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Examiners' Report  
Principal Examiner Feedback

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Pearson Edexcel GCSE

In History (1HIA)

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

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

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Migrants in Britain, c800-present and Notting Hill, c1945-c1970 is a new option for Paper 1. The cohort was small, but it was pleasing to see how engaged students were and how well they 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 themes and the factors involved in the Thematic Study, as identified in the specification:

- Institutions (government and Church)
- Religion
- Economic influences
- Attitudes in society.

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 show breadth in their answer and to access the higher marks.

A number of answers to these 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. In questions 5 and 6, many students structured their answers 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, i.e., more people were affected, a factor acted as a catalyst for other developments etc. and many high-scoring answers had a sense of evaluation running throughout the answer, meaning 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 movement of migrants to 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 explain the feature or 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. When 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 number of allocated marks and the space provided 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 an unproductive use of 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 usually lacked relevance. It was very rare for additional comments to gain any marks.

Many answers discussed Notting Hill's proximity to Paddington Station, the desire of migrants to join an established Caribbean community and the availability of houses and rooms to rent in the Notting Hill area.

There were very few blank answers, but some answers were not focussed on the area of Notting Hill. These more general answers, which contained little or no rewardable material, described opportunities for employment in Britain, the repairing of buildings post-war, or reasons for migration.

The following answer would receive 4 of the 4 available points-based marks. It gives two features of Notting Hill which encouraged Caribbean migrants to settle in the area. Both features have been developed with supporting information which is grounded in the historic environment.

**SECTION A**

**Notting Hill, c1948–c1970**

**Answer Questions 1 and 2.**

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

Q01

4

Feature 1

~~Another~~ one feature of Notting Hill that encouraged Caribbean migrants to settle there after WW2 was its closeness to Paddington station. Many Caribbean migrants arrived in Britain ~~by~~ by boat train and one of the stations it went to was Paddington.

Feature 2

Another feature of Notting Hill that encouraged Caribbean migrants to settle there after WW2 was the already established Caribbean migrants there. People wanted to be with people familiar to them so overtime, the community grew.

This answer gives one unsupported feature of Notting Hill which encouraged Caribbean migrants to settle in the area, but it has not been developed with supporting information. The second feature is not grounded in the historic environment of Notting Hill. This answer would receive 1 of the 4 available marks.

SECTION A

Notting Hill, c1948–c1970

Answer Questions 1 and 2.

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

Q01 1

Feature 1

one feature that encouraged Caribbean migrants to settle was the community that was already in Notting Hill. ~~for they~~

Feature 2

~~Another feature was that they came on a boat and Caribbean migrants were invited to work.~~  
England needed workers to fix the damage done to the houses from the <sup>second</sup> World War.

Question 2a

The Historic Environment has a focus on the process of history, considering the value of sources as evidence and the way a 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 Caribbean cultures 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 simple 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, one of a series of interviews conducted by Mike Phillips for the book *Notting Hill in the Sixties*. Such comments showed the development of shebeens due to the colour bar and the activities that took place there. In terms of provenance, students mentioned the fact that both authors were themselves Caribbean migrants who had lived in Notting Hill, and some considered the possibility for misremembering events or details from the period. When considering the content of Source B, students commented on the venue, the music, the food and the weekly takings of the shebeen run by John Edgecombe. Comments about the provenance considered its nature, as an interview, with many writing about the first hand nature of the account.

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 impressive answers which demonstrated good knowledge of the impact of the colour bar on the Notting Hill Caribbean migrant community, the importance of shebeens in the expression of Caribbean culture, and the activities which took place in shebeens. There were however some students who misunderstood 'colour bar' to be the name of a venue.

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 high marks.

The following answer was awarded level 3, 8 marks. It shows the usefulness of the content of the sources and 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.



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) Q02a B

Source A is rather useful into an enquiry about Caribbean cultures in Notting Hill as in the provenance it states that this is from a book meaning it would have had to have been fact checked before publishing. As well as this both of the authors were Caribbeans who lived in Notting Hill at the time. This is useful as it gives an accurate first hand account about the culture in Notting Hill. However the book was published in 1991, ~~20 years~~ 20-30 years after the 1960s, so not all details are going to be accurate as they might have forgotten certain events. In the source it tells us how Caribbean people brought over their own music such as reggae and ska. They also describe the colour bar showing how they were forced into creating their own social environment. This is support with contextual knowledge as not many clubs would allow black people inside and the clubs that did were often raided by the police. So overall this source is <sup>very</sup> useful as it gives a good account as to the social environment of the Caribbean community in Notting Hill.

