

GCSE

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 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM Assessor Online Training: OCR Essential Guide to Marking.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the required number of practice responses (“scripts”) and the required number of standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM Assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space).

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (No Response) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor comments box is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. Do not use the comments box for any other reason.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 To determine the level – start at the highest level and work down until you reach the level that matches the answer
 To determine the mark within the level, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Stamp	Ref No.	Annotation Name	Description
	311	Level 1	Level 1
	321	Level 2	Level 2
	331	Level 3	Level 3
	341	Level 4	Level 4
	441	Level 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)

J410/11

Mark Scheme

June 2025

	11	Tick	Tick
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12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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'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

N.B. where NR is recorded for lack of response, SPaG for that question should also be NR, not 0.

Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe cover sheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

Word processed scripts

- b. If a script has a **word processor cover sheet** attached to it, the candidate **can** still access SPaG marks unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If you have any queries please contact the OCR Special Requirements Team at srteam@ocr.org.uk

Other: If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter** or a **Practical Assistant cover sheet**, award SPaG as normal.

J410/11

Mark Scheme

June 20xx

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

1. Explain why colonies in North America and the Caribbean were important for the British **economy** 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	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.	Level 5 answers will typically explain more than one reason why colonies in North America and the Caribbean were important for the British economy, e.g. <i>One reason why these colonies were important to the British economy was because they opened up new markets for British goods. For example, the trade in enslaved people to the colonies created demand for padlocks, fetters and chains, which were made in Wolverhampton. Exports across the Atlantic to the colonies included things like clothing, furniture, glassware, beer and spirits and much more. This was important to the economy because it increased the profits of British businesses.</i> <i>Another reason they were important was because they indirectly created jobs in certain industries back in Britain. For example, the exports to the colonies provided jobs for tailors, weavers, carpenters, glassmakers, brewers and many others. The exports, plus the goods arriving from the colonies, provided a boom in work for dock labourers. All this meant that more people were employed and had more money to spend on luxuries, creating even more demand in the economy.</i> Nutshell: Two reasons identified and explained.	9–10

Levels	Indicative content	Marks
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.	Level 4 answers will typically explain one reason why colonies in North America and the Caribbean were important for the British economy, e.g. <i>One reason the colonies were important was because of the profit created from goods grown there and sold in Britain. Large scale production of raw materials like sugar and tobacco were brought to Britain, where they were sold for profit. This meant prices in Britain decreased and more people could afford these consumer goods. This led to increased profits which helped the British economy grow,</i> Nutshell: One reason identified and explained.	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.	Level 3 answers will typically identify valid reason(s) why colonies in North America and the Caribbean were important for the British economy, e.g. <i>They were important because they gave Britain access to crops like sugar, tobacco and cotton, which were in high demand in Britain.</i> <i>They were important because they opened up new markets for British goods such as iron tools.</i> <i>They were important because provided work as dock labourers for people in Britain who were unemployed.</i> <i>They were important because they brought the government more income, through taxing imports from the colonies.</i> Nutshell: One or more reasons identified but not explained. NB: Award 5 marks if only one reason is identified, 6 marks if two or more reasons	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.	Level 2 answers will typically contain description of events that is linked to the issue in the question, e.g. <i>From the mid-1600s, Africans were enslaved and taken to the colonies to work on plantations owned by British landowners. They produced tobacco, sugar and coffee which was part of the triangular trade.</i> Nutshell: Description of relevant events.	3–4

J410/11

Mark Scheme

June 2025

Levels	Indicative content	Marks
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.	Level 1 answers will typically contain valid general points/assertions, e.g. <i>They were important for money and profits.</i> <i>They were important for jobs.</i> Nutshell: valid but general assertions.	1–2
Level 0 No response or no response worthy of credit.		0

2. Study **Sources A, B and C**. 'The Jacobites were a significant threat to the British government in 1715.' How far do **Sources A, B and 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 - 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,	Level 5 answers will typically explain how two or more sources support or contradict the statement based on valid and relevant evaluation of those sources. Evaluation might consider why such factors as the purpose, context, provenance or other features of the sources makes them more convincing evidence for or against the statement, e.g. <i>Source A makes me think that the Jacobites were a threat to the British government in 1715. It describes their aims as 'restoring our lawful king and dissolving the union with England'. It also says that George I has 'no right' to the throne. This suggests the rebels are planning to overthrow the king, which does pose a significant threat. Furthermore, the writer is 'confident' that all Scotsmen agree with this, suggesting the rebellion has a lot of support. However, I'm not fully convinced by all this because the leaflet is definitely trying to persuade Scotsmen to come over to the rebel side by convincing them that James VIII is the 'rightful' king and that they need to consider their 'conscience and honour' before fighting alongside the British government. This tells me the rebels are actually very worried that they don't have enough support in Scotland, suggesting the rebellion does not pose that much of a threat.</i> [Alternatively, candidates may use contextual knowledge to support the writer's claim of widespread support, e.g. the Earl of Mar gathered 10,000 infantry and cavalry; supported by Highlanders and some Lowlanders]	17–20 

