

## **GCSE (9–1)**

### **History B (Schools History Project)**

#### **J411/53: Migrants to Britain, c.1250 to present**

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
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

## 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.

## INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 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 seemingly 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.

## Migrants to Britain, c.1250 to present

<b>Question 1–3 marks</b>	
(a) Identify one impact of migrants on Medieval Britain.	
(b) Give one reason for African migration to Britain between 1500 and 1750.	
(c) Name one migrant group that came to Britain after 1945.	
<b>Guidance</b>	<b>Indicative content</b>
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1 (a), likely valid responses include: development of the cloth trade; finance and expertise in building castles and cathedrals; artistic and craft developments; merchant trade with France and the low countries; development of the English language and place names; drinking beer in preference to mead; official and unofficial responses to migrants – laws such as The Statute of Jewry 1275 or violence during Great Rising 1381.</i></p> <p><i>For 1 (b), likely valid responses include: trade and connections with Spain and/or North Africa brought free-Africans; forced migrants as part of the slave trade; Black American soldiers that had fought for Britain came as refugees after the American War of Independence.</i></p> <p><i>For 1 (c), likely valid responses include: Jewish survivors of the Holocaust; Commonwealth Migrants including West Indians, Asian Migrants from India, Pakistan or Uganda, white Dominion Migrants; European Union migrants; refugees and asylum seekers from the wider world.</i></p> <p>Any other historically valid response is acceptable and should be credited.</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

<b>Question 2–9 marks</b>	
<b>Write a clear and organised summary that analyses European migrants in Britain between 1500 and 1750. Support your summary with examples.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (7–9 marks)</b> Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically. Answers could consider the diversity of migrants from Europe with differing explanations for their migration to Britain (including economic forces that brought Hansa merchants trading from the Baltic; Gypsies migrating west across Europe following the Ottoman Turk invasion of the Balkans; Jews being invited back into Britain by Oliver Cromwell in 1656; Protestant refugees, including Huguenots, Walloons and Palatines fleeing persecution from Catholic Europe). Alternatively, answers could consider the diversity of experience of migrants (Huguenots on the whole found safety and welcome in England, whereas Palatine were rejected and most either returned or emigrated; black people were accepted and intermarried whilst Gypsies were always a persecuted minority in England); answer could also consider the variety of skills within groups and/or between them (including highly skilled Huguenot silk weavers and clock workers as apposed to poorly skilled Palatine vine-workers; or between wealthy Jewish traders and merchants like Moses Hart and poor Jews who sold second-hand clothes and other goods from street carts). Use of conceptual understanding to organise the response might in this case involve dealing with similarity and difference e.g. contrasting different groups of people or different reasons or including different explanations of causation or why groups differed. Reward appropriate use of any other second order concept including organisation by understanding of chronology. Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors). No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
<b>Level 2 (4–6 marks)</b> Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 3–10 marks</b> <b>Why were Jewish communities expelled from Britain in 1290? Explain your answer.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<p><i>Explanations could consider: the 'blood libel' and growing antisemitism, the impact of the Crusades, English knights becoming increasingly indebted to Jewish lenders, demands in Parliament for action against Jews, Parliament granted Edward a tax in exchange for expulsion.</i></p> <p><i>Explanations are most likely to show understanding of the second order concept of change but reward appropriate understanding of any other second order concept.</i></p> <p><i>Answers which simply describe Jewish community without specific support cannot reach beyond Level 1.</i></p>
<b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	
<b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
<b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 4*–18 marks 'Since 1900 Britain has made migrants welcome.' How far do you agree? Give reasons for your answer.	
Levels	Notes and guidance specific to the question set
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	
<p><b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of migration to Britain since 1900, changes in attitudes or any other factor.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must EITHER consider both sides of the argument OR develop both positive and negative changes.</i> <i>Answers are most likely to show understanding of the second order concept of change but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: during WW1 Belgian migrants were welcomed; in the 1930s Jewish children were welcomed because of persecution in Germany; after WW2 Poles were welcomed; the government welcomed West Indian migrants in 1940s/50s; increasing integration from 1980s, East European migrants welcomed by employers.</i></p> <p><i>Grounds for disagreeing include: at the end of WW1 Belgian migrants were expected to return to Belgium; after WW2 trade unions did not welcome Poles; many in Britain did not welcome West Indian migrants in 1940s/50s; legislation such as the 1962 Commonwealth Immigrants Act, activities of groups such as the National Front and individuals such as Enoch Powell in the 1960s.; street violence in 1970s; prejudice against East European workers; opposition of popular press to asylum seekers.</i></p>
<p><b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p><b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p><b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b> No response or no response worthy of credit.</p>	



