

# **Examiners' Report**

## **June 2025**

**GCSE History 1HI0 13**

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at <https://www.edexcel.com> or <https://www.btec.co.uk>.

Alternatively, you can get in touch with us using the details on our [contact us page](#).



## Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit <https://www.edexcel.com/resultsplus>. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

## Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: <https://www.pearson.com/uk>.

June 2025

Publications Code 1HI0\_13\_2506\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

# Introduction

Migrants in Britain, c800- present and Notting Hill, c1945-c1970, is a relatively new option for paper 1. It was again pleasing to see how a larger cohort responded to the exam paper. Examiners noted that many answers showed confident treatment in both sections, the Historic Environment and the Thematic Study, and there seemed to be relatively few unfinished papers. It was clear that candidates had been well-prepared for this examination in terms of both their knowledge of specification content and the skills required for this paper.

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

In the extended answers, the stimulus points are usually intended to remind candidates to cover different aspects of content and the full timescale of the question. Candidates 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 the 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. This was evident in Question 6 particularly where there were many detailed answers about the impact of migration, but this information was left unrelated to the focus of the urban environment. Those who did reach Level 4 realised that the topic provides the context but that the analysis should address the specific focus in the question.

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 candidates 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 need to be explained and the judgement needs to be consistent with the overall answer. In high scoring answers, the application of appropriate criteria could be 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 just 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 2025. 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](mailto:TeachingHistory@pearson.com).

## Question 1

This is now a two-part question, with a question asking for a key feature of each of two topics. This was expected to make the question more accessible and most candidates gained two marks for identifying a feature of the Portobello Road Market. Most commonly, this was that the market sold food to cater for the needs of the migrant community such as yams. Many answers also explained the market provided job opportunities or a place to feel welcome.

However, significantly less candidates were aware of mutual self-help organisations (1b). Although many suggested that they offered help and support for migrants many answers lacked a supporting detail for 2 marks.

The key features named in the question are 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.

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 full marks and no further marks could be awarded. 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.

1 (a) Describe **one** feature of the Portobello Road Market in the years c1948–c1970.

(2)

One feature of Portobello Road Market is that they would sell traditional food to people.

(b) Describe **one** feature of mutual self-help organisations.

(2)

One feature of mutual self help organisations is that they would offer help to people.

1a - a feature about the Portobello Road Market, the selling of traditional food. No supporting detail. (1) 1b - a feature of mutual self-help organisations, offer help to people. No supporting detail. (1)

1 (a) Describe **one** feature of the Portobello Road Market in the years c1948–c1970.

(2)

the portobello market was a market that sold items from caribbean culture, like yams.

(b) Describe **one** feature of mutual self-help organisations.

(2)

provided legal help to people if they asked, it was like a community centre where people helped each other with multiple things / legal help being one example



1a - feature, the Portobello Market selling Caribbean food, and support, examples of a food sold. (2) 1b - feature, in the second part of the answer about providing help with multiple things, and support, the example of legal help. (2)



## 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. 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 the reactions of the local community to the murder of Kelso Cochrane. Many answers strayed from this focus to address the events of the murder or racism more widely. It is also important to note that 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. As a general point, anything included in the attribution is intended to help candidates consider aspects of the provenance of the source and candidates need to read the provenance carefully and use it thoughtfully, rather than making generic comments such as a photograph might have been staged or that the value of a source is weakened because of a time gap. Candidates should also recognise that unreliable sources can be very useful, depending on the focus of the enquiry

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 simply be offered as additional information. Contextual knowledge should be relevant to the enquiry and used to assess the source, for example to add detail that confirms or challenges 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 gives an accurate view or shows 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 contextual 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, because it was from an eyewitness, or stated that its usefulness was limited because it was 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 should assess the usefulness of the sources for the enquiry, weighing the value of the content in the light of the provenance and integrating the candidate's own knowledge. Various criteria could be used to assess each source's usefulness, 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.

As noted above, contextual knowledge can be used in relation to the source content or the provenance. Comments that the source has limited usefulness because it is only a photograph of

one place, or because the source is based on memory, can move to a higher level if contextual knowledge is used to show whether this single piece of evidence reflects a typical situation, to explain the significance of the source's date or author.

Very few answers compared the sources or only considered one source.

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

How useful are Sources A and B for an enquiry into the reactions of the local community to the murder of Kelso Cochrane?

