

Examiners' Report

June 2023

GCSE History 1HI0 13

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Introduction

Migrants in Britain, c800-present and Notting Hill, c1945-c1970 is a relatively new option for paper 1. The cohort has grown since the first sitting last year and it was pleasing to see how well this larger cohort responded to the examination paper. They had clearly been well-prepared in terms of both knowledge of content and the skills required for this paper. Students seemed confident on both sections, the Historic Environment and the Thematic Study, and there seemed to be very few unfinished papers.

As a general point, centres should remember that the Thematic Study focuses on change and continuity over time and therefore a good sense of chronology is vital. Students should be familiar with the names given to the different periods in the specification and recognise the dates and key events involved in these chronological divisions. They also need a clear understanding of the key strands involved in the Thematic Study, as identified in the specification:

- The context for migration
- The experience and impact of migrants

It is also important to remember that this is a Thematic Study in British history, therefore questions will focus on 'pull factors', which drew migrants to Britain rather than push factors.

In the extended answers, the stimulus points are usually intended to remind students to cover different aspects of content and the full timescale of the question. Students do not need to include these stimulus points in their answer but they do need to cover three aspects of content in order to access the higher marks.

A number of answers to questions remained at Level 3, despite excellent knowledge, because they missed the focus of the question. The mark scheme's bullet point for Assessment Objective 2 (analysis) at Level 4 expects an analytical explanation, directed consistently at the conceptual focus of the question. Students who responded to the topic rather than the key idea were unlikely to achieve high marks. Those who did reach Level 4 realised that the topic provides the context but that there is a specific focus, which the analysis should address.

While the target for the 12 mark question is an explanation of causation, there is no expectation that causes will be prioritised or evaluated and no marks are available for such comments. However, in the 16 mark questions there is an additional element of judgement. Many students structured their answers in questions 5 and 6, to discuss points supporting the statement in the question, then points challenging the statement, before offering their judgement. In a number of answers, this resulted in a judgement that summed up the two sides, with the conclusion that the statement was 'somewhat true' or 'true to an extent'. This is a logical structure and can be very effective but for the higher marks, the criteria being applied need to be explained and the judgement needs to be consistent with the overall answer. The application of appropriate criteria included an explanation that some aspects had a longer lasting impact, more people were affected, a factor acted as a catalyst for other developments, and many high-scoring answers had a sense of evaluation running throughout the answer so that judgement was not just restricted to comments at the start and end of the answer.

Question 1

Question 1 asked students to identify two key features of the British Black Panther movement in Notting Hill. Extended details are not needed here but students should be aware that this question can be set on anything named in the Historic Environment specification, and the answer should have a focus on the specific issue named in the question.

Students should identify two features and, in each case, add a further detail which will provide some context. They should make sure that the additional detail provided is linked to the key feature that has been identified and also that different material is used in the two sections of the answer. Where students had written two sentences for each feature, it was easy for examiners to identify and reward the feature and the additional detail; if the answer consisted of just one sentence it was sometimes hard to distinguish whether additional detail had been provided, while answers which listed four disconnected points of information were limited to a maximum of two marks.

Students should use the mark and the space in the answer booklet as a guide for the length of their answer. There were relatively few answers that continued beyond the lined space but these were often wasting time as the answer had already scored the full 4 marks and no further marks could be awarded. Where the student was unsure about the answer, the additional comments were usually irrelevant. It was very rare for such additional comments to gain any marks.

It was evident that a sizeable minority of students had not heard of the British Black Panthers, leaving the answer space blank or making inaccurate guesses. Many accurate answers discussed the British Black Panther movement's role in the civil rights movement, their role in education, acting as a voice for the Black community and the influence of the Black Panthers in the USA.

1 Describe **two** features of the British Black Panther movement in Notting Hill.

Feature 1

1. The British Black Panthers were a group set up to help black migrants face discrimination.

Feature 2

Influenced by Black Pan
Inspired by Inspiration from Black
Panther



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This answer gives two features of the British Black Panther movement, but it has not been developed with supporting information. This answer would receive 2 of the 4 available marks, 1 for each feature.

1 Describe **two** features of the British Black Panther movement in Notting Hill.

Feature 1

One feature of the British Black Panther movement was that they were an organisation / pressure group for the rights of black people inspired by the Black Panther movement in America.

