



Examiners' Report

June 2024

GCSE History 1HI0 13

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Introduction

Migrants in Britain, c800-present and Notting Hill, c1945-c1970 is a relatively new option for paper 1. The cohort has grown significantly since the first sitting two years ago and it was pleasing to see how well this larger cohort responded to the examination paper. Candidates had clearly been well prepared for this examination in terms of both knowledge of content and the skills required for this paper. Examiners noted many answers showed confident treatment of answers in both sections, the Historic Environment and the Thematic Study, and there seemed to be relatively few unfinished papers.

Nevertheless, many of the following comments are made every year and remain relevant. As a general point, centres should remember that the Thematic Study focuses on change and continuity over time and therefore a good sense of chronology is vital. Candidates should be familiar with the names given to the different periods in the specification and recognise the dates and key events involved in these chronological divisions. They also need a clear understanding of the key themes and the factors involved in the Thematic Study, as identified in the specification.

- The context for migration
- The experience and impact of migrants.

It is also important to remember that this is a Thematic Study in British history, therefore questions will focus on 'pull factors', which drew migrants to Britain rather than push factors.

In the extended answers, the stimulus points are usually intended to remind students to cover different aspects of content and the full timescale of the question. Students do not need to include these stimulus points in their answer but they do need to cover three aspects of content in order to show breadth in their answer and to access the higher marks.

A number of answers to these questions remained at Level 3, despite excellent knowledge, because candidates missed the focus of the question. The mark scheme's bullet point for Assessment Objective 2 (analysis) at Level 4 expects an analytical explanation, directed consistently at the conceptual focus of the question. Candidates who responded to the topic rather than the key idea were unlikely to achieve high marks. Those who did reach Level 4 realised that the topic provides the context but that there is a specific focus, which the analysis should address.

While the target for the 12 mark question is an explanation of causation, there is no expectation that causes will be prioritised or evaluated and no marks are available for such comments. However, in the 16 mark questions there is an additional element of judgement. Many students structured their answers in questions 5 and 6, to discuss points supporting the statement in the question, then points challenging the statement, before offering their judgement. In a number of answers, this resulted in a judgement that summed up the two sides, with the conclusion that the statement was 'somewhat true' or 'true to an extent'. This is a logical structure and can be very effective but for the higher marks, the criteria being applied needs to be explained and the judgement needs to be consistent with the overall answer. In high scoring answers, the application of appropriate criteria included an explanation that some aspects had a longer lasting impact, more people were affected, a factor acted as a catalyst for other developments, and many high-scoring answers had a sense of evaluation running throughout the answer so that judgement was not restricted to comments at the start and end of the answer.

GCSE History specification and assessment changes

This note is a reminder that minor changes are being made to the Pearson Edexcel GCSE History specification content and assessment model. Assessment and language changes apply from the June 2025 exam series onwards, and content changes from the June 2026 exam series onwards.

We strongly recommend, if you haven't already, that you familiarise yourself with these changes in time for the start of the new academic year in September 2024. Some options are affected more than others, but all options are affected by the assessment changes.

Below is a link to the summary guidance document, which will help you to find all the specific information and guidance available to help you take on board these changes:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-changes-for-2025-and-2026-summary-guidance.pdf>

If you have any queries, please contact Mark Battye, our History subject advisor, at TeachingHistory@pearson.com.

Question 1

The key feature named in the question is always something that is in the specification. Extended knowledge is not needed but it is important that candidates know something about everything in the specification, so that they can add a further detail which will explain the feature or provide some context. They should make sure that the additional detail provided is linked to the key feature that has been identified and also that different material is used in the two sections of the answer.

It was apparent that many candidates could not recall information about the Notting Hill Housing Trust and instead gave features about housing more generally in the area. Candidates should also be clear that the additional detail needs to be linked to the feature. Accurate answers talked about the role of Bruce Kenrick, fundraising and general comments about the purpose of the organisation.

When candidates had written two sentences for each feature, it was easy for examiners to identify and reward the feature and the additional detail; if the answer consisted of just one sentence it was sometimes hard to distinguish whether additional detail had been provided, while answers which listed four disconnected points of information were limited to a maximum of two marks.