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

(8)

source A is useful in the way that it shows the pure racism, describing how a young man was killed because he was black, he did not commit any crimes he didn't harm anybody but because he was black that was the reason for his death.

The racism continued as the windows of shops were smashed and vandalised because the owners were black and no citizens decided to stop this, instead they spread the hate for racism and carried on committing hate for the black. And not even the police decided to step in further more causing the hate to spread and be promoted, the local community didn't care for this and joined in to the act instead.

source B is an article published in the Daily Mail newspaper and the newspaper was a nation wide article so the public from all around got to see the racism and hate ~~that~~ that eventually took the life of Kelso Cochrane the night before and the newspaper also talks about how hard it was for black people to go outside safely as groups of white youths patrol the streets just to cause trouble for black people and this eventually lead to one of the groups murdering Kelso Cochrane, and ~~that~~ that marked the first death of the "color war" conflict and the public didn't seem to be too shook about the fact they killed someone.



Source A - In the first and second paragraphs the candidate paraphrases the source. There is a small reference to the police, own knowledge. L1 Source B - The second page opens with a comment about provenance but it is undeveloped. There are some comments about the content of the source and a little own knowledge (hard for Black people to go outside). The treatment of source B is better than A. Level 2. So best fit, the L2 comments about source B mean it is a level 2 answer, but the L1 aspects mean it is low level 2, 3 marks.

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

How useful are Sources A and B for an enquiry into the reactions of the local community to the murder of Kelso Cochrane?

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

(8)

Source A is useful into an enquiry into the reactions of the local community to the murder of Kelso Cochrane because it shows us that many people were unhappy and angry they felt. I know this because the source tells us that, "He was not a criminal... But he was Black and this was the reason for his murder." This clearly reflects the anger and outrage the local community felt about the murder of Kelso, who was an innocent Black person who was stabbed by a gang of white youths, further proving its usefulness. I also know that because of his death and the outrage it caused in the Black community, thousands of people attended his funeral, including the Jamaican present. This shows the ~~source~~ source's usefulness as many felt the racial motivation for his death was unjust. The source was produced by The Afro-Asian West Indian Union in 1959, which further proves its usefulness as it campaigned for racial equality, and Kelso's death was believed to have had racial motivation, which they were against.



Additionally, Source B is also useful for an enquiry into the reactions of the local community to the murder of Kelso Cochrane as it showed another side of the community reactions, from the local white community, and how they felt indifferent to the racially-motivated death. I know this because the source tells us that "If a black boy's been killed, that's one less." This is useful because it shows that some White people thought the eradication of Black people in England, ~~even~~ even if it was from murders, was deemed appropriate. I also know that anti-Black groups such as the Teddy Boys, were groups of white youths who went around looking ~~for~~ for trouble, especially from Black Caribbean people, further proving the source's usefulness. The source was published in the Daily Mail newspaper, a newspaper known for being anti-immigration, which makes the source ~~useful~~ useful as it rightfully reflects the negative views of Black people from white people at the time. However, this could be a biased point of view, making the source limited in its use.



Source A - Opens with content and knowledge, used well to support the answer. Provenance is there at the bottom on the page, slightly weaker than content but fine for L3. Source B - Content is done well, focusing on the reactions of the community. Good selection of quotations from the sources, not required but helpful here. Uses own knowledge of Teddy boys and *Daily Mail* to support ideas. Good analysis of the provenance of the *Daily Mail*.

## Question 2(b)

This question should be treated as a package linked to the enquiry that was identified in question 2a (the reactions of the local community to the murder of Kelso Cochrane) 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 and most answers clearly identified an aspect of the source. Many candidates selected to consider 'Black neighbours hurry past' or the quote at the end of the source 'if a Black boy's been killed...'.

Candidates then have to propose a question they would ask to follow up Source B in relation to the overall enquiry and the failure to recognise this link limited the marks available for many candidates, since it also affected the suggested source they said they could use to follow up their enquiry.

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 'government records', 'newspapers' 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. For example, identifying newspapers as a source to be consulted is too generic to be rewarded but in some cases this was followed by the explanation that a local newspaper would be likely to cover the responses of those in the local community to the murder of Kelso Cochrane. 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 be showing 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 in sub-question 3 meant that the explanation in the final section was usually invalid.

Successful candidates 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 how people felt or responded.



Detail in Source B that I would follow up:

"Black neighbors hungry past."

