas Johnson, the mayor of Liverpool, the city expanded massively through its role in the slave trade, and beautiful buildings’ like the Blue Coats Hospital were created. This makes her account more convincing as evidence.</i></p> <p><i>Source B is less convincing as evidence of the positive impact that trade with the Empire had on Liverpool. Defoe also describes its rapid expansion as a result of ‘merchants who trade with the whole world’ and its ‘beautiful buildings’, showing that Liverpool had profited greatly from trade with the Empire. However, Defoe could be accused of exaggeration in his account: the tone of his writing is inflated, describing Liverpool as a ‘Wonder’ and it is possible that his role in working for the government is leading him to promote the city in his account to attract visitors or investment.</i></p> <p><i>Source C is also less convincing as evidence that trade with the British Empire had a positive</i></p> | 17–20 |

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| | <p><i>impact on Liverpool. In this source the merchants of Liverpool are complaining to the government that because there has been a ban on importing prepared tobacco, they stand to lose money because of the 'extra cost' of preparing it themselves which will 'ruin the tobacco trade'. This would clearly damage Liverpool, and so shows a negative rather than a positive impact. That said, the motives behind the source cast some doubt over whether the merchants are being entirely genuine; they are trying to make a strong case to Parliament and so might well exaggerate their problems in order to persuade Parliament to act in their favour.</i></p> <p><i>[Alternatively be prepared to reward candidates who argue that C is not that convincing that trade with the empire had a positive impact on Liverpool, because the source is arguing the damage of absence of trade not the benefits of trade. By contrast, the source may be seen as convincing that trade with the empire had a positive effect because the source is arguing that limitations on trade will damage Liverpool, which implies that the opposite, ie trade is helping Liverpool.]</i></p> <p><i>Overall, I am less convinced that trade with the Empire had a positive impact on Liverpool in this period, as my evaluation of the sources reveals issues with them.</i></p> <p>Nutshell: Valid use of content of sources with valid evaluation of two or more sources. NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 18.</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 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><i>Source A is very convincing as evidence that trade with the British Empire was positive for Liverpool as it shows how it grew to be a wealthy city. Fiennes describes the streets as 'handsome', with 'pretty' buildings, so the impact of trade with the Empire had clearly made Liverpool an attractive city.</i></p> <p><i>Source B is also convincing as evidence of the positive impact that trade with the Empire had on Liverpool, as Defoe also describes its rapid expansion as a result of 'merchants who trade with the whole world' and its 'beautiful buildings', showing that Liverpool had profited greatly from trade with the Empire.</i></p> | 13–16 |

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| | <p><i>Source C is less convincing as evidence that trade with the British Empire had a positive impact on Liverpool. In this source the merchants of Liverpool are complaining to the government that because there has been a ban on importing prepared tobacco, they stand to lose money because of the 'extra cost' of preparing it themselves which will 'ruin the tobacco trade'. This would clearly damage Liverpool, and so shows a negative rather than a positive impact. That said, the motives behind the source cast some doubt over whether the merchants are being entirely genuine; they are trying to make a strong case to Parliament and so might well exaggerate their problems in order to persuade Parliament to act in their favour.</i></p> <p>Nutshell: Valid use of content of sources with valid evaluation of one source. NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 14.</p> | |
| <p>Level 3</p> <ul style="list-style-type: none"> • Response uses details from the source content and provenance, combined with historical context, in order to give a simple analysis of each source. • These analyses are then used to evaluate the sources, reaching a partially supported judgement in the context of the historical issue in the question. • Response demonstrates accurate knowledge and 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>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 very convincing as evidence that trade with the British Empire was positive for Liverpool as it shows how it grew to be a wealthy city. Fiennes describes the streets as 'handsome', with 'pretty' buildings, so the impact of trade with the Empire had clearly made Liverpool an attractive city.</i></p> <p><i>Source B is also fairly convincing as evidence of the positive impact that trade with the Empire had on Liverpool, as Defoe also describes its rapid expansion as a result of 'merchants who trade with the whole world' and its 'beautiful buildings', showing that Liverpool had profited greatly from trade with the Empire.</i></p> <p><i>Source C is not convincing as evidence that trade with the British Empire had a positive impact on Liverpool. In this source the merchants of Liverpool are complaining to the government that because there has been a ban on importing prepared tobacco, they stand to lose money because of the 'extra cost' of preparing it themselves which will 'ruin the tobacco trade'. This shows Liverpool was suffering from trade with the Empire.</i></p> <p>Nutshell: Valid use of content of all three sources in relation to statement.</p> | 9–12 |
| <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 | <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> | 5–8 |

