

# GCSE (9–1) History A (Explaining the Modern World)

**J410/08 Migration to Britain c.1000 to c.2010**

Sample Question Paper

**Date – Morning/Afternoon**

Time allowed: 1 hour



**OCR supplied materials:**

- the OCR 12-page Answer Booklet

**Other materials required:**

- None



## INSTRUCTIONS

- Answer **all** the questions.
- Do **not** write in the bar codes.

## INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **4** pages.

Answer **all** the questions.

1. Describe **two** of the measures taken by the authorities to control migrant groups between c.1000 and 1603. [4]
2. Explain the part played by members of migrant communities in movements for change in Britain between 1772 and 1905. [8]
3. How significant was migration between 1945 and 1981 for British society? [14]
- 4.\* 'Between c.1440 and c.2010 migrant communities have had to struggle for acceptance within British society.' How far do you agree with this statement? [24]

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**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) History A (Explaining the Modern World)**

**J410/08 Migration to Britain c.1000 to c.2010**

**SAMPLE MARK SCHEME**

**Duration: 1 hour**

**MAXIMUM MARK 50**

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

**YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.**

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 scoris 50% and 100% (traditional 50% 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 scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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 a tick to confirm that the work has been seen.
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 isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **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.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
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

Please note that the Assessment Objectives being assessed are listed at the top of the mark scheme for each question, above the 'Additional guidance'. Where more than one Assessment Objective is being assessed, the more heavily weighted Assessment Objective will be listed first, and the maximum number of marks for each Assessment Objective will be given so that the relative weightings are clear. When marking, you must therefore give greater priority to the more heavily weighted Assessment Objective when determining in which level and within a level to place an answer.

#### 11. Annotations

Annotation	Meaning



## 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.

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.

1. Describe **two** of the measures taken by the authorities to control migrant groups between c.1000 and 1603.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	<p>First mark for identification of measures + second mark for descriptive detail for each response.</p> <p>Note that a maximum of 2 marks can be given for correct identification of measures even if more than two measures are identified.</p> <p>All content is indicative only and any other correct examples of measures taken by the authorities to control migrant groups between c.1000 and 1603 should also be credited.</p>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
N/A  Points marking	<p><i>In this period the authorities brought in many measures to control migrant groups. One example was in 1275 when Jews were banned from collecting any interest on loans. This deprived them of income and was done partly for reasons of prejudice as well as religious reasons.</i></p> <p><i>Another example was in 1440 with the Alien subsidies. Basically this was a tax on foreigners living in the country.</i></p>	<b>4</b>

2. Explain the part played by members of migrant communities in movements for change in Britain between 1772 and 1905.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
<b>Additional Guidance</b>	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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the question e.g.</p> <p><i>Members of migrant communities played an important role in several movements for change in this period.</i></p> <p><i>Members of the African community, like Olaudah Equiano and Ottobah Cugoano, played a pivotal role in the abolition of slavery in the UK. Equiano was highly active in the movement, bringing the story of the Zong massacre to the attention of campaigners and being an active speaker and campaigner himself. Autobiographical memoirs by such as Ukawsaw Gronniosaw and Mary Prince, relaying information about the slave trade, helped groups like the Society for Effecting the Abolition of the Slave Trade.</i></p> <p><i>Many West Indian and Irish political activists were at the centre of action for change, including the Cato Street conspirator William Davidson and the leading Chartists James O'Brian, Feargus O'Connor and William Cuffay (who helped organise the huge Kennington Common meeting), Robert Wedderburn was active in both anti-slavery campaigning and action for working class rights. In the late 19<sup>th</sup> century there were strikes by Jewish tailors in the East End of London supported by activists in the Berners Street Group.</i></p>	<b>7–8</b>