Source B is also very useful into an enquiry about the Caribbean culture. It is from an autobiography of a Caribbean man who migrated to Britain therefore this is useful as he lived in Notting Hill during the 60s so he can give a detailed story about what the culture was like. Although it was published in 2007

meaning it would have been more than 40 years so certain details might be inaccurate or false making it less useful. The details provided in the source are very useful as John Edgercombe hosted Sheebans which were places where Caribbean people used to party and dance as clubs would not let them in. However Sheebans were often stopped by police and searched for drugs and other illegal activity despite rarely finding anything. The source also tells us not only about the music but also the food they ate which was cornmeal - rice and peas. So overall the source is very useful as it gives a detailed account about the <sup>sheebans</sup> parties that reflected Caribbean culture well.

This answer would receive Level 2, 3 marks. Both sources are evaluated at low Level 2. 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. No reference is made to the provenance of Source 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) 002a 3

Source A is a book written by Charlie philips and mike philips. This source is useful for the enquiry in to caribbean cultures in the 1960s as it tells us that the caribbean community was now very welcomed in ~~the~~ Notting hill 'Colour bar'. It tell us that the community was big in to music 'Reggae, Ska and bluebeats' this show us that they have a very socil culture and that they like being together.

Source B is also useful as it talks about things from there culture like music and food this ~~from~~ to show us they had a intresting community with a wide range of food and music in there culture.

**Question 2b**

This question should be treated as a package linked to the enquiry that was identified in question 2a (Caribbean cultures 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 of the source, for example, questions about racism were sometimes posed, which do not

relate to the overall enquiry. 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 that they suggested 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, 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 source from the period in question; history books, the internet, documentaries etc. 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 what shebeens were like could be followed up through analysis of local newspapers, such as the West Indian Gazette, or the diaries and writings of attendees of shebeens.

This answer would get 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 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) 002b 4

Detail in Source A that I would follow up:

'You had to create your own social environment'

Question I would ask:

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

What type of source I could use:

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

How this might help answer my question:

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

The following answer would receive 2 marks. It is a valid question and is linked to a detail in the source, but it is suggesting that a new source be created (an interview with Fullerton) rather than identifying an existing source that could be used. If the suggested source was, for example, the diary of a shebeen attendee, together with an explanation that this source could explain what shebeens were like, the answer could have received the full 4 marks.

(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) Q02b 2

Detail in Source A that I would follow up:

There wasn't much for black people, so they had to create their own social environment and they did that through sheebens.

Question I would ask:

What did sheebens include, and how was Caribbean culture an influential factor?

What type of source I could use:

Fullerton, who had a basement in Talbot Road.

How this might help answer my question:

Sheebens were generally held in houses or basements, so Fullerton would have had an insight into what it included.

### Question 3

In this question, students needed to explicitly identify a similarity in the attitudes in Britain towards migrants in two different periods, and then support this with details taken from each period. The most common similarity identified was that migrants in both time periods faced prejudice with commonly used examples being Jewish people in the nineteenth century and Caribbean migrants in the period 1900- present. Some students selected the support migrants received as their similarity, with some very specific knowledge being demonstrated in support, e.g., the Merchant Shipping Act of 1823. There were also some more regularly cited examples such as the Kindertransport as an example for the period 1900- present.

It is important to note that the focus of this question is to identify a similarity; 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 similar in the other period. Occasionally, answers identified a valid similarity but used examples from outside the time frame of the question. Students who wrote about the positive treatment of migrants as their similarity were more likely to do this, using examples such as the Huguenots.

While many students scored the full four marks, some wrote considerably more than is required. Such answers demonstrated excellent knowledge in support of a valid comparison but could not be rewarded beyond four marks, and the time taken here may have affected their completion of the longer answers which carried more marks.

This answer explains an overall similarity and then provides specific detail about attitudes in each time period that clearly illustrate this similarity. It would gain the full Level 2, 4 marks.

