Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCSE
In History (1HI0)

Paper 1: Thematic study and historic environment (1HI0/13)

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Notting Hill, c1948- c1970

Question	
1	Describe **two** features of the Notting Hill Housing Trust. **Target**: knowledge of key features and characteristics of the period. **AO1**: 4 marks.
Marking instructions	

Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- *The Housing Trust was founded by Bruce Kenrick in 1963* ***(1)****. Kenrick had recently moved to Notting Hill and wanted to tackle the issue of poor housing conditions for lower income families* ***(1)****.*
- *The Notting Hill Housing Trust recruited high profile supporters* ***(1).*** *In the first fundraising campaign, supporters raised £20,000* ***(1)****.*
- *The Housing Trust aimed to provide good quality housing to people on a lower income* ***(1)****. By 1970, the Trust was providing homes for almost 1000 people* ***(1)****.*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into Black activism in the Notting Hill area? Explain your answer, using Sources A and B and your knowledge of the historical context. **Target**: Analysis and evaluation of source utility. **AO3**: 8 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	**3–5**	• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	**6–8**	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes

1. Provenance = nature, origin, purpose.

Marking instructions

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

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

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

Source A

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source A is useful because it shows that Black activism in Notting Hill took the form, in this example, of protest marches.
- Source A is useful because it shows banners carried by the activists, some of which are radical in nature. The banners indicate that Black activists were concerned about racial discrimination and wanted to draw attention to their complaints.
- The source also suggests the police were concerned about Black activism in the Notting Hill area. There are a large number of policemen flanking the activists.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The photograph was taken by a policeman who was asked to make a record of events. This suggests the police were interested in, and perhaps concerned about, Black activists and activism.
- As a photograph, it is likely to be accurate although it only shows one example of Black activism at this time. The policeman may have taken a photo of this particular scene to capture the radical nature of the banners.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The Mangrove Restaurant in Notting Hill was owned by Frank Crichlow and was the subject of sustained police harassment. The Mangrove March and the trial of the Mangrove Nine was a result of this.
- Black activists used a range of strategies to draw attention to racial injustice, including organising marches, letter writing campaigns and the creation of mutual self-help organisations.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The content of Source B is useful as it states that Black activists have made complaints to a number of people in the criminal justice system, e.g. judges. The source suggests frustration at the lack of results.
- Source B is useful because it claims that the day's events were a turning point in attitudes; that from 9 August 1970, things were to be different.
- Source B suggests that young people played a key role in Black activism in Notting Hill and that perhaps they were prepared to be more radical than older members of the community.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- As a member of the British Black Panthers, Darcus Howe was a key figure in British Black activism in Notting Hill and so gives credibility to the source as evidence of events c1970.
- The purpose of Howe's speech was to encourage British Black activism. This gives an important insight into such activism and how it developed.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- An example of Black activism at this time was for groups of people to attend police stations following the arrest of community members.
- Following the events of 9 August 1970 (the Mangrove March), Darcus Howe was arrested and put on trial along with 8 other activists. All were accused of trying to incite racial violence. They were eventually acquitted of all major charges.

Question	
2 (b)	How could you follow up Source B to find out more about Black activism in the Notting Hill area? In your answer, you must give the question you would ask and the type of source you could use. **Target**: Source analysis and use (the ability to frame historical questions). **AO3**: 4 marks.

Marking instructions

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

e.g.

- *Detail in Source B that I would follow up: 'Young kids have taken an aggressive action for civil rights'* ***(1)***
- *Question I would ask: How many young people were involved in protests in Notting Hill?* ***(1)***

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

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

- *What type of source I would look for: Police reports written by officers stationed in Notting Hill.* ***(1)***
- *How this might help answer my question: These reports may give details about the number of people who were involved in protests, including their approximate ages.* ***(1)***

Accept other appropriate alternatives.

Migrants in Britain, c800-present

Question		
3		Explain **one** way in which opportunities for Jewish migrants in the medieval period (c800-c1500) were **similar** to opportunities for Jewish migrants in the eighteenth-and-nineteenth centuries (c1700-c1900). **Target**: Analysis of second order concepts: similarity [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. **AO2:** 2 marks. **AO1:** 2 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• Simple or generalised comment is offered about a similarity. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	**3–4**	• Features of the period are analysed to explain a similarity. [AO2] • Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]

Marking instructions

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

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

Indicative content guidance

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

Relevant points may include:

- In both time periods, there were economic opportunities for Jewish migrants. In the medieval period, Jewish merchants were offered opportunities by William I, whilst in the eighteenth and nineteenth centuries, there were economic opportunities, such as trading on the Royal Exchange.
- In both time periods, Jewish migrants were subject to antisemitism, which limited their opportunities. In the medieval period, Jewish people suspected of a crime lost their property, including commercial premises, whilst in the eighteenth and nineteenth centuries, there were restrictions on Jewish people attending universities. For example, they were not allowed to attend Oxford University until 1871.

