



Pearson
Edexcel

GCSE (9–1) History

Migrants in Britain
thematic study

Sample
assessment
materials –
exemplar answers





Contents

Introduction	3
Sources for use with Section A	5
Question 1	6
Question 2(a)	8
Question 2(b)	13
Question 3	16
Question 4	19
Question 5	24
Question 6	30
<i>Annotated versions</i>	
Question 1	36
Question 2(a)	38
Question 3	42
Question 4	44
Question 5	48
Question 6	52
<i>Highlighted versions</i>	
Question 1	57 and 69
Question 2(a)	58 and 70
Question 3	60 and 72
Question 4	61 and 73
Question 5	63 and 75
Question 6	66 and 77



Introduction

This exemplar booklet has been created using student-style responses to the Sample Assessment Materials for the new option 13, which is being assessed for the first time in Summer 2022.

- Migrants in Britain, c800–present *and* Notting Hill, c1948–c1970.

This booklet contains four full sets of exemplar answers, A–D, and these are provided below in three formats: in plain form (pp.6–35), with annotated comments (pp.36–56), and with highlighted sections (pp.57–78). Annotating or highlighting answers is a good way to work with your students to analyse how responses are constructed.

The answers and examiner commentaries in this guide can be used to show the application of the mark schemes in the assessment of GCSE History. We intend to provide student exemplar answers for Migrants in Britain and Notting Hill following the summer 2022 series.

Exemplar answers for Paper 1 Crime and Punishment, Medicine, and Britain in the summer 2019 series can be found on the Edexcel website [here](#).

The Paper 1 examination paper:

- is 1 hour and 15 minutes in duration
- is marked out of 52 marks
- is worth 30% of the qualification
- covers AO1, AO2 and AO3.

The structure of the question paper is as follows:

	Total marks	AO	Question description	Example question stem
Section A: historic environment				
1	4	AO1	Description of features	Describe two features of...
2(a)	8	AO3	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into...?
2(b)	4	AO3	Framing historical questions	How could you follow up Source [A/B] to find out more about...?
Section B: thematic study				
3	4	AO1/ AO2	Comparison of similarity and/or difference (over time)	Explain one way in which xxxx was similar to yyyy
4	12	AO1/ AO2	Explanation of the process of change	Explain why... + <i>two stimulus points</i>
5/6	16 + 4 SPaG	AO1/ AO2	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change	'[Statement.]' How far do you agree? Explain your answer. + <i>two stimulus points</i>

NB. In summer 2022 no SPaG marks are available for Q5/6.



The question papers provided answer spaces to give guidance as to the maximum length of response that might be expected (although candidates may use more space).

Tables and structured spaces are provided for some question types (Q1 and Q2b) and stimulus points are provided as prompts on higher-tariff questions (Q4 and Q5/6).

For further guidance on Paper 1, please refer to the [Getting Started Guide](#) and to the [Paper 1 Guide](#).

Assessment Objectives

NB. AO4 does not appear on Paper 1.

AO1 35%	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2 35%	Explain and analyse historical events and periods studied using second-order historical concepts*.
AO3 15%	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4 15%	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Support for teaching Migrants in Britain

Support for the new Migrants in Britain thematic study can be found on the Edexcel website [here](#), including the topic booklet, scheme of work, guides produced in partnership with The Black Curriculum, mapping of the specification content to Our Migration Story, and information on endorsed published resources.*

On the Historical Association website there is a podcast about the new Migration option, written and delivered by two of our senior examiners: <https://www.history.org.uk/student/categories/495/module/8782/podcast-series-pearson-edexcel-migrants-in-britain>

*You do not need to purchase any resources to deliver our qualifications.



Sources for use with Section A

Source A: A photograph showing some of the participants in the Caribbean Carnival, January 1959.



Source B: From an article written by Donald Hinds, 2008. Hinds was born in Jamaica and came to London in 1955. In 1958, he was working as a journalist with Claudia Jones at the *West Indian Gazette*. Here he is recalling the decision to organise a Caribbean carnival.

In 1958, Notting Hill exploded with racial hatred. The national newspapers said that what had taken place was an inevitable clash between White hooligans and Black criminals. We realised that racism affected all of our society.

In December 1958, Claudia Jones asked for suggestions about what we could do to get rid of the taste of the Notting Hill riots from our mouths. It was then that someone, most likely a Trinidadian, suggested that we should have a Caribbean carnival. But in winter? Everybody laughed, and then Claudia called for quiet. 'Why not?' she asked. 'Could it be held in a hall, somewhere?'

Yes it could, and it was held in St Pancras Town Hall in January 1959.



Section A: Historic Environment

Question 1

1 Describe **two** features of housing available to migrants in Notting Hill.

Mark Scheme

Question	
1	Describe two features of housing available to migrants in Notting Hill. 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">• 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).• 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).• The Notting Hill Housing Trust was set up in 1963 (1). The Trust bought and renovated properties, leasing them with affordable rents (1). Accept other appropriate features and supporting information.	

Answer A

Feature 1

Many migrants in Notting Hill lived in Houses of Multiple Occupation. There were many large houses in the area which landlords split into bedsits for single people to rent.

Feature 2

Migrants could not afford high rents and therefore ended up in very basic housing. Many of the houses in Notting Hill had been damaged during the Second World War and were in poor condition but landlords found they could rent them to migrants.

Comment

This answer would receive the full 4 marks. Both features are clearly focused on housing available to migrants in Notting Hill. They are each supported by additional relevant detail, which is rooted in the Notting Hill environment.



Answer B

Feature 1

The available housing was very poor. Migrants had to live in very unhygienic conditions.

Feature 2

People had to live in overcrowded houses. This was because migrants couldn't afford high rents.

Comment

Both of the features given here are valid but they are very generalised. Feature 1 would receive 1 mark for the comment that available housing was poor, and Feature 2 would receive 1 mark for the comment about overcrowded houses, but in both features the additional detail is not clearly rooted in Notting Hill.

Answer C

Feature 1

Much of the housing available to migrants in Notting Hill was of a poor quality.

Feature 2

The housing in Notting Hill that was available to migrants was often overcrowded.

Comment

This answer gives two features of the housing available to migrants but they have not been developed with supporting information. This answer would receive 2 of the 4 available marks.

Answer D

Feature 1

Much of the housing available to migrants in Notting Hill was of a poor quality. The area was seen as an unattractive place to live but was often the only place that some migrants, such as those from the Caribbean, were accepted.

Feature 2

The housing in Notting Hill that was available to migrants was often overcrowded as landlords split large houses into Houses of Multiple occupation (HMOs). What was originally one house could be split in to many separate flats or bedsits.

Comment

This answer gives 2 features of the housing available to migrants. Both features have been developed with supporting information which is grounded in the historic environment. This answer would receive 4 of the 4 available points-based marks.

Question 2(a)

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

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.

(8)

Mark Scheme

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. AO3: 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.
<p>Notes 1. Provenance = nature, origin, purpose.</p> <p>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.</p> <p>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.</p> <p>Source A The usefulness could be identified in terms of the following points which could be drawn from the source:</p> <ul style="list-style-type: none"> 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. <p>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:</p> <ul style="list-style-type: none"> 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.

Answer A

Source A is useful evidence of what happened at the carnival. It shows people dancing and they are dressed on smart clothes, so they obviously felt this was a special event. The carnival was intended to celebrate Caribbean culture and it included music from steel bands. It seems fairly crowded, meaning this was a popular event, although it is difficult to get a sense of scale from a photograph showing only a section of the room. The carnival started in 1959 and therefore this photograph of the first carnival was possibly taken to show the success of the event in the hope that it would increase in popularity in later years. By the mid-1960s, it had become much larger and was an outdoor event, held in August, so this source is useful for showing how the carnival began indoors.

Source B is very useful for explaining the origins of the carnival. Notting Hill contained many migrants from the Caribbean but there was also a lot of racism from groups such as Teddy Boys and migrants were often unwelcome in dance halls and pubs. The source tells us about the circumstances that led people to organise the event and how they wanted to present a positive view of Caribbean culture, for example, music was an important element of Caribbean culture.

The author seems to have been present at the meeting, so his memories provide an insight into the aims and attitudes of the organisers. Since he is writing 50 years later, his memories may be over-positive and he clearly wants to suggest it was a special event but that doesn't make the details of his account unreliable. The source is very useful for providing details about how the carnival began and the attitudes of the people involved.



Comment

This answer would be awarded Level 3 – 8 marks. It shows the usefulness of the content of the sources but also takes into account the way the provenance of the sources affects the reliability and usefulness of the content. Additional contextual knowledge is used to confirm some of the details or provide additional explanation to show why the source is useful. This additional knowledge is integrated into the answer rather than being presented as a separate section of the answer.

Answer B

Source A is useful because it shows us what happened at the carnival. We can see people dancing and everyone is dressed up smartly, so we can tell that it was a happy event. It shows quite a lot of people, suggesting it was a popular event. Source A is a photograph so it shows the actual event and therefore is reliable.

Source B is useful because it explains how the carnival started. It gives details about why the people of Notting Hill wanted to celebrate their heritage and the role of Claudia Jones in organising the carnival. However, the author is a journalist, so he might want to exaggerate some points, and this article was written 50 years afterwards, so the author might have forgotten some details, making this source less reliable.

Comment

This answer would receive Level 2 – 4 marks. Both sources are evaluated at Level 2. It shows that that the sources can be used to make inferences about what happened at the carnival and why it started. There is no use of contextual knowledge to develop comments based on the source content, so it cannot receive the top mark in Level 2.

Comments are made about the provenance of the sources but these are generic comments based on the nature or the date of the source. There is no consideration how the provenance of the photograph might affect its use beyond the assertion that, as a photograph, the Source A is reliable. Similarly, the reliability of Source B is questioned based on generic comments that journalists exaggerate and details are forgotten over time but there are no references to specific details in the sources which could support these comments. These judgements also lack an awareness that the focus of the question is on the usefulness of the sources and that unreliable source can still be extremely useful.

Answer C

Source A would be very useful for an enquiry into the Caribbean Carnival of 1959. The photograph shows us that it was members of the Afro-Caribbean community who attended the event. It shows that those who attended enjoyed themselves; we can see people dancing and socialising with each other. Other aspects included a beauty show and performances from popular singers. The carnival was also televised on the BBC. Although this photograph only shows a small number of attendees, the event was well attended and ran for 6 years.

The source is a first-hand account which is useful as it gives an insight into the development of the carnival. Claudia Jones was a successful anti-racism leader and editor of the West Indian Gazette. The article was however written in 2008 which is



some time after the event. Hinds, who was in attendance at this first meeting would obviously attribute significance to the meeting as the Notting Hill Carnival is still a popular and important event. This does not however make the account unreliable. It gives an important insight into the thoughts and views of those present at the meeting.

Comment

This is a Level 2 – 5 mark response. For Source A the candidate discusses utility in relation to content, adding in some contextual knowledge, and makes comments on the usefulness of the source. For Source B the provenance of the source is the focus with links again being made to utility.

When marking question 2(a), the mark scheme is applied to the answer of Source A and then Source B; a 'best-fit' approach is then used to decide the final mark. Here, both sources have been evaluated in different ways but are both strong in Level 2. A 'best-fit' approach results in mark of Level 2 – 5 marks. The inclusion of supporting contextual knowledge allows the answer to be awarded 5 marks at the top of Level 2 but it does not get into Level 3 because it does not discuss usefulness in terms of content and provenance, linked to contextual knowledge for either source.

Answer D

Source A would be very useful for an enquiry into the Caribbean Carnival of 1959. The photograph shows us that it was members of the Afro-Caribbean community who attended the event. It shows that those who attended enjoyed themselves; we can see people dancing and socialising with each other. Other aspects included a beauty show and performances from popular singers. The carnival was also televised on the BBC. Although this photograph only shows a small number of attendees, the event was well attended and ran for 6 years. The provenance of this source adds to its usefulness. Being a photograph the source allows us to actually gain a snapshot of events, this is important to gain an understanding of the first carnival and to sense its positive atmosphere. As it was taken in 1959 at the first carnival, perhaps it was a publicity photograph to encourage more people to attend in future and therefore deliberately offers a positive impression of the event in order to show the Caribbean community in a good way.

The content of source B would be very useful for an enquiry about the Caribbean carnival as it describes the origins of the event. The source explains the decision to hold a carnival was made at a meeting following the Notting Hill Riots. The riots took place in 1958 amid a climate of racism. During a discussion about how to move forward the idea of a carnival was put forward. Whilst others laughed Claudia Jones looked for solutions about how the carnival could be held. Jones was a successful anti-racism leader and editor of the West Indian Gazette, so she was an influential person in the community and the source describing her role is very useful. The source does not detail anything about the event itself but it is a first-hand account which is useful as it gives an insight into the development of the carnival. The article was, however, written in 2008 which is some time after the event. Hinds, who was in attendance at this first meeting, would obviously attribute significance to the meeting as the Notting Hill Carnival is still a significant and important event. Therefore his account of the origins of the carnival is affected by his knowledge of how the carnival developed later but this does not, however, make the account unreliable. It gives an important insight into the thought and views of those present at the meeting, which is useful for understanding why the carnival began.



Comment

This answer would be rewarded Level 3 – 8 marks. For both sources the candidate discusses utility in relation to content and provenance, with some contextual knowledge being used in support. In each case, there is a clear focus on the usefulness of the source, with the understanding that the criterion of reliability is only part of the evaluation of utility.

Note: Level 3 – 8 marks requires that utility is evaluated in relation to content and provenance, and with the application of context. The response here is very comprehensive but any response adequately covering all three strands of the marks scheme in relation to the Level descriptor should be rewarded at the top of Level 3.



Question 2(b)

(b) Study Source B.

How could you follow up Source B to find out more about the Caribbean Carnival (1959)?

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

Complete the table below.

(4)

Mark Scheme

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). 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>	

Answer A

- *Detail in Source B that I would follow up:* 'it was held in St Pancras Town Hall in January 1959.'
- *Question I would ask:* Why was St Pancras Town Hall chosen as the place for the Caribbean carnival?
- *What type of source I would look for:* minutes from meetings about the discussions and planning of the Carnival.
- *How this might help answer my question:* It would explain what they looked for when they discussed possible venues.



Comment

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

Answer B

- *Detail in Source B that I would follow up:* In December 1958, Claudia Jones asked for suggestions about what we could do to get rid of the taste of the Notting Hill riots from our mouths.
- *Question I would ask:* Why did Claudia Jones organise the Carnival?
- *What type of source I would look for:* I would try to interview Claudia Jones.
- *How this might help answer my question:* She could explain her motives.

Comment

This would receive 2 marks. It is a valid question and is linked to a detail in the source but it is suggesting that a new source be created rather than identifying an existing source that could be used. If the suggested source was Claudia Jones' diary or an article written to promote the Carnival, together with an explanation that this source could explain her motives, the answer could have received the full 4 marks.

