



GCSE

History A (Explaining the modern world)

Unit **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 2018

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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

Stamp	Annotation Name	Description
	Tick 1	Level 1
	Tick 2	Level 2
	Tick 3	Level 3
	Tick 4	Level 4
	Tick 5	Level 5
	SEEN	Noted but no credit given
	NAQ	Not addressing question
	Highlighter/Wavy line	Valid point / Development / Evidence / Support
	BP	Blank page

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

1. Explain how English expansion between 1688 and 1730 affected Scotland and Ireland.

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. 	Please see following page(s)	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 analysis, using second order historical concepts, of the issue in the question. 		7–8
Level 3 <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. 		5–6
Level 2 <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. 		3–4
Level 1 <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. 		1–2

Level 0 No response or no response worthy of credit.		0
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Section A - The Impact of Empire on Britain 1688–c.1730

1. Explain how English expansion between 1688 and 1730 affected Scotland and Ireland.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> • 	<p>Level 5 answers will typically explain more than one way in which English expansion affected Scotland and Ireland in this period, e.g.</p> <p><i>English expansion had a major impact on Ireland in this period. Irish Catholics experienced a serious deterioration in their position as harsh Penal laws were introduced by the Irish parliament supported by London. These meant that the majority Catholic population faced restrictions such as limits on owning property and or being able to hold arms.</i></p> <p>[Alternatively candidates could point to benefits enjoyed by Church of Ireland Protestants in Ireland]</p> <p><i>There was also a massive impact in Scotland. The Act of Union in 1707 ended the Scottish monarchy and from now on there would be no Scottish parliament. Scotland would be ruled as part of the United Kingdom by London: it effectively lost its independence and a London government now made decisions for it.</i></p> <p>[Alternatively candidates could point to positive impacts eg Glasgow became a major international port; many Scots involved in Empire building or exploration]</p> <p>Nutshell: Two effects identified and explained</p> <p>NOTE The impact on Scotland and Ireland must be explained for an answer to achieve L5.</p>	9–10
Level 4 <ul style="list-style-type: none"> • 	<p>Level 4 answers will typically explain one way in which English expansion affected Scotland OR Ireland in this period, e.g.</p> <p><i>English expansion had a major impact on Ireland in this period. Irish Catholics experienced a serious deterioration in their position as harsh Penal laws were introduced by the Irish parliament supported by London. These meant that the majority Catholic population faced restrictions such as limits on owning property and or being able to hold arms.</i></p> <p>Nutshell: One effect identified and explained</p> <p>NB The impact on Scotland OR Ireland must be explained for an answer to reach L4. There is no necessity to explain both, but failure to attempt to deal with one of the two countries will result in a lower mark in the level.</p>	7–8
Level 3 <ul style="list-style-type: none"> • 	<p>Level 3 answers will typically identify example(s) of impact, e.g.</p> <p><i>Irish Catholics lost a lot of their rights.</i></p> <p><i>The Scottish Parliament was dissolved.</i></p> <p><i>Highlanders were not allowed to keep their weapons.</i></p> <p>Nutshell: One or more effects identified but not explained</p>	5–6

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Level 2 <ul style="list-style-type: none"> • 	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question, e.g. <i>The Scottish and English agreed an Act of Union in 1707. There was a lot of pressure from the English government as they wanted to end the threat of war with Scotland over arguments they were having about the monarchy and economy. Many Scots did not want this Union but in the end they had no choice as their Parliament agreed it.</i></p> <p><i>Nutshell: Description of relevant events</i></p>	3–4
Level 1 <ul style="list-style-type: none"> • 	<p>Level 1 answers will typically contain general points OR describe events outside parameters of question e.g. <i>People in Scotland were worse off.</i> <i>The English started Plantations in Ireland.</i> <i>There was a famine and massive emigration.</i> <i>England became more powerful.</i></p> <p><i>Nutshell: General points or description of events outside parameters of question</i></p>	1–2
Level 0		0



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2. Study Sources A–C. ‘Resistance to slavery in the period 1688 to c.1730 was based on religious grounds.’ How far do sources A-C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.