SECTION B	
Migrants in Britain, c800–present	
Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.	
3 Explain <b>one</b> 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.	Q03 4
<p>1900-present 1900 Empire</p> <p>One way attitudes in Britain <del>changed</del> was were similar in the <del>19th</del> 19th century <sup>to the present day</sup> was that migrants began to gain some justice &amp; intergration into society. We can see this with the Merchant Shipping Act of 1823 saying that the East Indian Company's had to look after the lascars on their boats. This intergration is similar to the 1900-present period as <del>at</del> <del>the</del> 1933 when Britain joined the EEC allowing migrants within the group to travel freely to Britain in 1938-39, Jewish children were allowed to enter the country without a visa (Kindertransport) showing acceptance of different Migrant groups from both periods.</p>	
(Total for Question 3 = 4 marks)	Total 4

This is a Level 1, 2 mark response. It offers a comment about a similarity between attitudes towards migrants in the two time periods, 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.

**SECTION B**

**Migrants in Britain, c800–present**

**Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.**

**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. Q03 | 2

Attitudes towards migrants in the nineteenth century and the period c.1900 to present is similar. one was these where similar was they were treated differently by the communities around them. for example the riots of the man grove restaurant. →

#### Question 4

Most students wrote confidently about why Viking migration brought change to England. There were, however, a large number of students who focussed on the Viking invasion in some or all of their answer. The attacks on Lindisfarne, religious motivation and Viking invasion tactics were common points of discussion. While these points demonstrate some knowledge of the broader context, they were outside the scope of the question.

The stimulus point of law and order enabled students to make detailed comments about this aspect of change with many students writing in detail and with numerous examples, including the introduction of the Danelaw and Things. The stimulus point of York allowed some students to make detailed comments about the impact of the Vikings and they described the development of the city as a key trading hub and its importance in Viking England. Some students, however, merely described the city and did not link the stimulus point to the focus of the question.



Most students were able to comment on a third aspect of content and for many this was the changes in language. Many students were able to quote examples from 'old' or 'cake' to 'Thursday' and 'Friday', some with very detailed knowledge. Other aspects of content that were frequently used were the changes in trade brought about by the connections the Vikings had through previous exploration and the influence of Viking religion on the spiritual life of people living in England.

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, while some answers that were very detailed and had excellent knowledge of Viking culture did not develop the analysis of causation.

This a Level 2, 6 mark response. In terms of AO2, there are some implicit links to the question but little focus on the conceptual demands. The student has an understanding of some of the features and characteristics of the period, but the coverage is quite limited, which again fits Level 2 of the mark scheme for AO1.

4 Explain why Viking migration brought change to England.

(12) 

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

- law and order
- York
- language

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

~~Vikings~~ When Vikings started invading they started from the North and slowly worked their way down until they were forced to make the Danelaw which separated them from the Saxons. Along this border there was often violence and conflict between the two sides. Eventually they came together under the rule of a Viking king.

York, or Jorvik, was made the capital of England by the Vikings. They built lots of houses and forts inside and around the city. Inside the city were lots of Viking burial grounds. The forts were often wooden as were the churches that they built so they could work their gods.

Vikings also changed the language a lot and much is still used today. Lots of Modern English grammar is taken from Viking language as well as certain important words such as the days of the week. This was a massive change as it affected ~~the entire way~~ the way in which people spoke.

The following answer is a Level 4, 12 marks response. The analytical explanation is directed fully at the conceptual focus of the question. Here, several different causal reasons have been explained, which demonstrates 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).

4 Explain why Viking migration brought change to England.

(12) 004 12

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

- law and order
- York
- increased trade links/economy

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

One reason that Viking migration brought change to England was the city of York, which they called Jorvik. At the time that Vikings were in power (c. 880-1066), York was their capital city, as it was easy to defend and had a decent economy/good trade links. It helped the Vikings bring change to England as it was a logical place to rule from, and meaning that they could achieve central and power. It was also near to lots of fertile land for crops around Yorkshire, so meant that they could easily trade new materials like crops and ~~and~~ wool. ~~In the Coppergate area~~ In York, the Vikings had a significant impact on arts and music, which we know as some artefacts were found in the recent Coppergate excavation. They also had an impact on street names, like Coppergate, which still exist today.

Another way that Viking migration brought change to England was through their law and order

systems. In towns and cities, Vikings held 'things', which were meetings and trials. These began to consolidate a fair legal system in the country, as they established varying levels of trials and subsequent punishments. King Canute also created a system where the country was split into four, and had a Saxon placed in charge of each one, which kept order and organisation. These trials ~~to~~ and levels of power started to solidify an organised, fair, and cohesive country, which was a change to England.