Answer C

- *Detail in Source B that I would follow up:* 'In 1958, Notting Hill exploded with racial hatred.'
- *Question I would ask:* What was the role of Claudia Jones?
- *What type of source I would look for:* A newspaper article.
- *How this might help answer my question:* The newspaper article would explain what happened.

Comment

This answer would be awarded 0 of the 4 available points-based marks. An aspect of the source has been selected to follow up but it is not directly related to the enquiry focus on the Caribbean Carnival (1959). This means that while a valid question is identified, it cannot be rewarded as it is not linked to the detail identified in the first part. In part 3, the selected source is generic and is not linked to the Notting Hill Carnival while the explanation in part 4 does not explain what sort of relevant information a newspaper article might provide.



Answer D

- *Detail in Source B that I would follow up:* 'In 1958, Notting Hill exploded with racial hatred.'
- *Question I would ask:* Why did racial hatred in Notting Hill in 1958 lead to the establishment of the carnival?
- *What type of source I would look for:* A newspaper article which describes the Caribbean community's reactions to the events of 1958.
- *How this might help answer my question:* The newspaper article would explain why people would want to create a positive view of the migrant community, which would inform my understanding of why the carnival was created.

Comment

This answer would receive the full 4 points-based marks. It identifies an area of enquiry, an appropriate question, identifies a source which could give more information and explains how it would support the enquiry.



Section B: Thematic Study

Question 3

- 3 Explain **one** way in which opportunities for Huguenot migrants in the seventeenth century were different from opportunities for Asian migrants in the twentieth century.

Mark Scheme

Question		
3		Explain one way in which opportunities for Huguenot migrants in the seventeenth century were different from opportunities for Asian migrants in the twentieth century. 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.
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 <i>and</i> 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: <ul style="list-style-type: none">• 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.		



Answer A

There were better opportunities for Huguenot migrants in the seventeenth century than for Asian migrants in the twentieth century because attitudes towards their skills were different. Huguenots found their skills in trades such as textiles and paper making were respected and there were opportunities for them to become prosperous. In contrast, Asian migrants in the twentieth century often found that their qualifications and skills were not accepted so that many migrants were forced to accept low-paid jobs and so found it difficult to become successful.

Comment

This answer explains the overall difference and then provides specific detail about each group of migrants that clearly illustrate this difference. It would gain the full Level 2 – 4 marks.

Answer B

Huguenot migrants in the seventeenth century often joined existing Huguenot communities, who supported them and often helped them find jobs. Asian migrants in the twentieth century often took jobs in the textile industry or low-paid jobs for example, cleaners.

Comment

The most this answer could receive is Level 1 – 2 marks. It cannot reach Level 2 because, although the details in this answer are all valid (AO1), this answer does not explain the difference in the opportunities open to the migrants and a difference cannot be inferred from the details provided (AO2). The detail about Huguenot migrants is about the support offered to the migrants whereas the detail about Asian migrants is about the type of jobs open to them. These are two different aspects of opportunities for migrants and therefore they cannot be compared, in order to show a difference.

Answer C

The Huguenots often moved to areas where many other Huguenots already lived and so were welcomed to England by fellow countrymen and women. This support made it quite easy for them as opportunities for employment were often provided by friends and other members of their community. Asian people in the C20th often experienced racism when they arrived in the UK. They sometimes struggled to gain employment in companies that were owned by White British people.

Comment

This is a Level 1 – 2 mark response. It demonstrates knowledge of relevant specific information about the two groups of migrants which meets AO1. However, it does not offer a comment about a difference between the two groups of migrants, which is the focus of AO2.



Answer D

A difference in the opportunities available to Huguenots and Asian migrants is the acceptance and support they received. The Huguenots often moved to areas where many other Huguenots already lived and so were welcomed to England by fellow countrymen and women. This support made it much easier for them as opportunities for employment were often provided by friends and other members of their community. In contrast Asian people in the twentieth century often experienced racism when they arrived in the UK. They sometimes struggled to gain employment in companies that were owned by White British people and their qualifications were not recognised. This accounts for the different experiences of the two groups, with opportunities more readily available to Huguenots than to Asian migrants.

Comment

This is a Level 2 – 4 mark response. A difference in the opportunities open to these two migrant groups is explained (AO2). Specific supporting information about each group of migrants is used to support the difference (AO1).



Question 4

- 4 Explain why migration to Britain increased during the eighteenth and nineteenth centuries.

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

- Industrial Revolution
- British Empire

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

Mark Scheme

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 unsustainable 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:

- 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.

Answer A

Migration to Britain increased during the eighteenth and nineteenth centuries because the Industrial Revolution created job opportunities for workers. The expansion of the road, canal and railway networks led many Irish workers to come to Britain to work as navvies. They were usually single men, moving to different sites where they dug tunnels, laid railway track etc but some of them then settled in Britain.

Some people came as forced migrants. These were often African or Caribbean people who had been enslaved or Asians who had worked as servants for British officials overseas. British plantation owners and officials who returned to Britain often wanted to keep their lifestyle, and therefore brought servants with them. Although slavery was not legal in Britain, it was seen as a status symbol to have African or Indian servants, especially as Queen Victoria accepted Sarah Forbes Bonetta Davies, who was a member of a royal African family, as her god-daughter and developed a close friendship with her Indian servant, Mohammed Abdul Karim.

Britain was also increasingly seen as a place of religious and political tolerance. In 1709, approximately 13,000 Palatine Germans came to Britain because they were Protestant and could not practise their religion in Germany. Although they did not settle here permanently, other religious refugees such as Huguenots continued to come here and Jews also came here. They were also encouraged to migrate here because support was provided by existing migrant communities in places such as Whitechapel in London. The tolerance that drew them can be seen in various acts of parliament in the nineteenth century, for example, giving Jews the right to attend university and become an MP. Political refugees such as Karl Marx, also felt that Britain offered tolerance for radical ideas, such as communism.



Comment

This response would be awarded the full Level 4 – 12 marks. It covers three different aspects of content; the work of migrant navvies is prompted by the 'Industrial Revolution' stimulus point, and the example of forced migration is prompted by 'British Empire'. An additional aspect of content is covered by looking at religious and political refugees. The answer has a clearly focused line of reasoning explaining why people came to Britain (AO2), not just describing groups of migrants, and the explanation is supported by relevant, specific details (AO1). Furthermore, the whole period in the question has been covered.

Notice that there is no requirement for an introduction or conclusion, nor is it necessary to show the interaction or prioritisation of causes.

Answer B

Migration to Britain increased during the eighteenth and nineteenth centuries because lots of people came looking for work as a result of the Industrial Revolution. There were new jobs created as engineers or navvies on roads, canals and railways, and in factories, especially textile factories.

There were also groups who came to escape persecution. About 13,000 German Palatines came to Britain because they were Protestant. They settled temporarily in camps around London, in Blackheath and Camberwell. However, these were mainly poor labourers rather than skilled workers so it was hard for them to find employment and afford housing. Many of them wanted to move on and settle in America but the British government tried to resettle them in rural areas around Britain. This was not successful and eventually most of them were taken to America.

People were also brought to Britain as servants or as enslaved people. Transatlantic slavery increased in this period and large numbers of enslaved people were taken to work on the plantations in America and the Caribbean. However, Britain ended slavery in the British Empire and the slave trade during the nineteenth century, reducing the number of migrants who came here.

Comment

This answer contains accurate detail but much of it is not relevant to the question. The first paragraph makes a valid point about migrants being attracted by job opportunities as a result of the Industrial Revolution but the supporting details are about the types of job opportunities rather than the groups of migrants.

The second paragraph identifies a group of migrants who came and their motive to escape religious persecution. However, the details then describe what happened to the Palatines rather than focusing on explaining why Britain was attractive for Protestant refugees.

The final section covers forced migration but again, the details are about what happened rather than why they came to Britain.

This answer has identified three types of migrants and stated three different reasons why these groups came to Britain. These are valid points but the explanation has limited analysis with only implicit links to the conceptual focus of the question meaning that this answer fits low Level 2 of the mark scheme for AO2. The information provided is accurate but not always relevant, so this is also Level 2 of the mark scheme for AO1. The relevant information is limited, so this is not a strong response and a 'best-fit' approach produces a mid-Level 2 – 5 marks.



Answer C

Migration increased for a number of reasons. In Russia there were a series of pogroms against Jewish people which caused many to seek safety in Britain, over 100 000 Jewish people in the last decade of the 1800s. Generally these Jewish people were well treated in the communities to which they moved, soup kitchens and charities were established.

Canals were vital in the transportation of goods and a network was developed by the 1820s connecting manufacturing cities and ports. Roads were developed and by 1840 a network ran between London and all major cities. Railways were also expanding, there were 22,000 miles of track by 1900 and steam power made international travel easier. All of these developments increased migration.

Comment

This a Level 2 – 5 mark response. In terms of AO2 there are some implicit links to the question but little focus on the conceptual demands. The situation is described but the reason why that situation led to increased migration to Britain is not explicit, making this Level 2.

The candidate has an understanding of some of the features and characteristics of the period but the coverage is quite limited, which again fits Level 2 of the mark scheme for AO1. The response, whilst using material from beyond the stimulus points, has only discussed 2 aspects of content, thus limiting the mark to mid-level.

Answer D

One reason why migration to Britain increased during the eighteenth and nineteenth centuries was industrialisation. British manufacturing increased in scale and scope and so the demand for workers increased significantly, for example in the textile industry, the iron industry and the construction of canals and railways. People migrated from rural parts of the country and also from other European countries to meet the demand. A range of different skill levels were needed in the factories so this meant there were opportunities for all sorts of people. Migrant communities grew in cities such as Liverpool and Cardiff.

The development of established and safe migrant communities in Britain meant people facing persecution abroad saw England as a good location to move to. This increased the number of migrants in the period. For example in Russia there was a series of pogroms against Jewish people which caused many to seek safety in Britain, over 100,000 people in the last decade of the 1800s. Generally these Jewish people were well treated in the communities to which they moved, soup kitchens and charities were established. This must have encouraged the arrival of more migrants.

Political change may also have attracted migrants and caused the numbers of those migrating to increase. In 1829 the Catholic Emancipation Act was passed which gave Catholic people almost all the civil rights which Protestants experienced. Many Irish migrants were Catholics and they may have been attracted by this greater protection in law. Britain's slave trade was abolished in 1807 and slavery was ended in the Empire in 1833. This meant that many African and Black American migrants saw Britain as a place of freedom and safety. In addition the 1832 Reform Act gave the vote to more men. People may have thought that British people had more rights, which may have encouraged more migrants to come to Britain.



By 1900, steam power made international travel easier, allowing more people to move to Britain from abroad, particularly from parts of the Empire. UK transport networks also allowed migrants to arrive in British port cities and then move to establish communities further inland. The improved transport networks also stimulated economic growth which created jobs.

Comment

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



Question 5

- 5 'The impact on culture was the most significant consequence of migration to Britain during the Middle Ages.'

How far do you agree? Explain your answer.

(16)

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

- language
- trade

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

Mark Scheme

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: 5px; 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]. 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 unsustainable 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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 Level 3 answers that do not go beyond aspects prompted by the stimulus points.</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 go beyond aspects prompted by the stimulus points.</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:

- 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.



Relevant points to counter the statement may include:

- 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.

Answer A

Migration to Britain during the Middle Ages had various consequences but the impact on culture was the most significant. Language changed at different times. When the Vikings settled in England, words such as husband, sister and sky became integrated into English. After the Norman Conquest, words such as beef, pork and lamb were introduced and French was used as an official language by government.

Migrants also affected the built environment. Normans built castles in order to control the population and many migrants from Europe were skilled workers who came here to help build cathedrals and monasteries. A new style of architecture developed, using tall, pointed arches and windows.

However, this also shows the impact of migrants on the economy. Jewish migrants often provided loans that helped trade and business to expand and their importance is shown by the fact that the king provided special conditions and protection for them. After Jewish people were expelled from England in 1290, bankers from Lombardy arrived and took over as money-lenders and this again had an impact on the economy.

Flemish migrants settled here and had an impact on the textile trade. Previously wool was exported to Flanders to be prepared for weaving but Edward III forbade the export and wool and the import of cloth and he encouraged Flemish workers to settle here and produce high quality cloth, which benefited English trade. German metal workers also brought new techniques and helped industry to expand.

Although there was a significant impact on the economy, the impact of migrants on culture was more important because it was longer lasting. For example the impact on language and the built environment lasted for centuries whereas the impact on the economy changed when Jewish people were expelled or trade declined.



Comment

This is a strong answer for a number of reasons. It is focused on the question, looking at the impact of migrants and weighing up the relative importance of the impact on culture against the impact on other aspects of society. The conclusion also makes it clear how the significance of the impact of migrants on different aspects of society has been evaluated.

The analysis is sustained and supported by relevant knowledge. Several different aspects have been considered: language, the built environment, the economy, and specific examples have been provided in each case. The examples included cover the whole period, from the Vikings in the ninth century, the Norman Conquest, Jewish migrants from the eleventh to the thirteenth century and European migrants from the thirteenth to the fifteenth centuries.

Both AO1 knowledge and understanding and AO2 explanation and analysis of significance meet the Level 4 descriptor of the mark scheme, as well as AO2 judgement. It would, therefore, be awarded the full Level 4 - 16 marks.

Answer B

Migrants had a range of impacts on English society. The impact on culture was important because so many aspects of life were affected. Language changed as a consequence of Viking and then Norman settlers. French became the official language of government and words such as egg, cake, knife, beef and pork were introduced into English. Other aspects of culture that were impacted by migrants include religion, food, clothes and daily life.

However, the impact of migrants on the economy was also very important. Some Jewish migrants were money-lenders and their loans helped to build cathedrals and monasteries around the country. Jewish people often faced hostility; there were attacks on Jewish people in York in 1190, and in London in 1262 and during the thirteenth century, Jewish people were required to wear a patch on their clothing which identified them as Jewish. In 1290, the Jewish population was expelled from England.

Migrants also had an impact on government. Viking migrants set up the Danelaw where Viking customs and laws were established. After the Norman Conquest, new laws were introduced.

Therefore, the impact of migrants on culture was important but the impact on the economy was more significant.



Comment

This answer has a number of good points. It has recognised the focus of the question is about the impact of migrants and that a judgement needs to be made. It also includes three aspects of content: language, the economy and government, and includes some accurate knowledge.

However, it is not consistently focused on the question, for example the details about the treatment of Jewish migrants is not relevant here. Other points are stated but not supported with specific examples. There is a judgement given but there is no explanation of how the significance of different aspects has been evaluated.

The analysis is mainly sustained and there is enough reasoning to reach low Level 3 of the mark scheme for AO2 explanation and analysis. Some accurate knowledge is included but it is limited and not all of it is relevant, so mid-Level 2 is more appropriate for AO1. The AO2 Level 2 judgement is given but its justification is asserted. A 'best-fit' approach suggests that a mark in Level 3 cannot be justified and a mark of 8, at the top of Level 2, is awarded.

