



Oxford Cambridge and RSA

GCSE

History A Explaining the Modern World

J410/08: Migration to Britain c.1000 to c. 2010

General Certificate of Secondary Education

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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PREPARATION FOR MARKING**RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training; OCR Essential Guide to Marking.*
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.











9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line
	1681	BP	Blank page
	151	Highlight	Highlight

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for ‘what must be a good answer’ would lead to a distorted assessment.

3 Candidates’ answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate’s thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

1. Describe **two** examples of the role migrants played in political movements in Britain between 1750 and 1900.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	Award one mark for identifying an example role. A second mark can be awarded for supporting detail for the example role. All content is indicative only and any other correct examples of the role migrants played in political movements should also be credited.

Levels	Indicative content	Marks
N/A Points marking Max 1 mark for one or more general points e.g. <i>people from all over Europe lived in England.</i>	<p><i>Some migrants played an important role in campaigning from the abolition of slavery (1). Freed slaves produced stories of their lives as slaves and worked with abolitionists in their attempts to have slavery banned (2).</i></p> <p><i>Some migrants played an important role in campaigning Ottobah Cugoano/Olaudah Equiano was a figure in the abolitionist movement. (2)</i></p> <p><i>Other migrants played a role in trying to extend the vote to the working classes (1). An example was Feargus O'Connor who became a leader of the Chartist movement (2).</i></p> <p><i>William Davidson was a migrant who was involved in the Cato Street Conspiracy (2).</i></p> <p><i>Some migrants, mainly Irish migrants, were involved in the campaign for an independent Ireland (1) they were called Fenians (2)</i></p> <p><i>Britain offered shelter to some who were involved in political movements abroad and they continued their work in Britain such as working for equality (1) such as Karl Marx/Freidrich Engels. (2)</i></p> <p><i>NB It is not necessary to name individuals, but credit can be given when they are named.</i></p>	4

2. Explain why there was migration to England between c.1000 and 1600.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<p>Level 4</p> <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question. 	<p>Answers typically explain two or more reasons why there was migration to England between c.1000 and 1600 e.g.</p> <p><i>One reason why there was migration to England was the Norman Conquest. After William I defeated Harold Godwinson at the Battle of Hastings tens of thousands of Normans migrated to England where many of them became landowners and made many changes to the way England was run. This migration took place because of successful invasion, and the Normans became the ruling class.</i></p> <p><i>Another reason for migration in this period was that certain migrants were actually encouraged to come to England because of what they offered. Jews were invited to come to England in the 11th century because they were the only people allowed to lend money, which kings needed to fund buildings like castles and cathedrals which helped them increase their control of the country. This meant that Jewish migrants settled in England because they were requested to by the country's rulers.</i></p>	<p>7–8</p>
<p>Level 3</p> <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 	<p>Answers typically explain one reason why there was migration to England between c.1000 and 1600 e.g.</p> <p><i>Some migration to England happened for economic reasons. An example would be the Flemish weavers, whose skills allowed England to make money from selling cloth, rather than just selling wool abroad. These migrants helped to make England more prosperous and at the same time improved their own lives, so opportunity and money was a large incentive for them to settle in the country.</i></p>	<p>5–6</p>

<p>Level 2</p> <ul style="list-style-type: none"> • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p>Answers typically identify at least one reason and/or describe it but will fail to explain why there was migration to England between c.1000 and 1600 e.g.</p> <p><i>Normans migrated to England because they had conquered the country.</i></p> <p><i>Jews migrated to England because English kings needed their ability to act as moneylenders at a time when Christians could not.</i></p> <p><i>Flemish weavers settled in Britain because their skills in producing cloth from wool were in demand.</i></p> <p><i>The many wars of the time meant that some Irish, Scottish and Welsh migrants ended up settling in England.</i></p>	<p>3–4</p>
<p>Level 1</p> <ul style="list-style-type: none"> • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 	<p>Answers typically contain description of events linked to why there was migration to England between c.1000 and 1600 or unspecified points, e.g.</p> <p><i>People migrated to England between c.1000 and 1500 because they were invited.</i></p> <p><i>People migrated to England because they were part of an invasion.</i></p>	<p>1–2</p>
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		<p>0</p>

