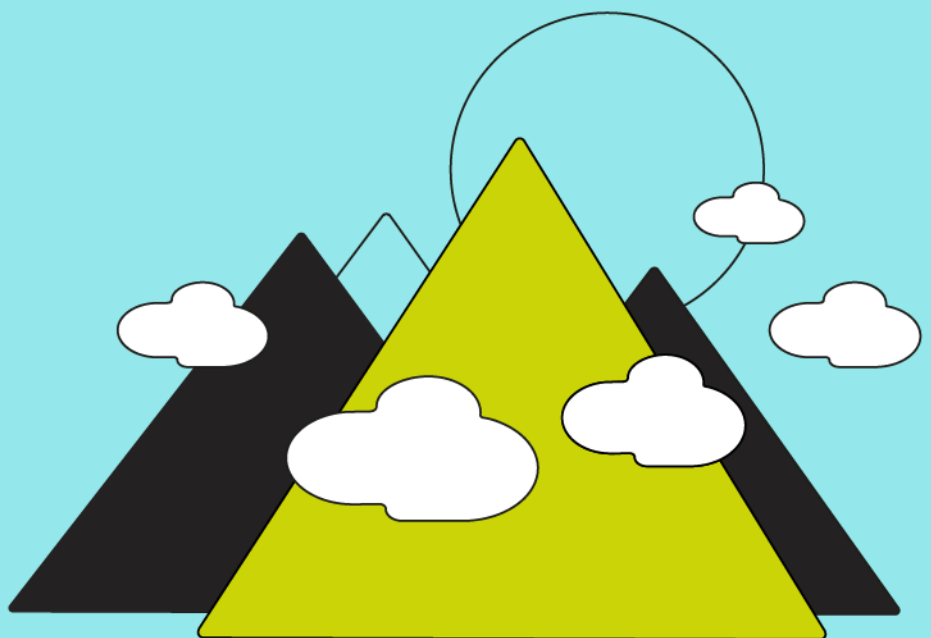


Delegate Booklet

Course Title:

**Pearson Edexcel GCSE History:
Teaching Migrants in Britain and Notting
Hill (update)**





Teaching Migrants in Britain and Notting Hill (update)

Introduction

This recorded session is intended for teachers who are switching (or considering switching) to the new Migrants in Britain thematic study. It is an updated version of the getting ready to teach event from 2021, with exemplar answers from the summer 2022 series and updated information on free and paid-for resources.

This pack contains the materials that you will need during the event, as well as space to type any notes or comments.

This GCSE History recording will allow delegates to:

- Consider the benefits and opportunities of choosing this option
- Think about planning to teach the new option and explore possible teaching and delivery strategies
- Look at exemplar student answers from the June 2022 series
- Find out more about the free and paid-for support available.

The role of Paper 1

The Thematic study

Thematic studies should require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages. They should reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.

The Historic environment

The study of the historic environment should focus on one particular site in its historical context. The study should examine the relationship between a place and historical events and developments. The focus of study may range in scale from, for example, a particular building or part of a building to a city or rural landscape/setting. There is no requirement that students visit the site.



Possible teaching combinations

Thematic study	British depth study	Period study	Modern depth study
Migrants to Britain, c800-present	Henry VIII and his ministers, 1509-40	Superpower relations and the Cold War, 1941-91	Russia and the Soviet Union, 1917-41
Period/geographical links: British early modern history		Thematic links: political power and factionalism	Thematic/geographical links: the impact of communism in the twentieth century

Thematic study	British depth study	Period study	Modern depth study
Migrants to Britain, c800-present	Norman and Anglo-Saxon England, c1060-1088	Spain and the 'New World', c1490-1555	Weimar and Nazi Germany, 1918-39
Period/geographical links: British medieval history		Thematic links: invasion, conquest and enslavement	Thematic/period links: the treatment of minorities

Thematic study	British depth study	Period study	Modern depth study
Migrants to Britain, c800-present	Early Elizabethan England, 1558-88	British America, 1713-83: empire and revolution	The USA, 1954-75: conflict at home and abroad
Period/geographical links: British early modern history		Thematic links: imperialism and decolonisation	Thematic/period links: the experiences of minorities

Notes of the role of Paper 1 and teaching combinations:



