

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

**J410/11 The Impact of Empire on Britain 1688–c.1730  
with Urban Environments: Patterns of Migration  
Sample Question Paper** **Version 2.2**

**Date – Morning/Afternoon**

Time allowed: 1 hour 15 minutes



**OCR supplied materials:**

- the OCR 12-page Answer Booklet

**Other materials required:**

- None



## INSTRUCTIONS

- Section A – The Impact of Empire on Britain 1688–c.1730. Answer **all** the questions.
- Section B – Urban Environments: Patterns of Migration. Answer **all** the questions.
- Do **not** write in the bar codes.

## INFORMATION

- The total mark for this paper is **55**.
- The marks for each question are shown in brackets [ ].
- Spelling, punctuation and grammar and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎).
- This document consists of **8** pages.

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

Answer **all** the questions

You are advised to spend about 45 minutes on this section.

1. Explain why so many people emigrated from Scotland and Ireland during this period.

**[10]**

2. Study Sources A–C.

‘British people grew rich from empire and trade in this period.’ 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]**

**Source A**

Most of the inhabitants of the colony from England are of two sorts. Some are brought over by masters of ships to be sold as servants. We call them servants my dear but they are more properly called slaves. Others are transported from Newgate and other prisons. When they come here the servants and the prisoners are treated the same. And they are given small amounts of land. When their sentence is done they are free and have land and face better prospects than they ever would at home. Here a Newgate jailbird becomes a great man. Several of our top judges, senior militia officers and wealthiest traders are former prisoners.

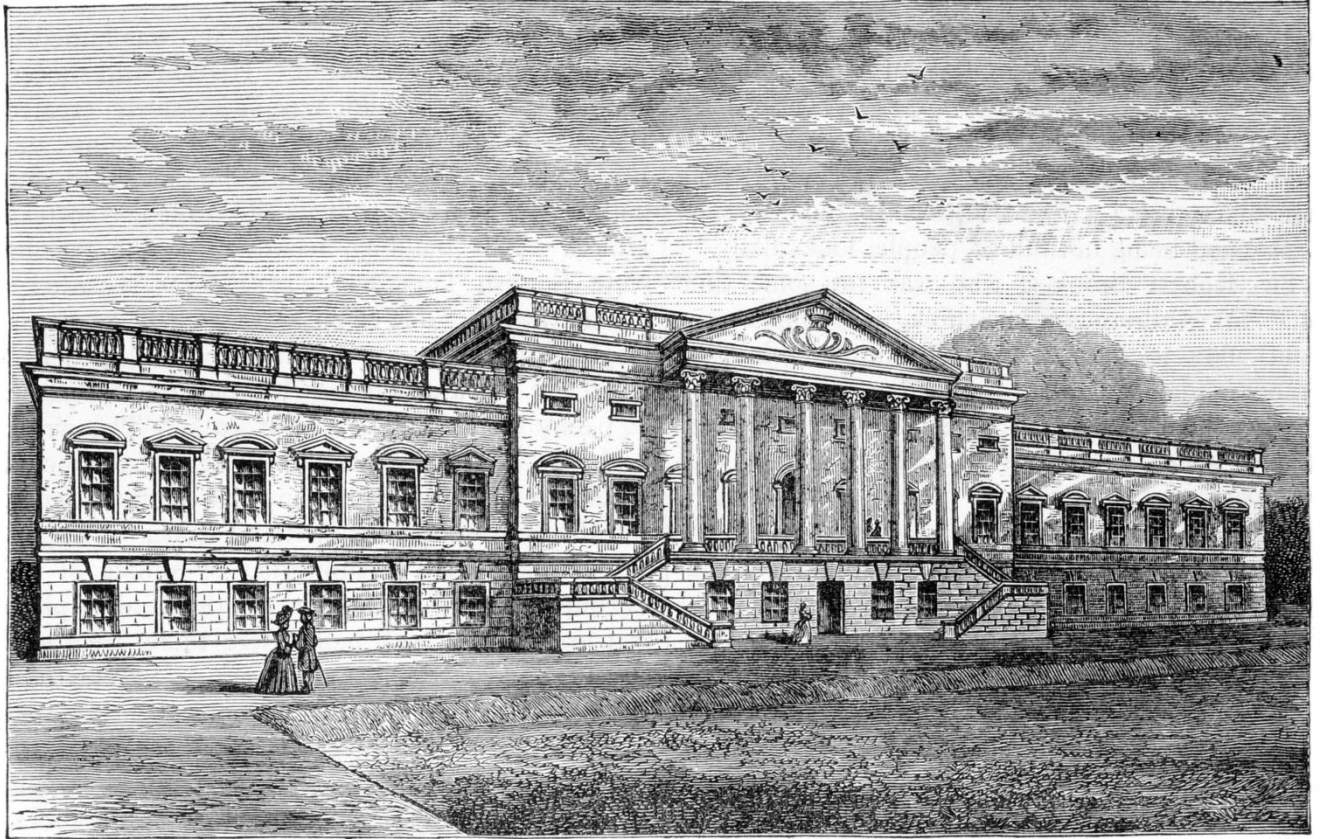
*Extract from ‘The History of Moll Flanders’, a novel by Daniel Defoe published in 1722. In this extract a member of the American colony is talking to a newcomer about the colony.*