3. How significant was migration in changing Britain’s national identity between 1900 and 2010?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<p>Level 4</p> <ul style="list-style-type: none"> The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question. This is supported with a range of accurate knowledge and understanding that is fully relevant to the question. 	<p>Answers typically assess the significance of at least one explained point of change to Britain’s national identity as a result of migration between 1900 and 2010 e.g.</p> <p><i>One way in which Britain’s national ‘identity’ changed in this period as a result of migration between 1900 and 2010 is that it made the country – and what it means to be ‘British’ – far more diverse. A good example of this was the many Commonwealth migrants who came to Britain after the Second World War. By the 1960s many hundreds of thousands of people from these countries had settled in Britain and settled in places like London, Leicester and Birmingham transforming those cities, making them more diverse. This was highly significant as it transformed Britain into a more ethnically mixed society leading to changes in ways to define nationality such as Black British or Asian British. This is significant because it highlights the way that the change has been recognised officially and with a long lasting impact.</i></p> <p><i>Another way that migration was significant in changing Britain’s national ‘identity’ was that being British was more closely linked to being European. In the early 1970s Britain joined the EEC, which by the early 21st century had expanded as the EU to include many countries from Eastern Europe. Between the 1970s and 2010 Britain’s relationship with Europe became much closer, and hundreds of thousands of European migrants migrated to Britain. They contributed billions of pounds to the British economy, making Britain more prosperous but also resulted in many European people from both Western and Eastern Europe settling in the country. This was a significant turning point for Britain’s national ‘identity’, as all the long-term restrictions on European migration had been removed and being British was associated with being European distancing Britishness being linked to imperial power.</i></p> <p><i>[Alternatively, candidates could argue that migration during this period was less significant in changing Britain’s national ‘identity’ because migration during this period simply followed a long-term trend of hundreds of years. They might also argue it was less significant because of the hostile reaction to migrants in this period from some British people, showing that for some British national ‘identity’ had not changed, or that this also matched the long-term intolerance to migrants seen across the period of study]</i></p> <p>NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB: Candidates may assess why example given is of limited significance.</p>	<p>11–14</p>

<p>Level 3</p> <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question. This is supported by accurate knowledge and understanding that is relevant to the question. 	<p>Answers typically explain one or more examples of change to Britain's national identity as a result of migration between 1900 and 2010 e.g.</p> <p><i>One way in which Britain's national 'identity' changed in this period as a result of migration between 1900 and 2010 is that it made the country – and what it means to be 'British' – far more diverse. A good example of this was the many Commonwealth migrants who came to Britain after the Second World War. By the 1960s many hundreds of thousands of people from these countries had settled in Britain and as they settled in parts of the country like London, Leicester and Birmingham they transformed those cities by making them more diverse.</i></p> <p><i>Another way that migration was significant in changing Britain's national 'identity' was that being British was more closely linked to being European. In the early 1970s Britain joined the EEC, which by the early 21st century had expanded as the EU to include many countries from Eastern Europe. Between the 1970s and 2010 Britain's relationship with Europe became much closer, and hundreds of thousands of European migrants migrated to Britain. They contribute billions of pounds to the British economy, making Britain more prosperous but also resulted in many European people from both Western and Eastern Europe settling in the country.</i></p> <p>NB: Two example explained 9-10 marks; One explained 7-8 marks.</p>	<p>7–10</p>
<p>Level 2</p> <ul style="list-style-type: none"> The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question. This is supported by some knowledge and understanding that is mostly relevant to the question. 	<p>Answers typically identify changes but without valid explanations e.g.</p> <p><i>Migration between 1900 and 2010 was significant for Britain's national 'identity' because as a result of a great deal of Commonwealth migration in this period being 'British' became a more diverse definition.</i></p> <p><i>Migration between 1900 and 2010 was significant for Britain's national 'identity' because, as a result of 'open door' migration from the EU, being British could also mean being European.</i></p> <p>NB: Identification of significance without sufficient development should be awarded 6 marks.</p>	<p>4–6</p>
<p>Level 1</p> <ul style="list-style-type: none"> The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question. The response includes limited basic knowledge that is relevant to the topic of the question. 	<p>Answers typically contain general points or description of events e.g.</p> <p><i>Migration changed Britain's national 'identity' because all the people coming to the country during this period would have changed what it meant to be 'British'.</i></p>	<p>1–3</p>
<p>Level 0 No response or no response worthy of credit.</p>		<p>0</p>