Option 13: Migrants in Britain, c800–present and Notting Hill c1948–c1970

Migrants in Britain, c800–present

The process of change

- In studying the content defined below in strands 1 and 2, students should understand how key features in the migration to and within Britain were linked with the key features of society in Britain in the periods studied which drew migrants to Britain. It will be important for students to understand that 'migrant' can encompass both voluntary and forced migration, temporary migrants and internal migrants. In covering reasons for migration, the primary focus of teaching should be on what drew migrants to Britain ('pull' factors), although students should have some awareness of why migrants left their countries of origin ('push' factors).
- They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: institutions (government and Church); religion; economic influences; and attitudes in society.
- They should also understand how factors worked together to bring about particular developments at particular times.
- The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

c800–c1500: Migration in medieval England

1 The context for migration	<ul style="list-style-type: none">• Reasons for migration and patterns of settlement, including Vikings, Normans, Jews and other European traders and craftsmen.• The context of English society: landownership and the growth of towns; the role of the wool industry; opportunities for migrants; the role the monarchy, including the need for royal finance; England as a part of Christendom.
2 The experience and impact of migrants	<ul style="list-style-type: none">• The experience of migrants in England: their relations with the authorities and the existing population, including the legal status of 'alien' and the impact of the Black Death.• The impact of migrants in England, including the Danelaw, culture, trade and the built environment.
3 Case study	<ul style="list-style-type: none">• The city of York under the Vikings.



c1500–c1700: Migration in early modern England

1 The context for migration	<ul style="list-style-type: none"> • Change and continuity in reasons for migration and patterns of settlement, including migrants from Europe and Africa. • The changing context of English society: changing social structures; economic growth, including the cloth industry and global trading companies; privateering and trade; the emergence of England as a predominantly Protestant nation.
2 The experience and impact of migrants	<ul style="list-style-type: none"> • The experience of migrants in England: their relations with the authorities and the existing population. • The impact of migrants in England, including culture, trade, industry and agriculture.
3 Case studies	<ul style="list-style-type: none"> • Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy. • The experience of Huguenots in seventeenth century England.

c1700–c1900: Migration in eighteenth- and nineteenth-century Britain

1 The context for migration	<ul style="list-style-type: none"> • Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe and the Empire. • The changing context of British society: changing social structures; the Industrial Revolution; urbanisation; Transatlantic Slavery; the growth of the British Empire; civil liberties.
2 The experience and impact of migrants	<ul style="list-style-type: none"> • The experience of migrants in Britain: their relations with the authorities and the existing population. The role of the media. • The impact of migrants in Britain, including culture, trade and industry, politics and the urban environment.
3 Case studies	<ul style="list-style-type: none"> • Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants. • The experience of Jewish migrants in the East End of London in late nineteenth century.

c1900–present: Migration in modern Britain

1 The context for migration	<ul style="list-style-type: none"> • Change and continuity in reasons for migration and patterns of settlement, including migrants from Ireland, Europe, the British Empire and the Commonwealth; refugees and asylum seekers. • The changing context of British society: the World Wars; the end of the British Empire, decolonisation and the development of the Commonwealth; EU membership; legislation on immigration and nationality, including the Aliens Act (1905) and British Nationality Acts.
2 The experience and impact of migrants	<ul style="list-style-type: none"> • The experience of migrants in Britain: their relations with the authorities and the existing population, including anti-immigration and equal rights movements. The Race Relations Act (1965). The role of the media. • The impact of migrants in Britain, including culture, politics, the urban environment, public services and the economy.
3 Case studies	<ul style="list-style-type: none"> • Bristol in the mid-twentieth century: the experiences of migrants and their impact on society. • The experience of Asian migrants in Leicester from 1945.



c800–c1500: Migration in medieval England	Exemplification	Exemplification of the role of factors in change
<p>1 The context for migration</p> <ul style="list-style-type: none"> Reasons for migration and patterns of settlement, including Vikings, Normans, Jews and other European traders and craftsmen. The context of English society: landownership and the growth of towns; the role of the wool industry; opportunities for migrants, including the need for royal finance; England as a part of Christendom. 	<ul style="list-style-type: none"> The nature of England in the ninth century and the factors that made it an inviting prospect for raiding and settlement. The causes of Viking raiding and eventual settlement in England. The reasons encouraging and enabling Norman migration to and settlement in England and the shift of power to the south of the country. The growth of England as a Christian nation led to the foundation of monastic orders with a European motherhouse. Other migrant groups during this period included Jews and Italians, who came as moneylenders and were sometimes repaid with land. 	<ul style="list-style-type: none"> The role of economic conditions in England attracting both raids and settlement by various groups, for example fertile land, mineral deposits, existing trade, and the development of towns. The absence of a strong, centralised authority, which allowed Viking coastal raids and then settlement to be successful. Government: establishment of the Danelaw and its impact on local communities and culture in England. The role of the Church: the reasons why raiders targeted churches and monastic institutions. Government: the use of land as a reward for William's supporters encouraged migration from Normandy. Government: the centralisation of authority in the south of England. The concept of Christendom encouraged the international movement of craftsmen, clergy, scholars, traders etc.
<p>2 The experience and impact of migrants</p> <ul style="list-style-type: none"> The experience of migrants in England: their relations with the authorities and the existing population, including the legal status of 'alien' and the impact of the Black Death. 	<ul style="list-style-type: none"> The impact on England of Viking raids and settlements, including developments in law and order, and trading networks. The Norman impact on language, buildings, settlement, religion and trade. Norman religious influences: the building of cathedrals and monasteries; the increased prominence of sheep farming for wool production. 	<ul style="list-style-type: none"> The role of government: the creation of Danelaw. The role of government: Normans as conquerors and the impact of castles on local society. The role of government: changes made to law and order by the Normans, including the reduction in slavery.