Answer C

I agree because the impact on culture was significant in this period. Viking place names, surnames and words have all entered our language. As did words from the Normans; following the conquest in 1066, words such as pork and beef entered the English language. The Anglo-Saxons were very keen to spend their wealth on possessions such as clothing and jewellery whereas the Normans focused on developing the built environment.

I also disagree because migration had significant impacts on other aspects of life in England. Systems of government in both Scandinavia and France were different and so there were developments to the English system. Parliament and trial by jury are two examples of how the Vikings influenced the English system of democracy and justice.

Changes in society were also seen, there were developments in food and customs, for example the Normans brought a new code of chivalry. Jewish people also made positive contributions to society by giving money to support educational institutions and religious buildings.

I agree with the statement, the impact on culture was the most significant consequence due to language.

Comment

This answer is a Level 2 response. There is a focus on the question with the candidate providing limited analysis and organising ideas into 'agree' and 'disagree' paragraphs; however, this approach is not used to evaluate the statement in the question. An overall judgement is given but the attempt to justify is merely asserted. In terms of AO1, the candidate demonstrates some factual knowledge covering the impact of both Viking and Norman migrants. This answer is Level 2 for all three AO elements, and it has covered three aspects of content, therefore, it would be awarded Level 2 – 8 marks.



Answer D

In this essay I will discuss whether I agree that the impact on culture was the most significant consequence of migration to Britain.

I agree because the impact on culture was significant in this period. Viking place names, surnames and words have all entered our vocabulary. As did words from the Normans following the conquest in 1066, when words such as pork and beef entered the English language. The Anglo-Saxons were very keen to spend their wealth on possessions such as clothing and jewellery but the Normans had a huge impact on the built environment. Westminster great hall was the largest in Europe whilst Canterbury's priory had the largest stained-glass windows in Europe.

I also disagree because migration had significant impacts on other aspects of life in England. Systems of government in both Scandinavia and France were different and so there were developments to the English system as a result of Viking and Norman migration. The development of parliamentary democracy and trial by jury are two examples of Viking practices which influenced the English system of democracy and justice. The Normans respected the English system of governance but also made changes, the introduction of forest laws and the murdrum are good examples. These changes suggest that the impact on culture was not the only significant area of impact after the arrival of migrants.

There was also a significant impact on the economy. Some Jewish migrants in England at this time acted as money lenders to the monarchy. This allowed the king to finance significant projects and also to fund day to day living expenses. Jewish people also lent money to local people to start businesses and to develop business links overseas. Migrants from Europe also helped to develop manufacturing in England as many were weavers and merchants. This changed the economy from one mainly based on raw materials to one of crafting and manufacturing.

Societal changes were also seen. There were developments in food and customs, for example the Normans brought a new code of chivalry, Dutch brewers introduced the use of hops to brew beer and Jewish people donated money to support the development of educational institutions.

Overall, whilst cultural changes were important and long lasting, the changes to the economy were probably the most significant consequence of migration. This is because there was a shift in the economy for the whole country from a primary economy, based on raw materials, to a secondary one, based on manufacturing. This changed the types of employment open to many people and shaped their working lives.

Comment

This answer is a Level 4 response. It is an analytical answer which is consistently focused on the conceptual demands of the question about the consequences of migration. A thread runs through each section which evaluates whether the impact on culture was the most significant consequence (AO2 analysis and explanation). Wide-ranging accurate and relevant information is selected to answer the question, showing the candidate has a thorough understanding of the period (AO1). An overall judgement is reached and the answer clearly explains why the impact on the economy was the most significant consequence of migration (AO2 judgement). Therefore, it would receive the full Level 4 – 16 marks.



Question 6

6 'The experiences of migrants in Britain changed significantly in the period c1700–present.'

How far do you agree? Explain your answer.

(16)

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

- civil liberties
- refugees

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

Mark Scheme

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: 5px; 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] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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 Level 3 answers that do not go beyond aspects prompted by the stimulus points.</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 go beyond aspects prompted by the stimulus points.</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.

Answer A

There were several significant points of change in migrants' experiences in the period since c1700. Some of these has made life easier for migrants and other changes have made their experiences more difficult.

Many European migrants during the eighteenth and nineteenth centuries were Catholic or Jewish. Other migrants from the British Empire were brought here as servants or enslaved people. These people had few rights and often experienced discrimination. However, in the mid-nineteenth century, laws were passed that gave Catholics and Jewish people rights, such as to attend university and become MPs. These legal changes had a significant impact on the experiences of migrants because they were protected from some forms of discrimination and also more opportunities were now open to them. More legal changes during the twentieth century affected the experiences of migrants. The Aliens Act in 1905 and British Nationality Acts controlled the status of migrants, which sometimes resulted in resentment and discrimination but the Race Relations Act in 1965 made discrimination based on race or colour illegal. Therefore, legal changes had both positive and negative results for migrants. For example increased support for migrants can be seen in the recent campaign for the rights of 'Windrush' migrants to be recognised but some resentment of migrants still goes on. Overall, the changes in migrants' legal position and civil liberties were significant improvements but attitudes were slower to change, meaning that their personal experiences did not improve as significantly.

Improved legal rights also meant that the experiences of migrants improved in other ways. They were more widely accepted and could build places of worship, set up schools, gain qualifications etc. A number of migrants became successful entrepreneurs, for example the founders of Reuters, Burtons and Marks and Spencer. Greater public acceptance also meant that migrants could also celebrate their culture, for example Chinese New Year celebrations or the Notting Hill carnival.

The treatment of refugees changed several times during this period. During the eighteenth century, German Palatines found they had limited support but Belgian migrants during the First World War were helped, and support was offered to Asians from Uganda and Vietnamese refugees in the 1970s. However, the increase in the number of migrants arriving here as a result of free movement in the EU led to some anti-migrant attitudes. Therefore, there have been significant changes in the experiences of migrants in this period but the changes have not been consistent.

However, in some ways the experiences of migrants did not change very much. During the Industrial Revolution many migrants had to take low-paid jobs and therefore could only afford poor quality housing. This is still true in the modern



period; migrants often do not have their qualifications recognised and therefore can only get low-paid jobs, which means they live in cramped and poor conditions. Many still experience discrimination in various ways, for example in employment and their treatment by organisations such as the police and the media. There was also a number of riots in the late-twentieth century, which showed that life was difficult for migrants, for example in Burnley, Brixton and Toxteth.

Comment

This answer analyses the experiences of migrants in order to evaluate whether there were significant changes in this period. The analysis offers a line of reasoning to show that there were significant changes and then shows that it could be argued that significant changes did not take place. This fits the mark scheme descriptor for Level 4 AO2 explanation and analysis of second-order concepts.

A range of specific examples have been given to support the analysis. Detail is precise and wide-ranging, covering the whole period, which also fits the mark scheme descriptor for Level 4.

The answer is clearly secure Level 4 for AO1 and AO2 (explanation and analysis) but no judgement is stated. At Level 4, a judgement should make clear how far the answer agrees with the statement in the question and explain the criteria being used. For example, a judgement could be based on whether changes only affected certain groups of migrants, whether changes occurred throughout the whole period, or consider the impact of changes on legal status / employment / daily life etc in order to evaluate the significance of changes. In this answer, both sides of the question are considered but there is no conclusion, providing an overall judgement, and no sense of a running evaluation weighing up the two sides within the answer. However, there is some sense of evaluation in the introduction. This means that the response best meets Level 1 for AO2 (judgement).

A 'best-fit' approach rewards the response at Level 4 – 13 marks, as AO1 and AO2 (explanation and analysis) are strong Level 4.

Answer B

The experiences of migrants did not change significantly in the period c1700-present.

There were laws passed to improve the civil liberties of migrants, for example allowing Catholics and Jews to go to university or to become MPs. Other laws gave migrants the rights of citizenship and also protected them against discrimination in employment and housing.

However, these laws could not make people change their attitude and often migrants continued to have negative experiences. They found it difficult to get accepted in professions and because they were often in low-paid jobs, many migrants continued to live in the poorer sections of towns. Attitudes to migrants were often hostile and tension led to some riots.

Refugees arrived in Britain throughout the period. Sometimes they were welcomed and supported but at other times, they faced hostility, for example. sometimes laws were passed to restrict the number of migrants arriving.

Therefore, although there were some things that should have made things better for migrants, overall their experiences did not improve.



Comment

The analysis here makes several valid points but they are not developed. There is a focus on the question and some reasoning, which fits the mark scheme descriptors for AO2 (explanation and analysis) at Level 2.

There is very little specific detail included to support the analysis. The knowledge shown here is relevant but generalised and there is little sense of context. This fits low Level 2 of the mark scheme for AO1.

A judgement is offered but it is based on a one-sided analysis. A judgement may be offered which completely agrees or disagrees with the statement in the question, giving reasons why an alternative view is not convincing but a judgement is not secure if only one side of the issue has been considered. This AO2 judgement, therefore, also fits Level 2 of the mark scheme.

Although this answer meets Level 2 on all 3 strands of the mark scheme, the weaker performance in AO1 means that Level 2 – 7 marks is more appropriate than Level 2 – 8 marks, since a mark at the top of a level means that all the mark scheme descriptors have been met securely.

Answer C

I agree with the statement that there were changes in the migrant experience. Civil rights laws led to migrants being able to play a larger role in society with more political, legal and educational opportunities. A good example is the Race Relations Act of 1976 which made it illegal to discriminate on the grounds of nationality, race or ethnic origin. This opened up opportunities for migrants which they had not had before. There was also increasing support for refugee groups who came to Britain seeking safety. These changing attitudes changed the experience of migrants for the better. Some laws did however change the migrant experience in a negative way, the 1905 Aliens Act limited the number of 'undesirable' migrants which changed the reception that migrants received and their experience.

I also disagree, there are many examples which suggest that the migrant experience changed very little in this period 1700 to the present. Firstly in the 1800s many migrants faced discrimination either based on race or sometimes on perceived behaviours. For example in Liverpool crime was often blamed on Irish migrants and some newspapers even complained about their presence in the city. In the present day recent migrants can be blamed for social problems and denied opportunities, suggesting little has changed.

Comment

This answer is a Level 2 response. There is a focus on the question with the candidate providing limited analysis and organising ideas into 'agree' and 'disagree' paragraphs; however, this approach is not used to evaluate the statement in the question. This fits AO2 (explanation and analysis) at Level 2 of the mark scheme. However, a judgement is merely asserted in the opening sentence, which is Level 1 for the AO2 judgement. In terms of AO1, the candidate demonstrates some factual knowledge but limited coverage across the period. Two different examples of government action are included, so the answer covers three aspects of content but the Level 1 AO1 judgement means that a 'best-fit' approach would result in Level 2 – 7 marks.



Answer D

I agree with the statement because a number of developments led to changes in the migrant experience. Government civil rights legislation led to migrants being able to play a larger role in society with more political, legal and educational opportunities. A good example of this is the Race Relations Act of 1965 which made it illegal to discriminate on the groups of nationality, race or ethnic origin. This opened up opportunities for migrants which they had previously been denied. There was also increasing support for refugee groups who came to Britain seeking safety. These shifting attitudes mainly changed the experience of migrants for the better. However, some government legislation did change the migrant experience in a negative way, for example, the 1905 Aliens Act restricted the number of 'undesirable' migrants which in turn changed the reception that migrants received and therefore their experience.

I also disagree, there are many examples which suggest that the migrant experience changed very little in this period 1700 to the present. Firstly in the 1800s many migrants faced discrimination either based on race or sometimes on perceived behaviours. For example in Liverpool, crime was often blamed on Irish migrants and some newspapers even complained about their presence in the city. In the present day, recent migrants are sometimes blamed for societal problems and denied opportunities, suggesting little has changed.

The experiences of Jewish migrants could also be said to have changed very little in this period. Antisemitism was experienced by Jewish migrants in the 1700s. In Spitalfields and Whitechapel for example, Jewish people faced discrimination and often worked in the terrible conditions of the area's sweatshops. These attitudes changed little in the 1800s, when Jewish people faced similar levels of discrimination and continuing poor working conditions. The murders by 'Jack the Ripper' also suggest that antisemitic views were still held by many in Whitechapel when Jewish people were wrongly accused.

Finally many migrants continued to move to areas where migrants already resided, in order to benefit from their support and the local services provided. Jewish migrants moving to Spitalfields in the late 19th century is a good early example of this, whilst Leicester and its British Asian community is a good example from the twentieth century. This illustrates continuity.

Overall I think that the experience of migrants has not changed significantly as many migrant experiences saw continuity across the time period in question.

Comment

This answer is a Level 4 response. It is an analytical answer which is consistently focused on the conceptual demands of the question about change and continuity. A thread runs through each section which evaluates whether the experiences of migrants changed significantly. The answer is Level 4 for AO2 (analysis and explanation). The candidate's conclusion is less secure with its justification asserted, which is Level 2 for AO2 judgement. Accurate and relevant information is selected to answer the question showing the candidate has a thorough understanding of the period. This is strongest when discussing government legislation, where several specific details are provided. Overall, AO1 is Level 4. A 'best-fit' approach suggests a mark of Level 4 – 14 marks.



Annotated answers

Annotating answers is a good way to work with your students to analyse how responses are constructed. You can use the plain versions at the start of this set of exemplars and ask students to comment on the key features of the answers.

Section A: Historic Environment

Question 1

1 Describe **two** features of housing available to migrants in Notting Hill.

Answer A

Feature 1

Key feature identified

Many migrants in Notting Hill lived in Houses of Multiple Occupation. There were many large houses in the area which landlords split into bedsits for single people to rent.

Additional detail offered in support of the key feature

Feature 2

Key feature identified

Migrants could not afford high rents and therefore ended up in very basic housing. Many of the houses in Notting Hill had been damaged during the Second World War and were in poor condition but landlords found they could rent them to migrants.

Additional detail offered in support of the key feature

Comment

This answer would receive the full 4 marks. Both features are clearly focused on housing available to migrants in Notting Hill. They are each supported by additional relevant detail, which is rooted in the Notting Hill environment.

Answer B

Feature 1

Key feature identified

The available housing was very poor. Migrants had to live in very unhygienic conditions.

Generalised comment, not supporting the key feature with specific detail

Feature 2

Key feature identified

People had to live in overcrowded houses. This was because migrants couldn't afford high rents.

Generalised comment, not supporting the key feature with specific detail

Comment

Both of the features given here are valid but they are very generalised. Feature 1 would receive 1 mark for the comment that available housing was poor, and Feature 2 would receive 1 mark for the comment about overcrowded houses, but in both features the additional detail is not clearly rooted in Notting Hill.



Answer C

Feature 1

Valid feature identified

Much of the housing available to migrants in Notting Hill was of a poor quality.

Feature 2

The housing in Notting Hill that was available to migrants was often overcrowded.

Second valid feature identified

Comment

This answer gives two features of the housing available to migrants but they have not been developed with supporting information. This answer would receive 2 of the 4 available marks.

Answer D

Feature 1

Valid feature identified

Much of the housing available to migrants in Notting Hill was of a poor quality. The area was seen as an unattractive place to live but was often the only place that some migrants, such as those from the Caribbean, were accepted.

