GCSE

History A (Explaining the modern world)

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

General Certificate of Secondary Education

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

Subject–specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

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.

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.

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.

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.

1. Describe **two** examples of measures taken by the British authorities in the 20th century to control migration.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	Award one mark for identifying a measure. A second mark can be awarded for supporting detail for the measure. All content is indicative only and any other correct examples of measures taken by authorities to control migrant groups in the 20th century should also be credited.

Levels	Indicative content	Marks
N/A Points marking	*In 1914 the government controlled German migration through the British Nationality and Status of Aliens Act (1). Under the Act the government had the power to deport Germans (2). Later in the century the 1968 Commonwealth Immigrants Act was passed (3). The Act meant that only people who had a parent or grandparent born in Britain were entitled to settle in the country (4).* One mark in question 1 can be awarded for a general point. For example *they secured the borders, restricted entry to immigrants.*	4

2.   Explain the impact of migrant groups who came to Britain in the period 1500–1700.

Assessment Objectives	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]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 4 ● Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. ● This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.	*See following page for exemplar content and guidance*	**7–8**
Level 3 ● Response demonstrates accurate knowledge and understanding that is relevant to the question. ● This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.		**5–6**
Level 2 ● Response demonstrates some knowledge and understanding that is relevant to the question. ● This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.		**3–4**
Level 1 ● Response demonstrates basic knowledge that is relevant to the topic of the question. ● There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.		**1–2**
Level 0 No response or no response worthy of credit.		**0**

2.   Explain the impact of migrant groups who came to Britain in the period 1500–1700.

Levels	Indicative content	Marks
Level 4	Level 4 answers will typically identify **two or more impacts of migrant groups and explain them fully** e.g. *One impact migrant groups had on Britain in the period 1500-1700 was the wealth they generated. During this period many French Protestants – or Huguenots – came to Britain seeking refuge from persecution in Catholic France. Many of these migrants were highly skilled, for example in working with textiles, and arrived at a time when the economy was modernising. This had a great impact on Britain as they helped to create a richer society. By the end of the 16th century there were hundreds of Huguenot looms and later Huguenot money helped to set up the Bank of England.* *Migrant groups also had an impact on the social status of wealthier British people. By the end of the 17th century a number of black and Asian people had settled in Britain and most of these were employed as servants. Wealthy families saw employing a black or Indian child as a servant as a way to show off their high social status and there were several paintings made at the time showing rich people with a black or Asian servant.*	**7–8**
Level 3	Level 3 answers will typically identify at least one impact of migrant groups **and explain one of them** e.g. *One impact migrant groups had on Britain in the period 1500-1700 was the wealth they generated. During this period many French Protestants – or Huguenots – came to Britain seeking refuge from persecution in Catholic France. Many of these migrants were highly skilled, for example in working with textiles, and arrived at a time when the economy was modernising. This had a great impact on Britain as they helped to create a richer society; by the end of the 16th century there were hundreds of Huguenot looms and later Huguenot money helped to set up the Bank of England.* *The presence of migrants also created tension, for example on 'Evil May Day' in 1517 when people in London rioted against foreigners.* NOTE: Many candidates will attempt to explain several reasons but only explain one to the required standard.	**5–6**

Level 2	Level 2 answers will typically identify at least one reason and describe it but explanation of the impact of migrant groups will be implicit or absent altogether e.g. *One impact was the wealth generated by migrants with skills, such as the French Huguenots who had experience in industries like wool and silk.* *The presence of migrants also created tension, for example on 'Evil May Day' in 1517 when people in London rioted against foreigners.*	**3–4**
Level 1	Level 1 answers will typically contain description of events linked to migrant groups who came to Britain or unspecified points, e.g. *Migrants made Britain wealthier because of the jobs they could do, but other people were distrustful of migrants and protested that they were there at all.*	**1–2**
Level 0		**0**

3. How significant was the Norman Conquest for migration to England?

Assessment Objectives	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]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.
	Candidates can be rewarded at the top level for answers which are balanced OR one-sided
	The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.
	No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 4 ● 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. ● This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.	*See following page for exemplar content and guidance*	11–14
Level 3 ● 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. ● This is supported by accurate knowledge and understanding that is relevant to the question.		7–10
Level 2 ● 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. ● This is supported by some knowledge and understanding that is mostly relevant to the question.		4–6
Level 1 ● The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question. ● The response includes limited basic knowledge that is relevant to the topic of the question.		1–3
Level 0 No response or no response worthy of credit.		0