<ul style="list-style-type: none"> • The impact of migrants in England, including the Danelaw, culture, trade and the built environment. 	<ul style="list-style-type: none"> • The position of Jewish migrants in England as the 'property of the king'; their contribution to the English economy and their eventual expulsion. • Individuals such as Licoricia of Winchester, who helped to fund building projects such as Westminster Abbey. 	<ul style="list-style-type: none"> • The role of government: changes in the legal status of migrants, including 'resident aliens' and Letters of Denization. • The role of the Church and the building of cathedrals and monasteries. • Attitudes in society: the gradual integration of Anglo-Saxons and Normans; the impact on language and culture. • Economic influences: the provision of special conditions to encourage Jewish migrants and of trading links to Europe; regulations to protect English trade.
<p>3 Case study</p> <ul style="list-style-type: none"> • The city of York under the Vikings. 	<ul style="list-style-type: none"> • Reasons why the Vikings created a settlement at York. • Their impact on the city and relations with the Church and surrounding population. • The development of York as a trading port under the Vikings. 	<ul style="list-style-type: none"> • Economic influences: existing history of raids in the area and the prosperity of York; York's development as a trading port. • The role of government: agreement with Anglo-Saxon rulers; minting of coins at York. • The role of the Church: the significance of the Archbishop and York minster.



c1500–c1700: Migration in early modern England	Exemplification	Exemplification of the role of factors in change
<p>1 The context for migration</p> <ul style="list-style-type: none"> • Change and continuity in reasons for migration and patterns of settlement, including migrants from Europe and Africa. • The changing context of English society: changing social structures; economic growth, including the cloth industry and global trading companies; privateering and trade; the emergence of England as a predominantly Protestant nation. 	<ul style="list-style-type: none"> • The changing nature of commerce in England: the rise of the cloth trade, the development of trading companies and the early slave trade. • The development of the Church of England and the subsequent migration of Protestants in pursuit of religious freedom. • The status of migrants within England's developing legal system. • The development of shifting communities in ports as the Atlantic trade grew and increased migration as trade routes and employment opportunities opened up. • The formal readmission of Jewish migrants to Britain in 1656 and subsequent settlements. • Other migrant groups recorded in this time period, including Germans, Dutch, Romani Gypsies, Native Americans and Africans. 	
<p>2 The experience and impact of migrants</p> <ul style="list-style-type: none"> • The experience of migrants in England: their relations with the authorities and the existing population. • The impact of migrants in England, including culture, trade, industry and agriculture. 	<ul style="list-style-type: none"> • The shifting communities in ports and the effects on housing, employment and culture. • Social attitudes and the integration of immigrants; also resentment of 'special treatment' and riots such as 'evil Mayday'. • The negative experiences of groups such as the Palatines and the Romani Gypsies. • Impact on agriculture: Vermuyden's drainage project in the Fens. • The impact of ongoing Protestant migration into England, including the impact of foreign-owned presses in distributing literature. 	