Supporting detail

Feature 2

Second valid feature identified

The housing in Notting Hill that was available to migrants was often overcrowded as landlords split large houses into Houses of Multiple occupation (HMOs). What was originally one house could be split in to many separate flats or bedsits.

Supporting detail

Comment

This answer gives 2 features of the housing available to migrants. Both features have been developed with supporting information which is grounded in the historic environment. This answer would receive 4 of the 4 available points-based marks.



Question 2(a)

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

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.

(8)

Answer A

Source A is useful evidence of what happened at the carnival. It shows people dancing and they are dressed on smart clothes, so they obviously felt this was a special event. The carnival was intended to celebrate Caribbean culture and it included music from steel bands. It seems fairly crowded, meaning this was a popular event, although it is difficult to get a sense of scale from a photograph showing only a section of the room. The carnival started in 1959 and therefore this photograph of the first carnival was possibly taken to show the success of the event in the hope that it would increase in popularity in later years. By the mid-1960s, it had become much larger and was an outdoor event, held in August, so this source is useful for showing how the carnival began indoors.

Source B is very useful for explaining the origins of the carnival. Notting Hill contained many migrants from the Caribbean but there was also a lot of racism from groups such as Teddy Boys and migrants were often unwelcome in dance halls and pubs. The source tells us about the circumstances that led people to organise the event and how they wanted to present a positive view of Caribbean culture, for example, music was an important element of Caribbean culture.

The author seems to have been present at the meeting, so his memories provide an insight into the aims and attitudes of the organisers. Since he is writing 50 years later, his memories may be over-positive and he clearly wants to suggest it was a special event but that doesn't make the details of his account unreliable. The source is very useful for providing details about how the carnival began and the attitudes of the people involved.

Shows the usefulness of source content to make an inference

Makes inference based on source content

Considers effect of an aspect of provenance on reliability

Identifies key feature of usefulness of the source

Overall comment on usefulness of the source

Considers aspects of provenance to consider reliability

Adds contextual knowledge to explain what is happening

Identifies limitation based on nature of source

Includes contextual knowledge

Adds contextual knowledge

Identifies usefulness of source overall

Contextual knowledge included to explain an aspect of the source content

Overall comment about usefulness of the source

Comment

This answer would be awarded Level 3 – 8 marks. It shows the usefulness of the content of the sources but also takes into account the way the provenance of the sources affects the reliability and usefulness of the content. Additional contextual knowledge is used to confirm some of the details or provide additional explanation to show why the source is useful. This additional knowledge is integrated into the answer rather than being presented as a separate section of the answer.



Answer B

Source A is useful because it shows us what happened at the carnival. We can see people dancing and everyone is dressed up smartly, so we can tell that it was a happy event. It shows quite a lot of people, suggesting it was a popular event. Source A is a photograph so it shows the actual event and therefore is reliable.

Source B is useful because it explains how the carnival started. It gives details about why the people of Notting Hill wanted to celebrate their heritage and the role of Claudia Jones in organising the carnival. However, the author is a journalist, so he might want to exaggerate some points, and this article was written 50 years afterwards, so the author might have forgotten some details, making this source less reliable.

Identifies useful information in the source content and makes an inference

Asserts the source is reliable because of its provenance

Shows the usefulness of the source content

Questions the reliability of the source based on the provenance

Comment

This answer would receive Level 2 – 4 marks. Both sources are evaluated at Level 2. It shows that that the sources can be used to make inferences about what happened at the carnival and why it started. There is no use of contextual knowledge to develop comments based on the source content, so it cannot receive the top mark in Level 2.

Comments are made about the provenance of the sources but these are generic comments based on the nature or the date of the source. There is no consideration how the provenance of the photograph might affect its use beyond the assertion that, as a photograph, the Source A is reliable. Similarly, the reliability of Source B is questioned based on generic comments that journalists exaggerate and details are forgotten over time but there are no references to specific details in the sources which could support these comments. These judgements also lack an awareness that the focus of the question is on the usefulness of the sources and that unreliable source can still be extremely useful.

Answer C

Source A would be very useful for an enquiry into the Caribbean Carnival of 1959. The photograph shows us that it was members of the Afro-Caribbean community who attended the event. It shows that those who attended enjoyed themselves; we can see people dancing and socialising with each other. Other aspects included a beauty show and performances from popular singers. The carnival was also televised on the BBC. Although this photograph only shows a small number of attendees, the event was well attended and ran for 6 years.

The source is a first-hand account which is useful as it gives an insight into the development of the carnival. Claudia Jones was a successful anti-racism leader and editor of the West Indian Gazette. The article was however written in 2008 which is some time after the event. Hinds, who was in attendance at this first meeting would obviously attribute significance to the meeting as the Notting Hill Carnival is still a popular and important event. This does not however make the account unreliable. It gives an important insight into the thoughts and views of those present at the meeting.

Asserts usefulness

Details about the content of the source with utility implied

Some contextual knowledge

Details about the NOP

Considers reliability based on NOP



Comment

This is a Level 2 – 5 mark response. For Source A the candidate discusses utility in relation to content, adding in some contextual knowledge, and makes comments on the usefulness of the source. For Source B the provenance of the source is the focus with links again being made to utility.

When marking question 2(a), the mark scheme is applied to the answer of Source A and then Source B; a 'best-fit' approach is then used to decide the final mark. Here, both sources have been evaluated in different ways but are both strong in Level 2. A 'best-fit' approach results in mark of Level 2 – 5 marks. The inclusion of supporting contextual knowledge allows the answer to be awarded 5 marks at the top of Level 2 but it does not get into Level 3 because it does not discuss usefulness in terms of content and provenance, linked to contextual knowledge for either source.

Answer D

Source A would be very useful for an enquiry into the Caribbean Carnival of 1959. The photograph shows us that it was members of the Afro-Caribbean community who attended the event. It shows that those who attended enjoyed themselves; we can see people dancing and socialising with each other. Other aspects included a beauty show and performances from popular singers. The carnival was also televised on the BBC. Although this photograph only shows a small number of attendees, the event was well attended and ran for 6 years. The provenance of this source adds to its usefulness. Being a photograph the source allows us to actually gain a snapshot of events, this is important to gain an understanding of the first carnival and to sense its positive atmosphere. As it was taken in 1959 at the first carnival, perhaps it was a publicity photograph to encourage more people to attend in future and therefore deliberately offers a positive impression of the event in order to show the Caribbean community in a good way.

Asserts usefulness

Details about the content of the source

Contextual knowledge to explain further

Asserts usefulness

Considers effect of NOP

Asserts usefulness

Contextual knowledge

Contextual knowledge

Utility based on NOP

Details about NOP

The content of source B would be very useful for an enquiry about the Caribbean carnival as it describes the origins of the event. The source explains the decision to hold a carnival was made at a meeting following the Notting Hill Riots. The riots took place in 1958 amid a climate of racism. During a discussion about how to move forward the idea of a carnival was put forward. Whilst others laughed Claudia Jones looked for solutions about how the carnival could be held. Jones was a successful anti-racism leader and editor of the West Indian Gazette, so she was an influential person in the community and the source describing her role is very useful. The source does not detail anything about the event itself but it is a first-hand account which is useful as it gives an insight into the development of the carnival. The article was, however, written in 2008 which is some time after the event. Hinds, who was in attendance at this first meeting, would obviously attribute significance to the meeting as the Notting Hill Carnival is still a significant and important event. Therefore his



account of the origins of the carnival is affected by his knowledge of how the carnival developed later but this does not, however, make the account unreliable. It gives an important insight into the thought and views of those present at the meeting, which is useful for understanding why the carnival began.

Considers reliability based on NOP

Comment

This answer would be rewarded Level 3 – 8 marks. For both sources the candidate discusses utility in relation to content and provenance, with some contextual knowledge being used in support. In each case, there is a clear focus on the usefulness of the source, with the understanding that the criterion of reliability is only part of the evaluation of utility.

Note: Level 3 – 8 marks requires that utility is evaluated in relation to content and provenance, and with the application of context. The response here is very comprehensive but any response adequately covering all three strands of the marks scheme in relation to the Level descriptor should be rewarded at the top of Level 3.



Section B: Thematic Study

Question 3

- 3 Explain **one** way in which opportunities for Huguenot migrants in the seventeenth century were different from opportunities for Asian migrants in the twentieth century.

Answer A

Identifies a difference between the opportunities for the two groups

There were better opportunities for Huguenot migrants in the seventeenth century than for Asian migrants in the twentieth century because attitudes towards their skills were different. Huguenots found their skills in trades such as textiles and paper making were respected and there were opportunities for them to become prosperous. In contrast, Asian migrants in the twentieth century often found that their qualifications and skills were not accepted so that many migrants were forced to accept low-paid jobs and so found it difficult to become successful.

Provides supporting details about opportunities for each group

Comment

This answer explains the overall difference and then provides specific detail about each group of migrants that clearly illustrate this difference. It would gain the full Level 2 – 4 marks.

Answer B

Provides detail about the two groups

Huguenot migrants in the seventeenth century often joined existing Huguenot communities, who supported them and often helped them find jobs. Asian migrants in the twentieth century often took jobs in the textile industry or low-paid jobs for example, cleaners.

Comment

The most this answer could receive is Level 1 – 2 marks. It cannot reach Level 2 because, although the details in this answer are all valid (AO1), this answer does not explain the difference in the opportunities open to the migrants and a difference cannot be inferred from the details provided (AO2). The detail about Huguenot migrants is about the support offered to the migrants whereas the detail about Asian migrants is about the type of jobs open to them. These are two different aspects of opportunities for migrants and therefore they cannot be compared, in order to show a difference.



Answer C

Information about Huguenot migrants

The Huguenots often moved to areas where many other Huguenots already lived and so were welcomed to England by fellow countrymen and women. This support made it quite easy for them as opportunities for employment were often provided by friends and other members of their community. Asian people in the C20th often experienced racism when they arrived in the UK. They sometimes struggled to gain employment in companies that were owned by White British people.

Information about Asian migrants

Comment

This is a Level 1 – 2 mark response. It demonstrates knowledge of relevant specific information about the two groups of migrants which meets AO1. However, it does not offer a comment about a difference between the two groups of migrants, which is the focus of AO2.

Answer D

Response to the demands of the question

A difference in the opportunities available to Huguenots and Asian migrants is the acceptance and support they received. The Huguenots often moved to areas where many other Huguenots already lived and so were welcomed to England by fellow countrymen and women. This support made it much easier for them as opportunities for employment were often provided by friends and other members of their community. In contrast Asian people in the twentieth century often experienced racism when they arrived in the UK. They sometimes struggled to gain employment in companies that were owned by White British people and their qualifications were not recognised. This accounts for the different experiences of the two groups, with opportunities more readily available to Huguenots than to Asian migrants.

Information about Huguenot migrants

Efforts to provide a comparison

Information about Asian migrants

Summary linked to the focus of the question

Comment

This is a Level 2 – 4 mark response. A difference in the opportunities open to these two migrant groups is explained (AO2). Specific supporting information about each group of migrants is used to support the difference (AO1).



Question 4

- 4 Explain why migration to Britain increased during the eighteenth and nineteenth centuries.

You may use the following in your answer:

- Industrial Revolution
- British Empire

You must also use information of your own.

Answer A

Identifies job opportunities as a factor leading to increased migration

Migration to Britain increased during the eighteenth and nineteenth centuries because the Industrial Revolution created job opportunities for workers. The expansion of the road, canal and railway networks led many Irish workers to come to Britain to work as navvies. They were usually single men, moving to different sites where they dug tunnels, laid railway track etc but some of them then settled in Britain.

Offers details of jobs created by the Industrial Revolution

Identifies a second reason why migration increased

Some people came as forced migrants. These were often African or Caribbean people who had been enslaved or Asians who had worked as servants for British officials overseas. British plantation owners and officials who returned to Britain often wanted to keep their lifestyle, and therefore brought servants with them. Although slavery was not legal in Britain, it was seen as a status symbol to have African or Indian servants, especially as Queen Victoria accepted Sarah Forbes Bonetta Davies, who was a member of a royal African family, as her god-daughter and developed a close friendship with her Indian servant, Mohammed Abdul Karim.

Provides supporting detail

Identifies a third reason why migration increased

Britain was also increasingly seen as a place of religious and political tolerance. In 1709, approximately 13,000 Palatine Germans came to Britain because they were Protestant and could not practise their religion in Germany. Although they did not settle here permanently, other religious refugees such as Huguenots continued to come here and Jews also came here. They were also encouraged to migrate here because support was provided by existing migrant communities in places such as Whitechapel in London. The tolerance that drew them can be seen in various acts of parliament in the nineteenth century, for example, giving Jews the right to attend university and become an MP. Political refugees such as Karl Marx, also felt that Britain offered tolerance for radical ideas, such as communism.

Provides a range of supporting detail

Comment

This response would be awarded the full Level 4 – 12 marks. It covers three different aspects of content; the work of migrant navvies is prompted by the 'Industrial Revolution' stimulus point, and the example of forced migration is prompted by 'British Empire'. An additional aspect of content is covered by looking at religious and



political refugees. The answer has a clearly focused line of reasoning explaining why people came to Britain (AO2), not just describing groups of migrants, and the explanation is supported by relevant, specific details (AO1). Furthermore, the whole period in the question has been covered.
Notice that there is no requirement for an introduction or conclusion, nor is it necessary to show the interaction or prioritisation of causes.

Answer B

Migration to Britain increased during the eighteenth and nineteenth centuries because lots of people came looking for work as a result of the Industrial Revolution. There were new jobs created as engineers or navvies on roads, canals and railways, and in factories, especially textile factories.

Identifies reason why migration increased

Supporting detail offered but brief and generalised

Second reason for increased migration identified in generalised terms

There were also groups who came to escape persecution. About 13,000 German Palatines came to Britain because they were Protestant. They settled temporarily in camps around London, in Blackheath and Camberwell. However, these were mainly poor labourers rather than skilled workers so it was hard for them to find employment and afford housing. Many of them wanted to move on and settle in America but the British government tried to resettle them in rural areas around Britain. This was not successful and eventually most of them were taken to America.

Limited supporting detail offered

Additional detail about what happened to the Palatines offered here but not relevant for a question about reasons for increased migration

Identifies a third reason why migration increased

People were also brought to Britain as servants or as enslaved people. Transatlantic slavery increased in this period and large numbers of enslaved people were taken to work on the plantations in America and the Caribbean. However, Britain ended slavery in the British Empire and the slave trade during the nineteenth century, reducing the number of migrants who came here.