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
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. 	Please see following page(s)	17–20 
Level 4 <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. 		13–16 


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<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>9–12</p> 
<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 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. 		<p>5–8</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>1–4</p> 
<p>Level 0 No response or no response worthy of credit.</p>		<p>0</p>

2. Study Sources A–C. ‘Resistance to slavery in the period 1688 to c.1730 was based on religious grounds.’ How far do sources A-C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

Levels	Indicative content	Marks
Level 5	<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 actually convinces me that resistance to slavery was not based on religious grounds. When they attacked the slave ship the source says the Negroes were acting out of ‘revenge’ on the white traders. The source is made more convincing because uprisings like this were common on boats: there were over 500 throughout the period of the triangular trade. This suggests that resistance, revenge and escaping were more important factors than religious issues in resistance against slavery.</i></p> <p><i>Source B offers evidence that resistance to slavery was based on religious grounds, as it talks about the ‘sinfulness’ of slavery. There is a lot of religious language. However, this evidence is made less convincing because the real motive is politics. The Whigs generally supported ideas about freedom and liberty much more than the Tories, and there is a lot of that in the source, for example talking about the loss of ‘liberty’ slaves had to endure so again, this is not totally convincing that resistance was based on mainly religious grounds.</i></p> <p><i>Source C does not really convince me that resistance to slavery was based on religion. Atkins does talk about the trade as a great evil but he is not really motivated by religion he is motivated by anger and resentment and financial losses. He was a member of the Royal African Company and he is clearly angered that the RAC lost its monopoly, criticising the actions of new slave traders as ‘evil’ and ‘thieving’. As a member he would have lost out from the loss of the monopoly.</i></p> <p><i>Overall I not totally convinced by the statement as not all resistance was based on religious grounds and even the opposition that was voiced or seen in those terms could have come from other motives.</i></p> <p>Nutshell: Valid use of content of sources with valid evaluation of two or more sources</p> <p>NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 18</p>	17–20 

<p>Level 4</p>	<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 actually convinces me that resistance to slavery was not based on religious grounds. When they attacked the slave ship the source says the Negroes were acting out of 'revenge' on the white traders. The source is made more convincing because uprisings like this were common on boats: there were over 500 throughout the period of the triangular trade. This suggests that resistance, revenge and escaping were more important factors than religious reasons in resistance against slavery.</i></p> <p><i>Source B offers some evidence that resistance to slavery was based on religious grounds, as it talks about the selfishness of slavery and that it is wrong to 'treat fellow men like dogs', even calling it 'a national sin' and 'insult upon the liberties of mankind'. There is a lot of religious language which suggests that the writer is seeing it as ungodly and unchristian.</i></p> <p><i>Source C offers further evidence that the statement is correct, calling the extended slave trade 'a great evil', which has led to people being corrupted by a desire for luxuries. This is in a way a religious argument, seeing the world in terms of good and bad forces.</i></p> <p>Nutshell: Valid use of content of sources with valid evaluation of one source</p> <p>NOTE: Answers which do not make valid use (content OR evaluation) of all three sources should not be awarded more than 14</p>	<p>13–16</p> 
<p>Level 3</p>	<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 unconvincing as evidence that resistance to slavery was based on religious grounds. When they attacked the slave ship the source says the Negroes were acting out of 'revenge' so wanted to free the captives. This suggests that resistance, revenge and escaping were more important factors than religious issues in resistance against slavery.</i></p> <p><i>Source B offers some evidence that resistance to slavery was based on religious grounds, as it talks about the selfishness of slavery and that it is wrong to 'treat fellow men like dogs', even calling it 'a national sin' and 'insult upon the liberties of mankind'. There is a lot of religious language which suggests that the writer is seeing it as ungodly and unchristian.</i></p> <p><i>Source C offers further evidence that the statement is correct, calling the extended slave trade 'a great evil', which has led to people being corrupted by a desire for luxuries. This is religious language about fairness and justice.</i></p>	<p>9–12</p> 

