



**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 June 2019**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.









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.

© OCR 2019

**Annotations**

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

**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 English resistance to Norman control during the reign of King William I.

|                              |  |
|------------------------------|--|
| <b>Assessment Objectives</b> | AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]               |
| <b>Additional Guidance</b>   | All content is indicative only and any other correct examples of English resistance to Norman control should also be credited. |

| Levels                    | Indicative content   | Marks    |
|---------------------------|--|----------|
| N/A<br><br>Points marking | <p><i>One famous example of English resistance to King William I was the rebellion in the north of England in 1069 [1]. This was led by Edgar Atheling who had a claim to the throne, supported by armies from Scotland and Denmark [2].</i></p> <p><i>English resistance was sometimes secretive, for example the 'green men' [1] who hid in villages and forests and tried to kill Norman officials [2].</i></p> | <b>4</b> |

Explain why there was African and Asian migration to England between 1500 and 1700.

|                              |   |
|------------------------------|---|
| <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>   | <i>See following page for exemplar content and guidance</i> | <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>   |   | <b>5–6</b> |
| <b>Level 2</b> <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>   |   | <b>3–4</b> |
| <b>Level 1</b> <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> |   | <b>1–2</b> |
| <b>Level 0</b><br><br>No response or no response worthy of credit.  |   | <b>0</b>   |

Explain why there was African and Asian migration to England between 1500 and 1700.

| Levels         | Indicative content   | Marks      |
|----------------|--|------------|
| <b>Level 4</b> | <p>Level 4 answers will typically <b>identify two or more reasons</b> why there was African and Asian migration to England between 1500 and 1700 and <b>explain them fully</b> e.g.</p> <p><i>England became more involved in trading across the world in this period and this meant that African and Asian people migrated to England. For example, some African people migrated to England because of the slave trade. By the end of the 17<sup>th</sup> century, English ships were transporting almost a third of the world's slaves. When owners of Caribbean plantations returned to England, they sometimes brought African slaves with them as servants and having an African servant became a sign of wealth.</i></p> <p><i>In 1600 the East India Company was formed, and the increasing trade with Asia resulted in some Asian people migrating to England by 1700. Because of the high demand for sailors and servants by English families and ship owners, Indian sailors and nannies were sometimes used on these ships and ended up in England..</i></p> <p><b>THRESHOLD ANSWERS:</b></p> <p><i>Some Africans migrated to England as a result of the slave trade. Many Africans were transported to the Americas as slaves to work on plantations. Some British owners of Caribbean plantations brought their slaves back with them as servants.</i></p> <p><i>In the 1600s some Asians migrated to England. As trade increased with Asia, Indian sailors and nannies were sometimes used on these ships. They ended up settling in England when they were dismissed after their boats docked in British ports.</i></p> | <b>7–8</b> |
| <b>Level 3</b> | <p>Level 3 answers will typically identify one or more reasons why there was African and Asian migration to England between 1500 and 1700 and <b>explain one of them</b> e.g.</p> <p><i>Some African people migrated to England because of the slave trade. The 17<sup>th</sup> century England was becoming wealthy because of trade in goods like sugar and tobacco in the Caribbean, which was produced mainly by slaves taken from Africa. When owners of Caribbean plantations returned to England, they sometimes brought African slaves with them as servants and having an African servant became a sign of wealth.</i></p>  | <b>5–6</b> |
| <b>Level 2</b> | <p>Level 2 answers will typically <b>identify or describe reasons without explaining</b> e.g.</p> <p><i>In the 16<sup>th</sup> century, there was a lot of religious persecution of African Moors in Spain and North Africa and hundreds of thousands of Moors left the area looking for safety elsewhere.</i></p> <p><i>In the 17<sup>th</sup> century the East India Company became a large and powerful organisation, and had a great deal of contact with people in India.</i></p>   | <b>3–4</b> |

|                |  |            |
|----------------|--|------------|
| <b>Level 1</b> | Level 1 answers will typically contain <b>description of events linked to</b> African and Asian migration to England or <b>unspecific points</b> e.g.<br><br><i>Some African and Asian people were forced to migrate to England at the time.</i> | <b>1–2</b> |
|----------------|--|------------|

How significant was migration in the Middle Ages for English society?

|                              |   |
|------------------------------|---|
| <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> | <i>See following page for exemplar content and guidance</i> | <b>11–14</b> |
| <b>Level 3</b> <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>   |   | <b>7–10</b>  |
| <b>Level 2</b> <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>   |   | <b>4–6</b>   |
| <b>Level 1</b> <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>   |   | <b>1–3</b>   |
| <b>Level 0</b><br>No response or no response worthy of credit.   |   | <b>0</b>     |
|  |   |              |

