

GCSE (9–1)

Examiners' report

HISTORY B (SCHOOLS HISTORY PROJECT)

J411

For first teaching in 2016

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Version 1

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper J411/18 series overview

This was the first year of the new 9-1 specification and centres should be congratulated for their work in supporting candidates. It was clear from the majority of answers that candidates had been well prepared and were able to deploy their knowledge accurately especially on the essay style questions. It was especially pleasing to see how much knowledge candidates had of the new 'Migration to Britain' topic which elicited many excellent responses.

<i>Most successfully answered questions</i>	<i>Least successfully answered questions</i>
<ul style="list-style-type: none">• Question 1• Question 2• Question 6a and 6b• Question 7• Questions 8 and 9	<ul style="list-style-type: none">• Question 3• Questions 4 and 5

The most effective approach to improving candidate performance is to consider the types of questions historians ask about important events and to encourage students how to plan and write focused arguments which address the question and support the arguments being made as clearly as possible.

Section A overview

As mentioned in the introduction, examiners were impressed with the way that this thematic study has been clearly grasped by candidates. The deployment of relevant - and often specialist - knowledge was a pleasure to read and stronger candidates had clearly engaged with the specification. Centres should be congratulated for both being brave in choosing this study and for the way they have prepared their candidates.

Question 1(a)

1 (a) Name **one** difficulty faced by migrants living in Medieval England.

[1]

Most candidates wrote 'discrimination' (or similar) to get the mark.

Question 1(b)

(b) Name **one** migrant group that came to Britain between 1500 and 1750.

[1]

Hansa merchants/Gypsies/Jews/Protestant refugees/Huguenots were all creditable answers.

Question 1(c)

(c) Give **one** example of British legislation about immigration passed since 1900.

[1]

There was a need to give a specific example of an Act here such as the Aliens Act (we did not need the year) or the Nationality Act. Answers that talked in general terms such as 'you now need a passport' were not credited.

Advice for Question 1

Question 1 is set as a 'gateway' question in to this paper and the vast majority of candidates scored at least 2 marks and many 3 marks. There is no need to write a full sentence in a response: simply naming Hansa Merchants (1b) or Nationality Act (1c) is enough to score the relevant mark.

Question 2

2 Write a clear and organised summary that analyses European migrants to Britain in the period 1750 to 1900. Support your summary with examples. [9]

Marks were given for clear (and valid) points about European migrants to Britain in the period 1750 - 1900. To achieve Levels 2 and 3, candidates needed to give a summary based on a second order concept such as continuity/change/diversity/significance commonly with two valid supporting examples (Level 2) or three valid examples (Level 3).

The candidates who scored most highly at Level 2 and Level 3 were able to remain tightly focused on the different reasons for migration as identified in the question. Stronger candidates were able to organise their responses around a second order concept, most frequently diversity or causation. They used well-deployed knowledge to talk about different groups' reasons (and/or experiences) most commonly the Irish, German and Italian migrants.

Below is an example of what was credited at 3 marks as an analysis of Irish migration.

Exemplar 1

From 1750 through 1900 migrants began to arrive in Britain from across the world, however many still came from Europe. One such example are the Catholic Irish who arrived for work in the late 1800's. They mid to late 1800's. Driven out of Ireland through a potato famine from a disease known as potato spores. Upon their arrival they faced little work and low pay. Many found jobs as navvies whilst others turned to crime, turning the Irish and leading them to face persecution.

Question 3

3 What was the experience of migrants in Britain during the First and Second World Wars? Explain your answer with examples. [10]

This is an explanation question. It is important that candidates are guided to ensure that each part of the explanation in their answers is linked to give a clear, coherent and sustained response to the question – it needs more than just a list of points. One way to help candidates is to set out each part of the explanation in separate paragraphs. There is, on this question, no need for a conclusion. What is needed is a clear structure and precise knowledge.

On this question, it was the case that many candidates were able to fully explain different experiences during the First and Second World Wars. Most commonly, candidates analysed the experiences of the Jewish Kindertransport children and contrasted this to the experiences of German migrants as the enemy. A number of candidates also analysed Polish migrants and their experiences in the RAF.

Exemplar 2 below is an example of a top level response.

