



Pearson
Edexcel

GCSE (9–1) History

Exemplars
Summer 2022

Migrants in Britain





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Introduction

This exemplar booklet has been created using student responses from the summer 2022 examination in GCSE History Paper 1. This booklet is designed to supplement the Examiner Reports published in August 2022, which can be found [here](#) and are intended to provide additional support for the teaching of *Option 13: Migrants in Britain, c800–present and Notting Hill, c1948–c1970*.

There are two answers for each question:

- **Q1** describe two features
- **Q2a** source utility*
- **Q2b** source follow-up*
- **Q3** similarity/difference
- **Q4** explain why
- **Q5** extended writing judgement question*
- **Q6** extended writing judgement question

**The [Paper 1 exemplar booklet](#) also contains additional guidance about how to approach the source enquiry and judgement essay questions. For further guidance on Paper 1, please refer to the [Teaching and learning materials](#) tab on our website, where you'll find our Getting Started Guide, past training content, and much else.*

This booklet includes extracts from the mark schemes as well as questions and sources.

Access to Scripts

You can use our **free** [Access to Scripts](#) service to view your students' marked exam scripts. The service is available from results day until mid-December each year, but remember to get your students' permission to use their scripts in advance.



Question 1

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

Mark scheme

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.

- The area of Notting Hill featured large houses **(1)**. These were sub-divided into many individual rooms that could be rented **(1)**.
- The area of Notting Hill had been badly damaged in the Second World War **(1)**. This made housing more affordable for migrants **(1)**.
- A community of Caribbean migrants began to develop in Notting Hill **(1)**. This attracted more migrants from Caribbean countries to settle in the area **(1)**.

Accept other appropriate features and supporting information.

Student A

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

Feature 1

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

Feature 2

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

Examiner commentary

2 marks

Feature 1 did not receive any marks for the comment that Notting Hill was a wealthy area of London and thus was considered attractive; in the period of study, Notting Hill was not a wealthy area and generally it was not considered to be an attractive address.

Feature 2 was awarded 2 marks because the given feature is relevant and specific to the Notting Hill area: the availability of suitable housing. Although the answer does not explain that this was done in order to maximise profit from an individual house, the naming of HMOs in the supporting information is valid additional detail; thus this answer received 2 of the 4 available marks.



Student B

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

Feature 1

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

Feature 2

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

Examiner commentary

4 marks

This answer gives two features of Notting Hill that encouraged migrants to settle in the area. The first feature given outlines the attraction of an established community whilst the second highlights the issue of finding landlords who would be willing to rent to Black tenants. The features have been developed with supporting information, so the answer was awarded the full 4 marks.



Question 2(a)

Study Sources A and B in the Sources Booklet.

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

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

(8)

Sources

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

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

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

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

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

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

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

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

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

Mark scheme

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 because it shows that Caribbean migrants to Notting Hill brought their cultures with them and developed their own forms of entertainment. Source A is useful because it implies that shebeens developed as a result of the discrimination faced by black migrants to Notting Hill. Source A is useful because it indicates that music was an important element of migrant leisure activities and that it was particularly influenced by Jamaican culture. <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 authors spent time in Notting Hill during the 1960s and their account includes their personal experiences of the area as Caribbean migrants. The purpose of the source is to record a view of Notting Hill in the 1960s based on a range of experiences and therefore should offer a comprehensive account. 		



Student A (Migration)

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

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

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

(8)

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

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

Examiner commentary

Level 2 - 4 marks

In this answer, the student discusses both sources, showing that their content can be used to make inferences about Caribbean culture. Some own knowledge is also briefly included for Source B in the reference to the Mangrove restaurant. The student does not, however, link these comments to usefulness for the enquiry and also does not consider the provenance of either source. The answer was therefore awarded a mid Level 2 mark.

Student B

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

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

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

(8)

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

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

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



Examiner commentary

Level 3 – 6 marks

This answer begins by looking at the utility of Source A. The student briefly considers the provenance asserting that the source is useful because it is a first-hand account which reveals the experiences of migrants in Notting Hill. The content of the source is then addressed, with information included about Caribbean culture. The section also includes a small amount of own knowledge, with reference to the '*police brutality*' of the period.