Levels	Indicative content	Marks
using appropriate second order historical concepts, of the issue in the question.	<i>Source B offers evidence that the Jacobites do pose a significant threat. The Scottish Protestant Church writes that they are ‘concerned’ about the rebellion and that if it succeeds, ‘our Protestant religion and freedoms are threatened with utter ruin’. I am convinced by this source because it is obviously trying to persuade Protestants not to join the rebels. The fact that even some Protestants are supporting the Jacobites, not just Catholics, suggests a significant threat. That’s why they are underlining the rebels’ links with Catholics (a ‘wicked plot’ carried out by ‘Papists’) to put Protestants off joining them.</i> <i>[Alternatively, at a content level, candidates may argue that the Jacobites do not pose a significant threat because they do not have the support of the Scottish Protestant churches.]</i> <i>[At an evaluation level, candidates may support this source using knowledge of the uprising in the north-east of England by people opposed to Hanoverian rule.]</i> <i>Source C suggests that the Jacobites do pose a serious threat. Even though they did not defeat the government forces at Sheriffmuir, Argyll is clearly concerned that was lucky (‘thanks to God’s favour’) considering the Jacobites had ‘three times’ as many soldiers as the government did. He is worried about what might happen if they ‘reassemble’. I think this is convincing because the Jacobite threat did not die out with Sheriffmuir and they continued their attempts until 1745.</i> <i>[Alternatively, at a content level, candidates may argue that the source suggests they were not a significant threat given that they could not defeat the government army despite having three times the number of men.]</i> <i>[Alternatively, at evaluation level, candidates may argue that since this is a confidential letter to the king it is reliable as he might not admit this publicly but would express the truth of his fears privately to the king.]</i> Nutshell: Valid use of content of sources with valid evaluation of two or more sources. NB: 17-18 marks = 2 source contents + 2 evaluations 19-20 marks = 3 source contents + 2 evaluations	

Levels	Indicative content	Marks
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.	Level 4 answers will typically explain how the source(s) support or contradict the statement based on the content of the source(s) and a valid and relevant evaluation of one source. Evaluation might consider why such factors as purpose, context, provenance or other features of the source make it convincing evidence for or against the statement, e.g. <i>Source A makes me think that the Jacobites were a threat to the British government in 1715. It describes their aims as 'restoring our lawful king and dissolving the union with England'. It also says that George I has 'no right' to the throne. This suggests the rebels are planning to overthrow the king, which does pose a significant threat. Furthermore, the writer is 'confident' that all Scotsmen agree with this, suggesting the rebellion has a lot of support.</i> <i>Source B offers evidence that the Jacobites do pose a significant threat. The Scottish Protestant Church writes that they are 'concerned' about the rebellion and that if it succeeds, 'our Protestant religion and freedoms are threatened with utter ruin'. I am convinced by this source because it is obviously trying to persuade Protestants on the borders not to support the rebels by underlining the rebels' links with Catholics (a 'wicked plot' carried out by 'Papists'). This shows just how worried they are about even Protestants supporting the Jacobites, not just Catholics, which suggests a significant threat.</i> <i>Source C suggests that the Jacobites do pose a serious threat. Even though they did not defeat the government forces at Sheriffmuir, Argyll is clearly concerned that was lucky ('thanks to God's favour') considering the Jacobites had 'three times' as many soldiers as the government did. He is worried about what might happen if they 'reassemble'.</i> Nutshell: Valid use of content of source(s) with valid evaluation of one source. NB: 13 marks = 1 source content + 1 evaluation 14 marks = 2 source contents + 1 evaluation 15-16 marks = 3 source contents + 1 evaluation	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	Level 3 answers will typically explain how each source supports or contradicts the statement based on the content of the sources, e.g. <i>Source A makes me think that the Jacobites were a threat to the British government in 1715. It describes their aims as 'restoring our lawful king and dissolving the union with England'. It also says that George I has 'no right' to the throne. This suggests the rebels are planning to overthrow the king, which does pose a significant threat. Furthermore, the writer is 'confident' that all Scotsmen agree with this, suggesting the rebellion has a lot of support.</i>	9–12 

