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GCSE (9-1)

Examiners' report

HISTORY A (EXPLAINING THE MODERN WORLD)

J410

For first teaching in 2016

J410/11 Summer 2024 series

Version 1

Contents

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.

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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 more candidates attempted all four questions than in previous series. 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:
• read the questions carefully and responded directly to what was being asked • paid attention to the specific focus of the questions and answered accordingly • clearly identified a point they wanted to make and then supported it with specific knowledge to explain that point • for the source questions, used quotes or clear paraphrasing to prove a point • for Question 2, showed how the source's provenance, purpose or context could support or call into question its validity or usefulness • made inferences from the sources for Question 4 and supported them with specific details from the relevant source.	• mis-read the question and wrote about parts of the course which were not being assessed • wrote generic or descriptive answers which did not address the specific focus of the question • identified the point they wanted to make but didn't back this up with appropriate detail • gave details without making the point they were making clear • for the source questions, answered without referring to the source or the particular part of the source they were trying to discuss • for the source questions, used generic or 'stock' comments about the provenance or used context without using it to test the validity of the sources.

Section A overview

The overwhelming majority of candidates attempted to answer both of the questions in this section. 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 often attempted successfully which was pleasing. 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 the 'Glorious Revolution' of 1688 led to conflict in Ireland and Scotland.   **[10]**

The majority of candidates were able to identify one or more valid reasons for conflict, and many were able to explain fully one or more examples. Most candidates identified the support of different groups within Ireland/Scotland for James or William as a key reason for conflict, and some were able to give specific and relevant examples for Level 4. Typical explanations seen at Level 4 and 5 focused on James' return to Ireland and William's subsequent invasion and the battles which followed, or the divisions in Scotland between Highlanders and Lowlanders, which ultimately led to the Glencoe Massacre. Those who stayed in Level 2 often described the Glorious Revolution without going on to explain how this caused conflict. Some candidates focused on the impacts of the conflict, such as the Penal Laws in Ireland, which did not address the question.

Advice to Centres

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 ensure they are explaining (in this case, how the Glorious Revolution led to conflict) rather than providing a narrative.

Exemplar 1

1. The 'Glorious Revolution' of 1688 led to conflict in Ireland and Scotland for several reasons. The main reason for Ireland was the majority of the population were Catholic and wanted a Catholic leader. They also thought that as James the 2nd would give Ireland more freedom from English since he had arrived in — When he had arrived in Ireland he declared that the English had no right, make laws to control Ireland. This led to Irish Jacobite rebellions that started reclaiming Irish land from English plantations. The French were also part of a helping the Jacobites and since William was involved in the Nine Years War against French and freeing Ireland from English protestant English would be seen as a win for Catholic French. So William with troops went to Ireland to fight the English Jr Irish Jacobites eventually reclaiming Ireland as English colony in 1691.

This candidate has identified and fully explained one way in which the Glorious Revolution led to conflict in Ireland. Their answer is directly focused on the question with good supporting detail. This paragraph is awarded Level 4, 8 marks.

Question 2

2   Study **Sources A, B and C**.

'The expansion of trade and empire between c.1688 and c.1730 had a positive impact on people living in Britain.'

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.   **[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 candidates also gained marks at Level 4 or 5 for successfully evaluating the sources which was very good to see. 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 who understood the source used the content to agree with the statement, as it listed the range of products which were being exported to the Caribbean, showing that producers and traders were profiting. This proved to be the trickiest of the three sources, as some candidates misread the source as showing imports into Britain, and therefore argued that the items listed in the source would benefit or cause harm to those living in Britain, rather than the wider trading/manufacturing implications. Some candidates focused on describing the Triangular trade, which did not address the question asked.

Many candidates used Source B correctly, arguing that the content of the source supported the statement, with many candidates then evaluating Source B, either using detailed knowledge of the South Sea Bubble, or questioning the motives of the author to show that the source was unconvincing.

Source C was used well by most candidates, who used the content to disagree with the statement. Those who evaluated this source typically did so by using specific knowledge of the development of racist ideologies in Britain linked to plantocracy racism to argue that the content of Source C was both typical and reliable. Some candidates tried to argue that the source did show benefits for people in Britain as they misunderstood the identity of the black people mentioned, thinking they were enslaved Africans who were taking away British jobs.

Advice to centres

Centres should ensure 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 might make them more or less convincing. They should also consider the context in which the sources were produced and how this might 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, about this particular question, not just to showcase what they know about the topic.