A third way in which Viking migration brought change to England was through their impacts on the economy and trade. Viking power led to more crafts and artisan businesses prospering, as Britain was beginning to shift from just producing raw materials, to also producing crafted products that had been put together in England. King Canute was a Dane, and was in charge of an empire which included two Scandinavian countries. ~~to~~ ~~to~~ ~~to~~ This meant that friendly and successful trade links were established between the countries, aided by York being in the East of England, which helped to develop and improve the economy. This was a positive change to

England, which was due to Viking migration.

## Question 5

Question 5 was marginally less popular than question 6 and was generally answered to a high standard by students. Most students recognised the focus on evaluating the experiences of migrants in the years c1500-c1700. Stronger answers were able to give detail about the experiences of a range of migrant groups across the period, and they were also able to give a balanced appraisal of experiences.

The first stimulus point, the Walloon migrants, was well known to students and was often supplemented by information about the Flemish weavers. Both were used as positive support with most students being able to give detailed understanding of their experiences. The Flemish weavers were also often used as an example of a more negative experience. Weaker responses sometimes confused details of these two migrant groups. The second stimulus point of 'Evil May Day' was used less well. There was some confusion about the focus of the day and many responses indicated that it was an antisemitic riot.

Other aspects of content used in this question included Jewish people, Romani Gypsy, the Palatines and the Huguenots. The Palatine migrants were used as an example of a negative experience and many students gave good detail about this (although the Palatine migrants arrived in 1709 the date of c1700 meant that this group could be accepted as a valid detail). There was a good understanding of the idea that the Huguenot experience of migration was positive because their skills and contribution were valued within the community.

This answer is focused on the question, and the sophisticated conclusion shows a real weighing up of the evidence presented. The analysis is sustained and supported by relevant knowledge. Several different aspects have been considered and cover the whole time period: Flemish weavers, the Walloons, Indian and Romani Gypsy communities. 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 would, therefore, be awarded the full Level 4, 16 marks.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 5  Question 6

Q05 16

~~Overall, I agree with the stat~~ It can be argued that the experience of migrants in England, in the period c1500-1700 were positive. Overall, I agree with this statement, due to many groups having positive experiences in England ~~at~~ in the c1500-1700.

The view that the experiences of migrants in England in the period c1500-1700 were positive can be seen as correct due to many migrant groups having positive experiences. For example, in c1560, Elizabeth I invited ~~to~~ a group of Walloon migrants to occupy 100 houses in Sandwich, after seeing the huge impact Flemish weavers had made to the cloth industry in Canterbury. This is a positive experience for both Flemish weavers and Walloons, as they both hugely benefitted the economy, so were very quickly accepted and treated well in society. Further more, by c1565, over half of Sandwich were Flemish, showing an overall hugely positive experience for migrants ~~in Britain~~ both Flemish weavers and

Walloons in England. However, this view can be seen as limited as, previously in 1550, Henry VIII had ordered the arrest of all foreign migrants on the south coast due to a fear of a threat of invasion. Furthermore, other people in Canterbury as well as Sandwich saw the Flemish weavers as 'strangers' and thought they were stealing their jobs. However this is outweighed by the positives, as in Elizabeth I's reign, the experiences of many groups of migrants improved massively, as shown in the Walloons and the Flemish weavers.

The view that the overall experience of migrants in England c 1500-1700, can be seen as ~~seen as~~ was negative, can be seen as correct. This can be seen in the group of the Gypsies in England ~~at 1550~~<sup>c 1540</sup>. People labelled them as 'vagrants' ~~and~~ as well as Henry VIII giving them 16 days to leave England or face being arrested, ~~further th~~ This led to the hanging of 6 people in London in the streets, ~~th~~ showing an overall negative experience of migrant groups in England. This can also be shown in Indian migration 1500-1700, in the East India Company, started in 1608, after Elizabeth I gave a charter to people

in the East, to start a trade network. Indian sailors and workers were forced to come to England and be part of the East India Company and had very bad work conditions. Therefore showing a hugely negative experience for some groups of migrants. ~~However~~ However, this view is limited as the population of ~~English~~ <sup>only</sup> Gypsy migrants in England was around 400 migrants overall, ~~however~~ and Indian migrants only around 1000 people. This contrasts to the Flemish Weavers and Walloons, that had ~~at~~ a much ~~more~~ bigger population of around 20,000 all together, which overall, creates a more positive experience of migrants c.1500-1700 as ~~more~~ <sup>many</sup> a much bigger population of migrants had a positive experience, than a negative one, that had much less people, showing an overall, more positive experience of Migrants c.1500-1700.

