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 June 2019

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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 answered question
~~	Extendable horizontal wavy line

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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide ‘correct’ answers. The Mark Scheme can only provide ‘best guesses’ about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners’ Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates’ responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co–ordination scripts will be issued at the meeting to exemplify aspects of candidates’ responses and achievements; the co–ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The co–ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co–ordination Meeting.

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 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.

The Impact of Empire on Britain 1688–c.1730

1. Explain how the growth of the British empire changed the lives of people in Britain between 1688 and c.1730.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	At Level 3 and above, answers will make use of a range of examples. 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 • 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.	*Please see following page(s)*	**9–10**
Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.		**7–8**
Level 3 • 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.		**5–6**
Level 2 • 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..		**3–4**
Level 1 • 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.		**1–2**
Level 0 No response or no response worthy of credit.		**0**

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically explain more than one way in which lives were changed e.g.	**9–10**

	One way in which lives were changed was through the increasingly negative attitudes that were developing towards people from Africa. As the empire grew so did the slave trade and one common justification for slavery was the suggestion that Africans were inferior to Europeans. This meant that there was a lot of support in Britain for the idea that Africans were better suited to hard, physical work on the slave plantations and as a result the ideas of plantocracy racism began to take hold. This resulted in change as it meant that the African community living in Britain faced greater hardship, for example in 1690, Katherine Auker was treated very cruelly by her former owner who even managed to get her arrested and imprisoned. *Another way in which the lives of British people were affected by empire was through changes in consumer habits. There was a massive increase in raw materials such as sugar, tea, coffee and tobacco being imported which meant that it became much cheaper and easier for large numbers of Britons to consume these products. There was also a growth in coffee houses where people would meet to drink and socialise. Fashion also changed with the import of Indian textiles and designs which were very popular.* **Nutshell: Two changes identified and explained**	
Level 4	Level 4 answers will typically explain one way in which lives were changed e.g. *One way in which the lives of British people were affected by empire was through changes in consumer habits. There was a massive increase in raw materials such as sugar, tea, coffee and tobacco being imported which meant that it became much cheaper and easier for large numbers of Britons to consume these products. There was also a growth in coffee houses where people would meet to drink and socialise. Fashion also changed with the import of Indian textiles and designs which were very popular. .* **Nutshell: One change identified and explained** **NOTE: Many candidates will attempt to explain several changes but only explain one reason to the required standard.**	**7–8**
Level 3	Level 3 answers will typically identify valid example(s) of change without explanation e.g. *There were more jobs available such as working on the docks.* *The fashions changed with people using designs from India.* **Nutshell: One or more changes identified but not explained** **NOTE: Award 6 marks for two changes identified**	**5–6**
Level 2	Level 2 answers will typically contain description of events that is linked to issues in the question e.g. *There were goods being imported into Britain such as tea, coffee, tobacco and sugar. People used Indian designs in fashion.* **Nutshell: Description of related events**	**3–4**
Level 1	Level 1 answers will typically contain general points e.g. *Not everyone did well out of the growth of the empire.* **Nutshell: General points**	**1–2**

2. Study Sources A–C. ‘British people benefitted from the East India Company.’ 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 L4/5 without a conclusion The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	**Indicative content**	**Marks**
Level 5 • 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.	*Please see following page(s)*	**17–20**
Level 4 • 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.		**13–16**
Level 3 • 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.		**9–12**
Level 2 • Response selects details from the source content and/or provenance and/or historical context, in order to give a simple analysis of at least two of the sources. • These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question. • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation of the issue in the question, with second order historical concepts used in a simplistic way.		**5–8**
Level 1 • 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.		**1–4**
Level 0 No response or no response worthy of credit.		**0**