Candidates should use the mark and the space in the answer booklet as a guide for the length of their answer. There were relatively few answers that continued beyond the lined space but these were often wasting time as the answer had already scored the full 4 marks and no further marks could be awarded. Where the candidate was unsure about the answer, the additional comments were usually irrelevant. It was very rare for additional comments to gain any marks.

Centres should note that the format of this question will be different next year as candidates will be asked to provide a key feature and supporting detail for each of two questions.

1 Describe **two** features of the Notting Hill Housing Trust.

Feature 1

They supported Caribbean migrants to live in Notting Hill. ~~By buying~~ they did this by buying up houses and renting them out for more affordable and ethical prices.

Feature 2

They were outspoken against slum landlords at the time. For example they disagreed with Peter Beckman who was notorious for renting out HMOs in bad condition.



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Examiner Comments

This answer received 4 of the 4 available points-based marks. It gives two features of the Notting Hill Housing Trust and both features have been developed with supporting information.

1 Describe **two** features of the Notting Hill Housing Trust.

Feature 1

One feature of the Notting Hill Housing Trust was that it gave better housing conditions. It also gave more affordable and higher quality.

One feature was that it was designed to help Caribbean migrants. It gave more affordable and better quality homes.

Feature 2

Another feature was that it was set up by Bruce Hendrick.



ResultsPlus
Examiner Comments

This answer gives two features of the Notting Hill Housing Trust, but only the first feature has been developed with supporting information. This answer received 3 of the 4 available marks.

Question 2 (a)

The Historic Environment has a focus on the process of history, considering the value of sources as evidence and the way an historian follows up an enquiry but it is nested within the context of the Thematic Study and therefore knowledge of both the specific and the general context is expected.

It is important to note that the question asks about the usefulness of the sources in relation to a specific enquiry, in this case an enquiry into Black activism in the Notting Hill area.

The focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned and sources should not be dismissed because they do not cover every detail that might be helpful in an investigation. Candidates should also recognise that unreliable sources can be very useful.

Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. However, it should not be offered as additional information. Contextual knowledge should be relevant to the enquiry and used to assess the source, for example, to add detail about something mentioned in the source, to add weight to an aspect of the provenance, to place the source in a broader context, or to assess whether the source gave an accurate view or showed a typical situation. It is not enough to repeat a detail from the source and assert that this can be confirmed from the candidate's own knowledge – some additional detail is needed as a demonstration of that own knowledge.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness of the source's evidence for the specific enquiry. At the lower levels, answers identified information contained in the source that was presumed to be useful because it was relevant to the enquiry, or they listed limitations in the content coverage. Low level answers also asserted that a source was reliable because of the date it was produced, from an eyewitness for example, or limited because it was biased or simply a 'snapshot'.

Level 2 answers were often detailed explanations of the way the sources contained useful information or the significance of the provenance. However, it should be noted that answers cannot reach the top of Level 2 without contextual knowledge.

At Level 3, comments need to assess the usefulness for the enquiry of the sources, weighing the value of the content in the light of the provenance and integrating the candidate's own knowledge. Various criteria could be used, for example accuracy of detail, reliability, the relevance of the source, the way it could be used by the historian, and how representative the source is.

However, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Candidates who focused on comparisons between the sources often failed to develop their judgement on each source properly; if this approach is used, it is important that the answer still comes to a judgement on each individual source.

Very few answers only considered one source but it should be noted that every level of the mark scheme refers to 'sources' and therefore answers which do not consider both sources cannot access high marks.

2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into Black activism in the Notting Hill area?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

From source A we can learn that black activism has taken seriously. The source shows PC Lynch taking photographs of the event meaning that it is a reliable source.

Source B tells us that attitudes towards black people here unfair and different compared to white people. He know this as Darcus Howe, a member of the British Black Panthers was complaining to those of a higher power about black peoples treatment.



This answer was awarded Level 1, 2 marks. Comments are made about the provenance of source A, but these are generic comments based on the nature of the source. There is also a comment on the content of the source with limited use of contextual knowledge to support and develop the argument. The usefulness of Source B is asserted based on details from the sources, again with limited supporting contextual knowledge. Comments about provenance are made but are not used to evaluate the usefulness of the source.