<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the issue in the question e.g.</p> <p><i>Members of the African community such as Olaudah Equiano, played a pivotal role in the abolition of slavery in the UK. Writing memoirs and relaying information about the slave trade helped groups like the Society for Effecting the Abolition of the Slave Trade and later the Anti-slavery society push through legislation banning slavery.</i></p> <p><i>In the East End of London in the late 19<sup>th</sup> century, tailors in the sweatshops went on strike and were supported by Jewish political activists based at Berners Street.</i></p>	<p><b>5–6</b></p>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>Olaudah Equiano played an important role in the abolition of slavery in the UK by helping groups like the Anti-Slavery Society.</i></p> <p><i>Friedrich Engels wrote about the working conditions of the poor in 19<sup>th</sup> century England.</i></p> <p><i>Dadabhai Naoroji was elected to Parliament as an MP and was a campaigner for Indian independence.</i></p>	<p><b>3–4</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• 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.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>Olaudah Equiano played an important role in the abolition of slavery in the UK.</i></p> <p><i>Low paid Jewish tailors in London went on strike for better pay and conditions.</i></p>	<p><b>1–2</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

3. How significant was migration between 1945 and 1981 for British society?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul>	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the significance of migration between 1945 and 1981 e.g. a selection from the following</p> <p><i>Migration has had a significant impact between 1945 and 1981 in several different ways.</i></p> <p><i>In the years after the Second World War, migration helped Britain to solve a labour shortage, clearly a significant contribution. Groups from countries like Poland came and settled in the UK. These were recruited as European Volunteer Workers in order to provide labour to industries that were required in order to aid economic recovery after the war. Soon afterwards, significant numbers of men and women from the Caribbean started arriving, in many cases as a result of invitation to work in the transport and health services.</i></p> <p><i>Another change was the growth of migrant communities. European and Caribbean immigrants were joined by migrants from other parts of the Commonwealth - South Asia, Cyprus, West and East Africa, the Hong Kong New Territories. This was a massive change to British society - the arrival of different cultures which would have a significant impact on society. Not only did it help the post-war economic boom but it also influenced social, political and cultural life.</i></p> <p><i>Clearly race relations were affected by migration (or some people's perceptions of migration and migrants). At times during this period - in particular the economic downturns of the late 1950s and the 1970s - there was a rise in anti-immigrant sentiments. These views were most noticeably highlighted in the 1964 Smethwick by-election; by Enoch Powell, when he gave his "Rivers of Blood" speech in 1968.</i></p>	<b>11–14</b>

<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the significance of migration between 1945 and 1981 e.g.</p> <p><i>Immigration in this period had a significant economic effect, helping to fill a labour gap, staff public services such as transport and the NHS and contributing to the postwar economic boom. There was a strong cultural effect, too, with music, fashion, language and literature also influenced by immigrant cultures. The legislative effect included laws restricting immigration such as the 1971 Immigration Act and combating racial discrimination (the 1965 Race Relations Act). Immigration became a major political issue during this period, with the rise of both anti- and pro-immigration sentiments and racist and antiracist organisations.</i></p>	<p><b>7–10</b></p>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by some knowledge and understanding that is mostly relevant to the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the significance of migration between 1945 and 1981 e.g.</p> <p><i>Migrants had a widespread influence on diet and tastes during the period, with foods like the Tikka Masala thought to have been introduced in 1971 and rapidly becoming a popular dish. Culture also changed as different styles of clothes and music became popular.</i></p> <p><i>Immigrants first from Poland and Ukraine and then from the West Indies worked in much needed jobs and helped Britain to recover after the Second World War.</i></p>	<p><b>4–6</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>The response includes limited basic knowledge that is relevant to the topic of the question.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>After the Second World War, lots of people immigrated to the UK, the Empire Windrush arrived from the West Indies bringing hundreds of West Indian Men.</i></p>	<p><b>1–3</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>



4. 'Between c.1440 and c.2010 migrant communities have had to struggle for acceptance within British society.' How far do you agree with this statement?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<b>Additional Guidance</b>	At Level 4, answers should select examples of struggle and non-struggle from <b>both</b> the medieval and early modern periods.  At level 5, answers should deal with 'how far' in a nuanced way and reach a valid 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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></li> </ul>	<p>Level 5 answers will typically select a range of relevant examples of struggle and non-struggle from across the medieval, early modern, industrial and modern eras which support a balanced argument and reach a valid conclusion dealing with 'how far' e.g. some of the following</p> <p><i>The diverse experiences of Jewish immigrants, ranging through prejudice, persecution, acceptance and assimilation, including the gradual development of equal rights after the 1650s on the one hand, and struggles against anti-Semitism in the 1930s on the other.</i></p> <p><i>Contrasting experiences of different communities in the same time periods. e.g. Huguenots and Palatines in the early 18<sup>th</sup> century or Poles and Jamaicans in the 1940s and 1950s.</i></p> <p><i>Examples of strong mutual organisation and financial support within communities such as the 17<sup>th</sup> century Huguenots and late 20<sup>th</sup> century South Asians.</i></p> <p><i>The involvement of African and Irish immigrants in struggles against slavery and for the rights of working people in the 19<sup>th</sup> century, compared with the merging of people from both groups into wider 19<sup>th</sup> century society.</i></p>	<b>19–24</b>

