

**GCSE (9-1)**

**Examiners' report**

# **HISTORY A (EXPLAINING THE MODERN WORLD)**

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**J410**

For first teaching in 2016

**J410/11 Summer 2023 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Paper 11 series overview

Candidates were well-prepared for this depth study on The Impact of Empire on Britain 1688-c.1730 with Urban Environments: Patterns of Migration. They were able to show a commendable range and depth of knowledge and were able to deploy this effectively. Many candidates were able to evaluate at least one of the sources for Question 2, and most attempted all four questions. Very few seemed to have run out of time.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>• read the questions carefully and responded directly to what was being asked</li> <li>• paid attention to the specific focus of the questions and answered accordingly</li> <li>• clearly identified a point they wanted to make and then supported it with specific knowledge to explain that point</li> <li>• for the source questions, used quotes or clear paraphrasing to prove a point</li> <li>• for Question 2, showed how the source's provenance, purpose or context could support or call into question its validity or usefulness</li> <li>• made inferences from the sources for Question 4 and supported them with specific details from the relevant source.</li> </ul>	<ul style="list-style-type: none"> <li>• used knowledge outside of the date range in the question</li> <li>• wrote generic or descriptive answers which did not address the specific focus of the question</li> <li>• identified the point they wanted to make but didn't support this with appropriate detail or gave details without making their point clearly</li> <li>• for the source questions, answered without referring to the source or the particular part of the source they were trying to discuss</li> <li>• for the source questions, used generic or 'stock' comments about the provenance or included context without using it to test the validity of the sources.</li> </ul>

## Section A overview

It was clear that candidates had been well prepared for their depth study on The Impact of Empire and a range of contextual knowledge was seen being deployed in their answers, some of which was very detailed. The overwhelming majority of candidates attempted to answer both of the questions. Many started with Question 2, ensuring that they maximised the time available to complete their most lengthy response. Evaluation of the sources in Question 2 was attempted more successfully than last series. Many candidates were able to use contextual knowledge to analyse at least one of the sources effectively.

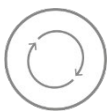
### Question 1

#### The Impact of Empire on Britain 1688–c.1730

- 1 Explain how British involvement in the slave trade affected people in Britain between 1688 and c.1730. **[10]**

The majority of candidates were able to identify one or more valid examples of impact, and many were able to explain one or more examples fully. Most candidates identified the creation of new jobs as a key effect of the slave trade on people in Britain, and some were able to give specific and relevant examples for Level 4. Other typical explanations seen at Level 4 and 5 focused on the impact of the slave trade on racist attitudes and how these affected black people living in Britain, or the impact of the availability and affordability of new products such as coffee and sugar. Those who stayed in Level 2 often described the triangular trade without explaining how this impacted people in Britain. Similarly, those who described new racist ideas without explaining explicitly how this impacted on black people in Britain did not reach Level 4 for this point.

#### Assessment for learning



This was a well answered question, with most candidates able to apply detailed knowledge successfully. Candidates should be reminded to refer back to the focus of the question, to make sure they are explaining (in this case, how people in Britain were affected) rather than providing a narrative.

## Question 2

### 2 Study Sources A–C.

'Catholics in Ireland were treated unfairly after William III defeated the Irish Jacobites in 1691.'  
How far do **Sources A–C** convince you that this statement is correct?

Use the sources and your knowledge to explain your answer.

[20]

(✎) Spelling, punctuation and grammar and the use of specialist terminology

[5]

Candidates were well prepared for this source-based question, with many choosing to tackle it first. The vast majority of candidates engaged with all three sources and attempted to relate them to the question being asked. Many more candidates also gained marks at Level 4 or 5 for successfully evaluating the sources than was the case in the last series. Where candidates did not reach Level 3, it was typically because they picked out detail from the source(s) but did not relate the content to the statement or the question.