3.   How significant was the Norman Conquest for migration to England?

Assessment Objectives	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]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. Candidates can be rewarded at the top level for answers which are balanced OR one-sided The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 4	Level 4 answers will typically identify two or more examples of change as a result of the Norman Conquest and make a valid assessment of the significance of at least one of them e.g. *One way in which migration from the Norman Conquest was significant was that it changed the structure of English society and the way England was governed. When William invaded England he was accompanied by a large number of Norman knights and nobles, who had been promised land and power if the invasion was successful. Land was taken from the English nobles and given to the Normans who became England's new ruling class. This meant a total change of the people governing the country. These migrant Norman barons formed a key part of William's feudal system which changed the structure of English society. These changes were significant because they were a big change, introduced a ruling class, and laid the basis for how the country was run for centuries.* *Jewish migration to England after the Norman Conquest also had a significant impact. William needed Jewish moneylenders to fund the castles and churches he wanted to build across England and invited Jews to settle in England so he could use their services. As a result, communities of Jews settled in some England towns. This was significant in the short term as the money they provided helped William to change the face of England but also in the long term as people developed a resentment of Jews that led to violence against them, such as the massacre of Jews at Clifford's Tower in York in 1190.* *[Alternatively candidates might argue that immigration was less significant because the feudal system had already begun to develop before the Norman Conquest, that it had limited impact on poor peasants for whom little changed, that Jewish migration as a result of the Conquest was not significant in the later Middle Ages because Jews were expelled from England in 1290.]*	11–14

	Nutshell: One or more explanations of significance NOTE: Two explanations of significance 13-14 marks One explanation of significance 11-12 marks NOTE: Alternatively, candidates may assess why example given is of limited significance	
Level 3	Level 3 answers will typically identify and explain one or more examples of change as a result of the Norman Conquest, e.g *Many Norman nobles came with William when he invaded England in 1066. They were given land by William as a reward for their support and replaced the traditional Saxon English landowners. This changed the system and the Normans became the barons and knights in the English feudal system and helped the king run the country.* **Nutshell: One or more examples of change explained but not addressing significance successfully** NOTE: Two changes explained 9-10 One change explained 7-8	**7–10**
Level 2	Level 2 answers will typically identify changes but not explain them, e.g. *Jewish migrants also came to England after the Norman conquest and they loaned money to the king and nobles, as well as establishing Jewish culture there.* NOTE: These may look like significance but are actually making valid but unsupported statements about the significance of the changes **Nutshell: Identifies (s) changes but fails to explain it or identifies significant event(s) but fails to explain significance**	**4–6**
Level 1	Level 1 answers will typically contain description e.g. *After the Norman Conquest migrants came to England because the king wanted them to, and these migrants changed English society.* **Nutshell: Describes relevant events but does not explain change or address issue of significance**	**1–3**
Level 0		**0**

4. 'Between 1500 and 2010 the main reason migrants came to Britain was because they wanted employment'. How far do you agree with this statement?

Assessment Objectives	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]
Additional Guidance	At Level 4/5, answers should select examples of invitation and other factors from **both** the early modern and modern periods. Alternatively, 'periods' can be credited as being 1500-1900 and 1900-2010 depending how candidates structure their answer. Candidates will be rewarded with extra marks within level 5 for an effective conclusion or clinching argument but this is not necessary to reach level 5. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 ● The response 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. ● 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. ● *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured*	*See following page for exemplar content and guidance*	**19–24**
Level 4 ● 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. ● This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question. ● *There is a well-developed line of reasoning which is clear, relevant and logically structured.*		**14–18**

Level 3		10–13
- 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. - This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question. *There is a line of reasoning presented which is mostly relevant and which has some structure.*		
Level 2		6–9
- 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. - This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question. *There is a line of reasoning which has some relevance and which is presented with limited structure*		
Level 1		1–5
- 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. - There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question. *The information is communicated in a basic/unstructured way.*		
Level 0		0
No response or no response worthy of credit.		

4. 'Between 1500 and 2010 the main reason migrants came to Britain was because they wanted employment'. How far do you agree with this statement?

