

MARK SCHEME
UNIT 3: THEMATIC STUDY
3D. CHANGES IN PATTERNS OF MIGRATION, c.1500 TO THE PRESENT DAY

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
6	6			

Question: e.g. Describe the experiences of the early Puritan settlers to America in the seventeenth century [6]

This is the question and its mark tariff.

Band descriptors and mark allocations

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

The first colony was established in 1620; conditions were very harsh and it has been estimated that by February 1621 50% of the settlers had died as a result of the cold weather and the inadequate housing that they had built for themselves; there were also difficult relations with the local Indian tribes; many immigrant settlements had to build wooden fences with watchtowers surrounded the homes that had been built and some even built forts; as time progressed communities grew and settled and the settlers discussed issues of government within the new colony; by 1630, their numbers were such that the Puritans were able to establish the Massachusetts Bay Company and establish Boston, which was to grow as a major port; despite the privations of 1620, the Puritans founded colonies that thrived and their success depended on fishing, shipbuilding, trade and farming.

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME**UNIT 3: THEMATIC STUDY****3D. CHANGES IN PATTERNS OF MIGRATION, c.1500 TO THE PRESENT DAY****Question 1**

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
4	4			

Award one mark for each correct response:

- a. Persecution (religious or political); economic (better life)
- b. Credit any relevant – most likely to see India, Pakistan or West Indies
- c. Argentina
- d. Australia

Question 2

Mark allocation:	A01	A02	A03	A04
4		2	2	

Question: **Use Sources A, B and C above to identify one similarity and one difference in patterns of emigration from Britain over time.** **[4]**

Band descriptors and mark allocations

	AO2 2 marks		AO3 2 marks	
BAND 2	Identifies clearly one similarity and one difference.	2	Uses the sources to identify both similarity and difference.	2
BAND 1	Identifies either one similarity or one difference.	1	Uses the sources to identify either similarity or difference	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Similarities – Sources A and B show that the emigrants left Britain by sea; credit reference to the date of Source C where the emigrants would also have used ships; in Sources A and B the emigrants are departing for America; credit answers which also place Patagonia in the Americas; both Sources B and C show that emigrant groups included both men and women

Differences – the sources show that the emigrants come from different parts of Britain, from Plymouth, from Ireland and from Wales; credit answers which refer to different motives for emigration: religious toleration, poverty and the desire to protect a culture and language

Question 3

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the experiences of the early Puritan settlers to America in the seventeenth century. [6]**

Band descriptors and mark allocations

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describe the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The experience of the early Puritan settlers to America in the seventeenth century can be described with reference to several historical features;

the first colony was established in 1620; conditions were very harsh and it has been estimated that by February 1621 50% of the settlers had died as a result of the cold weather and the inadequate housing that they had built for themselves; there were also difficult relations with the local Indian tribes; many immigrant settlements had to build wooden fences with watchtowers surrounded the homes that had been built and some even built forts; as time progressed communities grew and settled and the settlers discussed issues of government within the new colony; by 1630, their numbers were such that the Puritans were able to establish the Massachusetts Bay Company and establish Boston, which was to grow as a major port; despite the privations of 1620, the Puritans founded colonies that thrived and their success depended on fishing, shipbuilding, trade and farming.

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe reaction in Britain to the arrival of Irish migrants during the Industrial Revolution of the nineteenth century.** **[6]**

Band descriptors and mark allocations

AO1 6 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	5-6
BAND 2	Demonstrates knowledge to partially describes the issue.	3-4
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Reaction in Britain to the arrival of Irish migrants during the Industrial Revolution can be described with reference to several historical features: the largest proportion of immigrants to Britain during the Industrial Revolution was from Ireland; there was also considerable migration from rural to urban areas of Britain; reaction to the immigrants varied considerably; there was a large degree of negative reaction based around issues such as: lots of the Irish immigrants were Catholic, especially before 1880 most people on the mainland of Britain were Protestants and some worried that Catholicism would grow; many Irish people were very poor when they arrived; people worried that the Irish immigrants would drain the Poor Law provision, costing them more in taxes; many workers felt that the Irish immigrants took their jobs. The immigrants were willing to work for lower pay and in poor conditions and people felt that this put them out of a job; the period of the 1840s saw the arrival of a large number of Irish immigrants coincide with a serious outbreak of cholera in South Wales; local newspapers such as the Cardiff and Merthyr Guardian and local political leaders were keen to make a link between immigration and the spread of disease. Credit answers that show that there was also a positive reaction to the Irish immigration during the Industrial Revolution. Answers may mention that Irish immigrants often married locals and established families; employers were very happy to see so many Irish immigrants as there was a shortage of manual workers and factory workers; the Irish worked hard and proved successful employees.