Question I would ask:

As the Black people do not have a voice but the white people do, what was their thoughts on his murder?

What type of source I could use:

Claudia ~~Jones~~ Jones' West Indian Gazette newspaper.

How this might help answer my question:

This will voice the black peoples opinions in a non-biased way because it's their first-hand experience.

Part 1 - Has a valid detail from the source (1). Part 2 - Has a valid question (1). Part 3 - Valid source selected (1). Part 4 - Valid explanation (1).

Detail in Source B that I would follow up:

"if a black boy's been killed, that's one less. The whole lot of them should be cleared out."

Question I would ask:

Why do you think that all black people should be gone?

What type of source I could use:

An Interview with someone who is ~~Anti~~ Against black people

How this might help answer my question:

they could give us a clear viewpoint from their perspective and how they see things



Part 1 - Has a valid detail from the source (1). Part 2 - Not a valid question, questions should be about the source content, not directed at people. Also the question is not about reactions but rather racism more generally (0). Part 3 - The use of interviews is not valid here as it suggests they would conduct an interview which is not using an existing source. The use of an interview as a source is only valid when it is suggested they would read existing interviews. (0) Part 4 - Cannot gain marks here without valid source (0).

### Question 3

It is important that candidates note whether the focus of this question is to identify a similarity or difference, and the topic and the periods in the question. The best answers started with a statement of the overall similarity and then provided details from each period to support that comment. Details of the events or periods by themselves cannot score highly as such an answer is not meeting the AO2 strand of the mark scheme covering the analysis of the similarity. Alternatively, answers that gave a good explanation of the impact needed to include something that clearly references each period, for example the role of Viking migrants in developing trade links in the years c800-c1500. In some cases, the supporting information was unbalanced, describing the situation in one period and simply stating that it was similar in the other period.

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

- 3 Explain one way in which the impact of migrants in the years c800–c1500 was similar to the impact of migrants in the years c1500–c1700.**

A way that the impact of migrants in the years c800-1500 was similar to the impact of migrants in the years c1500-1700 is that they both did not have good experiences whereas they would also get treated unequally in Britain because of their skin, culture etc.

This answer focuses on experience, not impact, and is generalised so 0, NRM. The mark scheme asks for information about the topic, in this case impact, and so a mark for AO1 cannot be awarded.

- 3** Explain **one** way in which the impact of migrants in the years c800–c1500 was **similar** to the impact of migrants in the years c1500–c1700.

One way in which the impact of migrants in the years c800–c1500 was similar to that of migrants in ~~the~~ <sup>the</sup> years c1500–1700 was the economic impact. The Vikings, were great ~~traders~~ <sup>sailors</sup> and travelled worldwide to trade with different kingdoms and nations. This turned England, York in particular into a central trading base. Similarly, the Huguenots, impacted trade in England. By the 1570s, the English wool trade had increased by 20% due to the Huguenots and their weaving skills. Both groups impacted Britain economically through their trades.



In this answer a similarity is explained—the economic impact of migrants. AO2 L2. Examples are given from both periods—Vikings and the wool trade. AO1 L2.

## Question 4

Many candidates seemed confident discussing the reasons why new groups of migrants came to England in the years c800–c1500 and it was pleasing to see that a number of answers were awarded full marks, including some that were relatively concise.

Most commonly, answers suggested trade, invitation and political factors as reasons for migration. Many candidates were clearly very knowledgeable about the reasons for Viking and Norman migration at this time. The wool trade was the second stimulus point and this was also used in many answers.

Some candidates, perhaps those who also study Anglo-Saxon and Norman England on paper 2, gave in-depth answers about the Norman conquest without always successfully linking their work to the conceptual focus of the question.

It is important to remember that this is a Thematic Study in British history and therefore answers should focus on 'pull' factors about England at this time, rather than 'push' factors.

4 Explain why new groups of migrants came to England in the years c800–c1500.

(12)

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

- the Viking Great Army (c865)
- the wool trade

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

Jews

Finnish people

Hansa merchants

Normans

One of the reasons why the new groups of migrants arrived is because of opportunities for trade and treasure and fertile land. For example, Vikings invaded in 865 and looted monasteries for treasure such as gold crosses, candlesticks etc. They also knew of the fertile land in England and knew they could live properly if they migrated to England. York was also a center for trade and it attracted many migrants including Vikings. There were many trade opportunities as there were a plethora of different types of goods you can buy. Glassmakers, jewellers, jewelers, blacksmiths and much more. Normans were also attracted to England for similar reasons. Although trade opportunities and fertile land wasn't the main reason William I brought his men over to England (they came to conquer the whole), it was part of the reason. William I told his soldiers about the fertile fertile land in England and trade opportunities that would be available to them if they conquered England.