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| <p>simple analysis of at least two of the sources.</p> <ul style="list-style-type: none"> • 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><i>Source B suggests that Liverpool benefitted from trade with the British Empire as Liverpool had become “one of the Wonders of Britain” with buildings that are ‘handsome’. This is also the case in Source A which states that Liverpool’s “streets are most handsome” and that it is a ‘very rich trading town’.</i></p> <p>Nutshell: Valid use of content of one or two sources in relation to statement.</p> <p>Alternatively, 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 B is quite reliable as Defoe did visit Liverpool on three occasions, in 1680, 1690 and 1715 so he could compare the differences on each visit. But Source C won’t be reliable as it is from merchants in Liverpool so it is bound to be biased.</i></p> <p>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</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, but some very basic understanding of these is apparent in the answer. | <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 impact of trade on Liverpool, e.g.</p> <p><i>Sources A and B support the statement but Source C disagrees.</i></p> <p>OR</p> <p><i>In Source A Liverpool is said to have pretty buildings. In Source B Defoe went to Liverpool and spoke to people who live there.</i></p> <p>OR</p> <p><i>Liverpool developed strong connections with the Caribbean slave trade and became very wealthy in this period.</i></p> <p>Nutshell: Uses own knowledge and/or sources but fails to address question.</p> | 1–4 |
| <p>Level 0</p> <p>No response or no response worthy of credit.</p> | | 0 |

Section B - Urban Environments: Patterns of Migration

3. Explain how Spitalfields changed as a result of migration after 1945.

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| 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 changes in Spitalfields as a result of migration after 1945 and fully explain reason(s) why each one happened, e.g.</p> <p><i>One way that Spitalfields changed as a result of migration after 1945 was in the cultural and religious make-up of the community. With the increase in numbers of migrants from Bangladesh and Somalia, and a decrease in the number of Jewish families in the area, Spitalfields became more representative of the Muslim beliefs of the recent arrivals. Instead of synagogues, mosques were opened up, most famously the Jamme Masjid on Fournier Street, which had previously been the Spitalfields Great Synagogue. Similarly, kosher butchers, supermarkets and restaurants became halal. Even the name of the area was changed, with 'Banglatown' reflecting the impact of migration into Spitalfields.</i></p> <p><i>Another way that Spitalfields changed was economic. Although there was some continuity in the textile trade which had existed in the area since before the Huguenots arrived, large numbers of migrants from Bangladesh worked in the newly established Indian restaurants. As a consequence, Brick Lane became famous for the large numbers of curry houses which dominated that part of Spitalfields and brought in large numbers of visitors from the city of London and overseas. The area became more prosperous as a result of migration after 1945.</i></p> <p>Nutshell: Reasons for settlement identified and explained.</p> | 9–10 |
| Level 4 <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 | <p>Level 4 answers will typically identify one change in Spitalfields as a result of migration after 1945 and explain reason(s) why it happened, e.g.</p> <p><i>One way that Spitalfields changed as a result of migration after 1945 was in the cultural and</i></p> | 7–8 |

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| analysis, using second order historical concepts, of the issue in the question. | <p><i>religious make-up of the community. With the increase in numbers of migrants from Bangladesh and Somalia, and a decrease in the number of Jewish families in the area, Spitalfields became more representative of the Muslim beliefs of the recent arrivals. Instead of synagogues, mosques were opened up, most famously the Jamme Masjid on Fournier Street, which had previously been the Spitalfields Great Synagogue. Similarly, kosher butchers, supermarkets and restaurants became halal. Even the name of the area was changed, with 'Banglatown' reflecting the impact of migration into Spitalfields.</i></p> <p>Nutshell: One reason for settlement 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 way Spitalfields changed as a result of migration after 1945 but fail to explain it fully, e.g.</p> <p><i>One way migration after 1945 changed Spitalfields was that the number of Jewish people living there decreased whilst the number of Muslims in Spitalfields increased significantly. Spitalfields also became more prosperous after 1945 because of the skills migrants brought, for example in the area around Brick Lane.</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 linked to the issue of the question, e.g.</p> <p><i>When migrants from Muslim countries arrived in Spitalfields after 1945 they set up places of religious worship in the area, such as the Jamme Masjid on Fournier Street. Migrants from Bangladesh set up curry houses around Brick Lane.</i></p> <p>Nutshell: Description of relevant events with no reasons identified.</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 OR describe events not related to the question, e.g.</p> <p><i>The area changed because migrants brought their own cultures with them, which affected the area. Some people did not like this and there was tension.</i></p> <p>Nutshell: General points or irrelevant description.</p> | 1–2 |
| <p>Level 0</p> <p>No response or no response worthy of credit.</p> | | 0 |

4. Study Sources D and E.

Which of these sources is more useful to a historian studying Spitalfields in the 19th century?