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically explain how each source supports or contradicts the statement based on valid and relevant evaluation of two or more sources. Evaluation might consider such factors as why the purpose, context, provenance or other features of each sources makes the source convincing evidence for or against the statement e.g. *Source A is convincing as the content clearly agrees with the statement since it says that "Fort St David … is a port where great profits can be made" and that there was "high quality cloth like calico and muslin" that was brought back to Britain. This suggests that the East India Company would have benefited many people in Britain as they would now be able to buy high quality goods and the importers would become wealthy. I find his evidence convincing because some people did 'great profits'. For example, one East India Company official left over £200,000 in his will, so "great profits" were certainly being made.* *Source C also supports the statement as it backs up the evidence in source A by saying that "the wealth of this kingdom is greatly increased". This came about as a result of the import of Indian spices, tea and fine textiles which were in high demand in Britain. The source is convincing because it uses statistics to support the argument that lots of money was made: "£60,000 per year in import taxes" as well as exports worth "between £60-70,000 per year". However, overall the source is less convincing as it was produced by the Governor of the East India Company and is highly likely to be very positive about the benefits that trade with India would bring, because he will want to make himself look good by painting the company in a positive light. Actually, most of the profits of the East India Company went to their shareholders and not to the government or the people.* ***[Alternatively candidates might infer the purpose of Source C, which was to refute criticism of the EIC, so we can infer that there were criticisms. This suggests that the EIC did not benefit everyone.)*** *On the other hand, source B challenges the statement as it says that "many cloth manufacturers lost their jobs" and "many of our best workers left the kingdom". This recognises that some workers, particularly in the textile industry would have not benefitted from the East India Company as the competition from Indian goods which hurt them. Although Defoe was paid by weavers to write the pamphlet in their favour and would focus solely on the negative impact on them, I know that some weavers were so badly affected by the East India Company that they attacked East India House in 1697. So Source B does reflect genuine worries that British weavers had and suggests that they did not benefit from the East India Company.* ***[Alternatively, candidates may explain the purpose of Source B and how the author achieves his purpose in the source, eg Source B is less convincing because Defoe is trying to generate sympathy for the weavers by exaggerating the hardships they face. He uses emotive language such as 'reduced to begging for bread.']*** **Nutshell: Valid use of content of sources with valid evaluation of two or more sources. NOTE:** **17-18 marks = 2 source contents + 2 evaluations** **19-20 marks = 3 source contents + 2 evaluations**	**17–20**
Level 4	Level 4 answers will typically explain how each source supports or contradicts the statement based on valid and relevant evaluation of at least one source and the content of the others. Evaluation might consider such factors as why the purpose, context, provenance or other features of each sources makes the source convincing evidence for or against the statement e.g.	**13–16**

	Source A is quite convincing as the content clearly agrees with the statement since it says that "Fort St David … is a port where great profits can be made" and that there was "high quality cloth like calico and muslin" that was brought back to Britain. This suggests that the East India Company would have benefited many people in Britain as they would now be able to buy high quality goods and the importers would become wealthy. I find his evidence convincing because some people did make large amounts of money. For example, one East India Company official left over £200,000 in his will, so "great profits" were certainly being made. *Source C also supports the statement as it backs up the evidence in source A by saying that "the wealth of this kingdom is greatly increased". This came about as a result of the import of Indian spices, tea and fine textiles which were in high demand in Britain. The source is also quite convincing because it uses statistics to support the argument that lots of money was made: "£60,000 per year in import taxes" as well as exports worth "between £60-70,000 per year".* *Source B is convincing in challenging the statement as it says that "many cloth manufacturers lost their jobs" and "many of our best workers left the kingdom". This recognises that some workers, particularly in the textile industry would have not benefitted from the East India Company as the competition from Indian goods was very challenging for them.* **Nutshell: Valid use of content of source(s) with valid evaluation of one source. NOTE:** **13 marks = 1 source content & evaluation** **14 marks = 2 source contents + 1 evaluation** **15-16 marks = 3 source contents + 1 evaluation**	
Level 3	Level 3 answers will typically explain how each source supports or contradicts the statement based on the content of the sources e.g. *Source A is convincing as the content clearly agrees with the statement since it says that "Fort St David … is a port where great profits can be made" and that there was "high quality cloth like calico and muslin" that was brought back to Britain. This suggests that the East India Company would have benefited many people in Britain as they would now be able to buy high quality goods and the importers would become wealthy.* *Source B is convincing in challenging the statement as it says that "many cloth manufacturers lost their jobs" and "many of our best workers left the kingdom". This recognises that some workers, particularly in the textile industry would have not benefitted from the East India Company as the competition from Indian goods was very challenging for them.* *Source C is also convincing because it uses statistics to support the argument that lots of money was made: "£60,000 per year in import taxes" as well as exports worth "between £60-70,000 per year".* **Nutshell: Valid use of content of all three sources in relation to statement**	**9–12**
Level 2	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. *Source A agrees with the statement as it says that "Fort St David … is a port where great profits can be made". Source B disagrees with the statement as it says that "many cloth manufacturers lost their jobs" and "many of our best workers left the kingdom".* **Nutshell: Valid use of content of one or two sources in relation to statement** **NOTE:** **5-6 marks = 1 source** **7-8 = 2 sources**	**5–8**