Feature 2

Another feature of the British Black Panther movement was that they were very often closely monitored by the police and often arrested. This was because the police was institutionally racist.



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The following answer would receive 4 of the 4 available points-based marks. It gives 2 features of the British Black Panthers, both features have been developed with supporting information.

Question 2 (a)

The Historic Environment has a focus on the process of history, considering the value of sources as evidence and the way an historian follows up an enquiry but it is nested within the context of the Thematic Study and therefore knowledge of the specific context is expected.

It is important to note that the question asks about the usefulness of the sources in relation to a specific enquiry, in this case an enquiry into the problems of housing in Notting Hill. The focus should be on assessing the usefulness of what is in the source rather than listing details which are not mentioned – sources were not produced with the intention of being useful to historians and they should not be dismissed because they do not cover every detail that might be helpful in an investigation. If the answer identified omissions from the source as limitations on its usefulness, there should have been an explanation of why these details could have been reasonably expected from that source. The limitations of content could be used to support a consideration of the provenance, suggesting that the author either had limited knowledge or deliberately presented a slanted view.

Students found the sources accessible and were confident in showing that the content of the sources was relevant for the enquiry and therefore useful. They could also make a number of points about the significance of the provenance for the usefulness of the content, although sometimes this consisted of basic statements. When considering provenance, generic comments about a source being biased (with no explanation of how that bias could be detected or why it occurred) or about the source being reliable because it came from the time under investigation, could be made without any reference to the individual source and therefore remained at Level 1.

At Level 2, developed comments were made about the usefulness of source A, records from a reporter working for *The Times* newspaper. Such comments focused on the methods of intimidation and the lack of options open to Mr Joseph. In terms of provenance, students mentioned the fact that the author was a journalist writing for a newspaper and some considered the possibility of exaggerating events or details from the period. When considering the content of Source B, a photograph of Notting Hill housing stock, students commented on the general state of disrepair. Comments about the provenance considered its nature, as a photograph, with many writing about the typicality of the image.

However, some very good answers could not access the higher marks because they did not include contextual knowledge. Contextual knowledge is mentioned at every level of the mark scheme and failure to include it limited a number of otherwise good answers. Students should recognise that it is not enough to repeat a detail from the source and assert that this can be confirmed from the student's own knowledge – some additional detail is needed as a demonstration of that own knowledge. Contextual knowledge should be relevant to the enquiry and used to assess the source, for example to add detail about something mentioned in the source, to add weight to an aspect of the provenance, to place the source in a broader context, or to assess whether the source gave an accurate view or showed a typical situation.

At Level 3, comments need to consider the effect of an aspect of the provenance on the usefulness of the source content, and contextual knowledge should be integrated into the process of reaching a judgement, not simply provided as information.

The question asks 'how useful' the sources are, so a judgement should be made on the usefulness of the source's evidence for the specific enquiry. At the lower levels, answers identified information contained in the source that was presumed to be useful because it was relevant to the enquiry, listed limitations in the content coverage or asserted that a source was reliable because of the date it was produced, or limited because it is biased. Good answers made clear the criteria being used to assess the usefulness for the enquiry of the sources, weighing the value of the content in the light of the provenance and the student's own knowledge. Various criteria could be used, for example accuracy of detail, reliability, the relevance of the source, the way it could be used by the historian, how representative the source is etc.

There were some impressive answers which demonstrated good contextual knowledge about the problems of housing. Students referred to the role of slum landlords, the use of HMOs in Notting Hill and the poor availability of quality housing to migrants in the Notting Hill area.

Although a judgement should be reached on the overall usefulness of each source, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Students who focused on comparisons between the sources often failed to develop their judgement on each source properly; if this approach is used, it is important that the answer still comes to a judgement on each individual source.

Very few answers only considered one source but it should be noted that every level of the mark scheme refers to 'sources' and therefore answers which do not consider both sources cannot access the higher level marks.

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

How useful are Sources A and B for an enquiry into the problems of housing in Notting Hill in the period c1948–c1970?

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

(8)

Source A is quite useful for an enquiry into the problems of housing in Notting Hill. For example, when Mr Joseph says it states how Mr Joseph's furniture and floorboards were all ripped up. My own knowledge supports this as many people who were renting an apartment were treated badly and were forced to pay even more rent than they should. This is from a reporter who was with the Times newspaper, who was commenting on problems experienced by tenants.

