



## **GCSE (9–1)**

### **History A (Explaining the Modern World)**

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

General Certificate of Secondary Education

**Mark Scheme for November 2020**

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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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## 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 |

## 1. 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.

### 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 British port cities with diverse migrant populations in the early twentieth century.

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|------------------------------|--|
| <b>Assessment Objectives</b> | AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]   |
| <b>Additional Guidance</b>   | <p>Award one mark for identifying each measure. A second mark can be awarded for supporting detail for the measure.</p> <p>All content is indicative only and any other correct examples of British port cities with diverse migrant populations in the early twentieth century should also be credited.</p> |

| <b>Levels</b>   | <b>Indicative content</b>   | <b>Marks</b> |
|---|---|--------------|
| <p>N/A</p> <p>Points marking</p> <p>Max 1 mark for one <b>or more</b> general points e.g. <i>where a city itself is not identified or where the answer provides a list of cities without development.</i></p> | <p><i>One example would be Butetown in Cardiff (1).</i></p> <p><i>St. Paul's in Bristol developed a large migrant population by the early twentieth century (1) and had attracted migrants working in the textile industry, including Irish drapers and Jewish tailors (2).</i></p> <p><i>South Shields was a port with a diverse migrant population (1), including thousands of Yemeni sailors who integrated into the community, though there were race riots there in 1919 (2).</i></p> <p>NB: Migrant groups should be specific to the cities identified.</p> | <b>4</b>     |

2. Explain why there were negative reactions to Jewish migration to England between 1066 and 1290.

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|------------------------------|---|
| <b>Assessment Objectives</b> | AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]<br><br>AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]  |
| <b>Additional Guidance</b>   | 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.<br><br>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.<br><br>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. |

| Levels  | Indicative content  | Marks      |
|---|---|------------|
| <b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul> | <p>Level 4 answers will typically identify <b>two or more reasons for negative reactions to Jewish migration</b> and explain them fully e.g.</p> <p><i>One reason why people responded negatively to Jewish migration was their role as moneylenders in England. They had been invited to England by Norman kings and loaned money to build churches and castles as Christians were not allowed to do this. This meant many English people distrusted the Jews as they believed they were in league with the Normans, who themselves were seen as invaders.</i></p> <p><i>Religion was another reason for negative reactions to Jewish migrants. As the only non-Christians in England at a time when the Catholic Church was very powerful, people were naturally suspicious of them. These feelings increased after the Crusades began at the end of the eleventh century, as the Christians were at war with Muslims to capture Jerusalem and the Jews were often grouped together with Muslims and seen as the enemy.</i></p> | <b>7–8</b> |
| <b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>                                       | <p>Level 3 answers will typically identify <b>at least one reason for negative reactions to Jewish migration and explain one of them</b> e.g.</p> <p><i>The myth of 'Blood Libel' was a key reason why there were negative reactions to Jewish migrants in the Middle Ages. Jews were blamed for murdering an English boy, and an English monk spread a rumour that Jews planned to kill an English child every Good Friday. This 'Blood Libel' meant that Jews were viewed by many with fear and suspicion, as they were seen as an enemy within.</i></p>  | <b>5–6</b> |

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|--|---|-------------------|
| <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>   | <p>Level 2 answers will typically <b>identify at least one reason and describe it</b> but explanation of why it caused negative reactions to Jewish migration will be implicit or absent altogether e.g.</p> <p><i>One reason was that England was a Christian country and the Jews were not Christian. They did not follow Christian beliefs and religion was really important in the Middle Ages.</i></p> <p><i>The myth of 'Blood Libel' caused people to think negatively about Jews. It was believed by some people that Jews planned to kill a Christian child every year on Good Friday.</i></p> | <p><b>3–4</b></p> |
| <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• 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.</li> </ul> | <p>Level 1 answers will typically contain <b>description of events linked to Jewish migration</b> or <b>unspecified points</b>, e.g.</p> <p><i>There were negative reactions to Jewish migrants because they were different and people are distrustful of those who are different to them.</i></p>  | <p><b>1–2</b></p> |
| <p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>  |   | <p><b>0</b></p>   |