4. 'Between 1500 and 2010 governments in Britain made it difficult for migrants to come to Britain.' How far do you agree?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<p>Level 5</p> <ul style="list-style-type: none"> The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<p>Answers typically explain at least three examples BOTH a balanced argument AND covering both periods e.g.</p> <p><i>On the one hand, I agree with the statement. Until the middle of the seventeenth century, for example, Jews were not allowed to settle in England, and even when Cromwell allowed them to settle it was only by an informal agreement. During the following century, when public opinion began to turn against the Palatines – who came to Britain to escape poverty – the government responded in a negative way. Many Palatines were deported and the government cancelled the Foreign Protestants Naturalisation Act, so they were no longer allowed to settle in the country. Governments were clearly making it difficult for migrants to come to Britain because they placed restrictions on who was allowed in the country.</i></p> <p><i>In the twentieth century the government also made it difficult for migrants to come to Britain when they passed the Aliens Act. This closed Britain's 'open door' to migrants and meant that they were not allowed in the country unless they were able to support themselves and could pass other tests too such as not having a mental illness. At the end of the twentieth century the government also passed Asylum Acts, which made it much harder for migrants fleeing their countries and looking for protection elsewhere to gain the right to settle in the UK. By introducing additional laws and requirements for migrants, the government was making it difficult for them to settle in Britain.</i></p> <p><i>On the other hand, the government has also helped some migrant groups come to Britain and so I could also disagree with the statement. During the twentieth century, the government actively helped to bring thousands of Jewish children from Europe to Britain, in a scheme called the Kindertransport. They also passed the Resettlement Act after the Second World War to encourage families of Polish soldiers and airmen who had fought alongside Britain to settle in Britain. So the government has actually invited and encouraged migrants to come to Britain in this period, and passed laws to make it possible.</i></p> <p>NB: Two sides, two periods, at least 3 explanations. 24 marks for two examples explained on each side, plus a clinching argument. 22-23 marks for two explained examples on each side (2-2) . 19-20 marks for two explained examples on one side and one explained point on the other (2-1 or 1-2) 21 marks if candidate offers a clinching argument.</p>	<p>19–24</p>

<p>Level 4</p> <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question. <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> 	<p>Answers typically either explain at least two examples, EITHER a balanced argument OR unbalanced but covering two periods.</p> <p><i>On the one hand, I agree with the statement. Until the middle of the seventeenth century, Jews were not allowed to settle in England, and even when Cromwell allowed them to settle in England it was only by an informal agreement. During the following century, when public opinion began to turn against the Palatines – who came to Britain to escape poverty – the government responded in a negative way. Many Palatines were deported, and the government cancelled the Foreign Protestants Naturalisation Act, so they were no longer allowed to settle in the country. Governments were clearly making it difficult for migrants to come to Britain because they placed restrictions on who was allowed in the country.</i></p> <p><i>Later on though, the government has also helped some migrant groups come to Britain and so I could also disagree with the statement. During the twentieth century, the government helped to bring thousands of Jewish children from Europe to Britain, in a scheme called the Kindertransport. They also passed the Resettlement Act after the Second World War to encourage families of Polish soldiers and airmen who had fought alongside Britain to settle in Britain. So the government has actually invited and encouraged migrants to come to Britain in this period, and even passed laws to make it possible.</i></p> <p>NB: 18 marks for a clinching argument. 15 marks is the default for two explained examples; award extra marks for development. two sides or two periods</p>	14–18
<p>Level 3</p> <ul style="list-style-type: none"> The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question. This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question. <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> 	<p>Answers typically explain one or more examples showing how the government making it difficult, or not, for migrants to come to Britain from across one period, e.g.</p> <p><i>In the nineteenth century the British government offered refuge to a number of people seeking asylum to avoid persecution in their own countries. Men like Karl Marx and Frederick Douglass were allowed to settle for a time in Britain because they were in danger in their own countries. By offering a place of safety to these people the government was actively helping people come to Britain rather than making it difficult for them.</i></p> <p>NB: one side/one period The quality of the explanation offered together with any additional identified examples will determine the overall mark within the level.</p>	10–13

<p>Level 2</p> <ul style="list-style-type: none"> • The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set. • This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question. • <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 	<p>Level 2 answers typically identify examples of the government making it difficult, or not, for migrants to come to Britain from either the early modern or the modern era e.g.</p> <p><i>The government made it difficult for Jews to migrate to England, as until 1656 they were banned from doing so. Gypsies were also banned from coming to England after 1530.</i></p> <p><i>Protestants were prevented from easy migration when the Foreign Protestants Naturalisation Act in 1712 was repealed</i></p> <p><i>The 1905 Aliens Act set out conditions for migrants that many could not meet, so it was made difficult to enter Britain</i></p> <p><i>It became much harder for Commonwealth migrants to come to Britain after the government introduced restrictions in the 1962 Commonwealth Immigration Act.</i></p> <p><i>French Huguenots were Protestants fleeing Catholic Europe who were welcomed by the English government in the sixteenth and seventeenth century.</i></p> <p>NB: Award higher marks in the level for more examples.</p>	<p>6–9</p>
<p>Level 1</p> <ul style="list-style-type: none"> • The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially, or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. • There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question. • <i>The information is communicated in a basic/unstructured way.</i> 	<p>Level 1 answers typically show simple knowledge or make assertions e.g.</p> <p><i>Sometimes the government passed laws to stop people from coming to Britain but on other occasions they wanted people to come so they helped them to.</i></p>	<p>1–5</p>
<p>Level 0 No response or no response worthy of credit</p>		<p>0</p>

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