Question		
4		Explain why there were changes in attitudes about migration to Britain in the period 1900-present. You **may** use the following in your answer: • the Aliens Act (1905) • the *Kindertransport* child refugees You **must** also use information of your own. **Target**: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**4–6**	• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]
3	**7–9**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for answers that do not address three or more aspects of content.*
4	**10–12**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers that do not address three or more aspects of content.*

Marking instructions

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

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

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

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

Relevant points may include:

- At the beginning of the twentieth century, growing concern about the impact of migration resulted in more negative attitudes. For example, the 1905 Aliens Act restricted who could enter Britain.
- The persecution of minority groups abroad made many Britons more open to the idea of migration, for example, the treatment of Jewish people by the Nazis resulted in just over 8000 children being brought to Britain by the *Kindertransport*.
- After the Second World War, there was increased awareness of the plight of European refugees. There was an increased openness towards migration by the government, for example, the government signed the UN Convention on Refugees (1951).
- In post-Second World War Britain, migration was seen as an opportunity to help rebuild and develop Britain. In 1956, London Transport recruited prospective workers, suggesting migrants were needed and wanted in the UK. The NHS also offered employment to migrants, particularly those from the Caribbean.
- Negative attitudes towards migration emerged in the 1960s and 1970s as a result of some people's concerns about employment and multiculturalism. Enoch Powell's 1968 'Rivers of Blood' speech and the National Front both reflected and encouraged these attitudes.
- Recent conflicts, such as those in Somalia, Iraq, Afghanistan and Ukraine, have led to changes in attitude towards migrants and asylum seekers.

Question		
5		'In the period c800-c1500, the most important impact made by migrants in England was on the development of trade.' How far do you agree? Explain your answer. You **may** use the following in your answer: • the Viking city of York • Norman castles and churches You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: consequence; significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks. **AO1**: 6 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2]
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for answers that do not address three or more aspects of content.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not address three or more aspects of content.*

Marks for SPaG		
Performance	**Mark**	**Descriptor**
	0	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	**2–3**	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	**4**	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

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

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

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

Relevant points that support the statement may include:

- Viking migrants developed extensive trade within England, as well as between England and Europe and further afield. As a result, the city of York was transformed into a rich trading port.
- Trade increased under the Normans as migrants developed their own businesses and because they had strong links with mainland Europe. This growth resulted in the increase in size of many towns.
- Hansa merchants developed the trade in woollen cloth. Trade increased with Hanseatic League cities and this supported the development of England as a key European trading centre.

Relevant points to counter the statement may include:

- Migrants made significant changes to the built environment of England, e.g. the Normans built castles such as the Tower of London, and rebuilt many Anglo-Saxon churches. Later in the period, craftsmen came from Europe bringing new skills in building.
- There were significant changes to culture; migrants impacted the English language. For example, 'egg', 'cake' and 'knife' were Old Norse words whilst 'pork' and 'beef' were Norman ones.
- In the Danelaw, the Vikings developed their own system of government and law, for example 'Things', which made laws and decided punishments.
- Migrants had an impact on education. For example, the production of manuscripts by Christian monks from Europe, and the founding of Merton College in Oxford in the 1260s with the help of Jacob of Oxford, who was a Jewish migrant.

Question		
6		'Safety from religious persecution was the main reason why migrants came to England in the period c1500 to c1700.' How far do you agree? Explain your answer. You **may** use the following in your answer. • Huguenot migrants • cloth industry You **must** also use information of your own. **Target**: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 10 marks **AO1**: 6 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
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2	**5–8**	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2]
3	**9–12**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for answers that do not address three or more aspects of content.*
4	**13–16**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not address three or more aspects of content.*

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Relevant points that support the statement may include:

- Huguenots (French Protestants) saw England as a place of safety where they could escape religious persecution. The first Huguenots arrived in 1572, and Huguenots were offered denizen status in 1681 by King Charles II.
- Jewish people saw England as a place of safety from religious persecution. In 1655, Rabbi Menasseh ben Israel had argued for Jewish people to be allowed to migrate to England; these arguments were accepted by the government.
- After the 'Glorious Revolution' (1688-89), the government passed laws that made England more welcoming to those facing persecution, particularly Protestants. For example, the government passed the Foreign Protestants Naturalisation Act.
- Palatine migrants saw England as a place of safety. They arrived in Britain in 1709 seeking refuge from religious persecution in Germany.

Relevant points to counter the statement may include:

- The development of the cloth industry brought many migrants to England. For example, in the 1680s, a second movement of Huguenot migrants joined family and friends who had set up successful textile businesses.
- Some migrants came to England to provide skills which were in short supply. For example, in 1561, the town of Sandwich sought permission from Elizabeth I to invite Flemish weavers to live and work in the area to stimulate economic growth.
- The development of international trade increased migration to England. For example, Asian migrants arrived as a result of the trading of the East India Company.

- The beginnings of expansion in Africa, including the development of the slave trade, brought a number of migrants from Africa, and of African origin from the Caribbean, to England. These included enslaved people and those who came for trade or education.

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