

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 2024

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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 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 **required number of** 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.

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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

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 migrant groups who came to England between 1500 and 1700.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
Additional Guidance	<p>Award one mark for identifying each group. A second mark can be awarded for supporting detail for the group.</p> <p>All content is indicative only and any other correct examples of migrant groups who came to England between 1500 and 1700 should also be credited.</p>

Levels	Indicative content	Marks
<p>N/A</p> <p>Points marking</p> <p>Max 1 mark for one or more general points, e.g. <i>migrant groups came from India.</i></p>	<p><i>Walloons came to England in the 16th century [1]. They were migrants from Belgium who faced persecution because of their religious beliefs [2].</i></p> <p><i>Then, in the 17th century a large number of Huguenot migrants came to England [1]. Many of them were skilled spinners and weavers and helped make England more prosperous [2].</i></p> <p><i>Jewish people came in 17th century [1]. They came because Oliver Cromwell was convinced to give them asylum after massacres in Ukraine [2].</i></p> <p><i>Indian ayahs came to England in this period [1].</i></p>	<p>4</p>

2. Explain the impact of government action on migration to Britain between 1900 and 2010.

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>Level 4 answers typically explain two or more impacts of government action on migration to Britain in this period e.g.</p> <p><i>One impact government action had on migration to Britain in this period was to enable particular groups of migrants to arrive in the country. For example, in 1938 the British government agreed to allow Jewish children in Europe to come to Britain in order to escape Nazi persecution. This had impact because government was allowing Britain to be used as a place of safety for people in need.</i></p> <p><i>Another impact was that the government took action to help Britain recover from the damage the Second World War had caused the country. Britain suffered economic and physical damage during the war, and in 1948 the government passed the Nationality Act and encouraged West Indian people to move to Britain. This had a highly positive impact on Britain because the 'Windrush Generation' of Caribbean migrants helped to rebuild Britain after the war, signing up for jobs in essential services like the National Health Service and in public transport.</i></p>	7–8
<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>Level 3 answers typically explain one impact of government action on migration to Britain in this period e.g.</p> <p><i>Governments acted to deter migrants in this period. For example, in 1905 the Aliens Act was passed which restricted who was allowed to settle in Britain, and in the late 20th and early 21st century the government tightened up Britain's borders and made it harder for people to seek asylum in the country. Government action like this has had the impact of deterring people from migrating to Britain in this period.</i></p>	5–6

<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>Level 2 answers will typically identify at least one impact and/or describe it but fail to explain the impact of government action e.g.</p> <p><i>The government accepted refugees from Europe during the First World War, like people from Belgium.</i></p> <p><i>The government agreed to the Kindertransport programme.</i></p> <p><i>The government invited Commonwealth migrants to work in Britain after the Second World War.</i></p> <p><i>The government changed migration in the 1960s by passing the Commonwealth Immigrants Act.</i></p> <p><i>The government agreed to the free movement of people within the European Union.</i></p> <p>NB: Award higher marks in the level for more examples.</p>	3–4
<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>Level 1 answers will typically contain description of events but not linked to government action or unspecified points e.g.</p> <p><i>The government took action to make it easy for some migrants to come to Britain.</i></p> <p><i>The government introduced Immigration Acts in the late 20th century.</i></p>	1–2
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