	Nutshell: Valid use of content of all three sources in relation to statement	
Level 2	<p>Level 2 answers will typically explain how one or two sources support or contradict the statement based on the content of the sources e.g.</p> <p><i>Source B offers some evidence that resistance to slavery was based on religious grounds, as it talks about the selfishness of slavery and that it is wrong to 'treat fellow men like dogs', even calling it 'a national sin' and 'insult upon the liberties of mankind'. There is a lot of religious language which suggests that the writer is seeing it as ungodly and unchristian and morally unacceptable.</i></p> <p><i>Source C offers further evidence that the statement is correct, calling the extended slave trade 'a great evil', which has led to people being corrupted by a desire for luxuries. It also talks about the 'thieving' and 'violence which 'create little wealth for the common man'.</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 A is not reliable because it is from a captain in the Royal Africa Company who traded slaves. Source B isn't reliable because it was Whig propaganda. John Atkins in Source C is not reliable because he is very bitter and angry.</i></p> <p>Nutshell: Undeveloped evaluation based on simplistic comments on provenance / purpose / context.</p>	5–8 
Level 1	<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 resistance / opposition to slavery e.g.</p> <ul style="list-style-type: none"> <i>In source A people are attacking a slave ship. In source B a man says that slavery is evil. I know that a lot of people said that slavery was wrong.</i> <p>Nutshell: Uses own knowledge and or sources but fails to address question</p>	1–4 
Level 0		0

Section B - Urban Environments: Patterns of Migration

3. Explain why there were race riots in Butetown in the early part of the 20th century.

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. 	<i>Please see following page(s)</i>	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 analysis, using second order historical concepts, of the issue in the question. 		7–8
Level 3 <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. 		5–6
Level 2 <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. 		3–4
Level 1 <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 		1–2

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the answer.		
Level 0 No response or no response worthy of credit.		0

Section B - Urban Environments: Patterns of Migration

3. Explain why there were race riots in Butetown in the early part of the 20th century.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically identify two examples of race riots and fully explain reason(s) why each one happened e.g..</p> <p><i>Economic hardship caused both the 1911 'Laundry riot' and the 1919 race riots in Butetown. In 1911 there were concerns that Chinese women were taking over the laundries in the area, putting the local washerwomen out of work. In 1919, despite unemployment being higher among Black seamen, many white sailors believed that migrants were more likely to be offered work as they were paid less. This was important in causing race riots in Butetown as some Welsh workers felt their livelihoods were being threatened by migrants.</i></p> <p><i>Increasing migration during the First World War was another cause of the 1919 race riot. During this time the number of Black people living in Butetown increased from 700 to 3 000 and many more seamen from Asia, Africa and Caribbean had settled there too. Mixed-race relationships between these migrants and local women became more common and these caused local concerns, especially among White soldiers returning from the war. These social tensions were a direct cause of the 1919 race riot, as it started with White ex-soldiers attacking Black seamen.</i></p> <p><i>Nutshell: Reasons for two riots identified and explained</i></p>	9–10
Level 4	<p>Level 4 answers will typically identify one example of race riots and explain reason(s) why it happened e.g..</p> <p><i>Economic hardship caused both the 1911 'Laundry riot' and the 1919 race riots in Butetown. In 1911 there were concerns that Chinese women were taking over the laundries in the area, putting the local washerwomen out of work. In 1919, despite unemployment being higher among Black seamen, many white sailors believed that migrants were more likely to be offered work as they were paid less. This was important in causing race riots in Butetown as some Welsh workers felt their livelihoods were being threatened by migrants.</i></p> <p><i>Nutshell: Reasons for one riot identified and explained</i></p> <p><i>NOTE: Award at this level if it is not clear which riot candidate is explaining</i></p>	7–8
Level 3	<p>Level 3 answers will typically identify at least one reason for race riot(s) but fail to explain it fully eg</p> <p><i>There were riots because of competition for jobs. OR</i></p> <p><i>There were riots because lot of groups had moved to the area. OR</i></p> <p><i>There were riots because of racism.</i></p> <p><i>Nutshell: One or more reasons identified but not explained</i></p>	5–6