3 Case studies	<ul style="list-style-type: none">• Sandwich and Canterbury in the sixteenth century: the experiences of Flemish and Walloon migrants and their role in the local economy.• The experience of Huguenots in seventeenth century England.	<ul style="list-style-type: none">• In the sixteenth century, Flemish migrants were invited to Sandwich to set up weaving looms and this was so successful that Canterbury similarly revitalised its cloth trade through Walloon migrants.• The success of the migrant communities in these areas and their impact.• Huguenot migration in the seventeenth century.	
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Notes on using the specification and the topic booklet:



Assessment of the Thematic study

Qu.	Question description	Example question stem	AO / marks
3	Comparison of similarity or difference over time	Explain one way in which xxx was similar/different to yyy.	AO1 + AO2 4 marks
4	Explanation of the process of change (at least 100 years)	Explain why... + 2 <i>stimulus points</i>	AO1 + AO2 12 marks
5/6	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change (at least 200 years)	'Statement.' How far do you agree? Explain your answer. + 2 <i>stimulus points</i>	AO1 + AO2 16 marks

Sample Assessment Materials

- [Question paper](#) – pp.41–51
- [Mark scheme](#) – pp.47–59

Notes of the Thematic study assessment and use of the SAMs:



The Historic environment: Notting Hill, c1948–c1970

The historic environment	
1 Notting Hill, c1948–c1970	<ul style="list-style-type: none">• The local context of Notting Hill. The reasons for Caribbean migration to the area. The problems of housing: houses of multiple occupation (HMOs), overcrowding and slum landlords, e.g. Peter Rachman. Bruce Kenrick and the Notting Hill Housing Trust. The development of Portobello Road market.• The influence of Caribbean cultures on the area, in particular the development of shops, markets, cafes and restaurants, shebeens, nightclubs and entertainment which featured Caribbean food and music. The development of All Saints Road. Mutual self-help organisations, e.g. 'pardner' schemes.• Racism and policing. The Notting Hill Riots (1958). The murder of Kelso Cochrane and the reaction of the local community. The impact of anti-immigrant groups, including Oswald Mosley's Union Movement and his 1959 election campaign.• Black activism in the Notting Hill area. Claudia Jones and the <i>West Indian Gazette</i>. The 1959 Caribbean Carnival and the later development of the Notting Hill Carnival. Frank Crichlow and the Mangrove Restaurant. The British Black Panthers. The 'Mangrove Nine'.• The national and regional context: Britain after the Second World War, reconstruction and demand for labour; the connection to the British Empire and Commonwealth. The 'Swinging Sixties'. Poverty in London. Policing in London.
2 Knowledge, selection and use of sources for historical enquiries	<ul style="list-style-type: none">• Knowledge of local sources relevant to the period and issue, e.g. local newspapers, publications written for the Caribbean community, local council and police records, housing and employment records, oral and written memoirs of local residents, photographs.• Knowledge of national sources relevant to the period and issue, e.g. national newspapers, photographs, government records, census data, opinion polls, television reports, memoirs.• Recognition of the strengths and weaknesses of different types of source for specific enquiries.• Framing of questions relevant to the pursuit of a specific enquiry.• Selection of appropriate sources for specific investigations.

Notes of the Historic environment:



Assessment of the Thematic study

Qu.	Question description	Example question stem	AO / marks
1	Description of features	Describe two features of...	AO1 4 marks
2a	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into...?	AO3 8 marks
2b	Framing historical questions	How could you follow up Source [A/B] to find out more about...?	AO3 4 marks

Notes of activity using Historic environment SAMs:



Reflection and personal action plan

Ideas for your next steps when planning to teach Migrants in Britain:



Historic Environment, Notting Hill c1948–c1970

Describe two features...

Question	
1	Describe two features of Notting Hill that encouraged Caribbean migrants to settle in the area after the Second World War. Target: knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	
Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• The area of Notting Hill featured large houses (1). These were sub-divided into many individual rooms that could be rented (1).• The area of Notting Hill had been badly damaged in the Second World War (1). This made housing more affordable for migrants (1).• A community of Caribbean migrants began to develop in Notting Hill (1). This attracted more migrants from Caribbean countries to settle in the area (1). Accept other appropriate features and supporting information.	

Response 1

1 Describe **two** features of Notting Hill that encouraged Caribbean migrants to settle in the area after the Second World War.

Feature 1

One feature of Notting Hill that encouraged Caribbean migrants to settle after the war was that it was a wealthy area of London. This was because it was in between Chelsea & Kensington, 2 of the wealthiest areas in London so was seen as an attractive place to live for these migrants.

Feature 2

Another feature was the availability of housing as landlords would kick white people out of their property to offer black people an area to stay. These were known as HMO's (housing of multiple occupation) & meant Caribbean's could all live under a roof instead of on the streets.



Response 2

- 1 Describe **two** features of Notting Hill that encouraged Caribbean migrants to settle in the area after the Second World War.

Feature 1

One feature of Notting Hill was the growing Caribbean community in Notting Hill. Many Caribbean migrants were inclined to settle in an area where there was already many migrants for safety and security.