3. How significant was Jewish migration to England in the Middle Ages?

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>Level 4 answers will typically assess the significance of at least one explained point of change as a result of Jewish migration in the Middle Ages e.g.</p> <p><i>One way Jewish migration in the Middle Ages was significant was the way in which it helped Norman kings increase their control of England. King William I wanted to build many castles and cathedrals to impose Norman rule on newly conquered England but was unable to easily borrow the money to do so because moneylending was considered a Christian sin. He invited Jews to England because they were not Christian and were willing to lend him and his successors the money needed for his building projects. This was significant because the system of relying on castles and the Church to support a monarch's control of England was important for hundreds of years so Jews arriving in England in the Middle Ages can be seen as a turning point.</i></p> <p><i>It was also significant because of the widescale of violence carried out against Jewish migrants in the 12th and 13th centuries. Although Jewish migrants were initially allowed to mix freely, resentment against them grew and by the 12th century Jews were accused of taking part in 'blood libel' and there were incidents of Jews being murdered, for example at Clifford's Tower in York. By 1290 all Jews had been expelled from England. This was significant because an entire ethnic group ended up being persecuted and subjected to violence for a hundred years and demonstrated how migrants could face harsh treatment. Whilst some other migrant groups arriving in Britain also faced violence and discrimination, none of it was as extreme as the Jews faced in the Middle Ages.</i></p> <p><i>[Alternatively candidates might argue that Jewish migration in the Middle Ages was not that significant because Jews were not allowed to integrate into English society at the time, that in the 13th century Italian bankers were allowed to charge interest of loans and that Jews were expelled from England later in the century.]</i></p> <p>NB: Two explanations of significance 13-14 marks; One explanation of significance 11-12 marks. NB: Alternatively, candidates may assess why a point given is of limited significance.</p>	11–14

<p style="text-align: center;">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>Level 3 answers will typically identify and explain one or more examples of change as a result of Jewish migration in the Middle Ages, e.g.</p> <p><i>Jewish migration allowed kings to increase their control of England. King William I wanted to build many castles and cathedrals to impose Norman rule on newly conquered England but was unable to easily borrow the money to do so because moneylending was considered a Christian sin. He invited Jews to England because they were not Christian and were willing to lend him and his successors the money needed for his building projects.</i></p> <p>NB: Two or more changes explained 8-10 marks; One change explained 7-8 marks.</p>	7–10
<p style="text-align: center;">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>Level 2 answers will typically identify changes but not explain them, e.g.</p> <p><i>Jewish migrants were initially allowed to mix freely, but later faced persecution and violence.</i></p> <p><i>Jewish migration made it easier for Norman kings to borrow money to fund the construction of castles and churches.</i></p> <p><i>The role of Jewish migrants changed when Italian bankers were also allowed to offer loans, so Jewish moneylenders were no longer in demand.</i></p> <p>NB: Identification of significance without sufficient development for Level 4 should be awarded 6 marks.</p> <p>NB: Award higher marks in the level for more examples.</p>	4–6
<p style="text-align: center;">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>Level 1 answers will typically contain general points or description e.g.</p> <p><i>Jewish migrants came to England in the Middle Ages and some of what they did changed English society.</i></p> <p><i>Jewish migrants faced discrimination.</i></p>	1–3
<p style="text-align: center;">Level 0</p> <p>No response or no response worthy of credit.</p>		0

4. 'Between 1500 and 2010, migrants faced problems settling into life in 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
Level 5 <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>Level 5 answers typically explain at least three examples BOTH a balanced argument AND covering both periods e.g.</p> <p><i>In some ways this statement is true. In the early modern period, the Palatines faced problems settling into life in Britain. They arrived in large numbers seeking work and a better life, and set up a large refugee camp. They were quickly seen by people in London and the government as a drain on resources and were deported to Ireland, where most struggled to make a living and left either for America or back to Germany. So the lack of support from the people and the government caused them problems.</i></p> <p><i>Later on, in the modern period, many Commonwealth migrants to Britain also faced problems. Although they had been invited by the government and contributed economically and culturally to British life, they faced discrimination and sometimes violence, with groups like the National Front growing in the 1960s when there was increasing unemployment in the country. Racism in British society caused these Commonwealth migrants problems settling into life in Britain.</i></p> <p><i>On the other hand, some migrant groups were quick to settle into British society. One example were the Huguenots in the early modern period. Many of these were skilled craftspeople and were able to contribute to Britain's economy through working with silk, jewellery and clock making. Because they helped to make Britain wealthier they quickly integrated into British society and faced few difficulties doing so.</i></p> <p><i>In the 20th century, Polish migrants during the Second World War easily settled into British society, too. Over 100,000 Poles came to Britain as refugees when Nazi Germany invaded their country, and many of them served in Britain's armed forces where they gained a strong reputation as fighter pilots. Because of their contribution to the war effort and support from the government's Polish Resettlement Corps, they had little difficulty settling into life in Britain when the war ended.</i></p> <p><i>On balance, migrant groups who have been seen as making little contribution to Britain or who were seen as causing economic problems had problems settling. Migrants who were seen as making an immediate and lasting contribution to the economy had far fewer problems.</i></p> <p>NB: 21-23 marks for four explained examples (2-2 or 3-1). 19-21 marks for three explained examples (2-1 or 1-2). Add an additional mark for a clinching argument.</p>	19–24