Also Source B is very useful for an enquiry into about the problems of housing in Notting Hill as it shows how tenants are treated and broken windows because they refuse to move out. My own knowledge supports this when because when tenants refuse to pay extra rent they are ~~for~~ treated badly and forced to leave due to the horrible conditions. This The provenance of this source is a photograph of one of many buildings in Notting Hill 1970 that are targeted.



This answer was awarded Level 2, 4 marks. Comments are made about the provenance of source A, but these are generic comments based on the nature of the source. There are also comments on the content of the source with limited use of contextual knowledge to support and develop. The usefulness of Source B is asserted based on details from the sources, again with limited supporting contextual knowledge. Comments about provenance are made but are not used to evaluate the usefulness of the source.

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

How useful are Sources A and B for an enquiry into the problems of housing in Notting Hill in the period c1948–c1970?

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

(8)

Source A shows that "furniture smashed up and piled in the corridor". This shows that ~~the~~ the landlord of Mr Joseph was very aggressive and inconsiderate of his tenants. This supports my own knowledge that during the time, landlords had poor housing conditions because of World War 2 bombing damage and a lack of care. Some landlords in ~~the~~ Notting Hill (NH) had racist views so did not care ~~to~~ about Caribbean tenants. Source A also says that "Mr Joseph had no way to ~~before~~ deal with this situation". This shows that there was a lack of help given to ~~the~~ Caribbeans at the time regarding their civil disputes. This aligns with the fact that at the time landlords had no legal responsibility to uphold ~~the~~ the laws in black houses. This was because colour bars were present all throughout London and a landlord could simply bar the tenant from renting the property due to his race.

Source B is a ~~the~~ photograph that shows a house, in the bottom window of the house it appears to be smashed. This shows that the housing in Notting Hill was in a very poor state. This is supported by the fact that after World War 2, houses were severely destroyed in London. Also, landlords did not care to repair properties, especially of Caribbean

Caribbean tenants.

Source A is a newspaper record, this hints at it being more factual because it's not an official article. Also, there would most likely be no reason to lie. Source A is from the 1950s, this is a long period of time so we don't know whether this is after or before the NH riots. IF this is before, we can assume attitudes towards Caribbean migrants were worse as the ~~migrants~~ ^{migrants were} less protected in the law. This general time frame makes it less useful because we cannot know for sure when it was written. The purpose of the article makes it more useful because the reporter has no reason to lie.

Source B is a photograph of one house. This makes it less useful because it cannot show a complete picture of the state of NH housing. It was taken during the time of NH and in the area, so it's made slightly more useful because we know when and where it is. Since it's a photo



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The following answer was 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. Less is written about source B than source A but it still covers all the required aspects for level 3.

Question 2 (b)

This question should be treated as a package linked to the enquiry that was identified in question 2a (problems of housing in Notting Hill) and the aim is for students to show that they understand how historians work. The first sub-question simply asks them to identify a detail from the source – this was most commonly done by quoting a phrase from the source; students should be aware that a detail from the provenance cannot be rewarded.

Students then had to propose a question they would ask to follow up Source A in relation to the overall enquiry. Consequently, the proposed question should be broader than following up a very specific person or event in the source and it should not be a question they would ask the author or person featured in the source. For example, questions about racism were sometimes posed directly to Mr Joseph. This failure to recognise the link to a broader enquiry limited the marks available to these students for this question, since it also affected the source they suggested that would help with their enquiry.

While it is recognised that students cannot have detailed knowledge of all possible sources, the specification states that students should be aware of the types of sources available and the nature of the information they contain. Answers such as 'newspapers' or 'diaries' are too generalised to be rewarded. In some cases, where a generalised source was named in sub-question three, a mark could be awarded because the explanation in the final sub-question made it clear what sort of information might be located in those records and how that information would help the historian with the overall enquiry but if the explanation was not clear, or the suggested source would not contain information that would help answer the proposed questions, then marks could not be awarded for either of these sub-questions.

Students should be showing an awareness of appropriate sources that already exist for the historian to consult. This means that answers suggesting they would carry out an interview were not rewarded. They also need to be clear that they should suggest a contemporary source from the period in question – history books, the internet, documentaries were all unsuitable answers. Instead, it would be more appropriate if they tried to think about the sources consulted by the producers of history books, internet articles or documentaries.

When multiple suggestions had been given to a sub-question, it was often counter-productive. Offering more than one detail or question meant that the follow-up sections were not clearly linked, while offering multiple sources meant that the explanation in the final section was usually invalid.