Levels	Indicative content	Marks
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.	<i>Source B offers evidence that the Jacobites do pose a significant threat. The Scottish Protestant Church writes that they are 'concerned' about the rebellion and that if it succeeds, 'our Protestant religion and freedoms are threatened with utter ruin'.</i> <i>Source C suggests that the Jacobites do pose a serious threat. Even though they did not defeat the government forces at Sheriffmuir, Argyll is clearly concerned that was lucky ('thanks to God's favour') considering the Jacobites had 'three times' as many soldiers as the government did. He is worried about what might happen if they 'reassemble'.</i> Nutshell: Valid use of content of all three sources in relation to the statement.	
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.	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. <i>Source A makes me think that the Jacobites were a threat to the British government in 1715. It describes their aims as 'restoring our lawful king and dissolving the union with England'. It also says that George I has 'no right' to the throne. This suggests the rebels are planning to overthrow the king, which does pose a significant threat.</i> <i>Source B offers evidence that the Jacobites do pose a significant threat. The Scottish Protestant Church writes that they are 'concerned' about the rebellion and that if it succeeds, 'our Protestant religion and freedoms are threatened with utter ruin'.</i> Nutshell: Valid use of content of one or two sources in relation to the statement. NB: 5-6 marks = 1 source; 7-8 = 2 sources	5–8 

Levels	Indicative content	Marks
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.	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. <i>Source A is unconvincing because it is Jacobite propaganda, so the writer may have exaggerated the amount of support they have.</i> 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. <i>Source A is a pamphlet defending the uprising. In Source B, the Church says there is danger for Protestants if the rebels win.</i> Nutshell: Describes/uses sources without addressing question. Alternatively, Level 1 answers will demonstrate knowledge of the Jacobite uprising/ related events, e.g. <i>In 1715 there was a Jacobite rebellion when George of Hanover became king without the Scots being consulted. They wanted to put James Edward Stuart, the 'Old Pretender', on the throne instead.</i> Nutshell: Uses own knowledge without sources / addressing the question. NB: responses which identify sources by letter and (correctly) assert whether they agree or disagree with statement = MAX 1 MARK IN TOTAL.	1–4 
Level 0 No response or no response worthy of credit.		0

Section B - Urban Environments: Patterns of Migration

3. Explain why housing was a problem in Spitalfields during the period 1800 to 1980.

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.	Level 5 answers will typically identify two reasons why housing was a problem between 1800 and 1980 and explain each of them, e.g. <i>One reason why housing became a problem after 1800 was that there was not enough of it and this resulted in overcrowding. For example, there was an influx of Jewish migrants in the late 1800s at a time when houses were being demolished for new roads and railways. For example, in his survey of 1898, Charles Booth showed that in the east end of Princelet Street, families lived in overcrowded conditions, in some cases one room per family. This was a problem as it resulted in poor health for the residents in the area.</i> <i>Housing was also a problem for Bengali migrants in the 1970s as they faced discrimination from the GLC which meant that housing was not fairly distributed to the Bengali community. This resulted in them breaking into empty houses and squatting there in poor and dangerous conditions.</i> Nutshell: Two reasons why housing was a problem identified and explained.	9–10

Levels	Indicative content	Marks
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.	Level 4 answers will typically identify one reason why housing was a problem between 1800 and 1980 and explain it, e.g. <i>One reason why housing was a problem after 1945 was because the systems used to allocate housing by the Labour council in Tower Hamlets were unfair. They had a rule that if a man was away from the country for over three months, he lost his place in the system of housing applications and could not apply for another year. This caused problems for Somali men who were away for long stretches of time working on merchant ships. It meant they were permanently homeless with little chance of getting council housing.</i> Nutshell: One reason why housing was a problem identified and explained.	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.	Level 3 answers will typically identify reason(s) why housing was a problem but fail to fully explain it/ them, e.g. <i>Housing was a problem in the 1800s because it was overcrowded and caused problems with health.</i> <i>In the 1840s, housing was a big problem because there wasn't enough, so Irish migrants moved into slums with terrible conditions.</i> <i>After 1945, housing was a problem because the Labour council in Tower Hamlets had a 'ladder system' which did not treat all applicants for housing fairly.</i> <i>In 1975, Bengalis felt they GLC discriminated against them when allocating housing.</i> <i>Housing was a problem in 1977 because the Bengali community felt the GLC had come up with a 'ghetto plan' and was offering them poor quality housing.</i> <i>Housing was a problem in the 1950s because there was not enough of it and the houses in Princelet Street were overcrowded.</i> Nutshell: One or more reasons identified but not fully explained.	5–6

Levels	Indicative content	Marks
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.	Level 2 answers will typically contain description of housing/ housing issues / related events without identifying why this was a problem, e.g. <i>Charles Booth organised a detailed house-to-house survey of living conditions in the area in the 1880s and 1890s.</i> <i>After 1945, the Labour council of Tower Hamlets allocated housing according to a 'ladder' system. When a house or flat became available, it went to whoever had been on the list longest.</i> <i>The council estates after 1945 tended to be white (English, Irish, Maltese, Jewish and Cypriot) whilst Bengalis were living in slum tenements owned by private landlords.</i> Nutshell: Description of housing/housing issues/related events with no problems identified.	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.	Level 1 answers will typically contain valid but generalised points, e.g. <i>There were not enough council houses for everyone.</i> <i>Overcrowding got worse.</i> Nutshell: Valid but generalised points.	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 history of Spitalfields between 1500 and 1800?