This is not about migration to Britain

This is not relevant to a question on increased migration to Britain

Comment

This answer contains accurate detail but much of it is not relevant to the question. The first paragraph makes a valid point about migrants being attracted by job opportunities as a result of the Industrial Revolution but the supporting details are about the types of job opportunities rather than the groups of migrants.
The second paragraph identifies a group of migrants who came and their motive to escape religious persecution. However, the details then describe what happened to the Palatines rather than focusing on explaining why Britain was attractive for Protestant refugees.
The final section covers forced migration but again, the details are about what happened rather than why they came to Britain.
This answer has identified three types of migrants and stated three different reasons why these groups came to Britain. These are valid points but the explanation has limited analysis with only implicit links to the conceptual focus of the question meaning that this answer fits low Level 2 of the mark scheme for AO2. The information provided is accurate but not always relevant, so this is also Level 2 of the mark scheme for AO1. The relevant information is limited, so this is not a strong response and a 'best-fit' approach produces a mid-Level 2 – 5 marks.



Answer C

Migration increased for a number of reasons. In Russia there were a series of pogroms against Jewish people which caused many to seek safety in Britain, over 100 000 Jewish people in the last decade of the 1800s. Generally these Jewish people were well treated in the communities to which they moved, soup kitchens and charities were established.

Supporting information

Suggests Britain as a place of safety as a factor – implicit links to the question

Canals were vital in the transportation of goods and a network was developed by the 1820s connecting manufacturing cities and ports. Roads were developed and by 1840 a network ran between London and all major cities. Railways were also expanding, there were 22,000 miles of track by 1900 and steam power made international travel easier. All of these developments increased migration.

Limited links to the question focus

Details about developing transport networks

Comment

This a Level 2 – 5 mark response. In terms of AO2 there are some implicit links to the question but little focus on the conceptual demands. The situation is described but the reason why that situation led to increased migration to Britain is not explicit, making this Level 2.

The candidate has an understanding of some of the features and characteristics of the period but the coverage is quite limited, which again fits Level 2 of the mark scheme for AO1. The response, whilst using material from beyond the stimulus points, has only discussed 2 aspects of content, thus limiting the mark to mid-level.

Answer D

One reason why migration to Britain increased during the eighteenth and nineteenth centuries was industrialisation. British manufacturing increased in scale and scope and so the demand for workers increased significantly, for example in the textile industry, the iron industry and the construction of canals and railways. People migrated from rural parts of the country and also from other European countries to meet the demand. A range of different skill levels were needed in the factories so this meant there were opportunities for all sorts of people. Migrant communities grew in cities such as Liverpool and Cardiff.

Specific supporting detail

Industrialisation stated as a factor

Second factor given

The development of established and safe migrant communities in Britain meant people facing persecution abroad saw England as a good location to move to. This increased the number of migrants in the period. For example in Russia there was a series of pogroms against Jewish people which caused many to seek safety in Britain, over 100,000 people in the last decade of the 1800s. Generally these Jewish people were well treated in the communities to which they moved, soup kitchens and charities were established. This must have encouraged the arrival of more migrants.

Detailed supporting information

Links to question focus



Third factor given

Political change may also have attracted migrants and caused the numbers of those migrating to increase. In 1829 the Catholic Emancipation Act was passed which gave Catholic people almost all the civil rights which Protestants experienced. Many Irish migrants were Catholics and they may have been attracted by this greater protection in law. Britain's slave trade was abolished in 1807 and slavery was ended in the Empire in 1833. This meant that many African and Black American migrants saw Britain as a place of freedom and safety. In addition the 1832 Reform Act gave the vote to more men. People may have thought that British people had more rights, which may have encouraged more migrants to come to Britain.

Supporting detail about political change

Returns to the focus of the question

Fourth factor given

By 1900, steam power made international travel easier, allowing more people to move to Britain from abroad, particularly from parts of the Empire. UK transport networks also allowed migrants to arrive in British port cities and then move to establish communities further inland. The improved transport networks also stimulated economic growth which created jobs.

Supporting detail

Comment

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



Question 5

5 'The impact on culture was the most significant consequence of migration to Britain during the Middle Ages.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:
• language
• trade
You must also use information of your own.

Answer A

Migration to Britain during the Middle Ages had various consequences but the impact on culture was the most significant. Language changed at different times. When the Vikings settled in England, words such as husband, sister and sky became integrated into English. After the Norman Conquest, words such as beef, pork and lamb were introduced and French was used as an official language by government.

Migrants also affected the built environment. Normans built castles in order to control the population and many migrants from Europe were skilled workers who came here to help build cathedrals and monasteries. A new style of architecture developed, using tall, pointed arches and windows.

However, this also shows the impact of migrants on the economy. Jewish migrants often provided loans that helped trade and business to expand and their importance is shown by the fact that the king provided special conditions and protection for them. After Jewish people were expelled from England in 1290, bankers from Lombardy arrived and took over as money-lenders and this again had an impact on the economy.

Flemish migrants settled here and had an impact on the textile trade. Previously wool was exported to Flanders to be prepared for weaving but Edward III forbade the export and wool and the import of cloth and he encouraged Flemish workers to settle here and produce high quality cloth, which benefited English trade. German metal workers also brought new techniques and helped industry to expand.

Although there was a significant impact on the economy, the impact of migrants on culture was more important because it was longer lasting. For example the impact on language and the built environment lasted for centuries whereas the impact on the economy changed when Jewish people were expelled or trade declined.

Offers an example of the impact of migration on culture

Another aspect of the impact on culture identified

A third aspect of the impact on culture identified

Another aspect of the impact of migrants

Judgement given and criteria explained

Judgement asserted

Examples of changes in culture covering a wide timescale

Supporting detail offered

Supporting detail offered covering a wide timescale

Good range of supporting detail, showing the nature of the impact on the economy



Comment

This is a strong answer for a number of reasons. It is focused on the question, looking at the impact of migrants and weighing up the relative importance of the impact on culture against the impact on other aspects of society. The conclusion also makes it clear how the significance of the impact of migrants on different aspects of society has been evaluated.

The analysis is sustained and supported by relevant knowledge. Several different aspects have been considered: language, the built environment, the economy, and specific examples have been provided in each case. The examples included cover the whole period, from the Vikings in the ninth century, the Norman Conquest, Jewish migrants from the eleventh to the thirteenth century and European migrants from the thirteenth to the fifteenth centuries.

Both AO1 knowledge and understanding and AO2 explanation and analysis of significance meet the Level 4 descriptor of the mark scheme, as well as AO2 judgement. It would, therefore, be awarded the full Level 4 - 16 marks.

Answer B

Migrants had a range of impacts on English society. The impact on culture was important because so many aspects of life were affected. Language changed as a consequence of Viking and then Norman settlers. French became the official language of government and words such as egg, cake, knife, beef and pork were introduced into English. Other aspects of culture that were impacted by migrants include religion, food, clothes and daily life.

However, the impact of migrants on the economy was also very important. Some Jewish migrants were money-lenders and their loans helped to build cathedrals and monasteries around the country. Jewish people often faced hostility; there were attacks on Jewish people in York in 1190, and in London in 1262 and during the thirteenth century, Jewish people were required to wear a patch on their clothing which identified them as Jewish. In 1290, the Jewish population was expelled from England.

Migrants also had an impact on government. Viking migrants set up the Danelaw where Viking customs and laws were established. After the Norman Conquest, new laws were introduced.

Therefore, the impact of migrants on culture was important but the impact on the economy was more significant.

Judgement is outlined

Valid point of analysis

An alternative aspect of the impact of migrants is offered

A third aspect of the impact of migrants identified

Judgement is stated but no reason is given for the view that the impact of migrants on the economy was more important than their impact on culture

Supporting detail offered about impact of migrants' language

Statement about the impact on migrants on other aspects of culture but no support given

Supporting detail given

This is descriptive and focuses on the experiences of Jewish migrants rather than the impact of migrants

Generalised support offered about Vikings' impact on government, generalised statement but no details given about the impact of Norman migrants

Comment

This answer has a number of good points. It has recognised the focus of the question is about the impact of migrants and that a judgement needs to be made. It also includes three aspects of content: language, the economy and government, and includes some accurate knowledge.

However, it is not consistently focused on the question, for example the details about the treatment of Jewish migrants is not relevant here. Other points are stated but not supported with specific examples. There is a judgement given but there is no explanation of how the significance of different aspects has been evaluated.



The analysis is mainly sustained and there is enough reasoning to reach low Level 3 of the mark scheme for AO2 explanation and analysis. Some accurate knowledge is included but it is limited and not all of it is relevant, so mid-Level 2 is more appropriate for AO1. The AO2 Level 2 judgement is given but its justification is asserted. A 'best-fit' approach suggests that a mark in Level 3 cannot be justified and a mark of 8, at the top of Level 2, is awarded.

Answer C

Judgement asserted

I agree because the impact on culture was significant in this period. Viking place names, surnames and words have all entered our language. As did words from the Normans; following the conquest in 1066, words such as pork and beef entered the English language. The Anglo-Saxons were very keen to spend their wealth on possessions such as clothing and jewellery whereas the Normans focused on developing the built environment.

Supporting detail

A counter to the explanation offered in the question is given

I also disagree because migration had significant impacts on other aspects of life in England. Systems of government in both Scandinavia and France were different and so there were developments to the English system. Parliament and trial by jury are two examples of how the Vikings influenced the English system of democracy and justice.

Supporting detail

Relevant details but generalised rather than being deployed to answer the question

Changes in society were also seen, there were developments in food and customs, for example the Normans brought a new code of chivalry. Jewish people also made positive contributions to society by giving money to support educational institutions and religious buildings.

Judgement asserted but not supported

I agree with the statement, the impact on culture was the most significant consequence due to language.

Comment

This answer is a Level 2 response. There is a focus on the question with the candidate providing limited analysis and organising ideas into 'agree' and 'disagree' paragraphs; however, this approach is not used to evaluate the statement in the question. An overall judgement is given but the attempt to justify is merely asserted. In terms of AO1, the candidate demonstrates some factual knowledge covering the impact of both Viking and Norman migrants. This answer is Level 2 for all three AO elements, and it has covered three aspects of content, therefore, it would be awarded Level 2 – 8 marks.

Answer D

Focus on the demands of the question

In this essay I will discuss whether I agree that the impact on culture was the most significant consequence of migration to Britain.

I agree because the impact on culture was significant in this period. Viking place names, surnames and words have all entered our vocabulary. As did words from the Normans following the conquest in 1066, when words such as pork and beef entered the English

Agreement with the position given in the question



language. The Anglo-Saxons were very keen to spend their wealth on possessions such as clothing and jewellery but the Normans had a huge impact on the built environment. Westminster great hall was the largest in Europe whilst Canterbury's priory had the largest stained-glass windows in Europe.

Supporting detail about the impact of culture

Counter to the statement in the question

I also disagree because migration had significant impacts on other aspects of life in England. Systems of government in both Scandinavia and France were different and so there were developments to the English system as a result of Viking and Norman migration. The development of parliamentary democracy and trial by jury are two examples of Viking practices which influenced the English system of democracy and justice. The Normans respected the English system of governance but also made changes, the introduction of forest laws and the murdrum are good examples. These changes suggest that the impact on culture was not the only significant area of impact after the arrival of migrants.

Supporting detail

Return to the focus of the question

A further factor asserted

There was also a significant impact on the economy. Some Jewish migrants in England at this time acted as money lenders to the monarchy. This allowed the king to finance significant projects and also to fund day to day living expenses. Jewish people also lent money to local people to start businesses and to develop business links overseas. Migrants from Europe also helped to develop manufacturing in England as many were weavers and merchants. This changed the economy from one mainly based on raw materials to one of crafting and manufacturing.

Supporting details about the economy

A final factor given

Societal changes were also seen. There were developments in food and customs, for example the Normans brought a new code of chivalry, Dutch brewers introduced the use of hops to brew beer and Jewish people donated money to support the development of educational institutions.

Supporting detail

Judgement asserted

Overall, whilst cultural changes were important and long lasting, the changes to the economy were probably the most significant consequence of migration. This is because there was a shift in the economy for the whole country from a primary economy, based on raw materials, to a secondary one, based on manufacturing. This changed the types of employment open to many people and shaped their working lives.

Supporting information

Comment

This answer is a Level 4 response. It is an analytical answer which is consistently focused on the conceptual demands of the question about the consequences of migration. A thread runs through each section which evaluates whether the impact on culture was the most significant consequence (AO2 analysis and explanation). Wide-ranging accurate and relevant information is selected to answer the question, showing the candidate has a thorough understanding of the period (AO1). An overall judgement is reached and the answer clearly explains why the impact on the economy was the most significant consequence of migration (AO2 judgement). Therefore, it would receive the full Level 4 – 16 marks.



Question 6

6 'The experiences of migrants in Britain changed significantly in the period c1700–present.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- civil liberties
- refugees

You must also use information of your own.

Answer A

Generalised introduction

There were several significant points of change in migrants' experiences in the period since c1700. Some of these has made life easier for migrants and other changes have made their experiences more difficult.

Explains context but the answer has not yet addressed the question

Many European migrants during the eighteenth and nineteenth centuries were Catholic or Jewish. Other migrants from the British Empire were brought here as servants or enslaved people. These people had few rights and often experienced discrimination.

Identifies legal changes affecting migrants

Analysis explains the importance of these legal changes

However, in the mid-nineteenth century, laws were passed that gave Catholics and Jewish people rights, such as to attend university and become MPs. These legal changes had a significant impact on the experiences of migrants because they were protected from some forms of discrimination and also more opportunities were now open to them. More legal changes during the twentieth century affected the experiences of migrants.

Precise details of legal changes given

Judgement about the significance of the effects of legal changes on the experiences of migrants

The Aliens Act in 1905 and British Nationality Acts controlled the status of migrants, which sometimes resulted in resentment and discrimination but the Race Relations Act in 1965 made discrimination based on race or colour illegal. Therefore, legal changes had both positive and negative results for migrants. For example increased support for migrants can be seen in the recent campaign for the rights of 'Windrush' migrants to be recognised but some resentment of migrants still goes on. Overall, the changes in migrants' legal position and civil liberties were significant improvements but attitudes were slower to change, meaning that their personal experiences did not improve as significantly.

Analysis of the effects of these legal changes

Identifies other changes in the experiences of migrants, some precise examples given

Improved legal rights also meant that the experiences of migrants improved in other ways. They were more widely accepted and could build places of worship, set up schools, gain qualifications etc. A number of migrants became successful entrepreneurs, for example the founders of Reuters, Burtons and Marks and Spencer. Greater public acceptance also meant that

Examples of changes in the experiences of migrants given but limited analysis of how significant these changes were



migrants could also celebrate their culture, for example Chinese New Year celebrations or the Notting Hill carnival.

Description of changes in attitude towards refugees

The treatment of refugees changed several times during this period. During the eighteenth century, German Palatines found they had limited support but Belgian migrants during the First World War were helped, and support was offered to Asians from Uganda and Vietnamese refugees in the 1970s. However, the increase in the number of migrants arriving here as a result of free movement in the EU led to some anti-migrant attitudes. Therefore, there have been significant changes in the experiences of migrants in this period but the changes have not been consistent.