Level 1	Level 1 answers will typically argue that one or more sources is (un)convincing on the basis of undeveloped / unsupported comments about purpose, provenance or context e.g. *Source C is not convincing because it was written by a governor of the EIC so it will be biased towards them. Source B is not convincing because Defoe was a writer of fiction so it does not contain real facts.* ***OR*** *Source B is not convincing because Defoe was being paid by the weavers.* **Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.** Alternatively, Level 1 answers will use details from the source(s) without addressing the question, e.g. *Source A says that people could make lots of profit. Source B says people left the country. Source C says that £60,000 of tax was paid.* **Nutshell: Describes/uses sources without addressing question** Alternatively, Level 1 answers will demonstrate simple knowledge of the East India Company or related events, e.g. *The East India Company had a growing trade network. It had 'factories' which stored good where stored and traded.* **Nutshell: Uses own knowledge without sources** **NB:** responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement **= MAX 1 MARK**	**1–4**
Level 0	No response or no response worthy of credit.	**0**

Urban Environments: Patterns of Migration

3. Explain the impact of migration on South Shields between 1800 and 1920.

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 • 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.	*Please see following page(s)*	**9–10**
Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.		**7–8**
Level 3 • 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.		**5–6**
Level 2 • 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.		**3–4**
Level 1 • 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.		**1–2**
Level 0 No response or no response worthy of credit.		**0**

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically identify at least two ways migration impacted on South Shields and explain them fully e.g. *Migration had an impact on South Shields because it sometimes caused tension between the migrants and the local community. For example, many German migrants had settled in the area by 1914, and anger during the First World War resulted in attacks on German-owned shops. In 1915 over 5,000 demonstrators attended an anti-German protest that the army had to break up. Tensions were also created between white sailors and the Yemeni community. Concerns about pay and job security led to violence towards Yemeni sailors in the Mill Dam area in 1919. This shows migration had the impact of causing violence in South Shields at times when the local community felt anger towards the migrants.* *Migration also impacted on South Shields because it made the population of the town more diverse. For example, in the 19th century Irish migrants arrived in the town and set up churches and Sunday schools that were attended by the local Catholic community, and in the early 20th century many foreign sailors – such as those from Scandinavia - were granted naturalisation because of recommendations from local people. There were even middle class immigrants such as Dr Rajaonah from Madagascar who treated thousands of patients in the 1880s. This shows that in many ways migrants became accepted in South Shields and had the impact of making the area more multi-cultural.* **Nutshell: Explains two impacts of migration**	**9–10**
Level 4	Level 4 answers will typically identify one way in which migration impacted on South Shields and explain it fully e.g. *Migration had an impact on South Shields because it sometimes caused tension between the migrants and the local community. For example, many German migrants had settled in the area by 1914, and anger during the First World War resulted in attacks on German-owned shops. In 1915 over 5,000 demonstrators attended an anti-German protest that the army had to break up. Tensions were also created between white sailors and the Yemeni community. Concerns about pay and job security led to violence towards Yemeni sailors in the Mill Dam area in 1919. This shows migration had the impact of causing violence in South Shields at times when the local community felt anger towards the migrants.* **Nutshell: Explains one impact of migration**	**7–8**
Level 3	Level 3 answers will typically identify at least one way in which migration impacted on South Shields but fail to explain it fully, e.g.. *One impact of migration was tension with local people attacking Germans.* *One impact of migration was it became more diverse with the Irish moving there.* **Nutshell: Identifies impact(s) without explanation** **NOTE: Local economic boom was a reason for migrants to move to the area; economic boom was not an impact of migration.**	**5–6**
Level 2	Level 2 answers will typically contain description of migration or events linked to the issue in the question e.g. *Irish migrants arrived in the town and set up churches and Sunday schools. In the early 20th century there were many sailors from Scandinavia.* *German migrants had settled in the area by 1914.* **OR** *During the First World War there were attacks on German-owned shops.* **Nutshell: Describes migration/ events from 1800 – 1920 without relating to impact**	**3–4**
Level 1	Level 1 answers will typically contain general points e.g. *There were different communities living in South Shields.* *There was racism.*	**1–2**

	People attacked migrants. **Nutshell: General points**	
Level 0	No response or no response worthy of credit.	**0**

4. Study Sources D and E.
Which of these sources is more useful to a historian studying the experience of the Yemeni community in South Shields?