The second section of the answer follows the format of the first, with the provenance of the source being briefly discussed at the start. The student asserts the source is useful as it is a first-hand account. The fact shebeens are mentioned in the source is used to discuss the content of the source, and the paragraph concludes with a small amount of own knowledge.

This answer discusses the utility of each source in relation to content and provenance, albeit briefly and using some generic assertions, with some contextual knowledge being used in support. In both cases, the evaluation of the source is low Level 3, meaning the final mark is also low Level 3.

Question 2(b)

Study Source A.

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

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

Complete the table below.

(4)

Mark scheme

Marking instructions

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

e.g.

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

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

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

e.g.

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

Accept other appropriate alternatives.



Student A

Study Source A.

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

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

Complete the table below.

5

(4)

Detail in Source A that I would follow up:

The culture of Caribbean communities

Question I would ask:

How is the culture of Caribbean communities in ~~Notting Hill~~ London

What type of source I could use:

A photograph of a party with Caribbean young people dancing together.

How this might help answer my question:

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

Examiner commentary

1 mark

The detail provided by the student, the culture of Caribbean communities, is valid as it is paraphrasing the information provided in the source. The question, however, is not valid as it re-words the question given, rather than developing one independently. The selected source and the explanation of how it could have been helpful cannot be rewarded as they are not linked to a valid proposed question in part 2.



Student B (Migration)

Detail in Source A that I would follow up:

'You had to create your own social environment'

Question I would ask:

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

What type of source I could use:

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

How this might help answer my question:

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

Examiner commentary

4 marks

The question is linked to a detail in Source A and is also relevant to the broader enquiry question. A specific contemporary source is suggested, with a clear explanation of what information would be provided by that source that could be used to answer the enquiry.



Question 3

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

Mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Simple or generalised comment is offered about a similarity. [AO2] Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	3–4	<ul style="list-style-type: none"> Features of the period are analysed to explain a similarity. [AO2] Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]

Marking instructions

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

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

Indicative content guidance

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

Relevant points may include:

- In both periods, migrants were often regarded with suspicion and resentment, for example migrants were suspects in the Jack the Ripper case in nineteenth century London, and Enoch Powell's 'Rivers of Blood' speech in the twentieth century predicted social problems if migration were not limited.
- In both periods, migrants faced discrimination in terms of housing, for example in nineteenth century London, where the existing population accused Jewish migrants of causing housing shortages, and in twentieth century Bristol, where Caribbean migrants were limited in the places they could rent.

Student A

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

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



Examiner commentary

Level 2 – 3 marks

The opening sentence of the answer makes a valid point, that in both periods, migrants were not popular, but does not develop this. Relevant points are made about migrants from the Commonwealth in the modern period being seen as stealing jobs, Lascars working for cheaper wages and Irish migrants being blamed for cholera in the nineteenth century, but the similarity in attitudes is not made clear. The AO2 in this answer is Level 1 and AO1 is Level 2, making the overall answer low Level 2.

Student B

There was an attitude of the British people that migrants were taking British jobs. An example of this in the 19th century was the Irish in Liverpool as they often worked for less money and the people of Liverpool did not like it despite it was the hard labouring jobs the Irish were doing. In the 21st century the idea of migrants taking British jobs can be seen through the Brexit vote in 2016 as a large part of the campaign was the idea that migrants would find it harder to get into Britain.

Examiner commentary

Level 2 – 4 marks

This answer provides, in the first line, an example of a similarity in the attitudes towards migrants (AO2), that people believed they took jobs from British people. It also provides details about these attitudes in both the given time periods, firstly using Irish migrants in Liverpool for the 1800s and secondly using the example of Brexit to show attitudes in the 21st century (AO1). Thus, the answer was awarded a mark at the top of Level 2.



Question 4

Explain why Viking migration brought change to England.