Some analysis of the significance of these changes

Alternative view being used to challenge the statement in the question

However, in some ways the experiences of migrants did not change very much. During the Industrial Revolution many migrants had to take low-paid jobs and therefore could only afford poor quality housing. This is still true in the modern period; migrants often do not have their qualifications recognised and therefore can only get low-paid jobs, which means they live in cramped and poor conditions. Many still experience discrimination in various ways, for example in employment and their treatment by organisations such as the police and the media. There was also a number of riots in the late-twentieth century, which showed that life was difficult for migrants, for example in Burnley, Brixton and Toxteth.

Valid supporting points being made but mainly in generalised terms

Comment

This answer analyses the experiences of migrants in order to evaluate whether there were significant changes in this period. The analysis offers a line of reasoning to show that there were significant changes and then shows that it could be argued that significant changes did not take place. This fits the mark scheme descriptor for Level 4 AO2 explanation and analysis of second-order concepts.

A range of specific examples have been given to support the analysis. Detail is precise and wide-ranging, covering the whole period, which also fits the mark scheme descriptor for Level 4.

The answer is clearly secure Level 4 for AO1 and AO2 (explanation and analysis) but no judgement is stated. At Level 4, a judgement should make clear how far the answer agrees with the statement in the question and explain the criteria being used. For example, a judgement could be based on whether changes only affected certain groups of migrants, whether changes occurred throughout the whole period, or consider the impact of changes on legal status / employment / daily life etc in order to evaluate the significance of changes. In this answer, both sides of the question are considered but there is no conclusion, providing an overall judgement, and no sense of a running evaluation weighing up the two sides within the answer. However, there is some sense of evaluation in the introduction. This means that the response best meets Level 1 for AO2 (judgement).

A 'best-fit' approach rewards the response at Level 4 – 13 marks, as AO1 and AO2 (explanation and analysis) are strong Level 4.



Answer B

The experiences of migrants did not change significantly in the period c1700-present.

There were laws passed to improve the civil liberties of migrants, for example allowing Catholics and Jews to go to university or to become MPs. Other laws gave migrants the rights of citizenship and also protected them against discrimination in employment and housing.

However, these laws could not make people change their attitude and often migrants continued to have negative experiences. They found it difficult to get accepted in professions and because they were often in low-paid jobs, many migrants continued to live in the poorer sections of towns. Attitudes to migrants were often hostile and tension led to some riots.

Refugees arrived in Britain throughout the period. Sometimes they were welcomed and supported but at other times, they faced hostility, for example. sometimes laws were passed to restrict the number of migrants arriving.

Therefore, although there were some things that should have made things better for migrants, overall their experiences did not improve.

Valid points being made about the effect of legal changes on migrants but rather generalised and no sense of when these changes occurred

Valid point of analysis about the impact of legal changes on the experiences of migrants

Descriptive statement, not analysing change

Judgement asserted

Some supporting detail offered but lacks precision

Judgement asserted but it does not evaluate different aspects of change or give a reason for the statement

Comment

The analysis here makes several valid points but they are not developed. There is a focus on the question and some reasoning, which fits the mark scheme descriptors for AO2 (explanation and analysis) at Level 2.

There is very little specific detail included to support the analysis. The knowledge shown here is relevant but generalised and there is little sense of context. This fits low Level 2 of the mark scheme for AO1.

A judgement is offered but it is based on a one-sided analysis. A judgement may be offered which completely agrees or disagrees with the statement in the question, giving reasons why an alternative view is not convincing but a judgement is not secure if only one side of the issue has been considered. This AO2 judgement, therefore, also fits Level 2 of the mark scheme.

Although this answer meets Level 2 on all 3 strands of the mark scheme, the weaker performance in AO1 means that Level 2 – 7 marks is more appropriate than Level 2 – 8 marks, since a mark at the top of a level means that all the mark scheme descriptors have been met securely.

Answer C

I agree with the statement that there were changes in the migrant experience. Civil rights laws led to migrants being able to play a larger role in society with more political, legal and educational opportunities. A good example is the Race Relations Act of 1976 which made it illegal to discriminate on the grounds of nationality, race or ethnic origin. This opened up opportunities

Link to the question

Supporting detail about the changing migrant experience



for migrants which they had not had before. There was also increasing support for refugee groups who came to Britain seeking safety. These changing attitudes changed the experience of migrants for the better. Some laws did however change the migrant experience in a negative way, the 1905 Aliens Act limited the number of 'undesirable' migrants which changed the reception that migrants received and their experience.

Supporting detail about the changing migrant experience

I also disagree, there are many examples which suggest that the migrant experience changed very little in this period 1700 to the present. Firstly in the 1800s many migrants faced discrimination either based on race or sometimes on perceived behaviours. For example in Liverpool crime was often blamed on Irish migrants and some newspapers even complained about their presence in the city. In the present day recent migrants can be blamed for social problems and denied opportunities, suggesting little has changed.

Link to the question

Supporting detail

Return to the focus of the question

Comment
This answer is a Level 2 response. There is a focus on the question with the candidate providing limited analysis and organising ideas into 'agree' and 'disagree' paragraphs; however, this approach is not used to evaluate the statement in the question. This fits AO2 (explanation and analysis) at Level 2 of the mark scheme. However, a judgement is merely asserted in the opening sentence, which is Level 1 for the AO2 judgement. In terms of AO1, the candidate demonstrates some factual knowledge but limited coverage across the period. Two different examples of government action are included, so the answer covers three aspects of content but the Level 1 AO1 judgement means that a 'best-fit' approach would result in Level 2 – 7 marks.

Answer D

I agree with the statement because a number of developments led to changes in the migrant experience. Government civil rights legislation led to migrants being able to play a larger role in society with more political, legal and educational opportunities. A good example of this is the Race Relations Act of 1965 which made it illegal to discriminate on the groups of nationality, race or ethnic origin. This opened up opportunities for migrants which they had previously been denied. There was also increasing support for refugee groups who came to Britain seeking safety. These shifting attitudes mainly changed the experience of migrants for the better. However, some government legislation did change the migrant experience in a negative way, for example, the 1905 Aliens Act restricted the number of 'undesirable' migrants which in turn changed the reception that migrants received and therefore their experience.

Focus on the question

Supporting detail

Focus on the question

Supporting detail about the Aliens Act

Focus on the question

I also disagree, there are many examples which suggest that the migrant experience changed very little in this period 1700 to the present. Firstly in the 1800s many migrants faced discrimination either based on race or sometimes on perceived behaviours. For example in Liverpool, crime was often blamed on Irish migrants

Supporting detail about discrimination



and some newspapers even complained about their presence in the city. In the present day, recent migrants are sometimes blamed for societal problems and denied opportunities, suggesting little has changed.

Link back to the question

The experiences of Jewish migrants could also be said to have changed very little in this period. Antisemitism was experienced by Jewish migrants in the 1700s. In Spitalfields and Whitechapel for example, Jewish people faced discrimination and often worked in the terrible conditions of the area's sweatshops. These attitudes changed little in the 1800s, when Jewish people faced similar levels of discrimination and continuing poor working conditions. The murders by 'Jack the Ripper' also suggest that antisemitic views were still held by many in Whitechapel when Jewish people were wrongly accused.

Link to the question

Supporting details

Final factor asserted linking the paragraph to the question

Finally many migrants continued to move to areas where migrants already resided, in order to benefit from their support and the local services provided. Jewish migrants moving to Spitalfields in the late 19th century is a good early example of this, whilst Leicester and its British Asian community is a good example from the twentieth century. This illustrates continuity.

Supporting detail

Link to the question

Overall judgement but lacks support

Overall I think that the experience of migrants has not changed significantly as many migrant experiences saw continuity across the time period in question.

Comment

This answer is a Level 4 response. It is an analytical answer which is consistently focused on the conceptual demands of the question about change and continuity. A thread runs through each section which evaluates whether the experiences of migrants changed significantly. The answer is Level 4 for AO2 (analysis and explanation). The candidate's conclusion is less secure with its justification asserted, which is Level 2 for AO2 judgement. Accurate and relevant information is selected to answer the question showing the candidate has a thorough understanding of the period. This is strongest when discussing government legislation, where several specific details are provided. Overall, AO1 is Level 4. A 'best-fit' approach suggests a mark of Level 4 – 14 marks.



Highlighted answers

Highlighting answers is a good way to work with your students to analyse how responses are constructed. You can use the plain versions at the start of this set of exemplars and ask students to highlight features of the answers.

Answers A and B are provided first: these highlight different features for short answers (qus.1, 2a, 3) and AO requirements for extended answers (qus.4, 5, 6).

Answers C and D are provided separately: these highlight simple and developed statements, and statements which answer the question.

Section A: Historic Environment

Question 1

1 Describe **two** features of housing available to migrants in Notting Hill.

Green highlight = feature

Yellow highlight = supporting detail

Answer A

Feature 1

Many migrants in Notting Hill lived in Houses of Multiple Occupation. There were many large houses in the area which landlords split into bedsits for single people to rent.

Feature 2

Migrants could not afford high rents and therefore ended up in very basic housing. Many of the houses in Notting Hill had been damaged during the Second World War and were in poor condition but landlords found they could rent them to migrants.

Comment

This answer would receive the full 4 marks. Both features are clearly focused on housing available to migrants in Notting Hill. They are each supported by additional relevant detail, which is rooted in the Notting Hill environment.

Answer B

Feature 1

The available housing was very poor. Migrants had to live in very unhygienic conditions.

Feature 2

People had to live in overcrowded houses. This was because migrants couldn't afford high rents.

Comment

Both of the features given here are valid but they are very generalised. Feature 1 would receive 1 mark for the comment that available housing was poor, and Feature 2 would receive 1 mark for the comment about overcrowded houses, but in both features the additional detail is not clearly rooted in Notting Hill.



Question 2(a)

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

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.

(8)

Green highlight = usefulness of content

Blue highlight = consideration of provenance

Yellow highlight = additional contextual knowledge

Purple highlight = judgement of usefulness for this enquiry

Answer A

Source A is useful evidence of what happened at the carnival. It shows people dancing and they are dressed on smart clothes, so they obviously felt this was a special event. The carnival was intended to celebrate Caribbean culture and it included music from steel bands. It seems fairly crowded, meaning this was a popular event, although it is difficult to get a sense of scale from a photograph showing only a section of the room. The carnival started in 1959 and therefore this photograph of the first carnival was possibly taken to show the success of the event in the hope that it would increase in popularity in later years. By the mid-1960s, it had become much larger and was an outdoor event, held in August, so this source is useful for showing how the carnival began indoors.

Source B is very useful for explaining the origins of the carnival. Notting Hill contained many migrants from the Caribbean but there was also a lot of racism from groups such as Teddy Boys and migrants were often unwelcome in dance halls and pubs. The source tells us about the circumstances that led people to organise the event and how they wanted to present a positive view of Caribbean culture, for example, music was an important element of Caribbean culture.

The author seems to have been present at the meeting, so his memories provide an insight into the aims and attitudes of the organisers. Since he is writing 50 years later, his memories may be over-positive and he clearly wants to suggest it was a special event but that doesn't make the details of his account unreliable. The source is very useful for providing details about how the carnival began and the attitudes of the people involved.

Comment

This answer would be awarded Level 3 – 8 marks. It shows the usefulness of the content of the sources but also takes into account the way the provenance of the sources affects the reliability and usefulness of the content. Additional contextual knowledge is used to confirm some of the details or provide additional explanation to show why the source is useful. This additional knowledge is integrated into the answer rather than being presented as a separate section of the answer.



Answer B

Source A is useful because it shows us what happened at the carnival. We can see people dancing and everyone is dressed up smartly, so we can tell that it was a happy event. It shows quite a lot of people, suggesting it was a popular event. Source A is a photograph so it shows the actual event and therefore is reliable.

Source B is useful because it explains how the carnival started. It gives details about why the people of Notting Hill wanted to celebrate their heritage and the role of Claudia Jones in organising the carnival. However, the author is a journalist, so he might want to exaggerate some points, and this article was written 50 years afterwards, so the author might have forgotten some details, making this source less reliable.

Comment

This answer would receive Level 2 – 4 marks. Both sources are evaluated at Level 2. It shows that that the sources can be used to make inferences about what happened at the carnival and why it started. There is no use of contextual knowledge to develop comments based on the source content, so it cannot receive the top mark in Level 2.

Comments are made about the provenance of the sources but these are generic comments based on the nature or the date of the source. There is no consideration how the provenance of the photograph might affect its use beyond the assertion that, as a photograph, the Source A is reliable. Similarly, the reliability of Source B is questioned based on generic comments that journalists exaggerate and details are forgotten over time but there are no references to specific details in the sources which could support these comments. These judgements also lack an awareness that the focus of the question is on the usefulness of the sources and that unreliable source can still be extremely useful.



Section B: Thematic Study

Question 3

- 3 Explain **one** way in which opportunities for Huguenot migrants in the seventeenth century were different from opportunities for Asian migrants in the twentieth century.

Green highlight = identifies a difference

Yellow highlight = supporting detail

Answer A

There were better opportunities for Huguenot migrants in the seventeenth century than for Asian migrants in the twentieth century because attitudes towards their skills were different. Huguenots found their skills in trades such as textiles and paper making were respected and there were opportunities for them to become prosperous. In contrast, Asian migrants in the twentieth century often found that their qualifications and skills were not accepted so that many migrants were forced to accept low-paid jobs and so found it difficult to become successful.

Comment

This answer explains the overall difference and then provides specific detail about each group of migrants that clearly illustrate this difference. It would gain the full Level 2 – 4 marks.

Answer B

Huguenot migrants in the seventeenth century often joined existing Huguenot communities, who supported them and often helped them find jobs. Asian migrants in the twentieth century often took jobs in the textile industry or low-paid jobs for example, cleaners.

Comment

The most this answer could receive is Level 1 – 2 marks. It cannot reach Level 2 because, although the details in this answer are all valid (AO1), this answer does not explain the difference in the opportunities open to the migrants and a difference cannot be inferred from the details provided (AO2). The detail about Huguenot migrants is about the support offered to the migrants whereas the detail about Asian migrants is about the type of jobs open to them. These are two different aspects of opportunities for migrants and therefore they cannot be compared, in order to show a difference.



Question 4

- 4 Explain why migration to Britain increased during the eighteenth and nineteenth centuries.

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

- Industrial Revolution
- British Empire

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

Green highlight = analysis (AO2)

Yellow highlight = supporting detail (AO1)

Answer A

Migration to Britain increased during the eighteenth and nineteenth centuries because the Industrial Revolution created job opportunities for workers. The expansion of the road, canal and railway networks led many Irish workers to come to Britain to work as navvies. They were usually single men, moving to different sites where they dug tunnels, laid railway track etc but some of them then settled in Britain.

Some people came as forced migrants. These were often African or Caribbean people who had been enslaved or Asians who had worked as servants for British officials overseas. British plantation owners and officials who returned to Britain often wanted to keep their lifestyle, and therefore brought servants with them. Although slavery was not legal in Britain, it was seen as a status symbol to have African or Indian servants, especially as Queen Victoria accepted Sarah Forbes Bonetta Davies, who was a member of a royal African family, as her god-daughter and developed a close friendship with her Indian servant, Mohammed Abdul Karim.