For Source A, candidates either used the content of the source to disagree with the statement, as it stated that Catholics would enjoy religious freedom and security, or combined this with an evaluation of the source using their contextual knowledge of the Penal Laws to prove that the source was inaccurate and could not be trusted.

Source B proved the trickiest of the three, with some candidates misunderstanding the content of the source and struggling to show how it related to the statement. Those who used Source B successfully argued either that it supported the statement, as the treatment given to the Catholics was not unfair, but what they deserved, or contradicted the statement as the Catholics were going to be made to suffer. Fewer candidates evaluated Source B, but those who did typically questioned the motives of the author and suggested that as he was attempting to justify the actions taken against the Catholics, the source was unconvincing.

Source C was used well by the majority of candidates, who used the content to agree with the statement. Those who evaluated this source either did so by using specific examples of the Penal Laws which proved it was accurate, or by using the purpose of the source, to convince Parliament not to pass the law, suggesting it may contain exaggeration.

Exemplar 1

2		<p>Source A is trying to convince me that Irish Catholics <u>weren't</u> treated unfairly after the Irish Jacobites were defeated. We can see this because it says, "<del>the</del> Catholics... will continue to enjoy freedom to practise their religion... parliament will aim to provide further security to Roman Catholics." However, this source <del>couldn't</del> <del>doesn't make</del> shouldn't be believed, because <sup>of</sup> the strict <sup>penal</sup> laws taken against Irish Catholics: In 1695, they weren't allowed weapons, and bishops and priests were banished. In 1704, they were denied inheritance rights, banned from some professions, and weren't allowed to have a public position unless protestant. In 1728, they were denied the vote; and although <math>\frac{3}{4}</math> of the Irish population were <del>not</del> Irish, they only owned 14% of the land. This source is an extract from the Treaty of Limerick,</p>
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This candidate has evaluated Source A using specific contextual knowledge of the Penal Laws to argue that, although the content of this source contradicts the statement, it is actually misleading and should not be trusted. This candidate also used the content of all three of the sources, and this evaluation takes their response up to the top of Level 4.

**Advice to centres**

Centres should make sure that their candidates have lots of practice in handling sources critically, rather than just accepting their content at face value, or falling back on 'stock' evaluations linked to reliability or 'bias'. Candidates should be encouraged to question the purpose and motives behind the sources, and how this may make them more or less convincing. They should also consider the context in which the sources were produced and how this may make them more or less convincing based on how typical or surprising they are.

Candidates also need to recognise that this question is assessing their skills in handling contemporary sources, so where contextual knowledge is employed, it needs to be used selectively, to argue whether sources are convincing or not in relation to this particular question, not just to display what they know about the topic.

## Section B overview

It was clear that candidates were well prepared for the questions on Spitalfields and knew the history of the site well. Most candidates attempted both questions, and many were able to identify at least one reason for conflict for Question 3, with many able to explain at least one reason, and to make a supported inference about at least one of the sources for Question 4.

### Question 3

#### Urban Environments: Patterns of Migration

3 Explain why there was conflict among weavers in Spitalfields in the late 1600s and 1700s. [10]

There was some impressive knowledge on display about the history of the site and the issues and challenges facing the weavers. Candidates achieving a Level 3 or above typically identified a reason for conflict among different groups of weavers (English and Huguenots, English and Irish, Irish and Huguenots) and for Level 4 many explained one or more of these in detail. Many candidates explained the way the Huguenots weavers were seen as a threat to the English, the fact that the Irish were seen to be undercutting English wages, or the poor treatment of workers by master weavers such as Louis Chauvet, leading to the Cutters' Riots.

Where candidates did less well, they typically described events such as the Cutters' Riots, without explaining the causes of the conflict here, or made generic statements about the tension being due to competition for jobs, without supporting this with specific examples.