(12)

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

- law and order
- York

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

Mark scheme

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:

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

Student A

4 Explain why Viking migration brought change to England.

(12)

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

- law and order
- York

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

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

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

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

They also changed some architecture as their houses were longer and had stone in them. This was a change as English houses were ~~not~~ were never built this way.

Examiner commentary

Level 2 - 6 marks

This answer is a typical Level 2 answer in that it is only implicitly focussed on the conceptual demands of the question, why Viking migration brought change. The answer focuses more on what the Vikings brought to England rather than the process of change. AO2 is therefore Level 2.

The first paragraph uses the first stimulus point and considers law and order whilst the second paragraph uses the second stimulus point and discusses Viking York. The third and fourth paragraphs, which talk about language and architecture respectively, are viewed as additional aspects of content. Each of the four paragraphs includes a limited amount of rather generalised accurate and relevant information and thus AO1 is Level 2. The answer therefore fulfils the requirements for Level 2 for both AO1 and AO2 and was awarded a mark at the top of Level 2.

Student B

4 Explain why Viking migration brought change to England. (12)

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

- law and order
- York

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

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

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

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

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

its economy.



Examiner commentary

Level 4 – 10 marks

In this answer, three different causal reasons have been explained, which demonstrates a structured line of reasoning that is coherent and sustained. The analytical explanation is directed fully at the conceptual focus of the question: changes brought about by Viking migration. This can be seen most clearly in the opening line of each of the three paragraphs, highlighting the impact of the Vikings on architecture, laws and the city of York. Thus, the AO2 is Level 4.

Some accurate and relevant information has been selected in support of the answer. The first paragraph uses an additional aspect of content, the change to architecture brought about by Viking migration. Paragraphs 2 and 3 use the stimulus points with law and order and York being discussed. Whilst this knowledge is relevant and specific it is fairly limited and so the AO1 is Level 3. Using the best fit approach this answer was awarded a mark in low Level 4.



Question 5

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

How far do you agree? Explain your answer.

(16)

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

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

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

Mark scheme

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>

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.

Relevant points that support the statement may include:

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

Relevant points to counter the statement may include:

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

Student A

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

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

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

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

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

~~I disagree~~
~~I agree~~ migrants were experie

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



Examiner commentary

Level 3 – 12 marks

In terms of AO2, this answer shows some analysis and is focussed on the conceptual focus on the question: the experience of migrants. There is not, however, a coherent line of reasoning running throughout – each paragraph simply makes references to the experiences of migrants. For example, in the penultimate paragraph, Flemish migrants were *'initially greeted and welcomed...'*, followed by the comment that attitudes later became hostile. This means the answer reaches Level 3 for AO2, but not Level 4.

In terms of AO1, the answer goes beyond the stimulus points by referring to Flemish weavers in paragraph 1 and 3 (to illustrate both positive and negative experience), and the Huguenots in paragraph 2. As expected, considering the stimulus points of Walloon migrants and Evil May Day, there is a good use of the case studies from the specification in the answer but limited knowledge about the Huguenots and no explanation of why attitudes changed in Sandwich. The knowledge used is accurate and relevant and thus Level 3 is awarded for AO1, it is not precise enough for Level 4.

In the final paragraph a conclusion is given which makes a judgement, with some justification, for the second aspect of AO2. Overall, this answer exhibited Level 3 for all aspects and so was placed at the top of the level.

Student B

Historians have argued that during the years 1500-1700, the experiences of migrants overall was negative. This is because the Jews, Gypsies, Palatiners, Africans and Indians all faced more negatives ~~hostility~~ ^{negatives} than positives. However, the Huguenots were a group of French Protestants who had a positive experience.

