

GCSE (9–1)

History A (Explaining the Modern World)

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

General Certificate of Secondary Education

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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.

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1. Annotations

Annotation	Meaning of Annotation
	Blank page
	Point has been noted, but no credit has been given (big)
	Not Relevant
	Level 5
	Level 4
	Level 3
	Level 2
	Level 1
	Significant amount of material which doesn't answer the question
	

EVAL	Evaluation
DEV	Development
?	Unclear

2. 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.

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1. Describe **two** examples of migrant groups that integrated into English society between 1000 and 1500.

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 each measure. A second mark can be awarded for supporting detail for the measure. All content is indicative only and any other correct examples of migrant groups that successfully integrated into English society between c.1000 and 1500 should also be credited.

Levels	Indicative content	Marks
N/A Points marking Max 1 mark for one or more general points e.g. <i>where a reason for successful integration but not a specific group is identified.</i>	<p><i>One group would be Italians from Lombardy (1).</i></p> <p><i>The Normans migrated to England in the eleventh century (1) and as they had conquered the English they quickly became the ruling class, integrating into English society (2).</i></p> <p><i>In the fourteenth century Flemish migrants integrated into English society (1), as their skills as weavers were in great demand, so they took up occupations that helped the English economy grow (2).</i></p>	4

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2. Explain the impact of migrants in Britain during the First World War.

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 <ul style="list-style-type: none"> 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. 	<p>Level 4 answers will typically identify two or more impacts of migrants in Britain during the First World War and explain them fully e.g.</p> <p><i>One impact of migrants during the First and Second World Wars was the increased hostility to some foreigners that took place in Britain. For example, during the First World War, German and Austrian migrants were classed as 'aliens' and were subject to restrictions, and there were protests and sometimes attacks on these people, for example in South Shields. Their impact was to increase intolerance in British society, as they were seen as the enemy. [1 impact]</i></p>	7–8
Level 3 <ul style="list-style-type: none"> 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. 	<p>Level 3 answers will typically identify at least one impact of migrants in Britain during the First World War and explain one of them e.g.</p> <p><i>Some migrant groups played important roles in the British armed forces during the First World War. A good example would be Black migrants from the Caribbean, who served in the British army, such as Walter Tull, the first Black officer to command White soldiers. The impact of migrants like these was to help Britain win the First World War.</i></p>	5–6
Level 2 <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. 	<p>Level 2 answers will typically identify at least one impact and describe it but explanation of the impact of migrants in Britain during the First World War will be implicit or absent altogether e.g.</p>	3–4

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<ul style="list-style-type: none"> This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p><i>Some migrants were not made to feel welcome during the First World War. German migrants had to register as 'aliens' during the First World War, and then in 1939 some were interned on the Isle of Man or deported back to Germany.</i></p>	
<p>Level 1</p> <ul style="list-style-type: none"> 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. 	<p>Level 1 answers will typically contain description of events linked to migrants in Britain during the First World War or unspecified points, e.g.</p> <p><i>During a war people are suspicious of migrants as they might be the enemy.</i></p>	1–2
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

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3. How significant was the impact of religious migration to Britain in the period 1600–1750?

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. 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 <ul style="list-style-type: none"> 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. 	<p>Level 4 answers will typically identify and explain two or more examples of change as a result of religious migration to Britain in the period 1600-1750 and make a valid assessment of the significance of at least one of them e.g.</p> <p><i>The Huguenots were French Protestants who migrated to England to avoid religious persecution and their contribution to England's growing economy made their migration very significant. Many Huguenots were skilled craftsmen working in industries like clock making and silk, and some of these skills were new to England and helped the economy grow. Huguenots were also connected with the establishment of the Bank of England in 1694, printing its bank notes and contributing some of the financial backing for the bank itself. This connection with industry and banking was hugely significant in the long term, as the Huguenots were instrumental in helping transform the British economy from a focus on agriculture to industry, and one which would become the largest in the world.</i></p> <p><i>However, other religious migration was less significant for Britain. One group in this category would be the Palatines. They were German Protestant migrants, and many of them also came to Britain to avoid persecution for their beliefs. Although there was some sympathy for the Palatines, they arrived in huge numbers and many of them had no skills to offer the British economy. Many congregated in camps, and their presence became unpopular, with many either returning to Germany or being transported to America or Ireland. Because many of the Palatines were quickly moved on or returned to Germany they contributed little to the development of Britain and so had little significance in this period.</i></p> <p>NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB: Alternatively, candidates may assess why example given is of limited significance.</p>	11–14

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<p>Level 3</p> <ul style="list-style-type: none"> 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. 	<p>Level 3 answers will typically identify and explain one or more examples of change as a result of religious migration to Britain in the period 1600-1750, e.g.</p> <p><i>The Huguenots came to Britain in this period for religious reasons and they helped the economy grow. Many of them brought skills that were relatively new in Britain, like clock making or working with paper, and this allowed Britain to prosper. Because of Huguenot migration the country became wealthier.</i></p> <p>NB: Two changes explained 9-10 marks; One change explained 7-8 marks.</p>	<p>7–10</p>
<p>Level 2</p> <ul style="list-style-type: none"> 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. 	<p>Level 2 answers will typically identify changes but not explain them, e.g.</p> <p><i>Jewish migrants established banks and built synagogues.</i></p> <p><i>Palatines arriving from Germany caused people in Britain to become less tolerant of migrants.</i></p> <p><i>Huguenots brought new skills to Britain like working with silk.</i></p> <p>NB: Some of these may look like significance but are actually making valid but unsupported statements about the significance of the changes.</p>	<p>4–6</p>
<p>Level 1</p> <ul style="list-style-type: none"> 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. 	<p>Level 1 answers will typically contain description of events e.g.</p> <p><i>During this period a lot of people came to Britain for religious reasons, like Jews and Huguenots.</i></p>	<p>1–3</p>
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