2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into Black activism in the Notting Hill area?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A is quite useful into an enquiry into black activism. As in the content, it shows people protesting against police harassment of Frank Cichlow and the Mangrove restaurant. From my own knowledge, Frank Cichlow was a Caribbean man that was murdered by police, and the Mangrove was a Caribbean owned restaurant that kept being raided by the police for no reason. This source could be somewhat limited as it may not be representative of the entire time period, as it is a photograph of only one moment. Overall, however, overall, the source is quite useful as it shows how people there was black activism in the Notting Hill area, also the photograph was taken in 1970, which is during the time period, so it is very useful.

Source B is also quite useful into an enquiry into black activism as it shows how younger people are starting to care about civil rights, meaning beliefs about civil rights were spreading. As it says 'young people have taken an aggressive action for civil rights, they walked into a police station and took over it.' From my own knowledge, I know that despite most people initially disliking the Caribbeans, over time, more people began to see them as people, normal people, and fought for their civil rights. This source may be somewhat limited as it isn't representative of everyone's view, it is only one person talking about what he believes. However, overall this source is very useful as it talks about how black activism is spreading. And, and it was said in 1970, which is during the time period that minorities were in Notting Hill.



This answer was awarded level 3, 7 marks. It shows the usefulness of the content of the sources but also takes into account the way the provenance of the sources affects the reliability and usefulness of the content. Additional contextual knowledge is used to confirm some of the details or provide additional explanation to show why the source is useful. The answer is brief in parts but it still covers all the required aspects for level 3.

Question 2 (b)

This question should be treated as a package linked to the enquiry that was identified in question 2a (Black activism in Notting Hill) and the aim is for candidates to show that they understand how historians work. The first sub-question asks them to identify a detail from the source that could form the basis of a follow-up enquiry; this was most commonly done by quoting a phrase from the source but a clear reference to the source content is also valid. Candidates should be aware that a detail from the provenance cannot be rewarded.

Candidates then have to propose a question they would ask to follow up Source A in relation to the overall enquiry. Consequently, the proposed question should be broader than following up a very specific person or event mentioned in the source. It should also not be a question they would ask the author of the source. The broad enquiry of Black activism gave candidates the opportunity to ask a wide range of questions.

While it is recognised that candidates cannot have detailed knowledge of all possible sources, the specification states that candidates should be aware of the types of sources available and the nature of the information they contain. Answers such as 'police records' or 'diaries' are too generalised to be rewarded. In some cases, where a generalised source was named in sub-question three, a mark could be awarded because the explanation in the final sub-question made it clear what sort of information might be located in those records and how that information would help the historian with the overall enquiry. However, if the explanation was not clear, or the suggested source would not contain information that would help answer the proposed question, then marks could not be awarded for either of these sub-questions.

Candidates should show an awareness of appropriate sources that already exist for the historian to consult. This means that answers suggesting they would carry out an interview were not rewarded. They also need to be clear that they should suggest a source from the period in question – history books, the internet, documentaries were all unsuitable answers. Instead, it would be more appropriate if they tried to think about the sources consulted by the producers of history books, internet articles or documentaries.

When multiple suggestions had been given to a sub-question, it was often counter-productive. Offering more than one detail or question meant that the follow-up sections were not clearly linked, while offering multiple sources meant that the explanation in the final section was usually invalid.

Successful answers treated the questions as a package and thought about the follow-up question and the source to be consulted before writing the answer to the first sub-question. In general, the simple approach was most effective, for example, questions about the actions of activists or the response of the police and law courts.

(b) **Study Source B.**

How could you follow up Source B to find out more about Black activism in the Notting Hill area?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source B that I would follow up:

'their aim was to free their fellow Brothers.'

Question I would ask:

How much of a force ~~was~~ were the Black Panthers to the Caribbean community?

What type of source I could use:

Darcus Howe, civil rights campaigner.

How this might help answer my question:

Darcus Howe was a member of the black panthers therefore has knowledge and personal experience of their impact to the community.



This answer was awarded 2 marks. A valid detail from the source is selected and an appropriate question posed. The source suggested, Darcus Howe, is not a valid source and so a mark is not awarded for this or for the explanation about how the source may help answer the question posed.