Successful answers treated the questions as a package and thought about the follow-up question and the source to be consulted before writing the answer to the first sub-question. In general, the simple approach was most effective. For example, questions about how often tenants were treated in this way could be followed up through analysis of local newspapers, such as the *West Indian Gazette*, or the diaries and writings of Notting Hill residents.

(b) **Study Source A.**

How could you follow up Source A to find out more about the problems of housing in Notting Hill in the period c1948–c1970?

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

Complete the table below.

(4)

Detail in Source A that I would follow up:

"the policeman said they could not evict Mr Joseph without an order of the court - he later found his floorboards ripped out"

Question I would ask:

How did the police during this time react to these types of treatment, ~~especially when physical property became damaged~~ and altogether housing issues in ~~general~~ general?

What type of source I could use:

A police report / multiple police reports filed from housing problems reported.

How this might help answer my question:

to get an insight on how the police reacted in general, towards housing problems especially when illegal things were beginning to happen to the tenants although it wasn't their fault.



This answer was awarded the full 4 points-based marks. The question is linked to a detail in Source A 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.

(b) **Study Source A.**

How could you follow up Source A to find out more about the problems of housing in Notting Hill in the period c1948–c1970?

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

Complete the table below.

(4)

Detail in Source A that I would follow up:

'Joseph had no way to deal with this situation'

Question I would ask:

Why didn't you go to the police?

What type of source I could use:

Interviews.

How this might help answer my question:

This might help me understand more about other people's experiences.



The following answer was awarded 1 mark, as a valid detail from the source is selected. The question however is posed directly to Mr Joseph and does not look to find out about the wider problems of housing. The answer also suggests that a new source be created (an interview with Mr Joseph) rather than identifying an existing source that could be used.

Question 3

In this question, students needed explicitly to identify a difference in the patterns of migration of two different periods and then support this with details taken from each period. All three strands of the specification (context, experience and impact) were deemed to be acceptable patterns. The most common answer described the reasons for migration citing religious tolerance for the earlier period and industrialisation in the later period. There were however a wide range of answers including the places from which migrants came, housing, the type of work they did and how they were accepted.

It is important to note that the focus of this question is to identify a difference; detail by itself cannot score highly. In some cases, the supporting information was unbalanced, describing the situation in one period and simply stating that it was different in the other period. Occasionally, answers identified a valid difference but used examples from outside the time frame of the question.

While many students scored the full four marks, some wrote far too much, including a significant minority of students who wrote on additional paper. Such answers demonstrated excellent knowledge in support of a valid comparison but it could not be rewarded beyond four marks and possibly the time taken here affected the completion of the longer answers which carried more marks.

- 3 Explain **one** way in which patterns of migration in the years c1500–c1700 were different from patterns of migration in the years c1700–c1900.

One way in which patterns of migration in the years c1500–c1700 were different from patterns of migration in the years c1700–c1900 was the main reason why migrants came. In the years c1500–c1700, most migrants came due to religion as England was a protestant country so migrants came to seek refuge from the discrimination in their own country. Whereas in the years c1700–c1900 most migrants came due to work opportunities and as the Industrial Revolution meant many jobs were available for both skilled and unskilled workers.



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This answer explains an overall difference and then provides specific detail about patterns in each time period that clearly illustrate this difference. It was awarded the full Level 2, 4 marks.

- 3 Explain **one** way in which patterns of migration in the years c1500–c1700 were different from patterns of migration in the years c1700–c1900.

Back then it was much worse
later on it slowly started
to improve not by alot
housing still wasn't the best
there were still problems.
There way of living was a little
different



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This is a Level 1, 1 mark response. It offers a simple, generalised comment about a difference in the patterns of migration, which is the focus of AO2. It does not however demonstrate knowledge of relevant specific information about attitudes towards the migrants in the two time periods which is needed to achieve AO1.

Question 4

Many students wrote confidently about why there were changes in the legal status of migrants. Those students that went beyond the stimulus points usually referred to William I and the feudal system, Flemish weavers or the Lombardy bankers. A small number of students choose to include Denizen status.

The stimulus point of Jewish migrants allowed many candidates to write in detail about the changing legal status of Jewish migrants between c800-c1500. Some students referred to the invitation to England by William I or their expulsion in 1290 or both. The stimulus point, the Danelaw, enabled some students to make detailed comments about the impact of the Danelaw on the legal status of Viking migrants, however many students wrote quite descriptively about the Viking invasion and the Danelaw more generally.