<p><b>Question 5*–18 marks</b>  <b>How far do you agree that the experiences of migrants to Britain were more positive between 1500 and 1750 than between 1750 and 1900? Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts.  <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).          Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of migrants in Britain in the period 1500–1900.</i>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider both positive and negative experiences to some extent.</i>  <i>Answers are most likely to show understanding of the second order concepts of, similarity/difference, diversity, causation, but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: Hansa Merchants became wealthy by the sixteenth-century; After 1660 Jews became financiers and traders as banking and world trade developed; Huguenots were welcomed as Protestant migrants fleeing Catholic persecution in France in the sixteenth and seventeenth centuries, they transformed England's silk trade and worked successfully in sailmaking, tapestry, furniture, glass, leather, paper, clock and steel manufacture; As early as 1500 Black Africans were accepted in society, intermarried and had children, they worked in many different professions; some notable Black people were treated with equality, for example in the eighteenth-century Dido Elizabeth Bella niece to Lord Mansfield or Frances Barber heir to Dr Johnson; Indian servants were treated equitably with white servants and often as family members.</i>  <i>Irish Migrants suffered persecution, accused of causing cholera, experienced religious prejudice and their role in railway construction caused riots in Cardiff 1848, 'Anglo-Saxon' nationalism led to racist abuse as inferior 'Celts', work as strike-breakers and cheap labour made the Irish unpopular with Trade Unions, working as navvies was often dangerous, poverty and poor living conditions caused some to turn to crime further increasing hostility; Jewish migrant from Eastern Europe arriving after 1881 experienced hostility, working in</i></p>
<p><b>Level 5 (13–15 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p><b>Level 4 (10–12 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p><b>Level 3 (7–9 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (4–6 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).  <i>The information is communicated in a basic/unstructured way.</i></p>	

**0 marks**

No response or no response worthy of credit.

*the East End of London in sweatshops for long hours and low wages, Lascars and Ayers were often trapped in port cities living in poor conditions unable to return home.*

*Grounds for disagreeing include: in the nineteenth-century Irish migrants found work as seasonal agricultural labourers and 'navvies' building railways, roads and canals, Italians escaping war found work in new food industries, particularly making and selling ice-cream, as well as craftsmen producing tiles, ceramics, picture frames, mosaics and plasterwork and worked as street musicians, highly skilled German thinkers, writers, engineers, and business men helped establish industrial Britain and encountered little prejudice, Eminent Indians played a role in political, social and economic life, such as Dadabhai Naoroji the first Asian MP, Prince Ranjitsinhji who played cricket for England in the 1890s, or Sheik Din Mahomed who opened indoor public baths in Brighton. Hansa Merchants were not always popular, the Steelyard in London was attacked, three were arrested by Henry VIII for smuggling illegal Protestant books into England; in 1597 Elizabeth I expelled the Hansas; Gypsies were always a persecuted minority, in 1530 Henry VIII passed the Egyptian Act ordering them to leave the country; in 1554 Mary I required them to settle in one place, in 1592 five Gypsies were hanged in Durham for refusing to give up their nomadic life; Jews continued to be portrayed as cheats and criminals; Palatine migrants were at first accepted as Protestant migrants, but conditions in the refugee camps Blackheath and Camberwell poor, once it was realised many were Catholic and/or low skilled vine-workers, a skill not required in England, they were rejected with many being deported to Ireland or sent home again to the Palatinate; Black and Asian migrants invariably worked as servants or were slaves brought as a result of the slave trade.*

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