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Level 2 <ul style="list-style-type: none"> • 	<p>Level 2 answers will typically contain description of events linked to the issue of the question, e.g. <i>Before the war there were 700 Black people living there, but by the end of the war there were 3 000. There was also an increase in the numbers of seamen from Africa, Asia and the Caribbean.</i></p> <p>OR</p> <p><i>Chinese laundries were attacked and burned down. Some black sailors were attacked.</i></p> <p><i>Nutshell: Description of relevant events with no reasons identified</i></p>	3–4
Level 1 <ul style="list-style-type: none"> • 	<p>Level 1 answers will typically contain general points OR describe events not related to the question e.g. <i>There were race riots because of all the issues in Butetown and because people disliked the migrants. OR In 1920 the government brought in the Aliens Order.</i></p> <p><i>Nutshell: General points or irrelevant description</i></p>	1–2

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4. Study Sources D and E. Which of these sources is more useful to a historian studying the reasons why people moved to Butetown in the 19th century?

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. 	<i>Please see following page(s)</i>	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 sources, comparing them and reaching a fully supported judgement them in relation to the question. 		7–8	
Level 3 <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. 		5–6	
Level 2 <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 making a judgement in the context of the issue in the question. 		3–4	

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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.		1–2
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 reasons why people moved to Butetown in the 19th century?

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically make supported inferences from both sources to explain how they can be used as evidence about why people migrated to Butetown eg</p> <p><i>Source D is very useful to a historian as evidence of the push factors which drove immigrants from Ireland to Butetown. The source refers to people coming from ‘the most distressed parts of Ireland’ arriving ‘starving and half-naked’. This shows the poverty and poor conditions which drove the immigrants from Ireland.</i></p> <p>[Alternatively candidates could focus on the actions of the Irish authorities to reduce the impact of famine on Ireland by ‘exporting’ famine victims]</p> <p><i>Source E is also useful. It provides evidence of a major pull factor. The docks employed thousands of workers and this would have been really attractive to immigrants who were looking for work.</i></p> <p>Nutshell: Supported valid inferences from both sources</p>	9–10
Level 4	<p>Level 4 answers will typically make supported inferences from one source to explain how they can be used as evidence about why people migrated to Butetown, e.g.</p> <p><i>Source D is very useful to a historian as evidence of the push factors which drove immigrants from Ireland to Butetown. The source refers to people coming from ‘the most distressed parts of Ireland’ arriving ‘starving and half-naked’. This shows the poverty and poor conditions which drove the immigrants from Ireland.</i></p> <p>Nutshell: Supported valid inference from one source</p> <p>NOTE: Answers are likely to address both sources but only make one valid inference</p>	7–8
Level 3	<p>Level 3 answers will typically make valid unsupported inferences from one or both sources to identify ways in which they can be used as evidence to explain why people migrated to Butetown, e.g.</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. <i>I do not believe source D is useful because I think it is exaggerating the situation in order to get something done to help the Irish. It uses terms like ‘alarming appearance’ or ‘literally crowded with starving’.</i></p> <p>Nutshell: Argument based on valid evaluation of source(s)</p> <p>NOTE: Mark at bottom of level if candidate argues sources are not useful</p>	5–6

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Level 2 •	Level 2 answers will typically assert the value of extracts or details from the source(s) eg <i>Source D is useful because it shows that people were leaving Ireland because they were “starving and half-naked”. Source E is useful, though, because it shows the docks which were built by workers who were probably Irish.</i> Nutshell: Asserts value of details / extracts	3–4
Level 1	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. <i>Source E isn’t useful because it is just a drawing OR Source D says that people in Ireland were suffering.</i> Nutshell: Argument based on simplistic comments on provenance or source type OR paraphrasing without addressing usefulness	1–2
Level 0		0

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

High performance 4–5 marks	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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