Exemplar 2

Source B is trying to convince me that the South Sea Company, a product of ~~enslavement~~ trade and empires expansion will be beneficial to British people. This is shown by the fact it says. "Trade will open such a vein of riches and return such wealth that it will make up for past expenses incurred. We know at the time that, with the expansion of credit, peoples perspective of money changed. People would buy shares in a company, hoping it would do well and the value of their shares would increase and they could sell at a profit. The South Sea company was the first to sell shares in its company. The above matches with the source as this company should theoretically make people richer. However this source doesn't tell us that the South Sea Company eventually collapsed, as people realised shares were too expensive for Company to support and began selling them. This caused the value of the shares to go down and people panicked and tried to sell their shares. Many lost their life savings. Furthermore, since it is written by the South Sea Company, it convinces me less that trade and empire would benefit British people, as it would make sense that they would promote their own company and make it sound better than it was. Overall source B doesn't convince me at all that trade and empire benefited British people 1688 -1730.

This candidate has evaluated Source B using specific contextual knowledge of the South Sea Bubble, as well as a consideration of the purpose of the source and the motives of the author to argue that, although the content of this source supports the statement, it is misleading, and should not be trusted. This candidate also used the content of all three of the sources, and evaluated them, which takes their answer up to the top of Level 5.

Section B overview

Again, 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 changes to the urban environment for Question 3, with some 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 the urban environment in Spitalfields changed between 1500 and 1900.   **[10]**

Most candidates made a reasonable attempt at this question, although more candidates wrote descriptive answers for Level 2 than has been the case in previous series. There was some impressive knowledge on display about the history of the site and the specific impacts on the urban environment of different migrant groups, typically the Huguenots or the Jews. Candidates achieving a Level 3 or above typically identified a reason for change (Huguenots needing more workshops, the need for new religious buildings) and for Level 4 many explained one or more of these in detail. Many candidates explained the way that the Huguenots built elegant houses with wide mansel windows to enable the weavers to work effectively. Where candidates did less well, they typically described changes to the makeup of the population of Spitalfields without explaining the impact on the urban environment this had, nor supported with specific examples. Some candidates used knowledge from outside the specified time frame (such as the impact of the arrival of Somali immigrants on Spitalfields) which could not be credited.

Advice to centres

Candidates must focus directly on the question and ensure that they are explaining, in this case why the urban environment in Spitalfields changed, rather than just describing changes linked to this issue, such as the arrival of new immigrant groups.

Candidates should be specific with the knowledge they are deploying, with a clear focus on the particular changes 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 1970s?   **[10]**

Many candidates performed well on this question, with many able to make a supported inference from Source D about the violence experienced by the Bengali community in Spitalfields. Typically, candidates identified that the violent attack on Abdul Manuf revealed the racist tensions and violence in Spitalfields, or that there were issues such as housing and unemployment, that led to racial tensions. Some candidates used the source to show that there were also some more positive attitudes as the author of the source shows some sympathy to the Bengali community.

Many candidates also made a supported inference from Source E, and so reached Level 5, although not all candidates used the content of this source effectively. Those who did make a supported inference typically explained how the source revealed the community integration in Spitalfields at this time, as a diverse range of people are seen to be protesting to support the Bengalis.

Where candidates achieved lower marks, this was typically because they used 'stock' evaluation (Source D was more useful because it was from a newspaper, whereas Source E was just a photograph) or because they asserted value to the content of each source, without going on to make any valid inferences.

Some candidates gave lots of specific factual knowledge linked to the sources (such as details about the murder of Altab Ali) but did not directly address the question of source utility.

Advice to centres

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 to 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 tensions within the community.

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

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.

Exemplar 3

| 4 | | Source D is useful as it shows the inequality of Bengali migrants at the time. The source highlights the good Abdul Manuf had done for the country, such a fighting in WW2, yet he still faced racial discrimination. This tells us that the most patriotic acts like fighting for a country may still be met with violent racist acts like being 'struck by three bricks'. This tells demonstrates the hostility faced by Bengalis in London. Counsil housing is mentioned and as we know many majority of Landlords favour white people with white grandparents, rather than those in need. # This highlights the racism of the British at the time. As this source is a article for the nation, this tells us that it has a widespread audience, so the message is either one that needs to be digested or is already agreed with. |

This candidate has made more a supported inference from Source D to show how it is useful to an historian studying Spitalfields in the 1970s. They have used the fact that Absul Manif was attacked, despite his patriotism in fighting for Britain to clearly show how this source reveals the inequality and hostility faced by the Bengali community at this time. This paragraph is awarded Level 4, 8 marks.

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