## 3. How significant was Irish migration for England between 1700 and 1900?

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| <b>Assessment Objectives</b> | AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10]<br>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]   |
| <b>Additional Guidance</b>   | 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.<br><br>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.<br><br>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. |

| Levels   | Indicative content  | Marks        |
|--|---|--------------|
| <b>Level 4</b> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul> | <p>Level 4 answers will typically <b>identify and explain two or more examples</b> of change as a result of Irish migration to England between 1700 and 1900 and <b>make a valid assessment of the significance</b> of at least one of them e.g.</p> <p><i>One way in which Irish migration was significant was through the role individual Irish migrants played in making Britain a fairer society. In the nineteenth century, several people migrated to Britain from Ireland who would help make changes to British society. These included Fergus O'Connor and James O'Brien, who became leaders of the Chartist movement dedicated to giving working class men the right to vote. Britain was largely a Protestant country, but Irish migrants were Catholics, and this caused the Catholic Church to grow in prominence. During this century Catholics had gained equal status with Protestants in Britain, and working class men were given the right to vote; Irish migrants had made a significant contribution to these dramatic changes in British society far beyond their own communities.</i></p> <p><i>Irish migrants made a significant contribution to Britain's growing economy. In the late eighteenth and early nineteenth century many thousands of Irish migrants worked as 'navvies', creating first canals and then railroads across Britain. These men were important in helping to turn Britain from an agricultural country into a rich industrial one. This was highly significant since industrialisation made Britain a world power and the creation of these canals and railroads by the navvies was a key turning point in making it possible.</i></p> <p><i>[Alternatively, candidates might argue that as Irish migration was centred around a few large cities it was less significant for the rest of Britain.]</i></p> <p>NB: Two explanations of significance 13-14 marks;<br/>One explanation of significance 11-12 marks.<br/>NB: Alternatively, candidates may assess why example given is of limited significance.</p> | <b>11–14</b> |



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| <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>       | <p>Level 3 answers will typically <b>identify and explain one or more examples of change</b> as a result of Irish migration to England between 1700 and 1900, e.g.</p> <p><i>Irish migrants made a significant contribution to Britain's growing economy. In the late eighteenth and early nineteenth century many thousands of Irish migrants worked as 'navvies', creating first canals and then railroads across Britain. These men were important in helping to turn Britain from an agricultural country into a rich industrial one.</i></p> <p>NB: Two changes explained 9-10 marks;<br/>One change explained 7-8 marks.</p> | <p><b>7–10</b></p> |
| <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by some knowledge and understanding that is mostly relevant to the question.</li> </ul> | <p>Level 2 answers will typically <b>identify changes but not explain</b> them, e.g.</p> <p><i>Irish migrants helped to transform Britain's economy into an industrial one.</i></p> <p><i>Irish migrants were often poor and some turned to crime; this caused growing hostility to migrants in Britain.</i></p> <p>NB: Some of these may look like significance but are actually making valid but unsupported statements about the significance of the changes.</p>   | <p><b>4–6</b></p>  |
| <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>The response includes limited basic knowledge that is relevant to the topic of the question.</li> </ul>               | <p>Level 1 answers will typically contain <b>general points or description</b>, e.g.</p> <p><i>Irish men came to Britain during the Potato Famine and worked as navvies building railroads.</i></p>  | <p><b>1–3</b></p>  |
| <p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>   |  | <p><b>0</b></p>    |

4. 'Between 1500 and 2010, some groups of migrants were welcomed to Britain more than other groups.' How far do you agree with this statement?

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|------------------------------|--|
| <b>Assessment Objectives</b> | AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16]<br>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]  |
| <b>Additional Guidance</b>   | At Level 4/5, answers should select examples of invitation and other factors from <b>both</b> the early modern and modern periods.<br><br>Candidates will be rewarded with extra marks within level 5 for an effective conclusion or clinching argument but this is not necessary to reach level 5.<br><br>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.<br><br>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.<br>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. |

| Levels   | Indicative content  | Marks        |
|--|---|--------------|
| <b>Level 5</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</li> </ul> | <p>Level 5 answers will construct an answer to the question <b>which explains fully three or more examples which support AND contradict</b> the statement from <b>across both periods</b> e.g.</p> <p><i>One migrant group from the early modern period who were welcomed in Britain were the Huguenots. They were French Protestants who were looking to leave France because they were being discriminated against by the Catholic king. They were made welcome in Britain because it was a Protestant country at the time and there was great sympathy for the Huguenots. They were also welcomed because many Huguenots were skilled, wealthy craftsmen who helped the British economy to grow, and so they were benefitting Britain.</i></p> <p><i>Another group, this time from the modern period, who were made to feel welcome were Jewish children in the late 1930s. At this time the Nazis' harsh treatment of Jews had become well known, and many British people were sympathetic towards them. Because of this the Kindertransport programme arranged for around 10,000 Jewish children to be brought to the country, where they were welcomed and offered new lives.</i></p> <p><i>On the other hand, not all migrant groups were welcomed to Britain. In the sixteenth century, the government passed several laws against gypsies, who had come to Britain from Eastern Europe. Their nomadic way of life meant they travelled from place to place and they were viewed with fear and suspicion by many people, who didn't understand gypsy culture and thought they brought no benefit to the economy.</i></p> <p><i>Another group that were made to feel unwelcome were Commonwealth migrants in the 1960s. Since the Second World War there had been a large influx of migrants from countries like Jamaica and</i></p> | <b>19–24</b> |