**Source B**

Our trade with Africa is very profitable to the nation in general ... the planting sugar and tobacco, and carrying on trade ... are the great cause of the increase of the riches of the kingdom ... All this great increase of our treasure proceeds chiefly from the labour of Negroes in the plantations.

*Joshua Gee, British merchant, writing about the slave trade in The Trade and Navigation of Great Britain Considered (1729).*

## Source C



*Wanstead House in Essex, built in 1715 by Sir Richard Child with money his father accumulated as Governor and a stockholder of the East India Company.*

**Please turn over for Section B**

## Section B

### Urban Environments: Patterns of Migration

Answer **all** the questions

You are advised to spend about 30 minutes on this section.

3. Explain why Ancoats attracted large numbers of migrants in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. [10]
4. Study Sources D and E.

Which of these sources is more useful to a historian studying the lives of immigrants to Ancoats during the Industrial Revolution?

[10]

#### Source D



*A modern photograph of the former cotton mills and Rochdale Canal, Redhill Street.*

#### Source E

Surrounded on all four sides by tall factories and high embankments, covered with buildings, stand two groups of about 200 cottages, built chiefly back to back, in which live about 4,000 human beings, most of them Irish. The cottages are old, dirty, and of the smallest sort, the streets uneven, fallen into ruts and in part without drains or pavement; masses of refuse, offal, and sickening filth lie among standing pools in all directions...The race that lives in these ruinous cottages, behind broken windows, mended with oilskin, sprung doors, and rotten door-posts, or in dark, wet cellars, in measureless filth and stench must surely have reached the lowest stage of humanity.”

*A description of living conditions in Manchester from ‘The Condition of the Working-Class in England’ by Friedrich Engels (1844)*

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## Summary of updates

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Date	Version	Details
August 2021	2.2	Updated copyright acknowledgements.

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### Copyright Information:

Source A: Daniel Defoe, *The Fortunes and Misfortunes of the Famous Moll Flanders*, William Rufus Chetwood, 1722.

Source B: Joshua Gee, *The Trade and Navigation of Great Britain Considered*, Sam Buckley, 1729. Found in: Peter Fryer, *Staying Power: The History of Black People in Britain*, Pluto Press, London, 1984.

Source C: © Archivist. Image supplied by Alamy, [www.alamy.com](http://www.alamy.com) Reproduced with permission.

Source D: Image reproduced by kind permission of Martin Clark, Pennine Waterways, [www.penninewaterways.co.uk](http://www.penninewaterways.co.uk), accessed March 2015

Source E: Friedrich Engels, *The Condition of the Working-Class in England*, 1844.

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

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

**J410/11 The Impact of Empire on Britain 1688–c.1730 with Urban Environments: Patterns of Migration**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 15 minutes

**MAXIMUM MARK 55**

**This document consists of 20 pages**



**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:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. 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:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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.

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

1. Explain why so many people emigrated from Scotland and Ireland during this period.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	At Level 3 and above, answers will make use of both Irish and Scottish examples.  The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.