It was pleasing to see that a number of answers were awarded full marks and it was noticeable that many of these were relatively concise. These students had understood the focus on explaining causation and provided enough detail to support their explanation without becoming descriptive. Some higher scoring answers came at the 'why' aspect of the question from a slightly different angle, giving broader reasons for the changes in legal status e.g., invasion or economic need.

- 4 Explain why there were changes in the legal status of migrants in England in the years c800–c1500.

(12)

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

- Danelaw
- Jewish migrants

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

1378 - Denization

Normans - nobility

In c 800 when the Vikings began invading to settle, not just pillage and raid, they took over a large area of England over many years. These Viking conquerors established the Danelaw and only the Kingdom of Wessex was uncontrolled by them. They assimilated into the Anglo-Saxon towns and had a Viking King ruling them so the people in the Danelaw had strong ties with the Vikings, even when they left and had a different legal system as well as language to the rest of England.

When William 1st of Normandy invaded in 1066 and became King, many Norman nobles migrated to England to create a French court and became the ruling class. French became the language of the legal courts and they gave us words such as "government" and "legislature". William 1 passed

laws to protect the Norman migrants from attacks ~~against~~ from the Anglo-Saxons and when a group ~~to~~ killed a Norman lord, William began the Harrying of the North, showing that their status as migrants were important.

William I also invited Jews to come to England as money lenders and were under the protection of the crown. In 1178, ~~William~~ passed the Denization Act, ^{was passed} allowing the Jews and other migrant groups to become citizens. ~~But~~ They could then set up their own businesses and make money, improving the economy. However, under King Henry II the Jews faced a lot of discrimination and persecution, leading to 150 ~~been~~ Jews being killed in ~~the~~ the York Massacres in 1190. Edward I signed an edict expelling all the Jews from the country in 1290 and they didn't return for another 300 years. Instead, Lombardy bankers were invited as they were Christians and could not charge interest and they also set up successful businesses and had legal protection. The Jews experienced a lot of antisemitism and even the king owed them money which

was Why they were forcibly expelled.



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This a Level 3, 9 mark response. In terms of AO2 there is some analysis which is mainly directed at the conceptual demands of the question. The third aspect of content is particularly focused on the legal status of migrants. Accurate and relevant information is included, showing good knowledge and understanding of the period. There are some small errors which do not detract from this.

- 4 Explain why there were changes in the legal status of migrants in England in the years c800–c1500.

(12)

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

- Danelaw
- Normans
- Jewish migrants

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

One way in which there was a change in the legal status of migrants was with the Vikings' introduction to Danelaw. This was seen when the Vikings ~~threw~~ agreed with Wessex that all the land in Britain would be theirs, apart from that of Wessex, where it was agreed that there would be one Saxon kingdom remaining. This resulted in a change in the legal status of migrants, as initially whilst they were ~~of~~ assimilating and simply raiding England for their goods, they were now taking control of ~~the~~ the majority of the land in Britain. ~~This resulted in~~ This changed their legal ~~status~~ status significantly as they were now ~~able to~~ possessed control of most of England.

Another reason for the change in legal status, was when the Normans ~~the~~ invited ~~the~~ the Jewish migrants to stay in Britain. William

the conqueror required money in order to build the stone churches he desired, therefore, he invited the Jews and gave the 'denizen status' where despite them being migrants, they were given the same rights as everyone else. The Jews were protected by the monarchy and set up their own Jewish businesses in return for protection from the monarchy. There was also, however, a change in the legal status in Jews when they were given a yellow armband in ~~1275~~ 1275 which saw them not being allowed to claim their interest back, making them desperately poor. There was a complete change in the legal status of Jews when they were banned ~~from~~ from Britain in 1290 until Oliver Cromwell changed the law to allow them back in ~~1656~~ which again changed the legal status of Jews, as they legally weren't allowed to stay in the country. The legal status of Jews was changed, initially because William ~~the~~ the conqueror ~~required~~ required money and therefore invited the Jews to give him loans, however it was changed again by Edward as people were unwilling to pay the loans back and therefore resented the Jews, seeing them get banned.

