

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 2022

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 2022

PREPARATION FOR MARKING**RM ASSESSOR**

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

Rubric Error Responses – Optional Questions

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

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

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

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

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

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

10. For answers marked by levels of response:

- 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

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
SEEN	Noted but no credit given
NAQ	Not answered question
	Content that cannot be credited

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 migrant groups who received negative treatment in England in the Middle Ages.

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 an example group. A second mark can be awarded for supporting detail for the example group.</p> <p>All content is indicative only and any other correct examples of migrant groups who received negative treatment in England in the Middle Ages should also be credited.</p>

Levels	Indicative content	Marks
N/A Points marking Max 1 mark for one or more general points eg <i>people in England were hostile to all migrants then.</i>	<p><i>The Normans received negative treatment when they came to England in 1066 (1). They were seen as hostile conquerors and there were uprisings against them, for example in the north (2).</i></p> <p><i>Jews received negative treatment during this period (1). They faced prejudice from Christians and in 1190 there was a massacre in Jews in York (2).</i></p> <p><i>Flemish weavers received negative treatment in the 14th century (1).</i></p>	4

2. Explain the impact of the Industrial Revolution on migration to Britain.

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
Level 4	<p>Level 4 answers will typically identify two or more impacts of the Industrial Revolution on migration to Britain and explain them fully eg</p> <p><i>One impact the Industrial Revolution had was on the huge growth in low skilled jobs with the development of factories. Many Irish people came because of the lack of jobs in Ireland. When Britain industrialised the work of those in cottage industries disappeared and the use of factories was mainly limited to Belfast so they needed to move to Britain to find work.</i></p> <p><i>The Industrial Revolution also led to new demands for workers connected to transport because of the increased need to move goods around as well as in and out of Britain. This attracted migrant groups who were seeking employment, such as sailors known as Lascars. They gained work on boats bringing raw materials to Britain but often stayed because of the amount of work. For example, during the Napoleonic Wars Lascars kept the merchant shipping going allowing Britain to keep trading.</i></p>	7–8
Level 3	<p>Level 3 answers will typically identify at least one impact of the Industrial Revolution on migration to Britain and explain one of them eg</p> <p><i>As Britain became wealthier during the Industrial Revolution, some migrants came to Britain because of the opportunities to establish new businesses. For example, some European migrants came to Britain and helped to create new companies that grew to become important employers, such as Rothschilds Bank set up by a German. The Industrial Revolution had the impact of attracting entrepreneurs like this who added to Britain's wealth.</i></p>	5–6
Level 2	<p>Level 2 answers will typically identify at least one reason and describe it but explanation of the impact of the Industrial Revolution on migration to Britain will be implicit or absent altogether eg</p> <p><i>One impact was that migration became easier with the improved transport that came with the Industrial Revolution, such as railroads.</i></p>	3–4

<ul style="list-style-type: none"> This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 	<p><i>The Industrial Revolution meant that British goods became much cheaper, which caused poverty in other countries and encouraged people living there to try and seek work in Britain.</i></p> <p><i>Entrepreneurs came to Britain during the Industrial Revolution because they were attracted by the business opportunities it created.</i></p>	
Level 1 <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 linked to the impact of the Industrial Revolution on migration to Britain or unspecified points eg</p> <p><i>The Industrial Revolution saw huge changes in Britain. There were new jobs created in new industries, cities grew in size and it became easier to travel.</i></p>	1–2
Level 0 No response or no response worthy of credit.		0

3. How significant was Commonwealth migration to Britain after the Second World War?

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	<p>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.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
Level 4	<p>Level 4 answers will typically identify two or more examples of change as a result of Commonwealth migration to Britain after the Second World War and make a valid assessment of the significance of at least one of them eg</p> <p><i>One way in which Commonwealth migration was significant is that it helped rebuild and regenerate Britain. After the war there was a shortage of workers, much of the country was damaged and the government wanted to introduce a National Health Service. Migrants from all over the Commonwealth came to Britain in their thousands in the 1950s and early 1960s, working in jobs that contributed to Britain's recovery and improvement, such as the many Caribbean and Asian doctors and nurses who took jobs in the National Health Service. Britain was in vital need of their skills and the introduction of the NHS was a turning point in improving the quality of healthcare in Britain; the contribution of Commonwealth migrants was a highly significant one.</i></p> <p><i>Another way in which Commonwealth migration was significant is in the increased hostility to migrants it had caused in many British people. Although Commonwealth citizens had the right to settle in Britain and many had been encouraged to do so, by the early 1960s some people in Britain had changed attitudes towards these migrants, especially those from the Caribbean, India and Pakistan. These changing attitudes were seen by the government clamping down on Commonwealth migration in the 1960 and in the formation of the National Front in the 1970s. This was significant as opposition to migration has remained in Britain to this day, as seen by the actions of political parties like the UK Independence Party in the twenty first century.</i></p> <p><i>[Alternatively, candidates might argue that Commonwealth migration was less significant because numbers have been exaggerated and many in fact returned to the Caribbean; that Black and Asian communities already existed in Britain before 1945; or that Commonwealth migrants arrived in far lower numbers than other groups who migrated to Britain after 1945, for example EU migrants in the twenty first 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 example given is of limited significance.</p>	11-14