Britain was also increasingly seen as a place of religious and political tolerance. In 1709, approximately 13,000 Palatine Germans came to Britain because they were Protestant and could not practise their religion in Germany. Although they did not settle here permanently, other religious refugees such as Huguenots continued to come here and Jews also came here. They were also encouraged to migrate here because support was provided by existing migrant communities in places such as Whitechapel in London. The tolerance that drew them can be seen in various acts of parliament in the nineteenth century, for example, giving Jews the right to attend university and become an MP. Political refugees such as Karl Marx, also felt that Britain offered tolerance for radical ideas, such as communism.

Comment

This response would be awarded the full Level 4 – 12 marks. It covers three different aspects of content; the work of migrant navvies is prompted by the 'Industrial Revolution' stimulus point, and the example of forced migration is prompted by 'British Empire'. An additional aspect of content is covered by looking at religious and political refugees. The answer has a clearly focused line of reasoning explaining why people came to Britain (AO2), not just describing groups of migrants, and the explanation is supported by relevant, specific details (AO1). Furthermore, the whole period in the question has been covered.

Notice that there is no requirement for an introduction or conclusion, nor is it necessary to show the interaction or prioritisation of causes.



Answer B

Migration to Britain increased during the eighteenth and nineteenth centuries because lots of people came looking for work as a result of the Industrial Revolution. There were new jobs created as engineers or navvies on roads, canals and railways, and in factories, especially textile factories.

There were also groups who came to escape persecution. About 13,000 German Palatines came to Britain because they were Protestant. They settled temporarily in camps around London, in Blackheath and Camberwell. However, these were mainly poor labourers rather than skilled workers so it was hard for them to find employment and afford housing. Many of them wanted to move on and settle in America but the British government tried to resettle them in rural areas around Britain. This was not successful and eventually most of them were taken to America.

People were also brought to Britain as servants or as enslaved people. Transatlantic slavery increased in this period and large numbers of enslaved people were taken to work on the plantations in America and the Caribbean. However, Britain ended slavery in the British Empire and the slave trade during the nineteenth century, reducing the number of migrants who came here.

Comment

This answer contains accurate detail but much of it is not relevant to the question. The first paragraph makes a valid point about migrants being attracted by job opportunities as a result of the Industrial Revolution but the supporting details are about the types of job opportunities rather than the groups of migrants.

The second paragraph identifies a group of migrants who came and their motive to escape religious persecution. However, the details then describe what happened to the Palatines rather than focusing on explaining why Britain was attractive for Protestant refugees.

The final section covers forced migration but again, the details are about what happened rather than why they came to Britain.

This answer has identified three types of migrants and stated three different reasons why these groups came to Britain. These are valid points but the explanation has limited analysis with only implicit links to the conceptual focus of the question meaning that this answer fits low Level 2 of the mark scheme for AO2. The information provided is accurate but not always relevant, so this is also Level 2 of the mark scheme for AO1. The relevant information is limited, so this is not a strong response and a 'best-fit' approach produces a mid-Level 2 – 5 marks.



Question 5

- 5 'The impact on culture was the most significant consequence of migration to Britain during the Middle Ages.'

How far do you agree? Explain your answer.

(16)

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

- language
- trade

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

Green highlight = analysis (AO2)

Yellow highlight = supporting detail (AO1)

Blue highlight = judgement (AO2)

Answer A

Migration to Britain during the Middle Ages had various consequences but the impact on culture was the most significant. Language changed at different times. When the Vikings settled in England, words such as husband, sister and sky became integrated into English. After the Norman Conquest, words such as beef, pork and lamb were introduced and French was used as an official language by government.

Migrants also affected the built environment. Normans built castles in order to control the population and many migrants from Europe were skilled workers who came here to help build cathedrals and monasteries. A new style of architecture developed, using tall, pointed arches and windows.

However, this also shows the impact of migrants on the economy. Jewish migrants often provided loans that helped trade and business to expand and their importance is shown by the fact that the king provided special conditions and protection for them. After Jewish people were expelled from England in 1290, bankers from Lombardy arrived and took over as money-lenders and this again had an impact on the economy.

Flemish migrants settled here and had an impact on the textile trade. Previously wool was exported to Flanders to be prepared for weaving but Edward III forbade the export and wool and the import of cloth and he encouraged Flemish workers to settle here and produce high quality cloth, which benefited English trade. German metal workers also brought new techniques and helped industry to expand.

Although there was a significant impact on the economy, the impact of migrants on culture was more important because it was longer lasting. For example the impact on language and the built environment lasted for centuries whereas the impact on the economy changed when Jewish people were expelled or trade declined.



Comment

This is a strong answer for a number of reasons. It is focused on the question, looking at the impact of migrants and weighing up the relative importance of the impact on culture against the impact on other aspects of society. The conclusion also makes it clear how the significance of the impact of migrants on different aspects of society has been evaluated.

The analysis is sustained and supported by relevant knowledge. Several different aspects have been considered: language, the built environment, the economy, and specific examples have been provided in each case. The examples included cover the whole period, from the Vikings in the ninth century, the Norman Conquest, Jewish migrants from the eleventh to the thirteenth century and European migrants from the thirteenth to the fifteenth centuries.

Both AO1 knowledge and understanding and AO2 explanation and analysis of significance meet the Level 4 descriptor of the mark scheme, as well as AO2 judgement. It would, therefore, be awarded the full Level 4 - 16 marks.

Answer B

Migrants had a range of impacts on English society. The impact on culture was important because so many aspects of life were affected. Language changed as a consequence of Viking and then Norman settlers. French became the official language of government and words such as egg, cake, knife, beef and pork were introduced into English. Other aspects of culture that were impacted by migrants include religion, food, clothes and daily life.

However, the impact of migrants on the economy was also very important. Some Jewish migrants were money-lenders and their loans helped to build cathedrals and monasteries around the country. Jewish people often faced hostility; there were attacks on Jewish people in York in 1190, and in London in 1262 and during the thirteenth century, Jewish people were required to wear a patch on their clothing which identified them as Jewish. In 1290, the Jewish population was expelled from England.

Migrants also had an impact on government. Viking migrants set up the Danelaw where Viking customs and laws were established. After the Norman Conquest, new laws were introduced.

Therefore, the impact of migrants on culture was important but the impact on the economy was more significant.



Comment

This answer has a number of good points. It has recognised the focus of the question is about the impact of migrants and that a judgement needs to be made. It also includes three aspects of content: language, the economy and government, and includes some accurate knowledge.

However, it is not consistently focused on the question, for example the details about the treatment of Jewish migrants is not relevant here. Other points are stated but not supported with specific examples. There is a judgement given but there is no explanation of how the significance of different aspects has been evaluated.

The analysis is mainly sustained and there is enough reasoning to reach low Level 3 of the mark scheme for AO2 explanation and analysis. Some accurate knowledge is included but it is limited and not all of it is relevant, so mid-Level 2 is more appropriate for AO1. The AO2 Level 2 judgement is given but its justification is asserted. A 'best-fit' approach suggests that a mark in Level 3 cannot be justified and a mark of 8, at the top of Level 2, is awarded.



Question 6

- 6 'The experiences of migrants in Britain changed significantly in the period c1700–present.'

How far do you agree? Explain your answer.

(16)

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

- civil liberties
- refugees

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

Green highlight = analysis (AO2)

Yellow highlight = supporting detail (AO1)

Blue highlight = judgement (AO2)

Answer A

There were several significant points of change in migrants' experiences in the period since c1700. Some of these has made life easier for migrants and other changes have made their experiences more difficult.

Many European migrants during the eighteenth and nineteenth centuries were Catholic or Jewish. Other migrants from the British Empire were brought here as servants or enslaved people. These people had few rights and often experienced discrimination. However, in the mid-nineteenth century, laws were passed that gave Catholics and Jewish people rights, such as to attend university and become MPs. These legal changes had a significant impact on the experiences of migrants because they were protected from some forms of discrimination and also more opportunities were now open to them. More legal changes during the twentieth century affected the experiences of migrants. The Aliens Act in 1905 and British Nationality Acts controlled the status of migrants, which sometimes resulted in resentment and discrimination but the Race Relations Act in 1965 made discrimination based on race or colour illegal. Therefore, legal changes had both positive and negative results for migrants. For example increased support for migrants can be seen in the recent campaign for the rights of 'Windrush' migrants to be recognised but some resentment of migrants still goes on. Overall, the changes in migrants' legal position and civil liberties were significant improvements but attitudes were slower to change, meaning that their personal experiences did not improve as significantly.

Improved legal rights also meant that the experiences of migrants improved in other ways. They were more widely accepted and could build places of worship, set up schools, gain qualifications etc. A number of migrants became successful entrepreneurs, for example the founders of Reuters, Burtons and Marks and Spencer. Greater public acceptance also meant that migrants could also celebrate their culture, for example Chinese New Year celebrations or the Notting Hill carnival.

The treatment of refugees changed several times during this period. During the eighteenth century, German Palatines found they had limited support but Belgian migrants during the First World War were helped, and support was offered to Asians from Uganda and Vietnamese refugees in the 1970s. However, the increase in the



number of migrants arriving here as a result of free movement in the EU led to some anti-migrant attitudes. Therefore, there have been significant changes in the experiences of migrants in this period but the changes have not been consistent.

However, in some ways the experiences of migrants did not change very much. During the Industrial Revolution many migrants had to take low-paid jobs and therefore could only afford poor quality housing. This is still true in the modern period; migrants often do not have their qualifications recognised and therefore can only get low-paid jobs, which means they live in cramped and poor conditions. Many still experience discrimination in various ways, for example in employment and their treatment by organisations such as the police and the media. There was also a number of riots in the late-twentieth century, which showed that life was difficult for migrants, for example in Burnley, Brixton and Toxteth.

Comment

This answer analyses the experiences of migrants in order to evaluate whether there were significant changes in this period. The analysis offers a line of reasoning to show that there were significant changes and then shows that it could be argued that significant changes did not take place. This fits the mark scheme descriptor for Level 4 AO2 explanation and analysis of second-order concepts.

A range of specific examples have been given to support the analysis. Detail is precise and wide-ranging, covering the whole period, which also fits the mark scheme descriptor for Level 4.

The answer is clearly secure Level 4 for AO1 and AO2 (explanation and analysis) but no judgement is stated. At Level 4, a judgement should make clear how far the answer agrees with the statement in the question and explain the criteria being used. For example, a judgement could be based on whether changes only affected certain groups of migrants, whether changes occurred throughout the whole period, or consider the impact of changes on legal status / employment / daily life etc in order to evaluate the significance of changes. In this answer, both sides of the question are considered but there is no conclusion, providing an overall judgement, and no sense of a running evaluation weighing up the two sides within the answer. However, there is some sense of evaluation in the introduction. This means that the response best meets Level 1 for AO2 (judgement).

A 'best-fit' approach rewards the response at Level 4 – 13 marks, as AO1 and AO2 (explanation and analysis) are strong Level 4.

Answer B

The experiences of migrants did not change significantly in the period c1700-present.

There were laws passed to improve the civil liberties of migrants, for example allowing Catholics and Jews to go to university or to become MPs. Other laws gave migrants the rights of citizenship and also protected them against discrimination in employment and housing.

However, these laws could not make people change their attitude and often migrants continued to have negative experiences. They found it difficult to get accepted in professions and because they were often in low-paid jobs, many migrants continued to live in the poorer sections of towns. Attitudes to migrants were often hostile and tension led to some riots.



Refugees arrived in Britain throughout the period. Sometimes they were welcomed and supported but at other times, they faced hostility, for example. sometimes laws were passed to restrict the number of migrants arriving.

Therefore, although there were some things that should have made things better for migrants, overall their experiences did not improve.

Comment

The analysis here makes several valid points but they are not developed. There is a focus on the question and some reasoning, which fits the mark scheme descriptors for AO2 (explanation and analysis) at Level 2.

There is very little specific detail included to support the analysis. The knowledge shown here is relevant but generalised and there is little sense of context. This fits low Level 2 of the mark scheme for AO1.

A judgement is offered but it is based on a one-sided analysis. A judgement may be offered which completely agrees or disagrees with the statement in the question, giving reasons why an alternative view is not convincing but a judgement is not secure if only one side of the issue has been considered. This AO2 judgement, therefore, also fits Level 2 of the mark scheme.

Although this answer meets Level 2 on all 3 strands of the mark scheme, the weaker performance in AO1 means that Level 2 – 7 marks is more appropriate than Level 2 – 8 marks, since a mark at the top of a level means that all the mark scheme descriptors have been met securely.



Section A: Historic Environment

Question 1

1 Describe **two** features of housing available to migrants in Notting Hill.

Yellow highlight = simple statements

Blue highlight = developed statements

Answer C

Feature 1

Much of the housing available to migrants in Notting Hill was of a poor quality.

Feature 2

The housing in Notting Hill that was available to migrants was often overcrowded.

Comment

This answer gives two features of the housing available to migrants but they have not been developed with supporting information. This answer would receive 2 of the 4 available marks.

Answer D

Feature 1

Much of the housing available to migrants in Notting Hill was of a poor quality. The area was seen as an unattractive place to live but was often the only place that some migrants, such as those from the Caribbean, were accepted.

Feature 2

The housing in Notting Hill that was available to migrants was often overcrowded as landlords split large houses into Houses of Multiple occupation (HMOs). What was originally one house could be split in to many separate flats or bedsits.

Comment

This answer gives 2 features of the housing available to migrants. Both features have been developed with supporting information which is grounded in the historic environment. This answer would receive 4 of the 4 available points-based marks.



Question 2(a)

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

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.

(8)

Yellow highlight = simple statements

Blue highlight = developed statements

Green highlight = developed statements which answer the question

Answer C

Source A would be very useful for an enquiry into the Caribbean Carnival of 1959. The photograph shows us that it was members of the Afro-Caribbean community who attended the event. It shows that those who attended enjoyed themselves; we can see people dancing and socialising with each other. Other aspects included a beauty show and performances from popular singers. The carnival was also televised on the BBC. Although this photograph only shows a small number of attendees, the event was well attended and ran for 6 years.

The source is a first-hand account which is useful as it gives an insight into the development of the carnival. Claudia Jones was a successful anti-racism leader and editor of the West Indian Gazette. The article was however written in 2008 which is some time after the event. Hinds, who was in attendance at this first meeting would obviously attribute significance to the meeting as the Notting Hill Carnival is still a popular and important event. This does not however make the account unreliable. It gives an important insight into the thoughts and views of those present at the meeting.

Comment

This is a Level 2 – 5 mark response. For Source A the candidate discusses utility in relation to content, adding in some contextual knowledge, and makes comments on the usefulness of the source. For Source B the provenance of the source is the focus with links again being made to utility.