The legal status of migrants was also changed because William the Conqueror required support when it came to ~~the~~ ruling the country, therefore invited Norman friends over ~~to~~ and provided them with land and in order to pay of whatever he owed them. This changed the legal status of ~~the~~ migrants because of William requiring support to rule England and preventing any more riots.



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The following answer is a Level 4, 12 mark 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

Question five was marginally more popular than question six and was generally answered to a high standard by students. Most students recognised the focus on the reasons for an increase in migration in the years c1500-c1900. How students defined 'changes in British society' varied, some gave it a broader definition to include the growth of the empire and industrialisation. Others were narrower in their definition of 'society'.

The first stimulus point, 'religion', was well known to students and a range of examples were used to suggest it was a reason for an increase in migration, usually in agreement with the question. Examples included the Reformation, the Catholic Emancipation Act and the changing status of Jewish people. The second stimulus point of 'empire' prompted many students to talk about Black and Asian migrants.

Other aspects of content used in this question included The Great Famine (1845), the Industrial Revolution and the growth of democracy and freedom of thought.

Overall candidates conveyed their answers effectively with many achieving 3 or 4 marks for spelling, punctuation and grammar.

I agree to a significant extent that the reason migration ~~increased~~ increased in the years 1500-1800 was due to the change in British society including the changes to Protestantism and the Royal family.

A ~~big~~ change in British society that led to increased migration was Henry VIII reformation and making the country Protestant. This new change created a safe country for Protestant refugees to flee to when they were ^{being persecuted} ~~under persecution~~ due to their religion. One such group that came were the Walloons who came from modern day Belgium ~~at~~ and who played a large role in the economic growth of Canterbury. ~~One~~ Another group were the Huguenots who came from France, they also were skilled weavers and had economic impacts on Spitalfields. Overall this shows the change in society of religion led to increased migration.

However some people disagree and believe the main ~~the~~ reason for increased migration was because of Britain's political stability. This is because during the 1700-1800 France was going through a revolution which led to many aristocrats fleeing France to safer countries like Britain. This caused increased migration because wealthy families fled to Britain who accepted them as they were also against the revolution. Overall this caused ^{increased} migration however I believe only to a limited extent because not that many came and many returned after the

Revolution.

A second social change that occurred in Britain which led to increased migration was the change in the ^{royal family} king. Due to his protestant religion George of Hanover (a German province) was made King George 1st.

As king he brought many Germans with him to work in his court and also due to his German heritage made Britain a safe place for German speaking people. This is shown with the Herchel siblings who came to Britain from a German province and had significant impacts on science with the better discovering of Uranus and the sister 8 comets. Overall the changing social class of having a German king led to increased migration from German speaking nations.

To conclude I agree to a significant extent that the change in British society was what led to the most migration in the period 1500-1900. Even though the opposition have a valid argument claiming it is British tolerance I can't deny a valid point. * but that only led to a small group compared to change in society leading to Huguenots, Palatines and Wallons coming migrating to Britain.

* I strongly believe



This answer provides an analytical explanation which is directed at the focus of the question. Accurate and relevant information is given with three aspects of content included. Judgment is threaded through the answer and a conclusion, whilst not required, is also used to sum up the argument. Both AO1 knowledge and understanding and AO2 explanation and analysis of significance meet the Level 4 descriptor of the mark scheme, as well as the AO2 judgement. It was, therefore, awarded Level 4, 15 marks.

I agree that changes in society was the main reason why migration increased because most migrants who migrated between 1500 - 1900 were protestant which is mainly what religion England was during that time therefore more people would've migrated instead at a time of catholic. For example ~~the~~ when England converted from catholic to protestant this allowed many protestant migrants to migrate and were able to work and settle in housing in peace. This meant that population would increase and work force increased which helped boost the economy. This led to a long period of time where England remained protestant as they saw how beneficial it was for them. Therefore I agree with the changes in society.

However ~~someone~~ ^{I also} disagree that the changes in society helped increase migration because ~~the~~ England ~~was~~ of the british empire. This meant that Britain had no longer had control of its colonies because they ~~re~~ rebelled against them. Britain lost power and decided to let migrants migrate to them for job opportunities and

for slaves from slavery or conflict. This led to England's population increasing significantly which led to overcrowding and many migrants weren't skilled enough and ended up being homeless. Therefore I disagree with the changes of society.