<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question including both Irish and Scottish experience e.g.</p> <p><i>Due to a falling economy and increasing poverty many Scots left their homes and moved to places with stronger economies like England to get better jobs in order to escape this. As a result of the Act of Union, for example, the Scottish textile industry found that it could not compete with English competition which led to many moving to England or abroad for work with groups like the East India Company. By 1730 the first large scale emigration begins from highland areas to colonies in the US as a result of rent increases and the beginning of the enclosure of the common land, as had happened in England under the Tudors. At the same time, people emigrated from Ireland due to population pressure, inheritance patterns which caused farms to be divided into smaller plots, and resentment of Roman Catholicism.</i></p>	<b>9–10</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 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 including both Irish and Scottish experience e.g.</p> <p><i>Due to a falling economy and increasing poverty many Scots left their homes and moved to places with stronger economies like England to get better jobs in order to escape this. The Act of Union with England as, in particular, the Scottish textile</i></p>	<b>7–8</b>




	<i>industry found that it could not compete with English competition which led to many moving to England or abroad for work with groups like the East India Company. By 1730 the first large scale emigration begins from highland areas to colonies in the US as a result of rent increases.</i>	
<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 including both Irish and Scottish experience e.g.</p> <p><i>Due to a falling economy and increasing poverty many Scots left their homes and moved to places where there was less poverty like England to get better jobs in order to escape this. In addition, emigrants from Ireland, known as 'Scots-Irish' due to their ancestral roots, left Ulster owing to high rent and religious persecution.</i></p>	<b>5–6</b>
<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>There was a lot of poverty in Scotland during this time. Many Scots left their homes and moved to places where there was less poverty like England to get better jobs.</i></p>	<b>3–4</b>
<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>Scottish people left to get better jobs.</i></p>	<b>1–2</b>
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<b>0</b>




2. Study Sources A–C. ‘British people grew rich from empire and trade in this period.’ How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	At Level 5, responses should address ‘how far’, based on a nuanced argument, with 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.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response uses details from the source content and provenance, combined with historical context, in order to develop a thorough analysis of each source.</li> <li>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.</li> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full analysis and thorough, convincing explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically use their analysis of the sources to construct a well-supported argument that reaches a valid conclusion, e.g.</p> <p><i>Source A seems to support the view that people did well out of empire and trade. Although prisoners are transported to the colony in America and made to work they are given land and when they are free many of them do well, becoming judgements or wealthy merchants. On the other hand it does not convince us that the statement is fully correct because it shows that many were sold into slavery, meaning not everyone grew rich. The source is also suspicious because the author seems to approve of the system of transportation because it turns a jailbird into a great man. We cannot be sure how many jailbirds became great men. In fact we also know that many prisoners did not survive their sentences or sometimes even the journey across the Atlantic.</i></p> <p><i>Sources B and C convince us that the statement is true of some people. Source B shows that British people grew wealthy from the influx of trade that came from having a large empire. In the late 1680s alone colonies shipped goods worth over £1 million to London, However, we can tell from the source that this man is great supporter of the use of slaves from the way he describes how profitable it is and how it brings treasure to the nation. He is not taking a balanced view. Source C provides an example of extreme personal wealth clearly derived from the empire in India. Not only has Sir Richard Child built his magnificent house he has also commissioned paintings of it. We know that many of the stately homes in England were built or redeveloped using money from plantations, for example,</i></p>	<b>17–20</b> 

	<p><i>Harewood House in Yorkshire. This evidence convinces me that some people did well out of trade and empire but not all.</i></p> <p><i>On balance, the statement, though convincing about some British people and perhaps the British economy in general, is not true of all. Those who gained from it grew rich, others not so and some suffered during this period.</i></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• Response uses details from the source content and provenance, combined with historical context, in order to develop an analysis of each source.</li> <li>• These analyses are then used to evaluate the sources, reaching a fully supported judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>• This is used to develop an analysis and good explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically use their analysis of the sources to construct a well-supported argument, e.g.</p> <p><i>Sources B and C suggests the statement is true. British people grew wealthy from the influx of trade that came from having a large empire. In the late 1680s alone colonies shipped goods worth over £1 million to London, which is supported by source B while C shows massive personal wealth from empire. On the other hand we only get a viewpoint from those who benefited, a wealthy merchant and a rich governor. I am not convinced Sources B and C tell us that all British people benefited. For example Source A shows that many were sold into slavery, meaning not everyone grew rich.</i></p> <p><i>Overall the sources taken together convince that the statement is partially correct. Those who gained from it grew rich, others not so and some suffered during this period.</i></p>	<p><b>13–16</b></p> 
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• Response uses details from the source content and provenance, combined with historical context, in order to give a simple analysis of each source.</li> <li>• These analyses are then used to evaluate the sources, reaching a partially supported judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>• This is linked to an analysis and explanation, using appropriate second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically use their analysis of the sources to construct a supported argument, e.g.</p> <p><i>Some people in Britain grew rich from trade and empire as can be seen in Sources B and C. Source B clearly supports the statement saying that the wealth of the kingdom grew, implying all British people. Source C gives an example of wealth from empire showing how the governor of India was able to build a stately home.</i></p> <p><i>On the other hand, Source C is just a picture and does not really tell us a complete picture of all British people during the period. This is supported by Source A, where it says many are sold into slavery in America.</i></p>	<p><b>9–12</b></p> 
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response selects details from the source content and/or</li> </ul>	<p>Level 2 answers will typically use their analysis of the sources to identify reasons people grew rich from trade and empire in this period, e.g.</p>	<p><b>5–8</b></p> 

