



Oxford Cambridge and RSA

## Thursday 6 June 2019 – Afternoon

### GCSE (9–1) History B (Schools History Project)

**J411/19** Migrants to Britain, c.1250 to present with Britain in Peace and War, 1900–1918

**Time allowed: 1 hour 45 minutes**



**You must have:**

- the OCR 12-page Answer Booklet (OCR12 sent with general stationery)

#### INSTRUCTIONS

- Use black ink.
- Section A – Migrants to Britain, c.1250 to present: Answer questions 1 (a–c), 2, 3 and **either** question 4 **or** question 5.
- Section B – Britain in Peace and War, 1900–1918: Answer questions 6 (a–b) and 7, and **either** question 8 **or** question 9.
- Write your answers in the Answer Booklet. The question number(s) must be clearly shown.

#### INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **8** pages.

## SECTION A

**Migrants to Britain, c.1250 to present**

Answer questions 1 (a–c), 2 and 3.

- 1 (a) Give **one** example of a response to migrants in Medieval Britain. [1]
- (b) Name **one** migrant group that came to Britain between 1750 and 1900. [1]
- (c) Name **one** organisation set up in Britain in response to migrants since 1945. [1]
- 2 Write a clear and organised summary that analyses the migrant communities in Medieval Britain. Support your summary with examples. [9]
- 3 Why did Protestants migrate to Britain between 1500 and 1750? Support your answer with examples. [10]

Answer **either** question 4 **or** question 5.

- 4\* 'Since 1900 British governments have become more and more negative towards migrants.' How far do you agree with this statement? Give reasons for your answer. [18]
- 5\* 'Economic forces were the most important factor causing migration to Britain between 1500 and 1900.' How far do you agree with this statement? Give reasons for your answer. [18]

## SECTION B

## Britain in Peace and War, 1900–1918

Answer questions 6 (a–b) and 7.

- 6 (a) In Interpretation A, the author tries to give the impression that young men were pressured into joining the army during the First World War. Identify and explain **one** way in which he does this. [3]

**Interpretation A – An extract from the children’s novel *Private Peaceful* by Michael Morpurgo. The narrator is Tommo, a teenage boy. ‘Hun’ was a slang term for the Germans.**

M Morpurgo, 'Private Peaceful', pp94-96, Harper Collins Childrens Books / David Higham Associates, 2016. Item removed due to third party copyright restrictions.

- (b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand recruitment during the First World War. [5]

- 7 Interpretations B and C both focus on the People's Budget of 1909. How far do they differ and what might explain any differences? [12]

**Interpretation B – An extract from the website *Edwardian Promenade*, written in 2010. The website is for the general public and it claims it is 'the No.1 site for Edwardian history, life and leisure, and for bringing part of a golden age into the modern world.'**

Adapted from E Holland, 'Daily Life in the British Parliament: The People's Budget', 2 November 2010, [www.edwardianpromenade.com](http://www.edwardianpromenade.com), Edwardian Promenade. Item removed due to third party copyright restrictions. Link to material: <http://www.edwardianpromenade.com/politics/daily-life-in-the-british-parliament-the-peoples-budget/>

**Interpretation C – An extract from the website *Liberal History* which is run by members of the Liberal Democrat Party to promote the history of their party. The Liberal Democrats were formed when the Liberal Party merged with the Social Democratic Party in 1988.**

The Budget was important because it allowed the House of Commons to achieve a lasting victory over the House of Lords with the 1911 Parliament Act. Historians have, however, largely rejected the view that the Budget was deliberately drafted by Lloyd George with the aim of provoking the House of Lords into rejecting it. The real aim of the Budget was to give the Liberals the financial means to press ahead with their planned social reforms, which formed the first foundations of Britain's welfare state. In this it was a huge success, raising much more money than estimates had predicted.

5

Answer **either** question 8 **or** question 9.

- 8\*** In his 2000 school textbook, *The Struggle for Peace in Northern Ireland*, author Ben Walsh argued that the main cause of the Home Rule crisis 1912–1914 was that the Liberal government ‘needed the votes of the Nationalist MPs in order to pass their laws’. How far do you agree with this view? **[20]**
- 9\*** In her podcast on the Historical Association website, historian June Hannam said that in the period 1910 to 1914 ‘the government was reluctant to take the step of giving women the vote because of women’s militancy’. How far do you agree with this view of government responses to the campaign for women’s suffrage? **[20]**

**END OF QUESTION PAPER**

**BLANK PAGE**

**BLANK PAGE**

---

# OCR

Oxford Cambridge and RSA

## Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact The OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.