Question 5

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	2	10		

Question: **Explain why Race Relations Acts were passed in the 1960s and 1970s.** [12]

Band descriptors and mark allocations

AO1 2 marks			AO2 10 marks		
			BAND 4	Fully explains the issue with clear focus set within the appropriate historical context.	8-10
			BAND 3	Explains the issue set within the appropriate historical context.	5-7
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Partially explains the issue with some reference to the appropriate historical context.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Mostly descriptive response with limited explanation of the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

There were several Race Relations Acts passed by Parliament in the 1960s and 1970s; they were passed to guarantee the rights of immigrants to the UK; the UK saw an influx of economic migrants after World War II, many from the Commonwealth countries such as the West Indies and India; evidence suggests that the immigrants were met with hostility in some areas and that casual discrimination and prejudice was part of daily life for many immigrants; tensions sometimes boiled over: in 1958, London saw the Notting Hill riots and in 1963 the Bristol Bus Boycott occurred; the Race Relations Act of 1965 was the first legislation in the United Kingdom to address racial discrimination; it outlawed any discrimination on the grounds of colour, race or ethnic origins; this Act was strengthened with the Race Relations Act 1968, which extended the law to cover discrimination in employment and housing; this was replaced by the Race Relations Act 1976, which saw the creation of the Commission for Racial Equality which was put in place to make sure the Act was followed.

Question 6

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **How significant has the impact of immigrants been on British society in the twentieth century?** [12]

Band descriptors and mark allocations

AO1 2 marks		AO2 10 marks			
			BAND 4	Offers a sophisticated and reasoned explanation and analysis of the set issue. The answer fully addresses the significance of the set issue within the appropriate historical context.	9-10
			BAND 3	Offers a reasoned explanation and analysis of the significance of the set issue within the appropriate historical context.	6-8
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Offers some explanation and analysis of the significance of the set issue within the appropriate historical context.	4-5
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Offers a generalised analysis of the set issue with limited reference to any historical context.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

Analysis of the impact of immigrants in the twentieth century shows that this has been considerable and caused much debate; there has sometimes been a perception of a negative impact and the fear that immigrants bring with them strange habits and ideas; the idea that these can be dangerous and divisive is not new: in the 1950s and 1960s the arrival of immigrants from the Caribbean and South Asia provoked anxieties shaped by the legacy of empire as has the more recent rise in immigrants from the extended EU; answers should also point out that the impact made by the vast majority of immigrants over time has been very positive; patterns of employment, residence and marriage have become less distinctive over time as immigrants become integrated into their host country; answers can be credited if they look fully at the impact from a positive angle; examples may be given of immigrants who have made an impact through politics, the arts and music and sport; also credit answers that look to give examples involving changing fashions and foodstuffs.

Question 7

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>	<i>SPaG</i>
20	6	10			4

Question: **To what extent has the search for employment been the most important reason for immigration into Britain over time?**
[16+4]

Band descriptors and mark allocations

	AO1 6 marks		AO2 10 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	8-10
BAND 3	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	5-7
BAND 2	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering some other factors and their impact.	3-4
BAND 1	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of impact.	1-2

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

The argument that the search for employment been the most important reason for immigration into Britain over time will be explored through a narrative covering the three historical eras covered in this theme. The search for employment has been a constant theme in encouraging migration into Britain over many eras; in the medieval era, commerce and trade provided much employment and several groups of migrants established themselves in the major ports setting up shops and later banks and companies; as the Industrial Revolution advanced, there were large waves of internal migration into areas such as South Wales

where work was plentiful; for example many Irish immigrants went to find work in the Merthyr ironworks in the nineteenth century and Italians opened cafes in the South Wales valleys in the early twentieth century; later, after 1945, immigrants were encouraged to settle in Britain to provide a ready work-force in the new factories and workshops. These immigrants, including many Poles in Wrexham, settled in large towns and cities all over Britain like Cardiff, where employment was plentiful at this time.

There should be discussion of other factors that caused immigration across the whole period; these may include one factor that no longer applies, that of conquest in the period around 1066; other factors include religious persecution with the Jewish race in particular settling in Britain in the medieval period and in the later nineteenth century and early years of the twentieth century; Jewish communities were established as a result in Wales, especially in Cardiff and Merthyr Tydfil; there was also the pressure caused by war with Britain being a haven for many groups escaping civil war and strife in their own countries. Some candidates may refer to migration within Britain; they should be credited for this including reference to rural to urban migration within Wales in the nineteenth century and Welsh emigration to England during the Depression of the 1930s leading to the establishment of sizeable Welsh communities in English cities like London, Liverpool or Coventry.

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	4	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning