

GCSE (9–1)

Examiners' report

HISTORY A (EXPLAINING THE MODERN WORLD)

J410

For first teaching in 2016

J410/08 Summer 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate responses is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 8 series overview

This paper examines the thematic study of Migration. It requires candidates to display their understanding of change and continuity across a sweep of British history, including a significant event. Learning is examined through four questions asking for recall, causation, significance and analysis of an issue over two eras, those eras being specified by the specification.

The examination focuses on the Assessment Objectives 1 and 2; demonstrating knowledge and understanding as well as explaining and analysing historical events.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none">• showed understanding of the command words• recalled specific information about key groups• selected their examples carefully.	<ul style="list-style-type: none">• used the questions as prompts rather than focusing on the demand of the question• did not pay attention to the time frame of the question.

Question 1

- 1 Describe **two** examples of migrant groups who received negative treatment in England in the Middle Ages. [4]

Most candidates could give two examples and nearly all could also offer detail for both. Candidates that did well were focused and specific. For example, many candidates used the Flemish and their negative treatment during the Peasants' Revolt or being asked to say 'bread and cheese'. Others were specific in the dates when the Steelyard was attacked or the Lombardy bankers having to move to Winchester. Some candidates wrote too much. For example, using the Jews, many offered detail of the Blood Libel and events in Clifford's Tower when one of those examples would be sufficient.

Most candidates successfully selected a group from the Middle Ages but then gave examples of negative treatment outside of the period, for example, the gypsies. Some candidates selected groups not in the period, for example the Palatines and the Huguenots.

Question 2

- 2 Explain the impact of the Industrial Revolution on migration to Britain. [8]

Candidates who showed they understood the Industrial Revolution created circumstances that encouraged migration to Britain were consistently given Levels 3 and 4. Those that were most successful gave the cause and then exemplified it with a group. For example, using the cause of economic growth in attracting entrepreneurs such as the Germans who set up businesses such as Rothschild Bank.

Candidates who performed well selected their examples wisely. The Irish could be linked to the increased need for workers as well as the demand for improved transport links. The Germans could be linked to the increased wealth and their exploitation of it through banking. Candidates who chose the Italians or the Jews often did not successfully link them to a causal factor. Those who wrote about Scottish migration were ignoring they were already in Britain so excluded from the question.

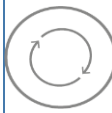
Most candidates wrote about the Irish and some wrote about the push factor of the Potato Famine thereby not addressing the question. Some candidates could be credited at Level 3 because they did include references to work the Irish did, linked to the Industrial Revolution. These responses were often rewarded at the lower mark within the level. This was because they were not explicitly answering the question but were showing an understanding of why the Irish chose Britain as opposed to another country. Exemplar 1 explicitly links the push factors to why the Irish chose Britain during the Industrial Revolution.

There were a good number of candidates who either included aspects that were not addressing the question or did not address it at all. For example, some wrote about the results of the migration; that it led to overcrowding or riots linked to wages. Others used factors not linked to the Industrial Revolution, writing about the slave trade or generally about migration in the nineteenth century, for example, the ayahs.

Exemplar 1

2		<p>one impact of the Industrial Revolution on British migration was the Irish Irish Irish migration.</p> <p>with the potato famine of the 1800s, many Irish people were living in poverty ^{and} working in agriculture agriculture was no longer a consistently viable source of income due to poor harvests. As a result, many Irish people chose to move to England during the industrial revolution in order to due to increased job opportunities such as factory work or building railways.</p>
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Assessment for learning



Focus on causation. Ask candidates to think in terms of the causal stem and then the migrant group to exemplify it. For example the Industrial Revolution needed improved transport links both internally and externally and this attracted the Irish to work on internal links and Lascars to work on the external links to Britain.

Question 3

3 How significant was Commonwealth migration to Britain after the Second World War? [14]

Candidates performing successfully on this question approached it in one of two ways. Some focused on significance from the start. Others explained a change and then concluded their comments with reference to how this was significant. No matter how the factor was approached candidates reaching Level 4 used detail and terminology that clearly referenced significance.

Some candidates could explain significance but did not give the detail. For example, many candidates could write about how the NHS would not exist if not for Commonwealth migrants but did not write about what migrants had done to bring about this significant impact.

Some candidates read 'Second World War' and focused their responses on the kindertransport or Polish migration. These responses could be credited but only if they made comparison to the given factor of Commonwealth migration.

Many candidates approached the question very simply, simply writing about how the Commonwealth migrants changed Britain and did not address significance. These candidates often performed well by focusing on providing detail.

Question 4

4* 'Between c.1000 and 1900, migrants had a positive impact on Britain.'
How far do you agree?

[24]

Successful candidates selected their examples carefully to make sure they could demonstrate an impact. These candidates frequently used the Flemish and the Huguenots to show positive economic impact and the Palatines to show a negative impact reaching Level 5, showing balance across time periods and the argument.

In choosing examples of migrant groups candidates that showed they understood the demands of the question were more successful. Those that could show an impact and detail about how this impact was reached were more likely to reach Level 4 or above. Less successful candidates simply wrote information they had learned without tailoring it to the question, often selecting poor examples to use. For example, many wrote about the Normans, the Domesday Book, the use of surnames and the feudal system or the Jews helping finance castles and cathedrals but could not show how this created an impact. Others wrote about how the Hanseatic Merchants or the Lombardy bankers created London as a financial hub but could not explain how this happened.

Many used clinching arguments, showing more than a summary, but demonstrating real understanding by drawing themes together. Many candidates could talk about a positive economic effect but a negative social effect. Some drew their examples together showing a positive effect from one era but a negative from another. Others talked about an overall positive effect and that the negative effects were minor in comparison to the benefits brought by migration. Some wrote of an overall negative effect or wrote excellent conclusions but neither were representative of the examples they had given. These could not be credited.

There was little evidence of planning and this would help many candidates focus on their examples. Only 4 examples are needed to reach Level 5 and successful candidates showed awareness of this, ensuring they wrote across eras and the argument. Less successful candidates used many examples but did not explain them.

Candidates that did this question first often disadvantaged themselves by spending too long on the question leaving little time for the last question they tackled.

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