Overall, ~~the~~ I agree hugely with the view that migrants c.1500-1700 had an overall positive experience, due to ~~more~~ a larger number of migrants having a positive experience than a negative one.



This is shown in the huge population of Flemish weavers in Sandwich and Walleons in Canterbury, having a good experience, contrasting hugely with the much smaller Indian and ~~Gypsy~~<sup>agony</sup> communities that had a more negative experience c1500-1700, as it shows a much more ~~po~~ overall positive experience of Migrants in England.

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 both positive and more negative experiences. The paragraph about Native American people focuses very much on an individual rather than the experiences of a group of migrants and so limits this section of the answer. An overall judgement is given in the form of a conclusion (AO2). This answer would be awarded Level 3, 9 marks.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 5  Question 6

Q05 9

I disagree with the statement as many migrants had negative experiences like Native Americans and gypsies. Only a select few migrants have had a positive experience like the wagon migrants.

Native American people had a negative experience. Britain colonised their towns and forced them to migrate. An example is when Jamestown was created in 1609 and Pocahontas, a Native American, was forced to migrate as a wife. When she got to England she was seen as a possession and was stripped of all her culture. She was forced to assimilate. ~~Ass~~ Assimilate means when you adopt the British culture. ~~and are~~ This created a fairly negative experience.

Another migrant group which had a negative experience in Britain were the Romani gypsies. Also they were known as nomadic people who travelled around. They had a negative experience because of many reasons one was that they had been seen as entertainers and were forced to live outside of the city walls. They were expelled from many countries eg Spain. They also were eventually expelled from England, this was called the Aliens Act. It also became a hanging offense to be a gypsy.

~~on the other hand they had a posi~~

on the other hand migrants had a positive experience. Like the wallons in Canterbury. They were invited over to help the economy as Canterbury was in decline. They worked as weavers and made a great living.

they helped make Britain be a secondary sector economy. Although they did have some negatives they were only allowed to work in weaving or fishing.

Overall I disagree with the statement as migrants only had a positive experience if they had some thing to offer like the Walloon weavers. If you didn't ~~you~~ you faced a lot of ~~prejud~~ prejudice and were often expelled.

### Question 6

Question 6 was generally answered with less precision than question 5 with many students, for example, writing about examples from the twentieth century. However, many answers showed that students had a good understanding of why migrants moved to Britain in the period c1700-c1900.

Most students argued that the Empire was the main reason for migration, citing Lascars (the first stimulus point) and Ayahs as the main examples of this. Some students had a good understanding of how these groups came to Britain and why they settled, although some did describe the evolution of the East India Company more than the groups themselves. Some students linked the increasing industrialisation of the Empire to the ability to travel, thus increasing migration. These responses gave examples of people who moved to Britain in search of jobs, enabled by the links provided by the Empire.

A frequently used opposing argument was the movement of migrants for economic reasons. Irish migrants were often used as an example of economic migration, although some students told the story of the Great Famine rather than focusing on what attracted them to Britain. Some mentioned Italians arriving to set up ice cream businesses, and a few mentioned German migrants. The other commonly used argument was the movement of migrants seeking freedom from persecution, linked to stimulus point 2, civil liberties. Jewish migrants were often commented upon as were political thinkers, with many including details about Karl Marx and Friedrich Engels.

Some answers remained descriptive, with limited analysis, and many gave more focus to the rise of the Empire and the forced transportation of enslaved people to the USA than consideration of the Empire as a reason for migration to Britain.

This answer is a Level 4 response. It is an analytical answer which is consistently focused on the conceptual demands of the question. A thread runs through each section which evaluates the reasons for migration to Britain. The answer is Level 4 for AO2, both for the analysis and explanation, and the 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 16 marks.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 5  Question 6

006 16

It can be argued that the growth in the British Empire was the main reason for migration to Britain in the period c1700-c1900. As the British Empire expanded, links to other countries were created making it easier to travel between them. The East India Company often led to an increase in Asian migration into ports. When the ships carrying goods and trade came over, the lascars working on the ships did not like their low wages and so they decided to stay in <sup>ports</sup> such as London, ~~and~~ <sup>Bristol</sup> and Liverpool and find jobs there. This led to large amounts of migration into England. The Ayahs who were working as nannies with the British families <sup>in</sup> the British Empire came over back to England with them. Instead of the families sending them back to ~~the~~ India, they <sup>were left</sup> ~~became~~ <sup>settled</sup> in Britain and had to look for new jobs and employment. Therefore this also significantly impacted migration into Britain.