Another reason why I agree that changes in society was the main reason that migration increased because of job opportunities increased which led to many migrants to want to come. Even the migrants that weren't skilled still fled as they viewed it as the motherland but weren't able to find a job. Therefore I agree that changes in society increased migration.

Overall I agree that changes in society increased migration because of the religion and also the job opportunities.



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Examiner Comments

In this answer, there is a focus on the question (AO2) with the student providing some analysis and organising ideas into 'agree' and 'disagree' paragraphs. In terms of AO1, the student demonstrates some factual knowledge covering the aspects of religion, empire and job opportunities. An overall judgement is given in the form of a brief conclusion (AO2). This answer was awarded Level 3, 11 marks.

Question 6

Question 6 asked students to consider whether the most significant impact of migrants in Britain in the years c1700 was on the economy. Whilst slightly less popular than question 5, students demonstrated good knowledge of this aspect of the specification.

Many students were knowledgeable about the impact of migrants on the economy and referred to the Industrial Revolution and post-war period in detail. Some students mentioned Italians arriving to set up ice cream businesses, South East Asians and a few mentioned German migrants.

Most students argued that the culture was the main impact of migration, citing food and music as key examples. Many responses used knowledge about Notting Hill to add specific detail to this aspect of their answers. Other counter points included the impact of migrants on civil rights and the urban environment.

Some answers remained descriptive, with little analysis, focusing on the impact of migrants generally rather than whether the impact on the economy was the most significant impact. There were also a number of students who wrote out of the period of the question.

Overall candidates conveyed their answers effectively with many achieving 3 or 4 marks for spelling, punctuation and grammar.

I agree partially as due to migration Britain's economy became highly prosperous. This is evident as Jewish migrants opened businesses like Marks and Spencers and became successful bankers. This meant that they strengthened Britain's economy. Therefore, one of the biggest impact migrants had was economic as whilst helping the economy - business owners also created jobs for the existing population.

In addition, I agree partially as EU migrants helped to make industries more profitable. This is demonstrated as EU migrants after 2004, found jobs in the hospitality sectors and as manual labourers and benefitted the economy largely. This is because they were hard-working and the Polish Resettlement Act meant that more Poles could remain and continue to help with Britain's economy.

However, another large impact migrants had on Britain was the introduction of new cultures. This is evident as Britain's civil rights and literature changed due to Olaudah Equiano and Oscar Wilde - both infamous for their effects on society. This is demonstrated as Oscar Wilde's plays are still as influential as they were before and Olaudah Equiano acted as an educational role model. Therefore, another significant impact was culture.

Moreover, within the impact of culture many new cuisines were introduced to Britain. This is demonstrated as the Italians introduced ice cream parlours ~~is~~ and ~~had~~ become so popular the area they were in was called Little Italy. Furthermore, Asians also introduced their cuisine and now the national dish of Britain is ^achicken tikka masala. In addition, the Germans also introduced fish and chips which has become a household staple across Britain.

In conclusion, the most significant impact was culture as it is still embedded in today's society as much as it was back then.



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The following answer is a Level 3 response, receiving 10 marks. In terms of AO2 there is some focus on the question and a judgment is made. In terms of AO1, accurate and relevant information is included, which shows some good knowledge. The student refers to the opening of businesses, work in the hospitality sector and several aspects of culture.

Chosen question number:

Question 5 ☒

Question 6 ☒

I partly agree with the statement that the largest impact of migrants was economy. The Huguenots and their silk industry helped turn Britain from a primary consumer to a secondary consumer, as they began to start weaving silk as well as the new Huguenot technique, not silk. The Irish also helped boost the economy by their building of the railway tracks. The railways allowed for by the 1870's for over 100 tones of goods being imported and exported to and from Britain. They built over 8 miles of railway tracks, helping boost the country's economic prosperity.

However, there are other impacts that outweigh the economy. The changes in ~~potities~~ politics from German migrants is also important. Karl Marx had fled Germany in order to find political freedom and freedom of speech. His philosophical ideas led to the birth of communism which effectively shapes the outcome of the world in the 20th century. The growth of businesses was also important. Michael Marks business, Marks and Spencers grew and

is one of the top supermarkets in Britain today.