Exemplar 2

At the breakout of the first world war in 1914, many Belgian migrants fled to Britain. Mistreated by their German occupiers and not wanting to live in a warzone, over 100,000 fled to Britain. At first they were welcomed with open arms, however as the war dragged on many British people had grown to dislike the people they once welcomed. None the less they did not face any major attacks so to had a generally positive experience.

2

Some Germans at the time living in England and Britain were forced to take tests to prove their loyalty to the country. King George V changed his family name to Windsor from its originally German name. Experiences for Germans at this time was particularly

negative, some businesses and ~~postmen~~ were attacked, as a result of ~~g~~ German ownership. WW2 was a particularly negative time for people from Axis nations. Many ~~g~~ German families were interned in camps, ~~however~~ in the Isle of Man, leading more leisurely lives in Huts rather than being treated as prisoners of war. Again, many families changed ~~g~~ their names to sound less ~~g~~ German, such as my great grandfather changing his surname from Koch to Kosh. Never the less German and other 'enemy' shops were attacked. These migrants had a negative experience and were to be known as enemy aliens. ~~Released~~ Most released in 1945.

Advice for Question 3

The key to this question is supporting identified points with explanation: each point and explanation commonly in a separate paragraph.

Question 4*

4* 'Migration to Britain increased between 1250 and 1500 mainly because of changes in attitudes towards migrants.' How far do you agree with this statement? Give reasons for your answer. [18]

Question 4 was the more popular of the two options. Many candidates analysed Edward III in the 1330s inviting Flemish and Dutch weavers to England as well as greater acceptance of migrants after the Black Death and after 1351 Flemish weavers obtaining Freeman status in Colchester, York and other cloth trade centres.

They went on to disagree with the statement and used evidence such as changing attitudes towards Jews resulted in their expulsion in 1290, an emigration rather than increasing migration; some evidence suggests that whilst migration increased between 1350 and 1450, thereafter it decreased or at least remained steady. Many were able to structure a clear argument and say that economic reasons were more important in terms of migration, such as economic forces more significant, i.e. growing needs of the cloth trade and Italian banking families arriving from the 1220s.

The very best responses had a 'clinching argument' and provided a level of analysis beyond a summary in their conclusion.

Question 5*

5* 'Migrants had a different impact in Britain during the period 1500 to 1750 than in Industrial Britain 1750–1900.' How far do you agree with this statement? Give reasons for your answer. [18]

This was the least popular option of Questions 4 and 5. Centres need to note that both periods need to be covered on these types of questions in order to access the highest levels. For example, a response which gives discusses the impact in 1500-1750 - both positive and negative - would not reach the highest two levels as it has not examined both periods.

The strongest candidates were able to make the argument for, in particular considering the increased scale of migration as a result of Britain's connections to the wider world was different in the later period because of the growth of Empire. For example, Lascars from China, India, Yemen and Somaliland. Other relevant examples included Protestant Huguenots in the earlier period were highly skilled, prosperous and integrated religiously whereas Irish Catholic migrants to Industrial Britain were low skilled, poor and experienced significant levels of prejudice.

These examples were then contrasted with the fact that there was hostility and riots directed at migrants in both periods reveal similar prejudices and fears about migrants taking away workers jobs, e.g. the Spitalfields riots between 1765 and 1769 against Huguenots and the Cardiff riot against the Irish in 1848. Many also mentioned valid points such as migrants in both periods contributed to the Industrialisation of Britain and the growth in trade, e.g. Huguenots in engineering and manufacturing, and Irish navvies building roads, canals and railways, or Lascars in the shipping industry.

Weaker candidates struggled to move to the higher levels because they described medieval conditions but then simply asserted 'and this stayed the same in Industrial Britain' at the end of their point, with no further development. On the whole, weaker answers were characterised by very vague and unspecific descriptions.

Advice for Questions 4 and 5

For these longer-style questions, examiners are looking for a judgement on the given issue that directly addresses the question in a clear, sustained and that is well-supported. It is definitely a feature of stronger candidates that there is a clear 'direction of travel' from the beginning – that they know their judgement before they start to write. Centres should encourage candidates to start with a clear statement of the overall judgement and then this should be continued with well substantiated paragraphs.

For the top levels of marks, reasons for both agreeing and disagreeing are covered however there is not the expectation that both sides need to be covered equally. Three supported points on one side, against one of the other side is as creditable as two supported points on each side. The final paragraph should clearly drive home the strongest reason for the judgement.