<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>Level 4 answers typically explain at least two examples; EITHER a balanced argument from one period OR balanced/unbalanced argument covering two periods.</p> <p><i>In the early modern period, the Palatines faced problems settling into life in Britain. They arrived in large numbers seeking work and a better life, and set up a large refugee camp. They were quickly seen by people in London and the government as a drain on resources and were deported to Ireland, where most struggled to make a living and left either for America or back to Germany. So the lack of support from the people and the government caused them problems.</i></p> <p><i>On the other hand, in the 20th century, Polish migrants during the Second World War easily settled into British society. Over 100,000 Poles came to Britain as refugees when Nazi Germany invaded their country, and many of them served in Britain's armed forces where they gained a strong reputation as fighter pilots. Because of their contribution to the war effort and support from the government's Polish Resettlement Corps, they had little difficulty settling into life in Britain when the war ended.</i></p> <p>NB: 15 marks is the default for two explained examples, adjust based on quality of development. Add an additional mark for a clinching argument.</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>Level 3 answers typically explain one or more examples in one period agreeing OR disagreeing with the statement e.g.</p> <p><i>The Palatines faced problems settling into life in Britain. They arrived in large numbers seeking work and a better life, and set up a large refugee camp. They were quickly seen by people in London and the government as a drain on resources and were deported to Ireland, where most struggled to make a living and left either for America or back to Germany. So the lack of support from the people and the government caused them problems.</i></p> <p>NB: 11-13 for two or more explanations 10-12 for one explanation</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. 	<p>Level 2 answers will typically identify and/or describe valid examples e.g.</p> <p><i>Indian ayahs faced problems as many of them were simply abandoned when the families they accompanied arrived in Britain.</i></p> <p><i>Lascar sailors faced problems as they were not always accepted in the communities they lived in, and there were even riots.</i></p>	6–9

<ul style="list-style-type: none"> There is a line of reasoning which has some relevance and which is presented with limited structure. 	<p><i>Irish migrants in the nineteenth century often faced problems as they were exploited by employers and had to put up with poor living conditions.</i></p> <p><i>Commonwealth migrants arriving after the Second World War often faced problems because they were victims of racism.</i></p> <p><i>Huguenot migrants did not face problems as they were skilled craftspeople who were seen as making a contribution to British society.</i></p> <p><i>In the nineteenth century many asylum seekers like Frederick Douglass, Ellen Craft and Karl Marx were met with sympathy for their persecution and easily settled into life in Britain.</i></p> <p><i>Polish refugees from the Second World War faced few problems settling into life in Britain because of the contribution they were seen as making to the war effort.</i></p> <p>NB: Award higher marks in the level for more examples.</p>	
<p style="text-align: center;">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. The information is communicated in a basic/unstructured way. 	<p>Level 1 answers will typically demonstrate simple knowledge or make assertions e.g.</p> <p><i>Migrants to Britain often faced problems settling into life in Britain because some British people were worried about migration and made life difficult for the migrants.</i></p>	1–5
<p style="text-align: center;">Level 0</p> <p>No response or no response worthy of credit.</p>		0

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