Assessment Objectives	AO3 (a and b): Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied [10]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	**Indicative content**	**Marks**
Level 5 • The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop a thorough analysis of sources in relation to the issue in the question. • These analyses are then used to evaluate both the sources, comparing them and reaching a convincing and substantiated judgement about these comparisons in relation to the question.	*Please see following page(s)*	**9–10**
Level 4 • The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop an analysis of both sources in relation to the issue in the question. • These analyses are then used to evaluate both the sources, comparing them and reaching a fully supported judgement them in relation to the question.		**7–8**
Level 3 • 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.		**5–6**
Level 2 • The response selects details from the source content and/or provenance and/or historical context, which may include reference to the site, in order to give a simple analysis of the sources. • These analyses are then used to evaluate the sources, comparing them in a basic way and making a judgement in the context of the issue in the question.		**3–4**
Level 1 • 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.		**1–2**
Level 0		**0**

Levels	**Indicative content**	**Marks**
Level 5	Level 5 answers will typically make inferences from both sources to explain how they can be used as evidence to explain the experiences of the Yemeni community and their significance to wider developments at the time e.g.	**9–10**

	Source D is useful to a historian because it tells us about the racism and discrimination the Yemeni community experienced when it came to looking for work or intermarrying with the local English community in the 1930s. Here a wife is defending her Arab husband against the 'suggestion' that 'marrying Arabs is a scandal', showing a pride in her husband whose 'face is not white but his heart and soul are'. She also reveals the racism he experiences when looking for shipping work only to be told 'there is only work for white crews'. ***[Alternatively, candidates may argue that she took the trouble to write this letter also showed that this was a live issue and suggests it was causing some debate in the local media; or that the letter was clearly written in response to criticism of inter-racial relationships, which also reveals tension.]*** *Source E is also useful as it shows that at the same time (the mid-1930s) at least some in the town were more accepting of the Yemeni community. By giving Muslims their own burial area in the local cemetery the local council are showing that they are taking the concerns of the Yemeni community seriously and keen to support their integration and acceptance. That a large majority of the councillors agreed this showed a contrasting attitude to the workplace and social racism of source D.* **Nutshell: Supported valid inferences from both sources**	
Level 4	Level 4 answers will typically make inferences from one source to explain how it can be used as evidence to explain the experiences of the Yemeni community and their significance to wider developments at the time e.g. *Source D is useful to a historian because it tells us about the racism and discrimination the Yemeni community experienced when it came to looking for work or intermarrying with the local English community in the 1930s. Here a wife is defending her Arab husband against the 'suggestion' that 'marrying Arabs is a scandal', showing a pride in her husband whose 'face is not white but his heart and soul are'. She also reveals the racism he experiences when looking for shipping work only to be told 'there is only work for white crews'.* **Nutshell: Supported valid inference from one source** **NOTE: Answers are likely to address both sources but only make one valid inference**	**7–8**
Level 3	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 Yemeni community and their significance to wider developments at the time e.g. *Source D is useful because it gives useful information about the racism against Yemenis at the time. E is useful because you can see how the Yemeni community became more accepted by 1937.* **Nutshell: Valid but unsupported inference(s)** **NOTE:**	**5–6**

	5 marks = inference(s) from one source **6 marks = inference(s) from both sources** Alternatively Level 3 answers will typically argue the usefulness of the sources based on reliability of sources e.g. *I think Source D is useful because it fits in with what I know about this period. There was often conflict between Yemeni seamen and white seamen over jobs after the First World War and in 1919 there was violence between the two groups.* **Nutshell: Valid evaluation of (un)reliability of source(s)** **NOTE: Mark at bottom of level if candidate argues sources are not useful**	
Level 2	Level 2 answers will typically assert the value of extracts or details from the source(s) e.g. *Source D is useful because it tells you there were mixed marriages. Source E is useful because it shows that Muslims in South Shields were given part of the cemetery to bury their dead.* **Nutshell: Asserts value of details / extracts** **NOTE:** **3 marks = detail(s) from one source** **4 marks = detail(s) from both sources**	**3–4**
Level 1	Level 1 answers will typically make unsupported assertions about the source type or provenance *Source D is more useful because it contains a personal experience. Source E is useful because they are official records.* **Nutshell: Argument based on simplistic comments on provenance or source type** Alternatively, Level 1 answers will paraphrase/use details from the source(s) without addressing the question in a valid way e.g. *Source D says that there is only work for white crews. Source E says that Muslims in South Shields should get a site for burials.* **Nutshell: Paraphrasing without addressing usefulness**	**1–2**

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

High performance ***4–5 marks***	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance ***2–3 marks***	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance ***1 mark***	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded ***0 marks***	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

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