(b) **Study Source B.**

How could you follow up Source B to find out more about Black activism in the Notting Hill area?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source B that I would follow up:

'Young kids have taken an aggressive action for civil rights; they walked into a police station and took it over. Their aim was to free their fellow Brothers.'

Question I would ask:

How many cases where there were young black kids would fight for their rights even if caused trouble and what was the outcome?

What type of source I could use:

Police records ~~the~~ /complaints

How this might help answer my question:

Police records and complaints can show the amount of times the young kids have done this and how it was solved or said to like the police.



This answer was awarded the full 4 points-based marks. The question is linked to a detail in Source B and a specific contemporary source is suggested, with a clear explanation of what information would be provided by that source that could be used to answer the enquiry.

Question 3

It is important for candidates to note whether the focus of this question is to identify a similarity or difference; detail by itself cannot score highly. The focus of the question is now in bold type. This year the question was about similarity but a sizeable minority of candidates discussed a difference and therefore could not access the higher marks.

The question focused on opportunities for Jewish migrants, but a number of candidates discussed impact or more commonly experience. This again prevented them from achieving the higher marks. In some cases, the supporting information provided was unbalanced, describing the situation in one period and simply stating that it was similar in the other period. Occasionally, answers identified a valid similarity, such as opportunities in finance, but the details provided did not support that difference, for example giving details about Antisemitism.

While many candidates scored the full four marks, some wrote far too much. Such answers demonstrated excellent knowledge in support of a valid comparison but it could not be rewarded beyond four marks and possibly the time taken here affected the completion of the longer answers which carried more marks.

SECTION B

Migrants in Britain, c800–present

Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.

- 3 Explain **one** way in which opportunities for Jewish migrants in the medieval period (c800–c1500) were **similar** to opportunities for Jewish migrants in the eighteenth- and-nineteenth centuries (c1700–c1900).

One way in which opportunities for Jewish migrants in the medieval period ~~was~~ were similar to the ~~18th~~ 18th and 19th centuries was ~~the~~ economic opportunity. In the 11th Century William invited Jewish people to England to lend money, which made them very important to the English economy and allowed them to prosper. Similarly in the 18th Century Jewish people were able to play a role in the economy through being skilled ~~craftsmen~~ workers. An example of a Jewish ~~person~~ migrant who ~~had~~ had economic opportunity is Joseph Hart, who was able to trade on the Royal Exchange.



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Examiner Comments

This answer explains an overall difference and then provides specific detail about patterns in each time period that clearly illustrate this difference. It was awarded the full marks – Level 2, 4.

SECTION B

Migrants in Britain, c800–present

Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.

- 3 Explain **one** way in which opportunities for Jewish migrants in the medieval period (c800–c1500) were **similar** to opportunities for Jewish migrants in the eighteenth- and-nineteenth centuries (c1700–c1900).

industrial

In the medieval period Jews were invited over in 1070 by William I as he needed money lenders because Christians had been banned from usury. This meant they had royal protection however there were still restrictions on their job opportunities as they could not be lawyers as said in the Statute of Jewry. Similarly in the industrial period Jewish migrants also had restrictions on their job opportunities and could still not be lawyers. This often led to them having to work in unsafe conditions.



ResultsPlus
Examiner Comments

This is a Level 2, 3 mark response. It offers a simple, generalised comment about a similarity in opportunity by using the phrase 'similarly', which is the focus of AO2. It provides specific detail about the opportunities in each time period for AO1.

Question 4

Many candidates wrote confidently about why there were changes in attitudes towards migration offering examples, which in their view, showed the causes of both positive and negative attitudes. It was very clear that centres have used a variety of local examples in terms of attitudes towards migrants which was very good to see.

The majority of candidates used both of the stimulus points in their answer, although the Aliens Act was used with less confidence than the Kindertransport. Those students that went beyond the two stimulus points most frequently referred to World War One, the Race Relations Act, Brexit and the current conflict in Ukraine.

It was pleasing to see that a number of answers were awarded full marks and it was noticeable that many of these were relatively concise. These students had understood the focus on explaining causation and provided enough detail to support their explanation without becoming descriptive, while some answers that were very detailed and had excellent knowledge, did not develop the analysis of causation or recognise the focus on changes in attitudes towards migration post-1900.