Levels	Indicative content	Marks
Level 5	Level 5 answers will construct an answer to the question which explains fully three or more examples which support AND contradict the statement from across both periods e.g. *In some ways the statement is true. One group of migrants who were attracted to Britain for employment opportunities were Eastern Europeans in the early 21st century. In 2004 eight Eastern European countries including Poland and Slovakia became part of the European Union. These countries had lower standards of living than countries in Western Europe and large numbers of Eastern Europeans came to Britain because they could earn far more pay for doing similar jobs in their home countries.* *Another group who came to Britain for employment after the Second World War were people from the Caribbean. The 1948 Nationality Act allowed any citizen of the Commonwealth to enter Britain, and because jobs were scarce and wages low in the Caribbean many people migrated to the UK on ships like the Windrush so they could gain employment in areas like the National Health Service and send money home to their families. Between 1948 and 1960, thousands of people migrated to the UK from the Caribbean because of the greater opportunities employment in Britain would bring.* *On the other hand, German Palatines in the 18th century were a group who did not migrate to Britain because of employment. These people were Protestants who suffered from mistreatment at the hands of Catholics. They were attracted to Britain because it was a Protestant country that was free from war and knew that Britain had also offered a place of safety for the Huguenots. The Palatines' main incentive to migrate to Britain was to avoid danger and persecution, rather than employment.* **Nutshell: Balanced argument with three or more explained points** NOTE: 24 marks for two points explainied on each side, plus a clinching argument 21-23 marks for two explained points on each side (2-2) 19-20 marks for two explained points on one side and one explained point on the other (2-1 or 1-2) **NOTE: Depending on how candidates structure their answer, 'periods' can be credited as either 1500-1750 and 1750-2010 OR 1500-1900 and 1900-2010. Either is acceptable.**	**19–24**

Level 4	Level 4 answers will construct an answer to the question which explains full one example from each period for employment AND/OR other factors *One group who came to Britain for employment after the Second World War were people from the Caribbean. The 1948 Nationality Act allowed any citizen of the Commonwealth to enter Britain, and because jobs were scarce and wages low in the Caribbean many people migrated to the UK on ships like the Windrush so they could gain employment in areas like the National Health Service and send money home to their families. Between 1948 and 1960, thousands of people migrated to the UK from the Caribbean because of the greater opportunities employment in Britain would bring.* *On the other hand the German Palatines came to Britain because of persecution from Catholics.* **Nutshell: Balanced or one-sided argument: two explained points of support (one from each period)** NOTE: 18 marks for a clinching argument 15 marks is the default for two explained points; award extra marks for development **NOTE: Depending on how candidates structure their answer, 'periods' can be credited as either 1500-1750 and 1750-2010 OR 1500-1900 and 1900-2010. Either is acceptable.**	14–18
Level 3	Level 3 answers will typically identify and explain one or more examples of employment OR other factors across one period, e.g. *One group of people who have not migrated to Britain because of employment opportunities are those seeking asylum because of dangers in their own countries like those from Kosovo in the 1990s.* *Others did come for employment like Lascar sailors who came to Britain because of the work they could gain working in British ports and on British ships.* **Nutshell: At least one explained point of support for one period** NOTE: Answers at Level 3 will often attempt more than one explanation but only one point will be explained NOTE: The quality of the explanation offered together with any additional identified examples will determine the overall mark within the level **NOTE: Depending on how candidates structure their answer, 'periods' can be credited as either 1500-1750 and 1750-2010 OR 1500-1900 and 1900-2010. Either is acceptable, but the candidate must provide explanation for both periods for Level 4 and Level 5.**	10–13

Level 2	Level 2 answers will typically identify examples of employment/other factors from either the early modern or the modern era e.g. *Jews were allowed to migrate to Britain in the Early Modern period by Oliver Cromwell who wanted their skills.* **Nutshell: Description of relevant examples but not addressing question** NOTE: Award higher marks in the level for more examples	**6–9**
Level 1	Level 1 answers will typically demonstrate simple knowledge or make assertions e.g. Level 1 answers will typically demonstrate simple knowledge e.g. *Migrants at this time came to Britain because they wanted employment but others came because they felt in danger in their own countries.* **Nutshell: General answers**	**1–5**
Level 0		**0**

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
Total	20	30				50

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