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4. 'Between 1500 and 2010, the British Empire was the most important reason for migration to Britain.' 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. 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 <ul style="list-style-type: none"> 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. 	<p>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.</p> <p><i>On one hand the British Empire was the most important reason for migration during the Early Modern and Modern periods. As Britain gained control of islands in the Caribbean like Barbados it became involved in the African slave trade, and Black Africans came to Britain as migrants with their masters, working as servants in their houses. Without Britain's control over these Caribbean islands and involvement in the slave trade these people would not have come to Britain, so the Empire was the driving force behind their migration.</i></p> <p><i>In the Modern period, lascars were also migrants driven by Britain's Empire. They were employed as sailors because they were cheap to hire, and came from ports across the Empire in places like India, Malaya and, from the late nineteenth century, Hong Kong. Sometimes on their arrival in British ports they were fired, and had to make their way in Britain as accidental migrants. These men came from Britain's Empire, were employed to help trade with Britain and its overseas lands, and so the Empire was the driving force behind their reasons for arriving in Britain.</i></p> <p><i>On the other hand, migrants were not all connected to the Empire and there have been other factors behind their reasons to come to Britain. In the 1650s Oliver Cromwell agreed to allow Jews across Europe to settle in England, partly because they were being persecuted and Cromwell believed they would be useful allies, and partly because he hoped Jewish merchants and bankers would help the economy grow. The Jews were not migrating from land controlled by Britain and came for political and economic reasons, not because of the British Empire.</i></p>	19–24

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	<p><i>In recent years, many migrants have arrived because of Britain's connections with the European Union rather than the Empire, which ceased to exist in the later twentieth century. One of the rules of the EU is the free movement of people between countries, and in 2004 when many Eastern European countries joined, Britain with its higher wages and employment opportunities was attracted to a large number of people there. Migrants from places like Poland and Slovakia have been driven by Britain's membership of European Union and not by the British Empire.</i></p> <p><i>On balance, as the British Empire grew, so did its importance as a driving force behind migration, but in recent years the Empire collapsed and other factors became more important.</i></p> <p>NB: 24 marks for two points explained 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).</p>	
<p>Level 4</p> <ul style="list-style-type: none"> 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. <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> 	<p>Level 4 answers will construct an answer to the question which explains one example from each period of the Empire being the driving force behind migration AND/OR not being the driving force, e.g.</p> <p><i>The British Empire was the most important reason for migration to Britain after the Second World War. The 1948 Nationality Act allowed citizens of Commonwealth countries – which had made up the British Empire – to hold British passports and come to Britain. There were many opportunities in Britain due to a shortage of workers and the creation of the National Health Service and this was attractive to migrants from places like the Caribbean and Pakistan. It was their connection with the British Empire that allowed these people the right to settle in Britain, so it was the driving force behind their migration.</i></p> <p><i>On the other hand, Huguenots in the late seventeenth century came not from Britain's Empire but from Europe. They were French Protestants who were persecuted for their beliefs in France and were attracted and welcomed to England as another Protestant country. It was religious belief that resulted in the Huguenots migrating here, and so in this case the British Empire was not the most important reason.</i></p> <p>NB: 18 marks for a clinching argument. 15 marks is the default for two explained points; award extra marks for development.</p>	14–18

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<p>Level 3</p> <ul style="list-style-type: none"> 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. <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> 	<p>Level 3 answers will typically identify and explain one or more examples of the Empire being the driving force behind migration OR not being the driving force across one period, e.g.</p> <p><i>Lascars were migrants driven by Britain's Empire. They were employed as sailors because they were cheap to hire, and came from ports across the Empire in places like India, Malaya and, from the late nineteenth century, Hong Kong. Sometimes on their arrival in British ports they were fired, and had to make their way in Britain as accidental migrants. These men came from Britain's Empire, were employed to help trade with Britain and its overseas lands, and so the Empire was the most important reason for their arrival in Britain.</i></p> <p>NB: The quality of the explanation offered together with any additional identified examples will determine the overall mark within the level.</p>	<p>10–13</p>
<p>Level 2</p> <ul style="list-style-type: none"> 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. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	<p>Level 2 answers will typically identify examples of the Empire being the driving force behind migration or not being the driving force from either the early modern or the modern era e.g.</p> <p><i>Black African migrants in the Early Modern period came from islands owned by Britain in the Caribbean.</i></p> <p><i>Indian ayahs were accidental migrants who worked for British families in Indian cities that were part of the British Empire, like Bombay.</i></p> <p><i>The Windrush migrants were Commonwealth citizens who were allowed to settle in Britain because they had been part of the British Empire.</i></p> <p><i>Jews invited by Oliver Cromwell were fleeing religious persecution in Europe and were not from the Empire.</i></p> <p><i>Belgians came to Britain as refugees during the First World War and were not connected with the British Empire.</i></p> <p><i>People from Afghanistan seeking asylum in Britain were escaping violence at home rather than encouraged by the British Empire.</i></p> <p>NB: Award higher marks in the level for more examples.</p>	<p>6–9</p>

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<p>Level 1</p> <ul style="list-style-type: none"> 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. <i>The information is communicated in a basic/unstructured way.</i> 	<p>Level 1 answers will typically demonstrate simple knowledge or make assertions e.g.</p> <p><i>The Empire was important in migration because lots of people who came to Britain were from the Empire, but not everyone.</i></p>	<p>1–5</p>
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

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