4 Explain why there were changes in attitudes about migration to Britain in the period 1900–present.

(12)

You **may** use the following in your answer:

- the Aliens Act (1905)
- the *Kindertransport* child refugees

You **must** also use information of your own.

After WWII Britain was in desperate need of rebuilding. They invited migrants to help rebuild Britain. All of Britain's houses was destroyed due to the bombing, there was also more job opportunities for the migrants to take place. Some migrants had skills to help Britain become more better.

The Italian banker gave Britain a loan of money without interest to help the rebuild their economy. However when the Jewish migrants came to Britain the Italian bankers also came to Britain as well.



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Examiner Comments

This is a Level 1, 3 mark response. In terms of AO2 there is a lack of focus on the question; comments are descriptive in nature. There is only one aspect of content, in paragraph one, within period. Some relevant information is included, showing a basic understanding of the period.

4 Explain why there were changes in attitudes about migration to Britain in the period 1900–present.

(12)

You may use the following in your answer:

- the Aliens Act (1905)
- the *Kindertransport* child refugees 8000

You must also use information of your own.

jobs
gov.

One reason there were changes in ^{attitudes about} migration to Britain 1900–present was the need for ^{employees} jobs after the second ~~last~~ World War. Post-war Britain had an estimated ~~requirement for~~ 1 million ~~jobs~~ job vacancies, with a promised 6 jobs for every man who migrated in. There was also the newly established National Health Service, set up in 1948, which needed migrant doctors and nurses. Thus, in 1948, the British Nationality Act was passed, giving all Commonwealth citizens the right to live and work in Britain. This caused a change in attitudes to migrants, because before the war Britain had pushed a "migrants are stealing British jobs" rhetoric, but after the war Britain desperately needed migrant workers as their workforce was so depleted, thus had to become more accepting.

Another reason attitudes to migration changed were changes in government. The two parties Britain mainly swung between were Labour and Conservative.

Labour generally adopted a more pro-migrant mindset, while Conservatives did not. Some notable differences were the British Nationality Act of 1948 being dissolved by a Tory ~~par~~ government in 1971, or all the Race Relations Acts being under a Labour government. Additionally, in response to the 1959 murder of Kelle Cochran, the government did nothing except allow the ~~British Nationalist Party~~ ^{White Defence League} to have a rally in Trafalgar Square. ~~This can~~ Changes in government cause changes in attitudes to migration as different parties push different agendas, swaying the public's opinion and changing statutory rights of migrants regularly.

A final reason why attitudes to ~~migrants~~ migration changed from 1900 - present was persecution during the Second World War. From 1940, Kindertransport refugees arrived in Britain to escape the horrors of the Holocaust and ~~German~~ ^{Nazi} persecution of Jews. Around 1000 children migrated to Britain, and although many returned to Germany after Hitler's defeat, many also had nothing to return to, ~~and stayed~~ and stayed. This caused a change in attitude to migration in this time as Britain had historically been ^{quite} anti-Semitic, complaining about Jewish migration on the ~~principle~~ principle they were

stealing British jobs and even blaming Jews for the 1888 Jack the Ripper murders. However, when the Jewish migrants were vulnerable children desperately fleeing death in gas chambers under an inhumane dictatorial regime, the British public could muster up ^{some} ~~a degree of~~ sympathy.



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Examiner Comments

This answer is a Level 4, 12 mark response. The analytical explanation is directed fully at the conceptual focus of the question. Here several different causal reasons have been explained, which demonstrate a structured line of reasoning that is coherent and sustained (AO2). Accurate and relevant information has been selected in support of the answer and wide-ranging knowledge has been demonstrated showing understanding of key features across the period (AO1).

Question 5

This year question five was marginally more popular than question six and was generally answered well by students. Most students recognised the focus on the impact of migrants in the years c800-c1500.