The Caribbean impact on culture was also very important. The St Pauls carnival, ~~was~~ an annual event, brought the traditional Caribbean values and parties to Britain. They brought ska, a popular type of Jamaican music as well as gospel music, which has been used in churches and events since. The Asian impact on culture was significant also. The staple saying 'going for a curry' became popular in Britain as well as the Chinese ~~and~~ chow mein and sweet and sour chicken, with over ~~10,000~~ 1,000 stores in Britain in 2014. The Jews of China brought over ~~substitutes~~ ~~and~~ fish and chips which ^{now} ~~has~~ has over 10,000 recorded stores in Britain, outnumbering the fast food chain ~~the~~ McDonalds.

The growth of Asian migration led to the changes in the urban environment.

The Masjid al-Temple was built ~~entirely~~ out of limestone, which differed from the traditional iron and bricks. Over 1,800 mosques were built to cater ~~for~~ for the 3 million Muslims in Britain.

After the murder of Stephen Lawrence in 1993 in South London, Doreen Lawrence (Stephen Lawrence's mother) campaigned for an investigation into the Metropolitan Police. Her campaign led to the 2000 Race Relations Act, which finally ~~the~~ made it illegal for the police to be racist. The Bristol Bus Boycott in 1968, led by the IFCC (Interracial Friendship Coordinating Council) led to the employment of the first Black bus driver.

The ^{Culture} ~~economy~~ prospered from the Portobello Road in Notting Hill, ~~and~~ The arts also grew from artists like Dante ~~Rossetti~~ ~~and~~ Rossetti who stated the ~~pre-Rap~~ Pre-Raphaelite revolution, where brighter colours were used ~~in~~ in order to capture ~~light~~ life. Oscar Wilde changed the playwrighting scene with his play The Importance of Being Earnest in 1895.

Sporting achievements were also a great impact for migration with athletes like Mo Farah, ~~as~~ a gold Olympic medalist. Footballers such as Raheem Sterling, a 5 time Premier League champion, and Wilfred Zaha. Farah born in Somalia, Sterling

born in Jamaica and Zaha born in Ivory Coast.

Overall I do see that there is evidence to suggest that economy was most impacted because of its long term implication but in areas such as culture, I believe there is more impact for the country there.



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This answer is a Level 4 response and was awarded 14 marks. It is an analytical answer which is focused on the conceptual demands of the question, although at times the content becomes more descriptive. The answer is Level 4 for AO2, both for the analysis and explanation and judgement strands. Accurate and relevant information is selected to answer the question showing the student has a thorough understanding of the period. AO1 is Level 4. The answer was awarded 14 marks.

Paper Summary

Examiners commented that there were a number of impressive answers where students seemed well-prepared and demonstrated excellent knowledge being deployed to support thoughtful analysis and evaluation. In particular, students seemed well prepared for the 12 and 16 mark questions, with most answers having a clear structure and good use of specialist terms.

Based on their performance on this paper, candidates are offered the following advice:

- Students need a secure understanding of the chronological periods and terms used in the specification as well as the term 'century'.
- Students need to understand the themes within the specification – Institutions (government and Church), religion, economic influences and attitudes in society.
- A number of answers failed to reach the highest level because they were not focused on the specific question being asked or did not precisely select accurate and relevant information.
- It is not necessary to use the question's stimulus points and students should not attempt to do so if they do not recognise them; however, students should aim to cover three aspects of content.
- While there was good knowledge of some topics, students cannot rely on knowing just a few key topics and hoping to use that information whatever question is asked.

If extra paper is taken, students should state clearly in the answer space for the question that it has been continued and where the rest of the answer had been written; this should be on an additional sheet rather than elsewhere in the paper and should be clearly labelled.

However, in many cases where additional paper had been taken, the marks had already been attained within the space provided rather than on the extra paper and students should be discouraged from assuming that lengthy answers will automatically score highly. Indeed, students taking extra paper often ran out of time on the final, high mark question and therefore disadvantaged themselves. It would also be helpful if students avoid submitting additional paper for marking if it has not been used.

Examiners reported that a poor standard of handwriting made a number of answers difficult to mark and exacerbated the difficulty in understanding a badly-expressed answer. Also, a failure to structure answers in paragraphs made it difficult for the examiner to identify a line of reasoning and to check whether three different aspects have been covered.

This 1HI0 paper 1 option involves the study of aspects such as race, antisemitism and migration. It is expected that students will use appropriate language in their answers when referring to migrant groups and their experiences. The specification provides some guidance on this in that it refers to Asian migrants and Jewish migrants but centres, and their students, should be aware of the changing landscape in regards to the language used to describe minority groups.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