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 them in the question.	Level 5 answers will typically make supported inferences from both sources to explain how they can be used as evidence about migration and Spitalfields between 1500 and 1800 e.g. <i>Source D tells us that 'apprentices' rioted against 'foreign workers'. From this we can infer that at least part of the cause of the riot in 1517 was tension over jobs and trade, and how well foreigners were doing. It seems that apprentices felt that foreign workers were harming their opportunities.</i> OR <i>Source D shows that tension seems to have continued after this riot as the source says that the maypole was not put back up, which suggests that the authorities were worried that the tension was continuing and wanted to limit further festivities in case the same thing happened again.</i> OR <i>Students might also infer the area around Spitalfields was a 'fun' place with celebrations and dancing.</i> <i>Source E is useful for showing a historian how Spitalfields had changed by 1761 thanks to the work and trade of migrant groups working in the textile industry. We can infer that the migrant groups and their businesses have had a big impact on the area, and money is being generated. We know this because we are told that Spitalfields has changed from 'little more' than 'a collection of fields' to a place of 'impressive size' with many 'streets, lanes and alleys'. The source suggests that</i>	9–10

Levels	Indicative content	Marks
	<i>this change is down to the quality of the textiles that the migrant groups weave and sell.</i> OR <i>Source E suggests it is not all positive for migrants in Spitalfields as the mention of alleys could suggest that people were crammed together as there was only so much space and so living standards for many migrants may not have been great.</i> OR <i>Students might also infer it was a place that welcomed migrants – very positive tone about the descendants of French refugees.</i> Nutshell: Supported valid inferences from both sources. NB: use the number of inferences/quality of development/ support to determine the mark within the level.	
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.	Level 4 answers will typically make one or more supported inferences from one source to explain how it can be used as evidence about migration and Spitalfields between 1500 and 1800, e.g. <i>Source D tells us that ‘apprentices’ rioted against ‘foreign workers’. From this we can infer that at least part of the cause of the riot in 1517 was tension over jobs and trade, and how well foreigners were doing. It seems that apprentices felt that foreign workers were harming their opportunities.</i> Nutshell: Supported valid inference(s) from one source. NB: use the number of inferences/quality of development/ support to determine the mark within the level. NB: Answers are likely to address both sources but only make valid supported inference(s) from one.	7–8

Levels	Indicative content	Marks
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.	Level 3 answers will typically make valid unsupported inferences from one or both sources to identify ways in which they can be used as evidence about migration and Spitalfields between 1500 and 1800, e.g. <i>Source D is useful as evidence of tensions over jobs.</i> <i>Source D is useful as evidence that the authorities did not always want celebrations in case there was rioting</i> <i>Source E is useful for showing us the success of migrant groups in the weaving industry.</i> <i>Source E is useful for showing us that Spitalfields was thriving.</i> <i>Source E is useful for showing us that living standards may have been mixed/low.</i> Nutshell: Argument based on valid but unsupported inference(s). Alternatively Level 3 answers will typically argue the usefulness of the source(s) based on reliability of source(s), e.g. <i>I think Source D is useful because I trust it. I know there was a riot in 1517 against foreign workers and the source agrees with this. The riot was started by a sermon that was preached in a church in Spitalfields and was caused by apprentices as the source says.</i> Nutshell: Argument based on valid evaluation of reliability of source(s). NB: Mark at bottom of level if candidate argues sources are not useful.	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	Level 2 answers will typically assert the value of extracts or details from the source(s), e.g. <i>Source D is useful because it shows that there were many foreign workers who lived nearby.</i> <i>Source E is useful because it shows that migrant groups were making the richest woven fabrics in Spitalfields.</i> Nutshell: Asserts value of details / extracts.	3–4

J410/11

Mark Scheme

June 2025

Levels	Indicative content	Marks
a basic way and making a judgement in the context of the issue in the question.		
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.	Level 1 answers will typically make unsupported assertions about the source type or provenance, e.g. <i>Source D is useful because it is from a book written by someone who lived in London.</i> 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. <i>Source E is about migrant groups and weaving.</i> Nutshell: Paraphrasing / describing without addressing usefulness.	1–2
Level 0 No response or no response worthy of credit.		0

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