Centres should practise these longer-style essay questions with their candidates ensuring that each point is supported with at least one example with a clear reason for their judgement.

Section B overview

Overall candidates appear to have really enjoyed their study of Elizabethan England. Answers to Question 9 in particular were amongst the very best seen this year.

Question 6(a)

6 (a) In Interpretation A, the historian argues that most people in Elizabethan England did not share the views of the Puritans about dancing. Identify and explain **one** way in which she does this. [3]

This question is again meant as a gateway in to the topic and should be seen in the same light as Question 1.

Candidates are being asked In Interpretation A the historian argues that most people in Elizabethan England did not share the views of the Puritans about dancing. Identify and explain one way in which he does this. Please note that it is only necessary to identify and explain one way as stated in the question. Marks were given as follows:

- 1 mark is for correct identification of a feature in the interpretation that relates to the question.
- For the second 2 marks, the candidate must either: pick out a specific feature in the image and develop the explanation by making two points about it;
- OR give two examples relating to a more general feature.

Exemplar 3 below is an example of a 3 mark answer.

Exemplar 3

a	<p>In Interpretation A, the historian highlights the argument that most people in Elizabethan England didn't share the views of the Puritans about dancing. This is shown in the interpretation where it says that, 'Elizabethan England was gripped by a dance mania.' This suggests that the majority of the country extremely enjoyed dancing, unlike the Puritans. The Puritans criticised dance because of the, 'moral threat it posed.' This suggests that Puritans hated the idea of dancing as it was un-Christian, which is the complete opposite of the majority of England's views.</p>
	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 3

Question 6(b)

(b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand popular culture in Elizabethan England. [5]

Candidates responded well and with enthusiasm to this new kind of question and seemed to have been well prepared for it. Where candidates did not advance beyond Level 1 it was typically because they did not frame an enquiry around a historical concept. Further, some candidates explained what the answer to the question would be but this is not rewardable.

Higher level responses were able to think historically, framing wider enquiry questions around causation, diversity, change or impact. The most common one was centred on the question whether dance was an important aspect of popular culture in Elizabethan England. Where candidates were able to indicate how it would help further historians' understanding, they moved into Level 2.

At the top level, candidates were able to use Interpretation A as part of their enquiry, most typically comparing the idea of diversity between the different social classes mentioned in the interpretation or the attitudes of the Puritans as demonstrated in Exemplar 4, a top level response.

Exemplar 4

6	b	<p>If I were asked to do further research on one aspect of Interpretation A, then I would choose to investigate the differences between higher and lower classes' dances, where they were performed and how the style differed. This is based From my own knowledge, I know that differences in associates and money of the different classes affected what events they could attend and so it would hold strong differences between each other. Investigating the differences further would help us us/historians to understand the different aspects of popular culture that were especially particular/important to different groups of people.</p>
	<input checked="" type="checkbox"/> 1	
	<input checked="" type="checkbox"/> 2	

Question 7

7 Interpretations B and C both focus on Elizabethan adventurers. How far do they differ and what might explain any differences? [12]

In short, B is a very positive portrayal of Raleigh as a hero or glorifies his contribution (expensive statue dedicated to him; MP calls him 'local hero' and says he is 'delighted'; unveiling given royal ceremony) whereas C portrays the adventurers in a very negative light as 'pirates' and 'pillagers'; it emphasises the violence involved in their activities and is sarcastic about the achievements, e.g. tobacco. Stronger candidates achieved Level 4 by explaining the difference in terms of the purpose of one or both interpretations.

In the case of B, the article was trying to celebrate the achievements of Raleigh and C's purpose is to persuade readers that British people are too 'rosy-eyed' and nostalgic about famous figures from history and aims reveal their 'other side' e.g. pillaging and violence. C is also using the adventurers to criticise the Prime Minister.

Candidates need to ensure that they are interpretation-specific when discussing purpose, audience, context, etc. in these questions. If their comment can apply to any similar source then the likelihood is it won't be rewarded at a high level. For example, comments such as 'the BBC website is likely to be truthful' or 'the newspaper may not have fully researched their story' are rewardable at Level 1 only.