Another reason why migrants arrived in England in the years c800-c1500, was because they were invited by the monarch. For example, Jews were invited by William I, since usury was prohibited in Christianity, so therefore Jews took the role of money-lending (with usury or others couldn't.) They funded the monarch with his castles and cathedrals, notably Tower of London, and Westminster Abbey, and also his wars, as well as local community businesses. Another group who were invited by the monarch were the Flemish weavers, for their skills and they helped boost the economy as the cloth trade was England's main trade export. They had skills that English weavers didn't have and were very impactful. They were



In this answer there are more than 3 aspects of content for AO1. This answer is written as reasons led rather than migrant group led which is perfectly acceptable. Examples are trade—Vikings, trade and invasion, Normans, invitation from the monarch, Jewish migrants and Flemish weavers. AO2 is level 4 but mid-level thus this answer is 11.

4 Explain why new groups of migrants came to England in the years c800–c1500.

(12)

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

- the Viking Great Army (c865)
- the wool trade

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

Some migrants for ~~the~~ example the vikings came for rich fertile land and trade.

They captured Danelaw for example York and East Anglia in order to gain more rich which <sup>by</sup> also defeating the saxons who lived there who had now waited for them. They spread their culture through new languages and words while also developing the land they had captured.

Other migrants such as jews came as they were invited by monarchy to support Britain. The jews main reason to migrate was because they had to lend money ~~the~~ and some came due to ~~set up~~ setting up businesses in ~~the~~ England for example jewries and spreading their culture however when it was time for ~~the jews to repay Eng~~ England to

repay the Jews they betrayed them and persecuted them, murdering over 40,000 Jews and labelling them with yellow bands which shows ~~that~~ overall Jews had an negative impact during the c800-1500, in England.

The Norman migrants came because they were invited for helping William I build the motte and Bailey castle. They help build castles and cathedrals in England which helped boost England's economy.



In this answer the AO2 is level 2. There are unsustained links to the question: 'They came because...'. There are 3 aspects of content: Viking, Jewish and Norman migrants. The paragraph about Jewish migrants is the strongest of the 3. AO1 L2.

## Question 5

This year question five was more frequently answered than question 6 and was generally well answered by candidates.

Most candidates successfully gave three examples from the timeframe for AO1, with little need to employ *circa*. For AO2 a common format was to give examples of negative experiences, such as Palatines, and then counter with positive examples, most commonly the Huguenots. Other frequently referred to groups were the Flemish weavers, Walloons, Irish migrants and Jewish people. The concept of negative and positive was one that the majority of candidates could engage with, although some did drift away from experiences to consider impact, where they had information that they wanted to deploy.

Students should be encouraged to look carefully at the time periods being referred to in the question. Many candidates referenced groups such as the Irish migrating to England following the Potato Famine, despite this being outside the scope of the question. Another example of this was a significant number of students referencing Jack the Ripper to discuss the experiences of Jewish migrants, despite this again being outside the scope of the question.

Chosen question number: Question 5 ☒

Question 6 ☒

one reason that I agree with this statement is that the experiences of the Dutch were quite negative despite their <sup>large</sup> ~~main~~ contributions. When King Charles I invited Dutch drainage engineer Cornelius Vermuyden to drain the fens in East Anglia in the 1630s, many local English farmers saw this as a threat to their jobs. The Dutch ended up converting 40,000 acres of land into rich fertile soil and this angered local farmers further because they believed their livelihoods were being damaged. Therefore, they went to break up the camps where Dutch workers were living - a traumatic experience for the Dutch who only followed the monarch's orders and contributed massively to the economy, permanently altering the way the fens were used.