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|--|---|--------------|
|  | <p><i>Pakistan, and by the 1960s large numbers had settled in working class areas of large cities like Birmingham and Bradford. Because of this, many working class white people began to feel uneasy about the cultural changes that were taking place in these areas and politicians like Enoch Powell responded with anti-migrant attitudes that made Commonwealth migrants feel less welcome.</i></p> <p><i>On balance, it seems that migrant groups have been made most welcome when there has been sympathy for them in Britain, and less welcome when they seem to have threatened people's traditional way of life.</i></p> <p>NB: 24 marks for four points explained across both sides, plus a clinching argument.<br/>21-23 marks for four points explained across both sides.<br/>19-20 marks for two explained points on one side and one explained point on the other (2-1 or 1-2).</p>  |              |
| <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question.</li> <li>There is a well-developed line of reasoning which is clear, relevant and logically structured.</li> </ul> | <p>Level 4 answers will construct an answer to the question which <b>explains one example from each period of migrants being welcomed AND/OR not welcomed</b>, e.g.</p> <p><i>One migrant group from the early modern period who were welcomed in Britain were the Huguenots. They were French Protestants who were looking to leave France because they were being discriminated against by the Catholic king. They were made welcome in Britain because it was a Protestant country at the time and there was great sympathy for the Huguenots. They were also welcomed because many Huguenots were skilled, wealthy craftsmen who helped the British economy to grow, and so they were benefitting Britain.</i></p> <p><i>On the other hand, a group that were made to feel unwelcome were Commonwealth migrants in the 1960s. Since the Second World War there had been a large influx of migrants from countries like Jamaica and Pakistan, and by the 1960s large numbers had settled in working class areas of large cities like Birmingham and Bradford. Because of this, many working class white people began to feel uneasy about the cultural changes that were taking place in these areas and politicians like Enoch Powell responded with anti-migrant attitudes that made Commonwealth migrants feel less welcome.</i></p> <p>NB: 18 marks for a clinching argument.<br/>15 marks is the default for two explained points; award extra marks for development.</p> | <b>14–18</b> |
| <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>   | <p>Level 3 answers will typically <b>identify and explain one</b> or more examples of migrants being welcomed OR not welcomed across <b>one period</b>, e.g.</p> <p><i>The Palatines came to Britain in the early eighteenth century and public opinion quickly turned against them. Some of the Palatines were Catholic at a time when Catholics were viewed with suspicion in Britain, and many of them were unskilled and thought to be vagrants. Because the Palatines seemed to be a drain on the country's resources they were not welcomed, and many of them were sent back to Germany or onwards to Ireland or America.</i></p>   | <b>10–13</b> |

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| <ul style="list-style-type: none"> <li>This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>   | <p>NB: The quality of the explanation offered together with any additional identified examples will determine the overall mark within the level.</p>  |                   |
| <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>   | <p>Level 2 answers will typically identify examples of migrants being welcomed or not welcomed from either the early modern or the modern era e.g.</p> <p><i>Huguenots were made welcome in the early modern period because they were Protestants.</i></p> <p><i>Gypsies were not welcomed in the early modern period because their culture was so different to English culture at the time.</i></p> <p><i>Polish migrants were welcomed during and after the Second World War because they had fought alongside British soldiers and airmen against the Nazis.</i></p> <p><i>Commonwealth citizens were initially welcomed after the Second World War because there was a serious shortage of workers in Britain.</i></p> <p><i>Asylum seekers from parts of Asia and Africa were not welcomed in Britain in the early twenty-first century because they were portrayed as not being genuine in many British newspapers.</i></p> <p>NB: Award higher marks in the level for more examples.</p> | <p><b>6–9</b></p> |
| <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>There is basic knowledge and understanding that is relevant to the time</li> </ul> | <p>Level 1 answers will typically demonstrate simple knowledge or make assertions e.g.</p> <p><i>Sometimes migrants were welcomed to Britain but it depended on why they came. If migrants were there for the wrong reasons people did not make them feel welcome.</i></p>  | <p><b>1–5</b></p> |

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| period specified and the topic of the question. <ul style="list-style-type: none"><li>• <i>The information is communicated in a basic/unstructured way.</i></li></ul> |  |          |
| <b>Level 0</b><br>No response or no response worthy of credit.  |  | <b>0</b> |

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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