Exemplar 5 reaches Level 4 where there is a valid purpose of Interpretation B; it talks about the intended impact with Raleigh being a local hero 'trying to make Devon look better':

Exemplar 5

One reason why they ~~might~~ digger is because of the purpose of both articles. Whilst both interpretations are relatively modern and ~~set~~ written online, Interpretation B's website is extremely specific in its location - Devon. This is, 'where Raleigh was born, and so they would've become bias in their portrayal of one of their, 'local heroes' despite Walter Raleigh having been exploring most of his life, a being in London. This would've meant he didn't spend much time in Devon and so ~~cannot~~ ^{be} could suggest that the interpretation is just trying to make Devon look better. On the other hand, Interpretation C is more general in its location and so aimed purely to inform people of the truth, possibly making it more reliable due to its impartiality.

Question 8*

8* In his 1956 book, *A History of the English-Speaking Peoples*, former Prime Minister and historian Winston Churchill argued that there was 'harmony' between Elizabeth and Parliament during her reign. How far do you agree with this view? [20]

Question 8 was the less popular of the two questions and on the whole was not answered as well as Question 9. The focus was on 'harmony' between Elizabeth and her Parliament but too many candidates talked either in general terms about 'harmony' without giving any valid examples or, in the case of some, confused Privy Council with Parliament.

Where strong answers were seen, they tended to agree because of the strict limits on what Parliament could discuss so debate on her marriage and the succession was limited; that Elizabeth used Parliament less than other Tudor monarchs so again opportunity for discord was limited; and finally Elizabeth's usual solution to disagreement was to compromise, e.g. over monopolies.

They were then able to disagree with Churchill by saying that reasons for disagreeing include reasons such as the succession stirred up by Walsingham and Cecil (and what to do about Mary Queen of Scots), that there was opposition from Puritans like Stubbes who criticised the Queen despite brutal punishment and finally that there was opposition from MPs over monopolies and the thorny issue of Elizabeth's marriage. It was a case that those candidates who knew this topic well definitely scored highly.

Question 9

9* In her 2014 book *God's Traitors: Terror and Faith in Elizabethan England*, historian Jessie Childs argues that Elizabeth I was 'determined to kill off Catholicism in her country.' How far do you agree with this view? [20]

This was, undoubtedly, the most consistently well-answered essay question across the specification. It produced a full range of answers – from total agreement to total disagreement and had a very high number of clinching arguments where the candidate re-wrote the interpretation to their own. Exemplar 6 below shows such a clinching argument.

Examiners credited all relevant contextual knowledge, even if from outside of the dates of the specification and were highly impressed at some of the knowledge of candidates. Centres are to be praised for the way they have clearly engaged with and taught this topic.

In terms of answers, reasons for agreeing most commonly included that Act of Uniformity fined Catholics for non-attendance at Protestant services; tighter control brought in after 1581, e.g. Act of Persuasions and the Act Against Priests. Candidates often gave very specific examples, such as torture and punishment of Campion and Clitherow and the use of spies by Walsingham was regularly discussed. Mary Queen of Scots was also a common explanation, in particular her execution following the Babington plot.

This was contrasted with many reasons to disagree, such as the relative leniency at the start of Elizabeth's reign as shown by the Act of Uniformity which only fined Catholics if they refused to attend Protestant services. Another common point was that Elizabeth refused to sign Mary Queen of Scots' death warrant for several weeks so was not necessarily 'determined' to end Catholic threat at all costs.

Exemplar 6

However, I disagree that Elizabeth was ~~more~~ determined at the beginning of her reign ~~because~~ as there was no threat posed against her and so she didn't have to take action against Catholics until the threat arised. ~~It most certainly wasn't determination~~ It could be called desperation rather than determination, as she was never enthusiastic about her actions towards Catholics

Advice for Questions 8 and 9

These questions should be seen alongside the advice given for Questions 4 and 5. Examiners are looking for a judgement on the given issue that directly addresses the question in a clear, sustained and that is well-supported. It is definitely a feature of stronger candidates that there is a clear 'direction of travel' from the beginning – that they know their judgement before they start to write. Centres should encourage candidates to start with a clear statement of the overall judgement and then this should be continued with well substantiated paragraphs.

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The very best answers will really tackle the interpretation and almost look to provide their own interpretation if that is where the argument has taken them. They are therefore able to end their answers with a conclusion that either agrees or disagrees with the interpretation or to rephrase the interpretation to what they can justify is a better one. All three approaches are equally valid.

Centres should practise these longer-style essay questions with their candidates using the guidance above to help candidates achieve the higher levels.



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