Another reason I agree with this statement is due to the treatment of the <sup>Palatines</sup> ~~Protestants~~. They were a group of German Protestants who, led by Joshua Koshental, had the long-term aim of settling in North America. Before that ~~attempt~~, they attempted to settle in England but because they were significantly less skilled than the Huguenots, they were faced with prejudice as they were seen as useless and <sup>profitless</sup> ~~profitless~~ off of England's <sup>prosperous</sup> economy, without contributing. Therefore, there were calls to repeal the Act of Naturalisation that was made in 1709 which granted the <sup>the right</sup> ~~Protestants~~ to settle and work in England. ~~There~~ This resulted in 3,000 Palatines being moved to Ireland to

boost the Protestant population <sup>there</sup> ~~the~~. Ultimately, they faced harsh treatments and their settlement into Britain was a failure.

Another reason I agree is due to the negative experiences of the Jews ~~and Africans~~. This is because the Jews, who were invited by Oliver Cromwell, faced continued prejudice and discrimination. For example, anti-Semitic propaganda at the time was rife. For example, there were many songs at the time that sang of negative stereotypes of the Jews. Furthermore, this increased significantly when Shakespeare ~~made~~ <sup>wrote</sup> the Merchant of Venice, in which the antagonist named Shylock, is ~~an African~~ portrayed as a horrible father to his daughter Jessica and a greedy moneylender who demands a pound of flesh when ~~a~~ <sup>a</sup> ~~one~~ a character could not repay their debt. As theatre was a common source of entertainment at the time, many Jacobean would have seen this portrayal of Jews ~~and~~ as monstrous and believed it, leading to worsened persecution of the Jews.

Alternatively, I disagree with the statement because of the treatment of some African migrants. This is because there were skilled African workers such as John Blanke and Jacques Francis who not only contributed to the economy, but were respected in society. For example, John Blanke was a mumpeter for both King Henry VII's ~~to~~ funeral and King Henry VIII's coronation. He was not enslaved but a



well-respected figure. Furthermore, King Henry VIII<sup>8</sup> sent him a gift for his wedding and also accepted his request for higher wages. This demonstrated the equality ~~in which~~ <sup>between</sup> for some Africans were.

Another reason I agree is because the Huguenots were widely accepted due to their silk weaving skills and massive contributions to the economy. They introduced the British paper business and from 1650 - 1700, the profits from the <sup>silk</sup> trade multiplied by 20 compared to the last fifty years. The English ~~would~~ <sup>greatly</sup> appreciated the boost to the economy and thus respected and treated the Huguenots well, accepting them into <sup>English</sup> a society which would've been a positive experience.

In conclusion, I mostly agree with this statement ~~as~~ because the negative treatment of the Jews, Palatines and Dutch outweighed the positive experiences of the Africans and the Huguenots who were appreciated for their financial contributions whilst the Jews, Palatines and Dutch faced excessively harsh treatments due to their religion, lack of skills and ~~perceived as~~ <sup>'job-taking'</sup> perceived respectively.

A excellent example of a 16-mark answer. Please be aware that it is not a baseline for a full marks answer. No introduction (not a requirement of the mark scheme). Gives good knowledge of Palatine and Jewish migrants. Accurate, wide ranging knowledge and understanding. Goes on to balance the argument by including detailed information about John Blanke and Jack Francis. Overall, more than three aspects of content are included and precisely selected, so AO1 is Level 4. AO2 is present throughout, focusing on the question consistently, showing a logical and coherent argument, and coming to a summative conclusion. The conclusion, by using the term 'outweighs', shows that the argument is evaluated to come to a final conclusion. (AO2=Level 4). SPAG is level 4 as it contains sophisticated use of language and meets all the requirements for level 4.

Chosen question number: **Question 5** ☒ **Question 6** ☒

I agree that the experiences of migrants were mainly negative. Migrants struggled to get places to stay and live. This is because landlords would refuse them as customers due to their race and bad stereotypes that had been put on them. This means that they would only manage to get homes in the worst places while there rent was still high. Often these places were very overcrowded, run down, dangerous and smothered up.



This is a good example of a basic generalised answer. There is no mention of any specific migrant group. There is an element of the candidate writing about Notting Hill and its migration when we see the word 'race'. However, the candidate has not mentioned Notting Hill or 'Black' migration. This allows us to read the text in a generalised way as applying to the time period of the question. AO1 is generalised with limited knowledge—not referencing any migrant groups, so fits into level 1 AO2 (weaker, lacking development): 'migrants struggled to get places', 'they would only manage to get...rent still high', so low level 1. Judgement is absent so AO2 = 1, so best fit gives 3 marks. Spag is level 2 because it is readable without any main concerns but there is not the expected level of specialist language.