The first stimulus point, 'the Viking city of York', was well known to candidates and a range of examples were used to suggest it was the main impact, in agreement with the question. It was clear from many answers that candidates were knowledgeable about this case study for key topic one and had enjoyed learning about it. Examples used to support their arguments included trading links, products created and the increasing wealth of the Danelaw. The second stimulus point of 'Norman castles and churches' prompted many candidates to talk about the impact of migrants on the physical landscape with many references to the Tower of London and cathedrals. Other aspects of content used in this question included political change and cultural change.

Overall candidates conveyed their answers effectively with many achieving 3 or 4 marks for spelling, punctuation and grammar.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 5 Question 6

Some historians may agree that from 800-1500, the largest impact made by migrants was trade. During this medieval period, Britain ~~was~~ ^{and} began to be one of Europe's centres of trade, which held an extremely lasting impact over all workers, merchants and especially those in power as it completely boosted the British economy. An example of an impact onto trade was the Viking trade routes that opened up, stemming from the Danes. The Viking city of York was found to have traders from across the world as trade routes had opened up as far as Constantinople. This impact was extremely ~~lasting~~ ^{important} as the Scandinavian and European trade routes lasted for centuries. The Hanseatic league who arrived in England later on in this period also left lasting impacts on trade, as their ~~streets~~ ^{wharves} in major cities such as London were seen to have trading links to nearly every country in Europe. This made London be known as ~~the~~ ^{Europe's} ~~the~~ ^{England's} centre of trade. ~~and~~ ~~the~~ ~~end~~ ~~of~~ ~~Europe's~~ ~~past~~. This was extremely important as it was a

major change which affected all every class and type of person in England at the time.

Some historians may, however, disagree with the statement. This is because during the medieval period, they may see the impact on government and power as the most significant at the time ~~or this is~~ because of migrants. An example of this is the Vikings introduction of what we believe to be the first evidence of democracy in England, with each Viking village and town having "things" where people could express their problems or desires. The Normans were also heavily impactful onto England's government as they too introduced new ideas, ~~one~~ which lasted years after the Norman reign. William the Conqueror introduced the Domesday book and the feudal system which each affected all people in England as they assured that all taxes were paid, ~~and that each class had~~ bolstering the government's wealth and the country's economy.

Other historians may also disagree with the statement as they feel that the

impact onto Britain's built environment was more lasting and affected more people. During the medieval period the Vikings created burghs out of small villages, which were fortified towns all over across England. Some developed into the major cities we have today, for example Leicester was once a Viking burgh. In addition, the Normans drastically ~~they~~ augmented the built environment as they had built countless motte and bailey castles across the country, with ~~the~~ help from Jewish and Lombardy migrants through usury loans. An example of this is the tower of London which was one of the ~~the~~ 83 castles built ~~on~~ ~~by~~ by William the Conqueror.

In conclusion, I disagree with the ~~the~~ statement because, while the trade initiated by Vikings and Hanse merchants was highly impactful, the motte and bailey castles built across England by the Normans, with Jewish loans were more so as they had the most lasting impact, ~~as~~ as these castles have been used in countless conflicts ~~the~~ since the medieval period and several of them are still here today.



This answer provides an analytical explanation which is directed at the focus of the question. Accurate and relevant information is given and judgment is threaded through the answer and a conclusion, whilst not required, is also used to sum up the argument. Both AO1 knowledge and understanding and AO2 explanation and analysis of significance meet the Level 4 descriptor of the mark scheme, as well as the AO2 judgement. It was, therefore, awarded Level 4, 16 marks.

Chosen question number: Question 5

Question 6

In the period 800-1500 the most important impact made by the migrants in England was on the development of trade. For eg. The Vikings migrated to York as York was the biggest trading city in Britain. The Vikings developed the trading system in York as they started trading with many other countries such as Turkey. They traded many goods such as spices and other daily essentials.

Many other migrants migrated to York as there was a lot of job opportunities in York. There were jobs on the docks where they had to clean the boat and docks.

There were many other cities that had been turned into trading centers such as Liverpool. Liverpool was turned into a trading center by the Irish as it was close to the sea and dock.