	<p><i>Antiracist struggles at times of rising racial tension (e.g. the port cities in 1919, Cable Street in 1936, the rise of the National Front in the late 1970s) contrasted with experiences of acceptance and integration.</i></p> <p><i>Struggles for economic rights such as strikes by Jewish tailors in the late 19<sup>th</sup> century, Bengali seamen in 1939 or Asian women workers at Grunwick in 1977.</i></p> <p><i>Examples of entrepreneurial success and achievement by immigrants to Britain from all communities contrasted with education or prison statistics.</i></p> <p><i>The growth of charities, NGOs and community organisations supporting refugees and asylum seekers in the 1990s and 2000s.</i></p> <p><i>Conflicting arguments over whether or not multiculturalism creates or counteracts segregation, with reference to eg the Bradford (1995) and Oldham (2001) riots or Muslim communities after 9/11 and 7/7.</i></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</li> <li>• This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question.</li> <li>• <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p>Level 4 answers will typically select relevant examples of struggle and non-struggle from across the medieval and early modern eras which support a balanced argument e.g.</p> <p><i>The diverse experiences of Jewish immigrants, ranging through prejudice, persecution, acceptance and assimilation, including the gradual development of equal rights after the 1650s on the one hand, and struggles against anti-Semitism in the 1930s on the other.</i></p> <p><i>The involvement of African and Irish immigrants in struggles against slavery and for the rights of working people in the 19<sup>th</sup> century, compared with the merging of people from both communities into wider 19<sup>th</sup> century society.</i></p> <p><i>Antiracist struggles at times of rising racial tension (eg the port cities in 1919, Cable Street in 1936, the rise of the National Front in the late 1970s) contrasted with experiences of acceptance and integration.</i></p> <p><i>Findings and recommendations of the Scarman Report into the 1981 Brixton riot and the 1999 Macpherson Report concerning social</i></p>	<p><b>14–18</b></p>

	<i>exclusion and disaffection of second generation Black young people and racial attitudes of the police.</i>	
<b>Level 3</b> <ul style="list-style-type: none"> <li>The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>Level 3 answers will typically select relevant examples of struggle and non-struggle from either the medieval and early modern era which support a balanced argument e.g.</p> <p><i>The diverse experiences of Jewish immigrants, ranging through prejudice, persecution, acceptance and assimilation, including the gradual development of equal rights after the 1650s on the one hand, and struggles against anti-Semitism in the 1930s on the other.</i></p>	<b>10–13</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set.</li> <li>This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<p>Level 2 answers will typically identify examples of struggle / non-struggle from either the medieval or the early modern era e.g.</p> <p><i>The Foreign Protestants Naturalization Act was brought into law in 1708 and it was passed to allow the naturalisation of Huguenots, who were French Protestants, to enter the country following persecution in France showing the acceptance of their entry into British society. However, there were also violent attacks on Huguenots and their survival and success as a community was largely due to mutual organisation and financial support.</i></p>	<b>6–9</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question.</li> <li><i>The information is communicated in a basic/unstructured way.</i></li> </ul>	<p>Level 1 answers will typically demonstrate simple knowledge e.g.</p> <p><i>During the 20<sup>th</sup> century many immigrants suffered discrimination and racist attacks. Many others settled and were accepted into British life.</i></p>	<b>1–5</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

## Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1	4					4
2	4	4				8
3	4	10				14
4	8	16				24
<b>Total</b>	<b>20</b>	<b>30</b>				<b>50</b>

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