In 1570, the experiences of Flemish weavers in England ~~was~~ in the period 1500-1700 was positive at the beginning but then declined shortly after. This is because in 1570, Sandwich was declining as a town. As a result of this, they asked the government if they were able to invite Flemish weavers from the Low Countries. The government agreed, so in 1570, 25 Flemish families migrated to Britain. They helped boost the cloth trade and started to make new businesses. ~~Furthermore~~ ^{Overall}, they made Sandwich's economy prosper. However, the British people started to become hostile towards them. This was because they believed they were taking all of their jobs, ~~and starting~~ leaving them

with nothing. As a result of this a law was sent out that said ~~that~~ that the migrants could only work as bricklayers, carpenters, ~~beer~~ bakers and butchers. This shows that at first the Flemish weavers were welcomed but soon after their experiences changed due to jealousy.

^{African and Indian} Secondly, experiences of migrants in England was more negative than positive. This was because during the period 1500-1700, Africans and Indians were brought to Britain due to slavery. For example, Africans from India ~~was~~ were hired

by white British families to look after their children during their stay in India. However, some were taken back to Britain and were left alone as soon as they arrived. This meant that they would have to find work for themselves which was hard. Similarly, ^{also} lascars were brought to Britain and left alone. This resulted in some of them working in terrible conditions as navvies, ~~for~~ for a lower wage than usual. During the years 1500-1700 having a 'African or Indian servant especially a child was seen as fashionable. This is because it suggested that their employers had a high status and the girl had a connection with the exotic ~~life~~ India. However, they were some British

people who tried to help them. For example, some women in 1700 organised a relief ^{committee} ~~committee~~ which helped feed and clothe ~~the~~ ^{the} orphans from India. In addition to this, they also helped the migrants find work. However, at the same time the relief committee tried to convince the orphans to convert to Christianity.

On the other hand ^{Huguenot} ~~the~~ ^{the} experiences of migrants in England, in the period 1500-1700 was ^{very} positive. Among one 1500 ~~the~~ Canterbury was also having the same issue as Sandwich. This was that their economy was falling and that they needed skilled people to help boost it again. This resulted in Huguenot migrants from France migrating to Britain. The Huguenots were very skilled weavers and they were able to introduce new ideas and patterns which helped boost the



economy. However, once again, the British people were worried about the Huguenots taking all their jobs, this created a bit of tension between the two groups. However, later on ~~the~~ the British people realised that the Huguenots were willing to teach their skills to them. As a result of this, the British became more welcoming and the Huguenots had 9 churches built by the late 1600s. Overall,

the Huguenots had a very positive experience.

However, during the period 1500-1700 the experiences of ~~the~~ Palatine migrants was not ideal. This was because in 1709 the government passed the Protestant Naturalisation Act, which stated that ~~any~~ foreign Protestants could migrate to Britain as long as they swore allegiance. This resulted in many German migrants ~~in called Palatines~~ migrating to Britain. At first the British were very welcoming as they set up tents for them. Furthermore, MPs and the public raised £20,000 for the Queen Ann Bolyne Trust Fund. However, the Palatine migrants did not have the weaving and manufacturing skills the Huguenots had. This resulted in ~~the~~ ^{public} British being ~~scared~~ ^{afraid} of them taking their jobs. As a result of this, the government came up with deportation. In 1710, 3000 Palatines were deported to Ireland. However, some died on the voyage and the ones who survived were killed by anti-migrant protestors.

Overall, the experiences of migrants between 1500-1700 was negative ~~for many people~~.



Examiner commentary

Level 4 – 15 marks

This answer is tightly focussed on the conceptual focus on the question, and so is Level 4 for the AO2 analysis strand. The introduction provides an outline to the question and begins the line of reasoning that can be seen throughout the answer. Particularly good examples can be seen in the second paragraph about Flemish weavers, in both the opening sentence and in the penultimate sentence of the first page *'However, the British people started to become hostile...'*

In terms of knowledge (AO1), accurate, wide ranging and relevant information is included, and it is used to address the question directly. In the third paragraph, for example, about African and Indian migrants, information is specific and includes detailed information. Some content is out of period, at the end of the third paragraph about the work to support Ayahs, for example, but the positive approach to marking means that mistakes are discounted but not penalised. As the question's end point is *circa* 1700 (and not 1700 exactly), the experience of the Palatines, well explored in the fifth paragraph, can be credited.