Level 3	<p>Level 3 answers will typically identify and explain one or more examples of change as a result of Commonwealth migration to Britain after the Second World War, eg</p> <p><i>Commonwealth migration caused Britain to become more culturally diverse after the Second World War. Black and Asian migrants arrived in much larger numbers than ever before, and they transformed British culture by introducing events such as the Notting Hill Carnival and by regenerating areas with cuisines that were new and exciting to many British people, such as Brick Lane in London.</i></p> <p>NB: Two changes explained 9-10 marks; One change explained 7-8 marks.</p>	7–10
Level 2	<p>Level 2 answers will typically identify changes but not explain them, eg</p> <p><i>Commonwealth migration to Britain was significant because they made a big contribution to helping Britain recover after the Second World War</i></p> <p><i>Commonwealth migration to Britain after the Second World War was significant because it caused racial tension and conflict in the 1960s and 1970s.</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>	4–6
Level 1	<p>Level 1 answers will typically contain general points or description of events eg</p> <p><i>Commonwealth migration was significant because the arrival of people from all over the world made Britain more diverse.</i></p>	1–3
Level 0 No response or no response worthy of credit.		0

4. 'Between c.1000 and 1900, migrants had a positive impact on 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	<p>At Levels 4/5, answers should select examples from both pre and post c1500.</p> <p>Candidates will be rewarded with extra marks within Levels 4 and 5 for an effective conclusion or clinching argument but this is not necessary to reach Level 5.</p> <p>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.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will construct an answer to the question which explains fully three or more examples which support AND contradict the statement from across both periods eg</p> <p><i>On one hand, I agree with this statement. During the Middle Ages, Flemish migrants made an important contribution to England's economy, as they brought with them important skills, especially in weaving wool into cloth. At the time, England was trying to create an economy based on manufacturing cloth rather than just selling the unwoven wool abroad, and the Flemish migrants had a positive impact because their talents helped develop this early industry, and so made the country wealthier. They helped to turn England into a country that in the long term became wealthy from the textiles industry.</i></p> <p><i>Later in this period, Huguenot migrants from France also had a positive impact on Britain. They were wealthy, bringing with them money to invest in Britain and valuable skills such as carving and spinning silk. The Huguenots had a positive impact on Britain's growing economy, helping to provide the money necessary to create the Bank of England at the end of the seventeenth century as well as producing high quality goods such as silk cloth that was sold abroad at a great profit.</i></p> <p><i>On the other hand, some migrant groups did not always have a positive impact. Many people in the north of England suffered terribly as a result of Norman migration after the Norman Conquest. There was much resistance to King William and the Norman knights who came to England with him, and after putting down a large rebellion in northern England the new king retaliated by burning villages, killing people, animal and destroying crops in what became known as the Harrying of the North. The violence used by William to secure Norman power killed thousands of people in England, and this impact was not a positive one. (19-20 marks: 2:1)</i></p> <p>NB: 24 marks for two examples explained on each side, plus a clinching argument. 21-23 marks for two explained examples on each side (2-2) 19-20 marks for two explained examples on one side and one explained point on the other (2-1/1-2).</p>	19-24

Level 4 <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 will construct an answer to the question which explains fully one example from each period OR two examples that support and contradict the statement eg</p> <p><i>Jewish migrants in the Middle Ages had a positive impact on Britain. They came to Britain by royal invitation, as at the time it was considered a sin for Christians to lend money, so English kings and merchants turned to Jews to lend money. Jewish loans were used to build the castles and cathedrals that strengthened Norman England and made the country more stable, as well as smaller loans to traders that made some people more prosperous, and so the impact of Jewish migration at the time was a positive one.</i></p> <p><i>Later in the period, though, Palatine migrants did not have a positive impact. They came as refugees in the early 18th century, but most struggled to find work and came to be seen as vagabonds who were a drain on society; there were attacks on Palatines in Kent, for example. Because of this the government banned further migration from Germany and most of the Palatines in Britain either moved to other countries or returned home. At the time they seemed to make no contribution to society and the hostility they faced shows they had a negative impact.</i></p> <p>NB: 18 marks for a clinching argument. 15 marks is the default for two explained examples; award extra marks for development.</p>	14–18
Level 3 <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 will typically identify and explain one or more examples of positive impact OR other side of the argument from across one period, eg</p> <p><i>Gypsy migrants arriving in England in the early sixteenth century did not have a positive impact at the time. Their nomadic way of life was viewed with suspicion and they were accused of undermining Christianity and of vagrancy. The anti-Gypsy law passed by Henry VIII and the persecution they faced under Mary and Elizabeth I shows that people believed the Gypsies brought no benefit to England and so their impact was a negative one.</i></p> <p>NB: The quality of the explanation offered together with any additional identified examples will determine the overall mark within the level.</p>	10–13
Level 2 <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 examples of positive and/or other side of the argument from either the early modern or the modern era eg</p> <p><i>Jewish migrants had a positive impact in the Middle Ages as their loans allowed the building of castles and cathedrals.</i></p> <p><i>Flemish weavers arriving in the Middle Ages helped to boost England's economy because of the skills they brought.</i></p> <p><i>Norman migrants arriving from the Norman Conquest caused great suffering for people in Northern England.</i></p> <p><i>The Hansa merchants had a positive impact as their ships and contacts meant trade with Europe improved.</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>Huguenot migrants brought wealth and skills that helped Britain's economy develop in the later period.</i></p> <p><i>Some groups brought no benefit in the later period because they seemed to make no real contribution to society, such as Gypsies and the Palatines.</i></p> <p>NB: Award higher marks in the level for more examples.</p>	
Level 1 <ul style="list-style-type: none"> The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question. <i>The information is communicated in a basic/unstructured way.</i> 	<p>Level 1 answers will typically demonstrate simple knowledge or make assertions eg</p> <p><i>Some migrants brought skills and talents to Britain that were a positive impact but other migrants caused unrest and anger so their impact was negative.</i></p>	1–5
Level 0 No response or no response worthy of credit.		0

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

-  ocr.org.uk/qualifications/resource-finder
-  ocr.org.uk
-  Twitter/ocrexams
-  [/ocrexams](http://ocrexams)
-  [/company/ocr](http://company/ocr)
-  [/ocrexams](http://ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 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 operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.