How significant was migration in the Middle Ages for English society?

| Levels         | Indicative content   | Marks        |
|----------------|--|--------------|
| <b>Level 4</b> | <p>Level 4 answers will typically <b>identify and explain two or more examples of change</b> as a result of migration in medieval English society and make a valid <b>assessment of the significance</b> of at least one of them e.g.</p> <p><i>Norman migration to England during the Norman Conquest resulted in big changes. King William I distributed huge amounts of land to his noblemen. This took power from the original Anglo-Saxon landowners. He also developed the feudal system to make sure that the barons were loyal to the king, and this created a ruling class in England. This system remained in force for hundreds of years. Even though less than 10,000 Normans came to England, their migration was highly significant for English society because they introduced laws and systems that changed the way the country was governed in the long term.</i></p> <p><i>Later in the Middle Ages, migrants from Flanders were encouraged to come to England. These skilled weavers made the English wool trade highly valuable. Migrant weavers set up profitable businesses in places like Manchester, which would go on to become a centre of Britain's huge textile industry. Flemish weavers coming to England in the Middle Ages was significant for English society because they helped make the country wealthier for centuries to come.</i></p> <p><b>Nutshell: One or more explanations of significance</b><br/>           NOTE: Two explanations of significance 13-14 marks<br/>           One explanation of significance 11-12 marks</p> | <b>11–14</b> |
| <b>Level 3</b> | <p>Level 3 answers will typically <b>identify and explain one or more examples of change</b> as a result of migration in medieval English society e.g.</p> <p><i>After the Norman Conquest King William I wanted to build cathedrals, castles and monasteries. However, it was difficult finding the money to do so because Christians at the time were not allowed to profit from lending money. Because of this, he invited Jews to settle in England and this changed England as Jewish loans allowed William and his successors to create castles and religious buildings that wouldn't otherwise have been possible.</i></p> <p><i>Norman migration to England during the Norman Conquest resulted in big changes. King William I distributed huge amounts of land to his noblemen. This took power from the original Anglo-Saxon landowners and enabled the Normans to establish their rule more easily.</i></p> <p><b>Nutshell: One or more examples of change explained but not addressing significance successfully</b><br/>           Two changes explained 9-10 marks<br/>           One change explained 7-8 marks</p>   | <b>7–10</b>  |
| <b>Level 2</b> | <p>Level 2 answers will identify changes but not explain them e.g.</p> <p><i>Around 10,000 Normans came to England and settled. They defeated the English at the Battle of Hastings and settled. They built lots of castles and cathedrals and took control. They also consolidated the feudal system.</i></p>   | <b>4–6</b>   |

|                |  |            |
|----------------|--|------------|
|                | <b>Nutshell: Identifies change(s) but fails to explain it or identifies significant event(s) but fails to explain significance</b><br>NOTE: Some may look like significance but are actually making unsupported statements about the significance of the changes<br>NOTE 2: For candidates who identify a change and make a valid comment about the significance without development award 6 marks                                 |            |
| <b>Level 1</b> | Level 1 answers will typically contain description of events or describe without specifics, e.g.<br><br><i>Migration was significant in the Middle Ages because it meant England's population became more diverse. It also created opposition because some people did not want the migrants to be there at all.</i><br><br><b>Nutshell: Describes relevant events but does not explain change or address issue of significance</b> | <b>1–3</b> |

'British society benefitted from immigration between 1500 and 2010.' How far do you agree with this statement?

|                              |   |
|------------------------------|---|
| <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>   | 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 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><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></li> </ul>                                | See following page for exemplar content and guidance | <b>19–24</b> |
| <b>Level 4</b> <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><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>   |  | <b>14–18</b> |
| <b>Level 3</b> <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> <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>  |  | <b>10–13</b> |
| <b>Level 2</b> <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>  |  | <b>6–9</b>   |
| <b>Level 1</b> <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 period specified and the topic of the question.</li> <li><i>The information is communicated in a basic/unstructured way.</i></li> </ul> |  | <b>1–5</b>   |
| <b>Level 0</b>   |  | <b>0</b>     |

|  |  |  |
|--|--|--|
| No response or no response worthy of credit. |  |  |
|--|--|--|

4. 'British society benefitted from immigration between 1500 and 2010.' How far do you agree with this statement?