## Question 6

Many responses to question 6 showed a strong focus on the stimulus points provided, particularly the Golden Mile in Leicester, and the NHS. Candidates demonstrated impressive, detailed knowledge of the impact of Asian migration on Leicester and were also keen to share other examples of urban development such as Chinatown and the building of places of worship. Many candidates countered the assertion in the question by suggesting that migrants had a greater impact on British culture, referencing film and food or the political sphere.

Stronger responses used a broad chronological range, drawing from the 1800s to the present day. It was especially impactful to see candidates including modern day examples such as Mo Farah. These contemporary references highlighted a deeper understanding and contextual awareness.

It was clear however, in many answers, that candidates struggled to decode the question due to lack of understanding of the phrase 'urban environment', despite it being the language of the specification. There was therefore a difficulty for some candidates in creating a coherent argument to the question.

~~'in the per~~

~~'in the years 1500 -~~

'In the period 1800-Present, the most significant impact made by migrants in Britain was on the Urban Environment.'

Some people may agree with this statement as Caribbean migrants, migrated to Britain they began a lot of things such as the NHS and Transport for London. The NHS allowed the people of Britain to have free healthcare and allowing them to have the best healthcare options, allowing them to get the best medical care they needed. Transport for London is where London has busses that could take you on tours, allow you to look at the city and know historical context, they also invented bus passes etc.

Migrants also helped the government realise there was institutional racism in the police force, and this was

confirmed in the mangrove nine trial.

Some people would disagree with this statement as they could believe the government helped create all of this.

I agree with this statement as I believe that the NHS wouldn't be founded without the help of migrants. We wouldn't have the advanced health care today if it wasn't for them.



Limited knowledge is shown in this answer with lots of description about the NHS and TFL rather than the impact of the migrant groups. There is some knowledge about the Mangrove 9 and the institutional racism in the police force, lifting the answer into level 2 but not detailed enough for level 3. There is some AO2, but it is limited. The explanation is limited and has implicit links to the question at times with an unsustained line of reasoning. So AO2 is level 2. The statement of judgement at the start is unsupported and the conclusion does not offer any further support, so Level 2. Spag has been awarded at level 3.

I partially agree with the statement that the most significant impacts was on the urban environment. However there were more changes made in the cultural and political aspects.

Caribbean migrants had a significant impact on the culture for example, the Portobello Road Market. The market was located in Notting Hill, it sold Caribbean fruit and vegetables which expanded the taste of locals who enjoyed the food. Caribbean migrants also brought over different music genres like reggae. ~~at shop~~ The shop Island records was set up this allowed people to listen to Caribbean music also to by records. The record. ~~but~~ Without Caribbean migrants the music and food industry would not have expanded so much.

A political impact would be the decrease in racist behaviour. Many protests and new laws were put in place to try and stop racism and decrease the amount of racist



gangs. For example the Teddy Boys a gang of racist white males who went around terrorising black people. A consequence of this would be the Murder of Kelso Cochrane. In 2013 the black lives matter movement started to fight for rights. Another example of ~~against~~ would be the Mangrove 9 this was when a Caribbean restaurant owner was accused of selling drugs nine migrants were put on trial, however the trial was dismissed as no real evidence was found.

Lastly the Windrush migrant had an impact on the urban environment. Windrush migrants were migrants who were invited over to fill jobs in train and bus stations they also ~~worked for the~~ took jobs in the NHS. One effect would be the Bristol bus boycott where all bus workers stopped running the bus to fight for equal pay and treatment.



In this answer a judgement is made to partially agree. The reference to the Portobello Market paragraph is discussing the urban environment argument but is perhaps more cultural, but knowledge is shown at L3, but explanation is not as strong. The examples of urban environment taken from the earlier section of the paper is fine to use here and the addition of Island Records lifts into level 3, then lots of examples named but explanation becomes more implicit as the essay becomes more descriptive. Last paragraph demonstrates there is a lack of understanding of the term 'urban environment'. AO1 low level 3, AO2 low level 3 and judgement is implicit and only stated at the beginning. So AO2 is level 2.

# Paper Summary

## Conclusion

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.

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.

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 had been covered.

Candidates should be aware of the changing landscape with regard to the language used to describe minority groups.

Where there has been weaker performance, the following points can be made:

- 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 within the period 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 to support the analysis
- 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.

## 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>