<p>provenance and/or historical context, in order to give a simple analysis of at least two of the sources.</p> <ul style="list-style-type: none"> <li>• These analyses are then used to evaluate the sources and to make a judgement in the context of the historical issue in the question.</li> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation of the issue in the question, with second order historical concepts used in a simplistic way.</li> </ul>	<p><i>The statement is correct. British people did grow rich as we can see from source B which shows that trade with Africa was profitable and 'treasure' increased greatly.</i></p> <p><i>We can see from Source C that a fine house was built with money from the empire in India. So the statement is correct as we cannot trust Source A as it is a work of fiction.</i></p>	
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response selects details from the source content and/or provenance of one of the sources.</li> <li>• This is then used to make a basic judgement about the historical issue in the question.</li> <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 use details from the source(s) and demonstrate simple knowledge of reasons people grew rich in this period, e.g.</p> <p><i>People became rich during this period as Source B talks about how much their treasure improved.</i></p>	<p><b>1–4</b></p> 
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

### Urban Environments: Patterns of Migration

3. Explain why Ancoats attracted large numbers of migrants in the 19<sup>th</sup> and early 20<sup>th</sup> centuries.

<b>Assessment Objectives</b>	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]
<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.

Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically contain a range of more detailed description and fuller explanation that is directly relevant to the question e.g.</p> <p><i>There were several reasons why Ancoats attracted large numbers of immigrants. The area grew significantly as a result of the economic and industrial expansion of Manchester in the late 18<sup>th</sup> century. Textile mills, using emerging technologies (e.g. steam-driven machinery) and related industries were key to a rapid housing development and community growth. Indeed Ancoats has been known as the world's first industrial suburb. This industrialisation set the scene for the significant immigration which came in the later Victorian period, and saw Irish and then Italian immigration on a major scale.</i></p> <p><i>Ancoats became known as 'little Italy' due to the influx of Italians from 1865–1900. Their initial motivation was to move away from harsh political and economic circumstances in Italy. Families prospered in the Catholic area, and the established community attracted more Italians. The ice cream industry, in particular, prospered.</i></p> <p><i>However, prior to that, the largest number of immigrants came from Ireland, and we know from the 1851 census that almost half of Ancoats' population had been born in Ireland. Ancoats' economic opportunities were attractive to many Irish people, particularly those affected by famine in the 1840s.</i></p>	<b>9–10</b>

<p><b>Level 4</b></p> <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 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>Growth of industry from the eighteenth century is the most important reason, as the mills and factories provided opportunities for economic migrants from Ireland in the 1840s. However, later Ancoats became known as Little Italy, due to the high levels of immigration from Italy. Italians established industries, notably ice cream manufacture, and were attracted by the relative comfort of the area and its Catholic tradition.</i></p>	<p><b>7–8</b></p>
<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>Ancoats was the first industrial suburb, meaning there were opportunities for economic migrants. They first came from Italy after the famine there, and later from Ireland. There were cotton mills and good housing, and later the Italians set up new industries, such as ice cream.</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>Both Irish and Italian communities settled and grew in Ancoats. This is because of the work opportunities there, because of industrialisation and the cotton trade. There had been a famine in Ireland and so many Irish people had to leave their homes and settle abroad.</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>Ancoats was 'little Italy' due to the high amounts of Italian immigration. Irish people also settled in Ancoats, looking for work. The Irish and Italians usually got on well, but sometimes there was tension between them.</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>

## 4. Study Sources D and E.

Which of these sources is more useful to a historian studying the lives of immigrants to Ancoats during the Industrial Revolution?