Feature 2

Another feature of Notting Hill was that landlords were willing to rent to black people. Peter Rachman owned 80 houses in the Notting Hill area and rented to black people, which gave him an income of £80,000 a year from Caribbean migrants.

Notes on 'Describe two features...' question



AO3 Source Questions – How useful are sources A and B...

Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into Caribbean cultures in Notting Hill in the 1960s?

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

(8)

Source A: From *Notting Hill in the Sixties* by Charlie Phillips and Mike Phillips, published in 1991. Both authors were migrants from the Caribbean, who had lived in Notting Hill. When writing the book, Mike Phillips interviewed Notting Hill residents for their memories of the area.

Back then, you had a lot of shebeens. Because of the 'colour bar', there was nothing really for black people, so you had to create your own social environment. The Jamaican people brought particularly reggae, ska and bluebeat music to London.

A man called Fullerton had a basement in Talbot Road and we used to have dances with Blues music and stuff. Everybody used to get down there. You had people like Duke Vin who used to play the music on a big speaker sound system. Discos actually came from Caribbean culture.

Source B: From the autobiography of John Edgecombe, published 2002. Edgecombe migrated to Britain from the Caribbean. He lived in Notting Hill in the 1960s. Here Edgecombe is commenting on his shebeen in Colville Terrace.

It was a flat on the first floor. When it was full, we had about twenty to thirty people.

There was a front room where you could listen to the latest sounds. There would be some nice jazz music playing and there was a bar where we sold every type of drink you wanted.

In the bedroom was the casino where people played card games, like poker, for money.

Then there was the kitchen, where I employed a man called Bully. He cooked Caribbean soul food, which was rice and peas.

The shebeen had no fixed hours and just stayed open each day until the last people left. On a good week, my shebeen could earn up to £400.



Question		
2 (a)		How useful are Sources A and B for an enquiry into Caribbean cultures in Notting Hill in the 1960s? Explain your answer, using Sources A and B and your knowledge of the historical context. Target: Analysis and evaluation of source utility. A03: 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3–5	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source A

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source A is useful because it shows that Caribbean migrants to Notting Hill brought their cultures with them and developed their own forms of entertainment.
- Source A is useful because it implies that shebeens developed as a result of the discrimination faced by black migrants to Notting Hill.
- Source A is useful because it indicates that music was an important element of migrant leisure activities and that it was particularly influenced by Jamaican culture.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The authors spent time in Notting Hill during the 1960s and their account includes their personal experiences of the area as Caribbean migrants.
- The purpose of the source is to record a view of Notting Hill in the 1960s based on a range of experiences and therefore should offer a comprehensive account.



Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Music played an important role in the development of Caribbean cultures in Notting Hill, as can be seen in the development of Trinidadian steel bands and the Caribbean Carnival.
- Black migrants to Notting Hill often chose to socialise in private homes as a result of being discriminated against in public venues.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source B is useful because it identifies different activities that went on in a shebeen run by a Caribbean migrant, such as listening to music.
- Source B is useful because it demonstrates how Caribbean migrants maintained aspects of Caribbean culture, for example soul food.
- Source B is useful because it indicates that shebeens were popular, as John Edgecombe could earn up to £400 a week.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- John Edgecombe is speaking of his own experiences, as an organiser of social activities for Caribbean migrants, and is in a good position to provide an accurate commentary on the situation in Notting Hill at the time.
- The book was published in 2002, therefore allowing the author to show his insight into the development of vibrant Caribbean cultures in Notting Hill in the 1960s.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Shebeens were informal nightspots, where Caribbean migrants would gather socially in a private home to socialise, dance, drink and gamble.
- Caribbean food was introduced into Notting Hill through shebeens, restaurants and markets, due to demand from the migrant community.



Response 3

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

How useful are Sources A and B for an enquiry into Caribbean cultures in Notting Hill in the 1960s?

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

(8)

Source A, talks about how much cultural diversity the Caribbean migrants brought, due to their reggae, ska and blues music. This brought a different background to Notting Hill, making it a more diverse town/area of London. Furthermore, the idea of Shebeens as presented in the Source (A) considers the fact that, due to there being laws against black people like No Colour People's Act. Therefore, Shebeens (house parties) made them able to express their happiness through their own culture.

Source B, portrays a different view of black people being more wealthy in Notting Hill, due to the fact that the Source (B) explains that their Shebeens could earn up to £100 and they had a casino in their house. Furthermore, they had a bar which was a big place for the Caribbean migrants, so they wouldn't get complained at by the white people. Therefore, this was similar to the Mangrove, in which was a restaurant for black people to meet and socialise.