When marking question 2(a), the mark scheme is applied to the answer of Source A and then Source B; a 'best-fit' approach is then used to decide the final mark. Here, both sources have been evaluated in different ways but are both strong in Level 2. A 'best-fit' approach results in mark of Level 2 – 5 marks. The inclusion of supporting contextual knowledge allows the answer to be awarded 5 marks at the top of Level 2 but it does not get into Level 3 because it does not discuss usefulness in terms of content and provenance, linked to contextual knowledge for either source.



Answer D

Source A would be very useful for an enquiry into the Caribbean Carnival of 1959. The photograph shows us that it was members of the Afro-Caribbean community who attended the event. It shows that those who attended enjoyed themselves; we can see people dancing and socialising with each other. Other aspects included a beauty show and performances from popular singers. The carnival was also televised on the BBC. Although this photograph only shows a small number of attendees, the event was well attended and ran for 6 years. The provenance of this source adds to its usefulness. Being a photograph the source allows us to actually gain a snapshot of events, this is important to gain an understanding of the first carnival and to sense its positive atmosphere. As it was taken in 1959 at the first carnival, perhaps it was a publicity photograph to encourage more people to attend in future and therefore deliberately offers a positive impression of the event in order to show the Caribbean community in a good way.

The content of source B would be very useful for an enquiry about the Caribbean carnival as it describes the origins of the event. The source explains the decision to hold a carnival was made at a meeting following the Notting Hill Riots. The riots took place in 1958 amid a climate of racism. During a discussion about how to move forward the idea of a carnival was put forward. Whilst others laughed Claudia Jones looked for solutions about how the carnival could be held. Jones was a successful anti-racism leader and editor of the West Indian Gazette, so she was an influential person in the community and the source describing her role is very useful. The source does not detail anything about the event itself but it is a first-hand account which is useful as it gives an insight into the development of the carnival. The article was, however, written in 2008 which is some time after the event. Hinds, who was in attendance at this first meeting, would obviously attribute significance to the meeting as the Notting Hill Carnival is still a significant and important event. Therefore his account of the origins of the carnival is affected by his knowledge of how the carnival developed later but this does not, however, make the account unreliable. It gives an important insight into the thought and views of those present at the meeting, which is useful for understanding why the carnival began.

Comment

This answer would be rewarded Level 3 – 8 marks. For both sources the candidate discusses utility in relation to content and provenance, with some contextual knowledge being used in support. In each case, there is a clear focus on the usefulness of the source, with the understanding that the criterion of reliability is only part of the evaluation of utility.

Note: Level 3 – 8 marks requires that utility is evaluated in relation to content and provenance, and with the application of context. The response here is very comprehensive but any response adequately covering all three strands of the marks scheme in relation to the Level descriptor should be rewarded at the top of Level 3.



Section B: Thematic Study

Question 3

- 3 Explain **one** way in which opportunities for Huguenot migrants in the seventeenth century were different from opportunities for Asian migrants in the twentieth century.

Yellow highlight = simple statements

Blue highlight = developed statements

Green highlight = developed statements which answer the question

Answer C

The Huguenots often moved to areas where many other Huguenots already lived and so were welcomed to England by fellow countrymen and women. This support made it quite easy for them as opportunities for employment were often provided by friends and other members of their community. Asian people in the C20th often experienced racism when they arrived in the UK. They sometimes struggled to gain employment in companies that were owned by White British people.

Comment

This is a Level 1 – 2 mark response. It demonstrates knowledge of relevant specific information about the two groups of migrants which meets AO1. However, it does not offer a comment about a difference between the two groups of migrants, which is the focus of AO2.

Answer D

A difference in the opportunities available to Huguenots and Asian migrants is the acceptance and support they received. The Huguenots often moved to areas where many other Huguenots already lived and so were welcomed to England by fellow countrymen and women. This support made it much easier for them as opportunities for employment were often provided by friends and other members of their community. In contrast Asian people in the twentieth century often experienced racism when they arrived in the UK. They sometimes struggled to gain employment in companies that were owned by White British people and their qualifications were not recognised. This accounts for the different experiences of the two groups, with opportunities more readily available to Huguenots than to Asian migrants.

Comment

This is a Level 2 – 4 mark response. A difference in the opportunities open to these two migrant groups is explained (AO2). Specific supporting information about each group of migrants is used to support the difference (AO1).



Question 4

- 4 Explain why migration to Britain increased during the eighteenth and nineteenth centuries.

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

- Industrial Revolution
- British Empire

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

Yellow highlight = simple statements

Blue highlight = developed statements

Green highlight = developed statements which answer the question

Answer C

Migration increased for a number of reasons. In Russia there were a series of pogroms against Jewish people which caused many to seek safety in Britain, over 100 000 Jewish people in the last decade of the 1800s. Generally these Jewish people were well treated in the communities to which they moved, soup kitchens and charities were established.

Canals were vital in the transportation of goods and a network was developed by the 1820s connecting manufacturing cities and ports. Roads were developed and by 1840 a network ran between London and all major cities. Railways were also expanding, there were 22,000 miles of track by 1900 and steam power made international travel easier. All of these developments increased migration.

Comment

This a Level 2 – 5 mark response. In terms of AO2 there are some implicit links to the question but little focus on the conceptual demands. The situation is described but the reason why that situation led to increased migration to Britain is not explicit, making this Level 2.

The candidate has an understanding of some of the features and characteristics of the period but the coverage is quite limited, which again fits Level 2 of the mark scheme for AO1. The response, whilst using material from beyond the stimulus points, has only discussed 2 aspects of content, thus limiting the mark to mid-level.



Answer D

One reason why migration to Britain increased during the eighteenth and nineteenth centuries was industrialisation. British manufacturing increased in scale and scope and so the demand for workers increased significantly, for example in the textile industry, the iron industry and the construction of canals and railways. People migrated from rural parts of the country and also from other European countries to meet the demand. A range of different skill levels were needed in the factories so this meant there were opportunities for all sorts of people. Migrant communities grew in cities such as Liverpool and Cardiff.

The development of established and safe migrant communities in Britain meant people facing persecution abroad saw England as a good location to move to. This increased the number of migrants in the period. For example in Russia there was a series of pogroms against Jewish people which caused many to seek safety in Britain, over 100,000 people in the last decade of the 1800s. Generally these Jewish people were well treated in the communities to which they moved, soup kitchens and charities were established. This must have encouraged the arrival of more migrants.

Political change may also have attracted migrants and caused the numbers of those migrating to increase. In 1829 the Catholic Emancipation Act was passed which gave Catholic people almost all the civil rights which Protestants experienced. Many Irish migrants were Catholics and they may have been attracted by this greater protection in law. Britain's slave trade was abolished in 1807 and slavery was ended in the Empire in 1833. This meant that many African and Black American migrants saw Britain as a place of freedom and safety. In addition the 1832 Reform Act gave the vote to more men. People may have thought that British people had more rights, which may have encouraged more migrants to come to Britain.

By 1900, steam power made international travel easier, allowing more people to move to Britain from abroad, particularly from parts of the Empire. UK transport networks also allowed migrants to arrive in British port cities and then move to establish communities further inland. The improved transport networks also stimulated economic growth which created jobs.

Comment

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



Question 5

- 5 'The impact on culture was the most significant consequence of migration to Britain during the Middle Ages.'

How far do you agree? Explain your answer.

(16)

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

- language
- trade

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

Yellow highlight = simple statements

Blue highlight = developed statements

Green highlight = developed statements which answer the question

Answer C

I agree because the impact on culture was significant in this period. Viking place names, surnames and words have all entered our language. As did words from the Normans; following the conquest in 1066, words such as pork and beef entered the English language. The Anglo-Saxons were very keen to spend their wealth on possessions such as clothing and jewellery whereas the Normans focused on developing the built environment.

I also disagree because migration had significant impacts on other aspects of life in England. Systems of government in both Scandinavia and France were different and so there were developments to the English system. Parliament and trial by jury are two examples of how the Vikings influenced the English system of democracy and justice.

Changes in society were also seen, there were developments in food and customs, for example the Normans brought a new code of chivalry. Jewish people also made positive contributions to society by giving money to support educational institutions and religious buildings.

I agree with the statement, the impact on culture was the most significant consequence due to language.

Comment

This answer is a Level 2 response. There is a focus on the question with the candidate providing limited analysis and organising ideas into 'agree' and 'disagree' paragraphs; however, this approach is not used to evaluate the statement in the question. An overall judgement is given but the attempt to justify is merely asserted. In terms of AO1, the candidate demonstrates some factual knowledge covering the impact of both Viking and Norman migrants. This answer is Level 2 for all three AO elements, and it has covered three aspects of content, therefore, it would be awarded Level 2 – 8 marks.



Answer D

In this essay I will discuss whether I agree that the impact on culture was the most significant consequence of migration to Britain.

I agree because the impact on culture was significant in this period. Viking place names, surnames and words have all entered our vocabulary. As did words from the Normans following the conquest in 1066, when words such as pork and beef entered the English language. The Anglo-Saxons were very keen to spend their wealth on possessions such as clothing and jewellery but the Normans had a huge impact on the built environment. Westminster great hall was the largest in Europe whilst Canterbury's priory had the largest stained-glass windows in Europe.

I also disagree because migration had significant impacts on other aspects of life in England. Systems of government in both Scandinavia and France were different and so there were developments to the English system as a result of Viking and Norman migration. The development of parliamentary democracy and trial by jury are two examples of Viking practices which influenced the English system of democracy and justice. The Normans respected the English system of governance but also made changes, the introduction of forest laws and the murdrum are good examples. These changes suggest that the impact on culture was not the only significant area of impact after the arrival of migrants.

There was also a significant impact on the economy. Some Jewish migrants in England at this time acted as money lenders to the monarchy. This allowed the king to finance significant projects and also to fund day to day living expenses. Jewish people also lent money to local people to start businesses and to develop business links overseas. Migrants from Europe also helped to develop manufacturing in England as many were weavers and merchants. This changed the economy from one mainly based on raw materials to one of crafting and manufacturing.

Societal changes were also seen. There were developments in food and customs, for example the Normans brought a new code of chivalry, Dutch brewers introduced the use of hops to brew beer and Jewish people donated money to support the development of educational institutions.

Overall, whilst cultural changes were important and long lasting, the changes to the economy were probably the most significant consequence of migration. This is because there was a shift in the economy for the whole country from a primary economy, based on raw materials, to a secondary one, based on manufacturing. This changed the types of employment open to many people and shaped their working lives.

Comment

This answer is a Level 4 response. It is an analytical answer which is consistently focused on the conceptual demands of the question about the consequences of migration. A thread runs through each section which evaluates whether the impact on culture was the most significant consequence (AO2 analysis and explanation). Wide-ranging accurate and relevant information is selected to answer the question, showing the candidate has a thorough understanding of the period (AO1). An overall judgement is reached and the answer clearly explains why the impact on the economy was the most significant consequence of migration (AO2 judgement). Therefore, it would receive the full Level 4 – 16 marks.



Question 6

6 'The experiences of migrants in Britain changed significantly in the period c1700–present.'

How far do you agree? Explain your answer.

(16)

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

- civil liberties
- refugees

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

Yellow highlight = simple statements

Blue highlight = developed statements

Green highlight = developed statements which answer the question

Answer C

I agree with the statement that there were changes in the migrant experience. Civil rights laws led to migrants being able to play a larger role in society with more political, legal and educational opportunities. A good example is the Race Relations Act of 1976 which made it illegal to discriminate on the grounds of nationality, race or ethnic origin. This opened up opportunities for migrants which they had not had before. There was also increasing support for refugee groups who came to Britain seeking safety. These changing attitudes changed the experience of migrants for the better. Some laws did however change the migrant experience in a negative way, the 1905 Aliens Act limited the number of 'undesirable' migrants which changed the reception that migrants received and their experience.

I also disagree, there are many examples which suggest that the migrant experience changed very little in this period 1700 to the present. Firstly in the 1800s many migrants faced discrimination either based on race or sometimes on perceived behaviours. For example in Liverpool crime was often blamed on Irish migrants and some newspapers even complained about their presence in the city. In the present day recent migrants can be blamed for social problems and denied opportunities, suggesting little has changed.

Comment

This answer is a Level 2 response. There is a focus on the question with the candidate providing limited analysis and organising ideas into 'agree' and 'disagree' paragraphs; however, this approach is not used to evaluate the statement in the question. This fits AO2 (explanation and analysis) at Level 2 of the mark scheme. However, a judgement is merely asserted in the opening sentence, which is Level 1 for the AO2 judgement. In terms of AO1, the candidate demonstrates some factual knowledge but limited coverage across the period. Two different examples of government action are included, so the answer covers three aspects of content but the Level 1 AO1 judgement means that a 'best-fit' approach would result in Level 2 – 7 marks.



Answer D

I agree with the statement because a number of developments led to changes in the migrant experience. Government civil rights legislation led to migrants being able to play a larger role in society with more political, legal and educational opportunities. A good example of this is the Race Relations Act of 1965 which made it illegal to discriminate on the groups of nationality, race or ethnic origin. This opened up opportunities for migrants which they had previously been denied. There was also increasing support for refugee groups who came to Britain seeking safety. These shifting attitudes mainly changed the experience of migrants for the better. However, some government legislation did change the migrant experience in a negative way, for example, the 1905 Aliens Act restricted the number of 'undesirable' migrants which in turn changed the reception that migrants received and therefore their experience.

I also disagree, there are many examples which suggest that the migrant experience changed very little in this period 1700 to the present. Firstly in the 1800s many migrants faced discrimination either based on race or sometimes on perceived behaviours. For example in Liverpool, crime was often blamed on Irish migrants and some newspapers even complained about their presence in the city. In the present day, recent migrants are sometimes blamed for societal problems and denied opportunities, suggesting little has changed.

The experiences of Jewish migrants could also be said to have changed very little in this period. Antisemitism was experienced by Jewish migrants in the 1700s. In Spitalfields and Whitechapel for example, Jewish people faced discrimination and often worked in the terrible conditions of the area's sweatshops. These attitudes changed little in the 1800s, when Jewish people faced similar levels of discrimination and continuing poor working conditions. The murders by 'Jack the Ripper' also suggest that antisemitic views were still held by many in Whitechapel when Jewish people were wrongly accused.

Finally many migrants continued to move to areas where migrants already resided, in order to benefit from their support and the local services provided. Jewish migrants moving to Spitalfields in the late 19th century is a good early example of this, whilst Leicester and its British Asian community is a good example from the twentieth century. This illustrates continuity.

Overall I think that the experience of migrants has not changed significantly as many migrant experiences saw continuity across the time period in question.

Comment

This answer is a Level 4 response. It is an analytical answer which is consistently focused on the conceptual demands of the question about change and continuity. A thread runs through each section which evaluates whether the experiences of migrants changed significantly. The answer is Level 4 for AO2 (analysis and explanation). The candidate's conclusion is less secure with its justification asserted, which is Level 2 for AO2 judgement. Accurate and relevant information is selected to answer the question showing the candidate has a thorough understanding of the period. This is strongest when discussing government legislation, where several specific details are provided. Overall, AO1 is Level 4. A 'best-fit' approach suggests a mark of Level 4 – 14 marks.