<b>Assessment Objectives</b>	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]
<b>Additional Guidance</b>	<p>Where only one urban area is included responses should not be given marks above the top of Level 1.</p> <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>

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>Level 5 answers will typically make inferences from the sources to explain how they can be used as evidence of lives of immigrant communities and their significance to wider developments at the time. The response will also reach a valid conclusion about the relative value of each source e.g.</p> <p><i>Both sources can be useful to historians studying migration to Ancoats in this period. Source D is useful because it is evidence of two major forms of employment that drew immigrants to the area: the building of the canal and the cotton mills. The Rochdale canal was built by mainly Irish labourers while Irish and some Italian women and children worked in the mills. We can see from the photograph the close relationship between the two. The photo shows that physical evidence of the canal network and the factory system remains and a visitor can make some sense of the working world immigrants inhabited. Source D also has serious limitations. As it is a modern photograph there is none of the activity around the canal, the working conditions in the factory or the dirt and unhealthy air that workers experienced. The factory building has been changed and added to, and is being developed to become apartments. The canal is clean, scenic and attractive and no longer a busy working environment. We get no sense from the photo of the lives people led and there is nothing to be seen that is direct evidence of migration. Source E is useful because it describes in shocking detail the living conditions of families who worked here: overcrowding, poor sanitation and dirt. People who migrated to the area to escape poverty - it was the time of the Irish famine - were often living in appalling conditions and</i></p>	<b>9–10</b>

	<p><i>were providing the mass cheap labour that was powering Britain's economic growth. We do not know from the source, however, whether this description was typical. Taken together, the two sources give some sense both of the physical space where immigrants worked and the conditions in which they lived, but they are very far from giving a full picture of their lives.</i></p> <p><i>[The candidate gives a convincing, substantiated judgement about the relative value of the sources]</i></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>These analyses are then used to evaluate both the sources, comparing them and reaching a fully supported judgement them in relation to the question.</li> </ul>	<p>Level 4 answers will typically make inferences from one or both sources to explain how they can be used as evidence of the lives of immigrant communities. The response will also make a valid comparison about the value of each source e.g.</p> <p><i>Both sources can be useful to historians studying immigration in this period. Source D is extremely useful because it can tell us many things about the work immigrants to Ancoats did and how that contributed to the Industrial Revolution. It shows the canal that was built largely by migrant Irish labour and the cotton mills where whole families worked. The huge factory employed large numbers of people and the canal transported manufactured goods to the port. Cheap migrant labour was crucial for this.</i></p> <p><i>Source E is also useful to historians. It describes the living conditions of Irish families who suffered overcrowding and appalling conditions. From this we can tell how hard their lives were in Ireland were living lives that were not much better in Ancoats. We can infer that although Manchester was benefiting from their labour, little attention was being paid to their health and wellbeing.</i></p> <p><i>[The candidate gives a valid judgement about the relative value of the sources]</i></p>	7–8
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>These analyses are then used to evaluate the sources, comparing them and reaching a partially</li> </ul>	<p>Level 3 answers will typically point to details within each source and explain how historians will find these useful or possibly how they might present an incorrect or misleading picture e.g.</p> <p><i>Both sources are can be useful to historians studying immigration in this period. Source D is useful because it shows us where people worked. The huge factories were making goods that were transported to the ports by canal so the work done by immigrants building the canal and working on the machines was important for Britain. But it does not really tell you anything about what their working conditions</i></p>	5–6

<p>supported judgement about them in the context of the question.</p>	<p><i>were like.</i></p> <p><i>Source E is useful because it tells you where Irish families lived and the conditions they suffered. It is written by someone who visited the families and saw how they lived. Reading this and seeing the factories you can start to imagine something about their lives.</i></p> <p><i>[The candidate compares the value of the sources.]</i></p>	
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>Level 2 answers will typically juxtapose two descriptions, supported by some knowledge or detail from sources but with comparisons implicit rather than explicit e.g.</p> <p><i>Source D is useful because it shows you the canal that immigrants built and the factories where they worked.</i></p> <p><i>Source E is different. It is useful because it tells you about their bad living conditions.</i></p>	<b>3–4</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Level 1 answers will typically describe one or both sources.</p>	<b>1–2</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>



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

<b>High performance</b> <b>4–5 marks</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<b>Intermediate performance</b> <b>2–3 marks</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<b>Threshold performance</b> <b>1 mark</b>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
<b>No marks awarded</b> <b>0 marks</b>	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

## Assessment Objectives (AO) grid

## Section A

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1	5	5				10
2	5	5	10			20
SPaG					5	
Total	10	10	10		5	35

## Section B

Question	AO1	AO2	AO3	AO4	Marks
3	5	5			10
4			10		10
Total	5	5	10		20

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