

Sample assessment materials for first
teaching September 2021

Paper 1: Thematic study and historic
environment (1HI0/13)

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

Notting Hill, c1948–c1970

| Question | |
|---|--|
| 1(a) | Describe one feature of housing available to migrants in Notting Hill. Target: knowledge of key features and characteristics of the period. AO1: 2 marks. |
| Marking instructions | |
| Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"> <i>Houses of multiple occupation (HMOs) were often the only housing open to migrants (1). Landlords bought up large properties and split them into multiple bedsits (1).</i> <i>Much of the housing in Notting Hill that was available to migrants was overcrowded and involved slum conditions (1). Tenants often found themselves forced to pay high rents and there was no rent protection (1).</i> <i>The Notting Hill Housing Trust was set up in 1963 (1). The Trust bought and renovated properties, leasing them with affordable rents (1).</i> Accept other appropriate features and supporting information. | |

| Question | |
|---|---|
| 1(b) | Describe one feature of the British Black Panther movement in Notting Hill. Target: knowledge of key features and characteristics of the period. AO1: 2 marks. |
| Marking instructions | |
| Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"> <i>The British Black Panther movement in Notting Hill campaigned against racism (1). Black people living in Notting Hill often faced discrimination in housing, employment and access to facilities (1).</i> <i>The British Black Panthers believed in collective action by Black people in the area (1). They published a newspaper called 'Freedom News' and organised protests (1).</i> <i>Key individuals were Darcus Howe and Althea Jones Leconte (1). Leading members became involved in the protest about police targeting the Mangrove restaurant (1).</i> Accept other appropriate features and supporting information. | |

| Question | | |
|--------------|------------|--|
| 2 (a) | | How useful are Sources A and B for an enquiry into the Caribbean Carnival (1959)? 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. |

Notes

1. Provenance = nature, origin, purpose.

Marking instructions

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

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

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 for the way it shows the carnival was a celebration, as everyone seems to be well dressed, with some dressed for Carnival, and enjoying themselves.
- Source A is useful because it shows that the carnival was on a relatively small scale.
- Source A suggests that people valued this opportunity to join together and be proud of their heritage.

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 photograph may have been taken for publication to promote greater appreciation of Caribbean people in London, and, therefore, intentionally shows the carnival as a peaceful and happy occasion.
- As a photograph, it is likely to be accurate, although it only shows one scene of the carnival and a limited number of people so we cannot tell how well supported this first carnival was.

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

- The carnival involved a wide variety of events, including steel bands, calypso singers, and a weight-lifting contest, representing the cultures of various Caribbean islands such as Jamaica, Trinidad and Barbados.
- The carnival was televised by the BBC, which used the event as a chance to publicise positive aspects of Caribbean cultures in the aftermath of the Notting Hill riots.

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 shows that there was a lot of anti-Caribbean feeling in Notting Hill at the time and members of the Caribbean community were keen to improve relations and to raise their own morale.
- Source B is useful because it shows that Claudia Jones was a driving force behind the carnival and wanted to move quickly in response to recent events.
- Source B shows that racial tension was a national issue and the Caribbean community wanted to create a more positive image.

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:

- Hinds was present at the discussion and, therefore, he has inside knowledge of the mood at the time and how the decision to hold a carnival was made.
- The article was written nearly 50 years after the meeting and Hinds may be influenced by his knowledge that later the Notting Hill Carnival developed into a major annual event celebrating Caribbean culture.

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

- The Notting Hill riots of August-September 1958 raised the profile of the area as a race-relations hotspot and the Caribbean community was keen to promote a positive image of their culture and improve race relations.
- Claudia Jones was an influential Trinidad-born activist and, in 1958, she had founded the *West Indian Gazette* as a way of developing a sense of community among Caribbean and Afro-Asian immigrants.

| Question | |
|--|--|
| 2 (b) | <p>How could you follow up Source B to find out more about the Caribbean Carnival (1959)?</p> <p>In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions).</p> <p>AO3: 4 marks.</p> |
| Marking instructions | |
| <p>Award 1 mark for selecting a detail in Source B that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Detail in Source B that I would follow up: the suggestion to have 'a Caribbean carnival'. (1)</i> • <i>Question I would ask: What activities did the Caribbean carnival involve? (1)</i> <p>(No mark for a question that is not linked to following up Source B, e.g. 'because it would be an interesting question to ask'.)</p> <p>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.</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>What type of source I would look for: a copy of the BBC broadcast of the Carnival from 1959. (1)</i> • <i>How this might help answer my question: The broadcast would give an account of the Carnival, including different events that celebrated Caribbean culture. (1)</i> <p>Accept other appropriate alternatives.</p> | |

Migrants in Britain, c800–present

| Question | | |
|----------|------------|--|
| 3 | | <p>Explain one way in which opportunities for Huguenot migrants in the seventeenth century were different from opportunities for Asian migrants in the twentieth century.</p> <p>Target: Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks. AO1: 2 marks.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–2 | <ul style="list-style-type: none"> Simple or generalised comment is offered about a difference. [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 difference. [AO2] Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1] |

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.