| Levels  | Indicative content  | Marks |
|---------|---|-------|
| Level 5 | <p>Level 5 answers will construct an answer to the question which <b>explains fully three or more examples</b> which support AND contradict the statement from across <b>both periods</b> (early modern and modern) e.g.</p> <p><i>British society has benefitted from immigration because some migrant groups have made Britain a wealthier place. A good example is the Huguenots. Many Huguenots were highly skilled people, and their work in England improved the economy. For example, Huguenots became involved in industries like clock making, which became sources of great wealth for the country. Huguenots were also heavily involved in establishing the Bank of England, which helped Britain's economy grow. Around 10% of the financial investment in the bank came from Huguenots. Their migration to Britain was of great benefit because they helped to turn Britain into a modern industrial nation.</i></p> <p><i>The contribution of Polish migrants who came to Britain at the start of the Second World War also benefitted British society. Many of these were trained airmen, and several thousand enlisted in the Royal Air Force as pilots and ground crew. Many others joined the Royal Navy and army, helping the British fight the Nazis. They benefitted British society by helping defeat the Nazis and win the war; their contribution was recognised in the Polish Resettlement Act.</i></p> <p><i>On the other hand, some people claim that in recent years increasing migration to Britain from the European Union has been damaging. In 2004 countries from Eastern Europe such as Poland joined the European Union, and the British government allowed people from these countries to migrate to Britain without restriction. People have argued that because these migrants are willing to work for lower wages they have caused unemployment and lower wages for British citizens. In parts of the country where many EU migrants have settled there has been pressure on local services like schools and hospitals. This immigration might not have benefitted Britain, as it caused a growth in opposition to migrants which caused division in society.</i></p> <p><b>Nutshell: Argument with three or more examples balanced by period AND benefit/not benefit</b><br/> <b>NOTE: 24 marks = 4+ examples plus a clinching argument.</b><br/> <b>21-23 marks = 4+ examples</b><br/> <b>19-21 marks = 3 examples</b></p> | 19–24 |
| Level 4 | <p>Level 4 answers will construct an answer to the question which <b>explains fully two or more examples</b> which EITHER support <u>and</u> contradict the statement across <b>one period</b> OR support <u>or</u> contradict the statement from across <b>both periods</b> (early modern and modern) e.g.</p> <p><i>In some ways, Britain has benefitted from migration between 1500 and 2010. Some migrants have made a highly positive impact. In the 18<sup>th</sup> century, Olaudah Equiano came to Britain as a freed slave. His work raising awareness of the treatment of slaves and his autobiography made a significant contribution to the abolitionist movement that led to the slave trade being banned in the British Empire in 1807. The work of migrants like Equiano benefitted Britain because they worked to make the country a free and fairer society.</i></p>   | 14–18 |

|                |   |              |
|----------------|---|--------------|
|                | <p><i>Britain has not always benefitted from migration, though. Sometimes it has caused division in society, as seen in the 1960s when the British politician Enoch Powell made his famous ‘rivers of blood’ speech expressing concern about Commonwealth immigration. In the 1970s many people blamed economic problems on migrants, and some even joined or supported extreme organisations like the National Front.</i></p> <p><b>Nutshell: Argument balanced either by period or by benefit/didn’t benefit</b><br/> <b>NOTE:</b> 18 marks reserved for answers with a clinching argument<br/> <b>17 marks</b> for three (or more) explanations<br/> <b>14-16 marks</b> for two explanations</p>   |              |
| <b>Level 3</b> | <p>Level 3 answers will typically identify and explain <b>one or more examples</b> of British society benefitting <b>or</b> not benefitting from <b>either</b> the early modern <b>or</b> modern period e.g.</p> <p><i>In the decades after the Second World War, migration from the Commonwealth has benefitted Britain because it has made our society more diverse and tolerant. London is one of the most diverse cities in the world, with people from many different nations living there: the Notting Hill carnival which celebrates diversity is the biggest street festival in Europe.</i></p> <p><b>Nutshell:</b> One sided argument; one or more examples to support.<br/> The <b>quality of explanation</b> offered together with <b>additional identified examples</b> will <b>determine the overall mark</b> within the level</p> | <b>10–13</b> |
| <b>Level 2</b> | <p>Level 2 answers will typically <b>identify examples</b> of British society benefitting / not benefitting from either the early modern or modern period e.g.</p> <p><i>Huguenots benefitted the economy because of the skills like silk making they brought to Britain when they came to the country. Other migrants like Olaudah Equiano and William Cuffay did things that benefitted people such as helping to ban the slave trade. Lascars from places in Asia settled in Britain and made places like South Shields and Butetown more diverse.</i></p> <p><b>Nutshell:</b> Identification and/or description of relevant examples but not explaining<br/> Award <b>higher marks in the level for more examples</b></p>   | <b>6–9</b>   |
| <b>Level 1</b> | <p>Level 1 answers will typically demonstrate simple knowledge e.g.</p> <p><i>Britain has benefitted from immigration because it has brought many people from different cultures together. People coming to this country have brought skills that have made it richer.</i></p> <p><b>Nutshell:</b> General answers</p>  | <b>1–5</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)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

© OCR 2019