Response 4

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

How useful are Sources A and B for an enquiry into Caribbean cultures in Notting Hill in the 1960s?

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

(8)

Source A is a book giving a first hand ~~acc~~ account of migrants living in Notting Hill, it shows us the experience of Caribbean migrants and how culture developed over time. This is useful as it tells us the experience of Caribbean migrants and what life was like, first hand, Source A tells us that Caribbean migrants adapted against the colour bar, ~~for example~~ ~~cc~~ and helped bring their culture to Notting Hill, for example the Mangrove restaurant, ~~which opened~~ which served Caribbean food and many black and white people came to eat tells us that Caribbean weren't afraid to celebrate their culture even in a time of police brutality.

Source B is an autobiography written in the 1960s known as the Swinging 60s, ~~to~~ written by a Caribbean migrant who migrated to Britain, this is useful as it ~~give~~ gives us a first hand ~~a~~ account of a migrant living in Notting Hill, and avoided bias from someone who



~~Wesley~~ wasn't a Caribbean migrant. Source B tells us about the shebeens set up by Caribbean people. This is significant as it tells us how Caribbean people were segregated from society and not allowed to enjoy ~~Notting~~ clubs in Notting Hill because of their race, this completely emphasises the significant ~~pre~~ prejudice Caribbean people faced.

AO3 Source Questions – Follow up enquiry...

Study Source A.

How could you follow up Source A to find out more about Caribbean cultures in Notting Hill in the 1960s?

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

Complete the table below.

(4)

Marking instructions

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.

e.g.

- Detail in Source A that I would follow up: 'you had a lot of shebeens.' **(1)**
- Question I would ask: What other entertainment venues were available to Caribbean migrants? **(1)**

(No mark for a question that is **not** linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)

Award 1 mark for identification of an appropriate source to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.

e.g.

- What type of source I would look for: Newspapers published for the Caribbean population who lived in Notting Hill in the 1960s. **(1)**
- How this might help answer my question: Newspapers carried advertisements for businesses that were opened to provide social activities for migrants from the Caribbean. **(1)**

Accept other appropriate alternatives.



Response 5

Detail in Source A that I would follow up:

The culture of ~~caribbean~~ Caribbean communities

Question I would ask:

How is the culture of Caribbean communities in ~~multicultural~~ London

What type of source I could use:

A photograph of a party with ~~young~~ caribbean people dancing together.

How this might help answer my question:

get a better understanding of how close they ~~are~~ ^{are} as a community.

Response 6

Detail in Source A that I would follow up:

'you had to create your own social environment'

Question I would ask:

What types of entertainment facilities were set up to provide a social ~~environment~~ environment?

What type of source I could use:

~~The West Indian Gazette~~ ~~excer~~ Excerpts
Excerpts from the West Indian Gazette.

How this might help answer my question:

The WIG ~~reporter~~ had a circulation of 15,000 people and reported on social changes and entertainment opportunities so I could get an informed understanding.



Thematic Study, Migrants in Britain, c800–present

Question 3 – Similarity and Difference

Explain **one** way in which attitudes in Britain towards migrants in the nineteenth century were similar to attitudes in Britain towards migrants in the period c1900–present.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">Simple or generalised comment is offered about a similarity. [AO2]Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	3–4	<ul style="list-style-type: none">Features of the period are analysed to explain a similarity. [AO2]Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]
Marking instructions <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> Indicative content guidance <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">In both periods, migrants were often regarded with suspicion and resentment, for example migrants were suspects in the Jack the Ripper case in nineteenth century London, and Enoch Powell's 'Rivers of Blood' speech in the twentieth century predicted social problems if migration were not limited.In both periods, migrants faced discrimination in terms of housing, for example in nineteenth century London, where the existing population accused Jewish migrants of causing housing shortages, and in twentieth century Bristol, where Caribbean migrants were limited in the places they could rent.		



Response 7

- 3 Explain **one** way in which attitudes in Britain towards migrants in the nineteenth century were similar to attitudes in Britain towards migrants in the period c1900–present.

Attitudes to migrants in England haven't ever ~~being~~ been explicitly popular. England has always been proud of the commonwealth however not always positive to its members. After world war two racial tensions skyrocketed as many members of the commonwealth came to rebuild Britain whilst British citizens viewed that as job stealing an example of that is the lascars from East India who worked for cheaper wages viewing racial hatred from the British community. Migrants get blamed for the problems in the country be it through 'stealing jobs' or blamed for the outbreak of diseases like cholera in Liverpool from around 1845-49 with Irish migrants viewing discrimination and prejudice due to their migration.