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:

- The Huguenots brought new skills in a range of industries and many became prosperous, whereas Asian migrants often found their qualifications were not recognised so they usually had to take menial and poorly paid jobs.
- Huguenot migrants were often able to settle in communities, which offered support to each other in housing, whereas Asian migrants were often faced with hostility and suspicion, meaning that opportunities in housing were less open to them.

| Question | | |
|----------|-------|--|
| 4 | | <p>Explain why migration to Britain increased during the eighteenth and nineteenth centuries.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Industrial Revolution • British Empire <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p> |
| 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] |
| 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 answers that do not address three or more aspects of content.</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 that do not address three or more aspects of content.</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:

- The demand for labour increased as a result of the Industrial Revolution, encouraging people to move and settle in Britain in order to find employment, e.g. in the textile industry.
- The development of railways during the Industrial Revolution prompted many Irish workers to move to Britain to work as navvies.
- Many administrators of British rule in the colonies brought their servants with them when they returned to Britain, e.g. from India or the West Indies.
- As slavery was not recognised in law in Britain, slaves trying to establish their freedom, aimed to settle in Britain, e.g. American 'Loyalists' after the War of Independence.
- Laws were passed that made Britain a more tolerant society, e.g. laws increasing the civil liberties of Jews and Catholics encouraged those facing persecution in Europe to settle in Britain.
- Many Jewish migrants felt that they could join established Jewish communities in Britain. For example, Jews leaving Russia as a result of pogroms in the late nineteenth century settled in the East End of London.

| Question | | |
|----------|--------------|---|
| 5 | | <p>'The impact on culture was the most significant consequence of migration to Britain during the Middle Ages.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • language • trade <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 10 marks.</p> <p>AO1: 6 marks.</p> <p>Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p> |
| 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] |
| 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] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p> |
| 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p> |

| Marks for SPaG | | |
|--|------------|---|
| Performance | Mark | Descriptor |
| | 0 | <ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning. |
| Threshold | 1 | <ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate. |
| Intermediate | 2–3 | <ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate. |
| High | 4 | <ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate. |
| <p>Marking instructions</p> <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> <p>The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:</p> <ul style="list-style-type: none"> Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark. The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks. <p>Indicative content guidance</p> <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. The grouping of points below does not imply that this is how candidates are expected to structure their answers.</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> The settlement of Vikings led to changes in language, for example in the names of settlements and words such as ugly, wrong, happy. The arrival of the Normans led to changes in language, for example the use of French by the ruling elite and the incorporation of words such as terms for food. After the Norman Conquest, a new style of architecture developed, which was displayed in castles and cathedrals. Jewish migrants providing funding for developments in culture such as the building of cathedrals. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> The arrival of Flemings had a significant impact on the wool trade, allowing all stages in the manufacture of cloth to be carried out to a high standard in England, rather than exporting raw wool. Jewish migrants provided funding and experience that facilitated the development of trade. The arrival of migrant craftsmen, for example skilled German metal workers, facilitated developments in trade and industry. The settlement of Vikings and Normans changed landholding and the social and political systems, for example through the introduction of Danelaw and the feudal system. | | |

| Question | | |
|----------|--------------|--|
| 6 | | <p>'The experiences of migrants in Britain changed significantly in the period c1700-present.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • civil liberties • refugees <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: change and continuity[AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p> |
| 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] |
| 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] <p><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p> |
| 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] <p><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p> |

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

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 first two bullet points [*AO1 and AO2*] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [*AO2*] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

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:

- Migrants were able to play a greater role in society after government legislation was passed extending civil liberties, e.g. opening up access to political, legal and educational opportunities.
- There was sympathy and support for various refugee groups, for example the *Kindertransport* from Hitler's Germany, and Ugandan Asians.
- Many migrants faced increased difficulties after the Aliens Act (1905) changed the official attitude of the country towards migrants by restricting the arrival of 'undesirable' migrants who didn't have money or jobs.
- Towards the end of the period, government legislation was passed to end discrimination faced by migrants in housing, employment and public services, e.g. the Race Relations Act (1968).

Relevant points to counter the statement may include:

- Migrants did not always benefit from government attempts to increase civil liberties, e.g. the Jewish Naturalisation Act (1753) was repealed within months as a result of public opposition, suggesting that attitudes had not changed.
- Most groups of migrants continued to face resentment and discrimination throughout the period, for example Irish migrants during the mid-nineteenth century often faced discrimination based on rowdy behaviour, and later in the period were often assumed to be anti-British.
- Antisemitism occurred throughout the period, for example in the east end of London there was tension both in the nineteenth century and in the 1930s.
- Throughout the period, migrants found support from settling within existing migrant communities, which has continued into the twenty-first century.