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| 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 them in the question. | <p>Level 5 answers will typically make supported inferences from both sources to explain how they can be used as evidence about Spitalfields in the nineteenth century, e.g.</p> <p><i>Source D is very useful as evidence because it shows the changing face of Spitalfields as a result of migration in the nineteenth century. Booth mentions the transformation of the chapel into a synagogue and it is very likely that he is talking about the Spitalfields Great Synagogue, which opened in 1898, the year he made his notes. The source is also useful as it shows some of the prejudices that existed towards other migrants at the time; Booth says that Jewish migrants were displacing 'rough Irish' migrants and he clearly holds the Irish in low regard.</i></p> <p><i>Source E is also useful as evidence as it shows another side of Jewish migration. It tells me that there was a great deal of poverty among Jewish migrants, as seen by the size of the soup kitchen and the large number of people inside. At the time large numbers of Jews from Eastern Europe were arriving in Spitalfields and they were not able to support themselves. Their plight must have been significant, as the source comes from a large newspaper which shows that the issue of poverty among Spitalfields' Jews was so serious it was being reported outside their own community.</i></p> <p>Nutshell: Supported valid inferences from both sources.</p> | 9–10 | |
| 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 | <p>Level 4 answers will typically make supported inferences from one source to explain how they can be used as evidence about Spitalfields in the nineteenth century, e.g.</p> <p><i>Source D is very useful as evidence because it shows the changing face of Spitalfields as a result of migration in the nineteenth century. Booth mentions the transformation of the chapel into a synagogue and it is very likely that he is talking about the Spitalfields Great</i></p> | 7–8 | |

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| <p>sources, comparing them and reaching a fully supported judgement them in relation to the question.</p> | <p><i>Synagogue, which opened in 1898, the year he made his notes. The source is also useful as it shows some of the prejudices that existed towards other migrants at the time; Booth says that Jewish migrants were displacing 'rough Irish' migrants and he clearly holds the Irish in low regard.</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>Level 3</p> <ul style="list-style-type: none"> The response uses some detail from the source content and provenance for both sources combined with historical context and some reference to the site, in order to give a simple analysis of both sources in relation to the issue in the question. These analyses are then used to evaluate the sources, comparing them and reaching a partially supported 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 Spitalfields in the nineteenth century, e.g.</p> <p><i>Source D is useful as it shows the positive economic impact of the Jewish community on Spitalfields and suggest that that their arrival in the area has displaced some of the anti-social behaviour that had existed there. Source E is also useful as it shows the large numbers of Jews that lived in poverty in Spitalfields and that support was being provided for them by wealthier English Jews.</i></p> <p>Nutshell: Argument based on 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>Source D is useful because the author had meticulously gathered his evidence over many years of observing different communities across London and had a particular interest in researching about poverty in London, so it is bound to be accurate. Source E is less useful because it is a drawing from a newspaper that might exaggerate or sensationalise the problems in order to sell copies of the newspaper.</i></p> <p>NOTE: Mark at bottom of level if candidate argues sources are not useful. Nutshell: Argument based on valid evaluation of source(s).</p> | 5–6 |
| <p>Level 2</p> <ul style="list-style-type: none"> The response selects details from the source content and/or provenance and/or historical context, which may include reference to the site, in order to give a simple analysis of the sources. These analyses are then used to evaluate the sources, comparing them in a basic way and | <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 that "improvements are noticeable" in Spitalfields as a result of the Jewish migration to the area. Source E is useful because it shows that there were charities looking after the poor in Spitalfields.</i></p> | 3–4 |

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| making a judgement in the context of the issue in the question. | Nutshell: Asserts value of details / extracts. | |
| Level 1 <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 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 there were wealthy Jews. Source E is a cartoon showing people in a soup kitchen.</i></p> <p>Nutshell: Argument based on simplistic comments on provenance or source type OR paraphrasing without addressing usefulness.</p> | 1–2 |
| Level 0 No response or no response worthy of credit. | | 0 |

OCR (Oxford Cambridge and RSA Examinations)
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