I also disagree with the statement that the most important impact that migrants made were development on trade. ~~This~~ I disagree with this statement as migrants changed impacted on many things such as the English language. For eg the Vikings added many new words to the English language such as skirt, egg and many other words. ~~So~~ overall

So overall I agree with the statement this is because migrants developed the trading

System excessively they expanded
the trading system all over
Britain



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Examiner Comments

In this answer, there is a focus on the question (AO2) with the candidate providing some analysis and organising ideas into 'agree' and 'disagree' paragraphs. In terms of AO1, the candidate demonstrates some factual knowledge covering 2 aspects of relevant content: Viking trade and impacts on language. An overall judgement is asserted in the form of a brief conclusion (AO2). This answer was awarded Level 3, 10 marks.

Question 6

Question 6 asked candidates to consider whether safety from religious persecution was the main reason why migrants came to England in the period c1500-c1700. Whilst slightly less popular than question 5, candidates demonstrated good knowledge of this aspect of the specification.

Many candidates were knowledgeable about the experiences of the Huguenots and their migration to England to escape religious persecution. Some candidates also referred to the experiences of Jewish migrants and the Palatines. Whilst there is no 'right' answer most candidates asserted that religious persecution was not the main reason and referred to other aspects of content. Most candidates argued that economic reasons were the main cause of migration in the period, using the second stimulus point of the cloth industry as a basis for their argument.

Overall candidates conveyed their answers effectively with many achieving 3 or 4 marks for spelling, punctuation and grammar.

yes i agree the reason for
the migrants to come to England
in the period 1500 - 1700
was because of religious persecution.

~~Because~~ I believe this because for example
the Huguenot migrants escaped Germany
from the Catholics and then sought
refuge to England were useful
because of the craftsmanship skills
then made a massive impact^E on
cloth industry.



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Examiner Comments

This answer is a Level 1 response, receiving 3 marks. A judgement is asserted and supporting information provided about the reasons for Huguenot migration and their experiences.

Between 1500 century - 1700 century, many migrants migrated to Britain, this was for many reasons.

For example, the Huguenots migrated to Britain to escape religious persecution from France. Around 40,000 - 50,000 Huguenots migrated to Britain to which they did not go unnoticed. The Huguenots were recognised for their range of skills which therefore led to them setting up their own businesses - weavers.

This had a huge impact on Britain, as it therefore led to the cloth industry. The cloth industry became a great source of income for the Huguenots, as they were then able to trade their goods of cloth for many other things.

However, this was not the only reasons as to why people migrated to Britain - for example Jews. The Jews were invited by the King himself and due to this, they came to an agreement. Seeing as though the King had invited,

them, in return the Jews would pay the king - for protection and settlement. This made them money lenders.



ResultsPlus
Examiner Comments

This answer is a Level 2 response, receiving 8 marks. In terms of AO2 there is limited analysis and the focus on the question is implicit. In terms of AO1, relevant information is included, mostly about the Huguenots, which shows some good knowledge. No judgement is made.

Paper Summary

Examiners commented that there was a number of impressive answers where candidates seemed well-prepared and demonstrated excellent knowledge being deployed to support thoughtful analysis and evaluation. In particular, candidates seemed well prepared for the 12 and 16 mark questions, with most answers having a clear structure and good use of specialist terms.

Examiners reported that a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly-expressed answer. Also a failure to structure answers in paragraphs made it difficult for the examiner to identify a line of reasoning and to check whether three different aspects have been covered.

If extra paper is taken, candidates should state clearly in the answer space for the question that it has been continued on separate paper and this should be clearly labelled. However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and candidates should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, candidates taking extra paper sometimes ran out of time on the final, high mark question and therefore disadvantaged themselves.

Based on their performance in this paper, candidates are offered the following advice:

- Candidates need a secure understanding of the chronological periods and terms used in the specification as well as how the term 'century' is used, for example the nineteenth century refers to dates 1800-1899
- Candidates need to understand the themes within the specification – the context for migration and the experience and impact of migrants
- A number of knowledgeable answers failed to reach the highest level because they were not focused on the specific question being asked or did not deploy precise detail.
- It is not necessary to use the question's stimulus points and candidates should not attempt to do so if they do not recognise them; however, candidates should aim to cover three aspects of content.
- While there was good knowledge of some topics, candidates cannot rely on knowing just a few key topics and hoping to use that information whatever question is asked.
- Candidates need to be aware of the changing landscape in regards to the language used to describe minority groups.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