The mark scheme requires students to make a judgement for AO2, in this case about the overall nature of the migrant experience during this period. This answer does so in a conclusion, but as this is only one sentence, it is not considered a developed judgment. Thus, despite the strengths outlined above, this answer was placed near, but not at the top of Level 4.



Question 6

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

How far do you agree? Explain your answer.

(16)

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

- Lascars
- civil liberties

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

Mark scheme

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>

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:

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

Relevant points to counter the statement may include:

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

Student A

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



Examiner commentary

Level 2 – 8 marks

The answer opens with intent to meet the conceptual demands of the question, 'I strongly agree'; however, throughout the answer, limited analysis is used. There is, however, an implicit focus on the question, with reasons for migration being presented that are linked to trade and the British Empire. The AO2 analysis strand is thus Level 2.

No explicit judgment is given, although it is implicit throughout. A conclusion is not required, but in this answer it would have allowed the student to sum up their argument. Thus, AO2 judgement strand is Level 2.

In terms of AO1, three aspects of content are included: employment opportunities, transport and, in the penultimate sentence, civil rights. This content is accurate and relevant and does show the student has some knowledge and understanding of the period. The comments about tea, approximately halfway through the answer, should be disregarded. Rather than being developed, the knowledge is list-like, lacking in detail, and so the AO1 is Level 2.

This answer is Level 2 in all strands and this was awarded the top mark in the level.

Student B

In my opinion the growth of the british empire was a main reason for migration because england was seen as the motherland for those countrys within the empire. It was seen as religously and economically rich with many migrants coming to england with the hopes of better financial stability to build a new life in england or to have the financial stability to send money home to their family.

Many migrants came to england because of their civil rights. The 1772 somerset case where slavery was announced as illegal on british soil and the 1807 abolishment of slavery act within the british empire provided safety - legal safety to the black community within the british empire.

Whilst many migrants where eager to know what the 'motherland' was like wanting to build new and better lives. Moving as advertised to rebuild britain after the second world wars ending in 1945 leading to the migration and racial discrimination of the windrush generation. Many skilled workers

came from all over the British Empire in hopes for the high paid jobs they couldn't secure in their country, however, because of racial prejudice and many were not able to obtain high paid skilled work and many skilled workers became labourers working for lower wages than the unskilled British community.

Migration to England was seen as having many positive opportunities for both those who were migrating and those already in England. Governmental portrayals of England throughout history has been anything but negative unwilling to recognise the dangers in a discriminatory community until fairly recently.

Many saw migration to England as a job opportunity knowing employers would exploit non-British workers who convert fight for civil rights into long hours hard jobs and low wages however, employing more of one community beneficial to the economic status of such ~~commen~~ countries within the British Empire the lascars for example employed cheaply throughout history sometimes with no way home ~~economically~~ being only employed for one way journeys - explicitly beneficial for such British

owned businesses.



Examiner commentary

Level 3 – 10 marks

This answer has a strong opening paragraph, with a clear focus on the question (AO2). In the remainder of the answer, the focus on the question remains, although in parts, such as paragraphs 2 and 4, the reasoning is more limited. Overall, the analysis strand of AO2 is Level 3.

A judgement is implied throughout the answer as the student considers whether aspects of content offer support to, or counter, the statement, but these are not weighed in order to make an overall judgement. A conclusion is not included in the answer, and whilst one is not required, it often provides students with an opportunity to sum up and make the judgement explicit. The AO2 judgement strand is therefore Level 2.

Accurate and relevant content is included in this answer. In paragraph 2, the student uses the Somerset case to suggest that migrants came to Britain for their civil rights. Paragraph 3 links to the question and the empire connection; however, the knowledge deployed is outside the time span of the question, and so was discounted. Paragraph 4 focuses on the positive opportunities for migrants but lacks a specific example(s). The final paragraph, providing a third aspect of content, discusses job opportunities. Overall the AO1 is Level 3.

Using the best fit approach, this answer is a mark in the middle of Level 3.