Response 8

There was an attitude of the British people that migrants were taking British jobs. An example of this in the 19th century was the Irish in Liverpool as they often worked for less money and the people of Liverpool did not like it despite it was the hard labouring jobs the Irish were doing. In the 1900–present day the idea of migrants taking British jobs can be seen through the Brexit vote in 2016 as a large part of the campaign was the idea that migrants would find it harder to get into Britain.



Question 4 – Explain why...

Explain why Viking migration brought change to England.

(12)

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

- law and order
- York

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	<ul style="list-style-type: none"> An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i></p>
3	7–9	<ul style="list-style-type: none"> An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>



Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Because the Vikings settled in the north and east of England as conquerors, they were able to impose aspects of their laws and culture on the existing population.
- The Vikings united several kingdoms in the north and east of England and imposed the Danelaw, which created a different authority for the people living in those regions.
- Viking migration changed England significantly after 866, because the Vikings conquered York and made it their capital, minting coins there and developing it as a centre for foreign trade.
- The Vikings brought links to different trade areas, which meant that new trade goods, such as walrus ivory and amber, began to arrive in England in large quantities.
- In the ninth and tenth centuries, the Vikings started to settle and farm in England, bringing change to English customs and lifestyle.
- The growing Viking population in England led to considerable changes to the language, introducing words like 'husband' and affecting place names, e.g. using the suffix -by to denote a town.



Response 9

4 Explain why Viking migration brought change to England.

(12)

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

- law and order
- York

^{-new king}
~~change~~ ~~add the~~
~~trade~~
~~became~~ ~~led~~ ~~to~~ ~~court~~

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

The Vikings brought law and order to England as they ~~was~~ began a formal police system to keep peace in England. They also held meetings called 'things' in which they discussed important things to ~~do~~ do about ~~the~~ the other states.

The Vikings changed York or Jorvik to a ~~capital~~ major city and fortified it. It became a centre of trade for the Vikings and this is where their king lived, ~~cont.~~.

They also ~~had~~ brought over a new language which was a change for England and the ~~language~~ of English as some of the words we ~~have~~ have are ~~from~~ derived from the Vikings.

They also changed some architecture as their houses were larger and had stone in them. This was a change as English houses ~~was~~ were never built this way.



Response 10

4 Explain why Viking migration brought change to England.

(12)

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

- law and order
- York

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

- ~~• built long houses~~
- ~~• introduced dane law to things~~
- ~~• york doubled population~~
- ~~• 30000 citizens~~
- ~~• centre of trade~~

One way Viking migration brought change to England was due to their architecture. The Vikings built longhouses out of stone, this changed England as it allowed people to have solid infrastructure and kept people warm and protected them.

Another way Viking migration brought change to England was due to their introduction of new laws. They introduced dane law and 'things'. ~~These~~ These assured that people paid taxes for their land and 'things' made sure everything was running correctly, it created a hierarchal structure in society.

A final way Viking migration brought change to England was due to their impact on York/Jorvik. With the Vikings York doubled in size and there was a population of around 30000 - the largest in England at the time. They allowed York to become the centre of trade and majority boosted

its economy.



Question 5/6 – Judgement question

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none">A simple or generalised answer is given, lacking development and organisation. [AO2]Limited knowledge and understanding of the topic is shown. [AO1]The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none">An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]The overall judgement is given but its justification is asserted or insecure. [AO2] <i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i>
3	9–12	<ul style="list-style-type: none">An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i>
4	13–16	<ul style="list-style-type: none">An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i>

Question 5

'The experiences of migrants in England, in the period c1500–c1700, were positive.'

How far do you agree? Explain your answer.

(16)

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

- Walloon migrants
- 'Evil May Day' (1517)

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



Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points that support the statement may include:

- Where migrants were invited to settle in England, such as the Walloon migrants in Kent, they were welcomed, established thriving communities and often achieved economic success.
- Migrants who brought new skills to the economy or industry in England, such as Dutch engineers and German metalworkers, were generally welcomed and had positive experiences in England.
- Protestant migrants were able to pursue their religion free from persecution as England was a Protestant country. New migrant communities became established, often centred around 'stranger' churches and creating a more secure and welcoming environment for existing migrants and new arrivals.
- Huguenot migrants had a generally positive experience in the seventeenth century, having earned the respect of the local population by working hard and contributing to England's economy with new skills and trades.