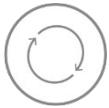
#### Exemplar 2

3.	<p>There was lots of conflict between weavers in the 1600's and 1700's for many reasons, a big reason being competition for jobs.</p> <p>Huguenots had been settled in England for a while after King Louis XIV of France revoked a law protecting protestants, they came seeking safety.</p> <p>They revitalised the silk weaving trade and there were 500 master weavers on Spitalfields square, 50,000 locals depended on the silk weaving trade. The lower class weavers resented the huguenots, they believed they were stealing English jobs and undercutting wages, as the huguenots were more skilled than the English, some became very rich.</p>
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This candidate has identified and fully explained one reason for tension among the weavers in Spitalfields. The response is directly focused on the question with good supporting detail. This paragraph is given Level 4, 8 marks.



## Assessment for learning



Candidates must focus directly on the question and make sure that they are explaining, in this case why there was conflict among the weavers in Spitalfields, rather than just describing events linked to this issue, such as the Cutters' Riots.

Candidates should be specific with the knowledge they are deploying, with a clear focus on the particular group(s) they are talking about, as general points will not allow them to access the higher levels

## Question 4

### 4 Study Sources D and E.

Which of these sources is more useful to a historian studying Spitalfields in the late 1800s and early 1900s? **[10]**

Many candidates performed well on this question, with many able to make a supported inference from Source D about the Jewish community in Spitalfields. Typically, candidates identified that the use of Yiddish for this poster revealed how established the Jewish community was in this area, or that many among the Jewish community had radical political views and were interested in equality and new forms of government due to the fact that an anarchist speaker had been invited over from America to address them.

Many candidates also made a supported inference from Source E, and so reached Level 5, although the content of this source did prove confusing for some. Those who did make a supported inference typically explained how the source revealed stereotypical and negative attitudes towards Spitalfields and those who lived there. Some candidates also inferred that some academics or middle-class people wanted to help the poor, as evidenced by the examples given from the work of the 'University Settlements' scheme', or that there was more to Spitalfields than what negative stereotypes would suggest.

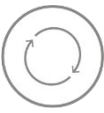
Where candidates achieved lower marks, this was typically because they used 'stock' evaluation (Source D was more useful because it was a poster, whereas E was written by a journalist who might be lying) or because they asserted value to the content of each source, without going on to make any valid inferences.

Exemplar 3

4	<p>Source D is extremely useful to a historian studying Spitalfields as it shows Spitalfields to be a cultural haven. For example, a poster displayed in Yiddish in Spitalfields shows a historian the levels of acceptance and integration in Spitalfields at that time. It also shows a historian how Spitalfields was a place that a lot of Jews lived as a poster in Yiddish would be done to address a large number of Jews. Source D also portrays Spitalfields as a place of political change or acceptance as a lecture about from an "anarchist" shows that this would be a popular attraction for locals which shows the willingness of Spitalfields locals to change here from other political and sociological schools of thought. Therefore Source D. <del>Source</del> would be extremely important to and useful to a historian as they could learn a lot about the culture of Spitalfields and the way people <del>and</del> migrants were treated.</p>
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This candidate has made more than one supported inference from Source D (although only one is necessary to achieve Level 4) to show how it is useful to a historian studying Spitalfields in the late 1800s and early 1900s. They have used both the fact that the poster was in Yiddish, as well as the contents of the poster, and have clearly shown how this source reveals elements of the cultural and political life of the community in Spitalfields. This paragraph is given Level 4, 8 marks.

**Assessment for learning**



All candidates should be encouraged to understand how historians use sources, and consider them as a historian might, i.e., what can we work out from these sources? How do they help us? Candidates would benefit from activities which allow them to practice making inferences from different contemporary sources.

Candidates should be encouraged to consider how the content of contemporary sources can help historians find evidence about: communities within Spitalfields; attitudes within these communities as well as towards them; the impacts of migration; the experiences of migrants; or the reasons for migration taking place.

Candidates should be encouraged to focus on the content of the sources, rather than making generic comments based on reliability linked to source type.

**OCR support**

The guidance in the specification provides a helpful set of prompts to help candidates consider the ways in which sources might be useful as evidence.

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