However, ~~they~~ <sup>it</sup> could be argued that this is not the main reason for migration as it was only certain groups from certain countries and

wasn't on a worldwide scale however the British Empire set up a base for other reasons for migration such as civil liberties.

It can be argued that civil liberties was the main reason for migration into Britain because of freedom. Britain ~~was~~ was popular for migration as people believed they could express their views without facing prejudice or prosecution. This led to vast amounts of migration into Britain significantly within the German migrant group. They came over and set up businesses such as Marks and Jewish groups who set up the clothing business Moss Bros. This made Britain look attractive for individualists and thinkers. A Jewish Naturalisation Act was even created in the 1730s to allow for Jewish freedom within Britain which would have greatly increased migration.

However, it can also be argued that this is not the most important reason because without the expansion of the British Empire, the links and transport between countries due to civil liberties would not have been possible. Also, the Jewish Naturalisation act was soon repealed due to

conflict within the community as people did not like the act therefore this is not the main reason.

Lastly, it can be argued that the industrial revolution and transport improvements was the main reason for migration. The development of the steam train and the canals brought over Irish migrants to build them. It also created links which helped internal migration in the country from countryside to the city in search of job opportunities and a better quality of life.

However, this was not the main reason because many Navvies who worked on the railways and canals faced poverty and their jobs were dangerous making ~~it~~ the migration look unattractive. Also transport links only helped migration internally and not on a large scale showing it is not the main reason.

To conclude, I agree that the growth of the British Empire was the main reason for migration as it led to the development of transport links and civil liberties and therefore without it the other reasons for migration ~~would~~ <sup>would</sup> not have occurred. It also brought over specific groups



such as the *Argo* and *Lascars* but created other connections like with <sup>Canada</sup> ~~Canada~~ and then Australia and New Zealand between 1830-1840. Civil liberties was not the main reason as it encouraged thinkers and individualists but also discrimination was evident within Britain. Lastly transport only significantly impacted internal migration therefore it was not on a large scale and therefore not the most important reason.

[0507000203994] The following answer is a Level 2 response, receiving 5 marks. The student makes limited comments, at Level 1, on Irish migrants and civil liberties, but the arrival of Caribbean migrants is out of period and was not rewarded. In addition, there is some general contextual information in the opening paragraph. In terms of AO2, the answer is implicitly focussed on the conceptual demands of the question and a judgment is asserted, thus level 2. A 'best-fit' approach would result in Level 2, 5 marks.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 5

Question 6

Q06

5

A lot of people saw ~~Britain~~<sup>England</sup> as the 'mother country', people probably thought of it as a good place to start new things but over the years with ~~the~~ England, England has grown because of other migrants moving over and multiple different phases that they had. They became a stronger country as a whole and one of the most reliable countries there is. England had Irish migrants, Caribbean migrants and more moving over to them throughout the centuries which changed their country for the worse and better.

Irish migrants had the potato famine and a lot of people were getting ill and starving and a lot of people died from both of those causes. ~~So~~ Then the migrants moved over and made conditions in parts of Britain unbearable and too unsanitary to live in because of the over shared houses.

Caribbean migrants also came over but they changed Britain for the better by bringing music, food and plenty of entertainment. ~~Britain~~ This helped people settle in a lot better and it brought a whole new future for Britain.

The Irish and Caribbean migrants will most likely help future people migrate to Britain because of knowledge of how those two groups of migrants changed Britain for the better and for the future.

I agree ~~bigly~~ <sup>partially</sup> with this statement because people see Britain as a strong place to go to and they will in the future. But there are many other reasons why people migrated to Britain, like potato famine, curiosity, etc so it is a ~~big~~ <sup>big</sup> reason but there are also many important factors as to why migrants moved over.

Bringing civil liberties into this means that people want to go by rules for the good of the community and of migrants have helped and also adjusted to Britain culture which helps the community of Britain grow stronger and helps Britain be better for everyone.

## Conclusion

Examiners commented that there were a number of impressive answers where students seemed well-prepared, and demonstrated excellent knowledge, which was 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.

Where there has been weaker performance, the following points can be made.

- 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 deploy precise detail.
- 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 a limited number of key topics and relying on using that information irrespective of the question being 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 by the response 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, where answers lacked a paragraph structure this sometimes made it difficult for the examiner to identify a line of reasoning and to check whether three different aspects had been covered.