Relevant points to counter the statement may include:

- Migrants often faced resentment amongst the existing population, occasionally leading to riots, such as 'Evil May Day' in 1517, when a mob attacked foreign residents and looted their houses.
- The attitudes of the authorities towards migrants promoted negativity at times, for example, a Royal Proclamation in 1554 aimed to expel all non-denizens, and numbers of migrant workers were limited in Sandwich by the town authorities.
- Gypsies were met with suspicion and laws were continually passed against them, requiring them, for example, to leave the country or settle in one place.
- Migrants experienced negativity in relation to cultural differences, for example, in the late seventeenth century, antisemitism was reflected in popular songs.

Response 11

The experiences of Migrant groups such as the Walloons were positive. Under the reign of Elizabeth the first, the Walloons were invited by her majesty to help develop Canterbury. Many Walloons became wealthy business owners and specialised in silk production and clothing, ^{and} weaving. Within years Canterbury became prosperous and the English community benefited for the development of Canterbury by the Walloon migrants. The Walloons were treated fairly by the English and were allowed to live in peace. ~~the experience~~

On the other hand, migrant groups such as the Huguenots faced poverty in some areas as some struggled to find work. Many brought skills such as weaving but some were unskilled and ~~struggled~~ and struggled to find work with employers that rejected migrants. On 'Evil May day' in 1517 there was



a migrant revolt and people torn down migrant businesses and threatened the migrants as "aliens" which showed how the English viewed the migrants as outsiders. Some German migrants who set up businesses found that their businesses were burnt down. This shows

Some of the hostility towards migrants during the 16th century, 'Evil May day' presented the idea that migrants were not welcome.

In the 1560s, Flemish migrants settled in Sandwich due to being granted 'denizens' which allowed them to settle in England. Sandwich these migrants were initially greeted and welcomed by the English but in 1569 Queen Elizabeth the 1st and the locals of Sandwich passed a law that made the ~~migrants~~ Flemish only able to take jobs that could not be occupied by the English. This led to hostility between the English and the Flemish. ~~and~~ Eventually the Flemish migrants migrated to other towns and cities as they felt unwelcome and many fell into ~~poverty~~ poverty and hunger.

~~I disagree~~
~~I agree~~ Migrants were ~~experi~~

I ~~disagree~~ partially agree that the experiences of migrants were positive as migrants were mostly welcome provided they provided skills or helped contribute dramatically to towns and cities. Otherwise migrants were not welcome and the English revolted against them.



Question 6

'The growth of the British Empire was the main reason for migration to Britain in the period c1700–c1900.'

How far do you agree? Explain your answer.

(16)

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

- Lascars
- civil liberties

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

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- British shipping companies employed *Lascars* (sailors) from British colonies to crew their ships on journeys to Britain; these sailors often remained in Britain in search of work or because they were unable to find return passage.
- Some enslaved people and servants, e.g. *ayahs*, were compelled to move to Britain with the individuals and families that they worked for in the British Empire.
- Increased trade with the British Empire, linked to the development of steam-powered ships, made sea travel quicker and safer, enabling increased migration from overseas.
- The growth of the British Empire led to the growth of port cities such as Liverpool and Cardiff, providing low-skilled employment opportunities in the dockyards for migrants.

Relevant points to counter the statement may include:

- Migrants were attracted to Britain by new legislation relating to civil liberties that offered religious and political freedom, e.g. the Catholic Emancipation Act.
- Migration increased because the Industrial Revolution led to new and wide-ranging employment and business opportunities in urban centres, on infrastructure projects and in the service industries, e.g. as 'navvies', machine operatives and small business owners.
- During the Great Famine in Ireland, over half a million people migrated in search of employment and better living conditions.
- The existence of settled communities of migrants encouraged migration, for example towards the end of the nineteenth century, when east European Jews fled persecution by migrating to the East End of London.



Response 12

I strongly agree with this statement as the expansion of the British empire brought in more money and trading to Britain. Therefore many migrants saw employment opportunities in Britain. Plus due to trading there were many boats coming from and to Britain. These boats were run by the ~~East~~ India Trading company which had many migrants under their employment. Due to the British fondness for tea many Indians migrated to Britain to make tea leaves without having to pay for boats and shipping. Some British people employed Asian servants to look after their children. Many people migrated to Britain to seek liberty such as the Jews and Lascars. The India Trading company also brought in African migrants.



Support

Notes on resources and support available from Edexcel and other sources: