

GCSE (9-1)

History B Schools History Project

J411/53: Migrants to Britain, c.1250 to to present

General Certificate of Secondary Education

Mark Scheme for June 2022

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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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**MARKING INSTRUCTIONS
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
 6	Level 6
	Noted but no credit given
	Not answered question
	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.

Section A: Migrants to Britain, c.1250 to present

Question 1–3 marks (a) Name one European migrant group that came to Britain between 1500 and 1750. (b) Give one example of British government action that led to migration to Britain between 1750 and 1900. (c) Give one example of the treatment of aliens in Britain during the First or Second World Wars.	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1 (a), likely valid responses include: Hansa merchants; Gypsies; Jews; Protestants, Huguenots, Palatines, Walloons ..</i> <i>For 1 (b), likely valid responses include: Free trade policies; canal and railway acts; expansion of trade and Empire; policies (or lack thereof) in response to the Irish famine; Opium Wars; American War of Independence; taking control of India from the EIC.</i> <i>For 1 (c), likely valid responses include:</i> (WWI): Government passed the British Nationality and Status of Aliens Act; 'enemy aliens' had to register at police stations; they had to show evidence of good character and knowledge of English; if they couldn't show evidence of good character/ English they could be deported; interned in camps, e.g. on the Isle of Man; mob attacks on German-owned shops and homes; John Bull magazine called for vendetta against Germans. (WWII): Government set up tribunals to consider whether any German-born residents posed a security threat; internment of German and Italian residents; mob attacks on Italian and German shops; internees released later in 1940. NB Answers must be about specific instances as above. Do not credit general references to e.g. prejudice or racism. NB: Do not allow responses which relate to Britain accepting or welcoming Belgians/ Poles into the country as the question is about the treatment of 'aliens' in Britain. Any other historically valid response should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Question 2–9 marks Write a clear and organised summary that analyses immigration from the Commonwealth to Britain since 1948. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider reasons for immigrations from the Commonwealth eg government recruitment campaigns; economic opportunities; relative deprivation in some Commonwealth countries.</i></p> <p><i>Answers might also consider the impact of Commonwealth migration eg racial tensions and discrimination; attempts by migrants to overcome discrimination; achievements of migrants</i></p> <p><i>Use of conceptual understanding to organise the response might in this case involve significance; consequence or change and continuity since 1948.</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

Question 2–9 marks Write a clear and organised summary that analyses immigration from the Commonwealth to Britain since 1948. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Causation] <i>After 1948, migrants came to Britain from Commonwealth countries for a number of reasons. Firstly, they came because Britain was facing a labour shortage and some organisations such as London Transport ran large recruiting campaigns in the Caribbean. Also, some migrants of Asian origin came because of persecution. For example, in 1967, the Kenyan government gave all Kenyan Asians 2 years to become Kenyan or else leave. [7]</i></p> <p>[Change] <i>At first, the British government welcomed migration from the Commonwealth. The 1948 British Nationality Act of 1948 gave British citizenship to people living in British colonies and the government actively encouraged people to move to Britain to help with the country's labour shortage. However, by 1968 there had been various restrictions on immigration. For example, the 1968 Commonwealth Immigrants Act had a 'close connection' clause –in order to move to Britain, it was no longer enough to have a British passport, you also had to have been born in Britain, or have parents or grandparents who were born in Britain. [9]</i></p> <p>NOTE: Mark chronological accounts which don't explicitly reference change at bottom of the level, e.g. <i>In 1948, the British government passed the Nationality act which gave citizenship ... etc. ... so people moved from the Caribbean because ... etc. [i.e. starts out with causation]</i> <i>In the following years, Commonwealth migrants were often treated badly. For example ...</i> <i>By 1968, ... Commonwealth Immigrants Act/Enoch Powell / National Front ... etc.</i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Diversity] <i>Some migrants had very negative experiences when they arrived from Commonwealth countries and there was a great deal of prejudice and racism. For example, in 1958, Teddy Boys attacked Caribbean people in Notting Hill using knives and petrol bombs. However, others had a more positive experiences and felt welcomed. [4]</i></p> <p>[Consequence] <i>Commonwealth migration has affected British culture and cuisine. For example, migration from the Caribbean led to the setting up of the Notting Hill Carnival from 1965 onwards. This introduced British people to reggae, steel drums, calypso and fabulous costumes and dancing. Today it attracts millions of people. [6]</i></p>
Level 1 (1–3 marks)	<p>Descriptions of migration from the Commonwealth since 1948 with no clear organising concept, e.g. <i>The Empire Windrush arrived from Jamaica in June 1948, carrying 492 West Indians. Commonwealth migrants also included people from India, Pakistan and Africa. Many people had negative experiences and faced racism. [3]</i></p> <p>OR</p> <p>Statement based on second order concept with no valid specific examples, e.g. <i>Lots of people came because they were looking for work.</i> <i>One result of Commonwealth migration was that the migrants often faced racism.</i></p>
0 marks	

Question 3–10 marks	
Why did Irish migrants come to Britain between 1750 and 1900? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations could consider: Push factors such as poverty, unemployment, slow Irish industrialisation and the Irish Famine 1846-50; financial incentives from landlords to leave Ireland in order to reduce the poor law burden on ratepayers; land clearance policies; violence during the Land Wars, etc. Enabling factors include previous seasonal migration to England during harvest; improved connections with Britain such as the cheap packet boat from Dublin to Liverpool. Pull factors include industrialisation and economic opportunities, 'Irish navvies' found employment in the construction of roads, canals and railroads, as well as in factories, as dock workers, and in skilled professions as doctors, clerks, carpenters, smiths and cooks. Growing cities and ports developed Irish communities, which in turn drew more Irish migrants. Perceived 'Liberal freedoms' following Catholic emancipation in 1839 enabled religious expression. Responses might consider the Irish as both economic migrants and refugees.</i>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	<i>Explanations are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply describe Irish migration without explanation cannot reach beyond Level 1.</i>

Question 3–10 marks	
Why did Irish migrants come to Britain between 1750 and 1900? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons identified and fully explained, e.g.</p> <p><i>The first reason was because of the Irish Famine, which hit after the failure of the potato crop in 1845 and 1846, when it was hit by a disease. In Ireland, millions of poor people relied on potatoes as their main food source, which grow well in a cold, wet climate like Ireland's. Food prices rose and people could no longer afford to pay their rents. This meant that about 2 million left for Britain, Canada and the USA.</i></p> <p><i>Secondly, Britain was undergoing a process of industrialisation, which generated jobs such as dock labourers, diggers, factory workers and builders. For example, the boom in the building of railways and canals meant that many Irish migrants were employed as 'navvies'. So Irish migrants were pulled towards Britain because there were plenty of jobs available in the new industries. [10]</i></p>
Level 4 (7-8 marks)	<p>One reason identified and fully explained, e.g.</p> <p><i>Many Irish people moved to Britain because of the Irish Famine, which hit after the failure of the potato crop in 1845 and 1846. In Ireland, millions of poor people relied on potatoes as their main food source. Food prices rose and people could no longer afford to pay their rents. This meant that about 2 million left for Britain, Canada and the USA. [7]</i></p>
Level 3 (5-6 marks)	<p>Identifies one or more valid reason(s) but no full explanation and/or no supporting evidence.</p> <ul style="list-style-type: none"> • <i>Before the famine, Ireland was over populated so many moved to Britain looking for work.</i> • <i>Irish people came to Britain because the journey was cheap and short.</i> • <i>Irish people moved because Britain was industrialising.</i> • <i>When the potato crop failed, many Irish people moved because a famine hit.</i> <p>NOTE: 5 marks for one reason identified; 6 marks for two or more</p>
Level 2 (3-4 marks)	<p>Describes migration/ famine/ other related events without direct focus on the question, e.g.</p> <ul style="list-style-type: none"> • <i>Irish migrants settled in big cities such as London, Liverpool, Manchester and Glasgow.</i> • <i>In 1845 and 1846, the potato crop failed. Many families began to starve. The British government continued to export Irish grain overseas instead of using to relieve the famine.</i> • <i>The Irish worked as navvies, which was a dangerous job. They dug tunnels by hand with the help of gunpowder. Many were killed and injured.</i>
Level 1 (1–2 marks)	<p>Valid but general assertion(s) / descriptions of what was not done</p> <ul style="list-style-type: none"> • <i>They came to look for work.</i> • <i>They came to find a better life.</i>
0 marks	

Question 4*–18 marks	
'The growth in world trade after 1500 was the most important reason why different groups of migrants had come to Britain by 1750' How far do you agree? Give reasons for your answer.	
Levels	Notes and guidance specific to the question set
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of migration to Britain, the growth of world trade or any other factor relevant to the early modern period.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must EITHER consider at least one other factor even if the response goes on to argue that the growth of world trade was the most important factor OR consider the extent of diversity AND similarity in migrant groups even if the answer goes on to argue that the range in migrants was diverse.</i> <i>Answers are most likely to show understanding of the second order concept of causation, or similarity and difference, but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: The establishment of the East India Company in 1600 led to the arrival of Asian migrants in Britain, at first as servants, or Ayres and increasingly as Lascars employed only for the home passage; the Atlantic slave trade to the West Indies led to the arrival of enslaved black migrants in Britain. Economic migrants continued to arrive from mainland Europe as peace and prosperity in Britain after the Restoration of 1660 created new opportunities. Responses could argue the increase in migrants from the wider world, East and West Indies, as a result of trade led to a diverse range of migrant communities.</i> <i>Grounds for disagreeing include: The English Reformation and establishment of Protestantism by the 1560s led to religious refugees from Europe: Huguenots, Palatines and Walloons; these were in much larger numbers than from either the West or East Indies thus world trade was insignificant and diversity was limited to European migrants.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks	

No response or no response worthy of credit.

Improved communication in shipping and Britain's growing connections with the world through the beginning of Empire were more significant than trade in enabling migration.

Question 4* – 18 marks

'The growth in world trade after 1500 was the most important reason why different groups of migrants had come to Britain by 1750' How far do you agree? Give reasons for your answer.

NOTE: Do not allow explanations supporting the statement relating to the Hansa merchants, as theirs was a well-established trade (in in Europe).

Guidance and indicative content

Level 6 (16-18 marks)	<p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>The statement is true for migrants from Asia. In 1600, a group of English merchants had formed the East India Company. By 1750, the Company had set up four trading factories in India and was the dominant European power there. As the East India Company's trade expanded in this period, its traders and officials brought back Asian servants – usually either women who worked as 'ayahs' (nannies) or children who were used to show off the family's wealth.</i></p> <p><i>The growth of the trade in enslaved Africans is also another reason for migration of Africans to Britain during this period, which would support the statement. By 1730 Britain had become the world's major slave trader. As Britain's involvement in the trade grew, many more Africans arrived in Britain, usually as the enslaved property of ships' captains. Most became household 'servants', as having a black servant was seen as fashionable amongst wealthy households.</i></p> <p><i>On the other hand. it could be argued that there were other reasons that different groups of migrants came to Britain in this period. For example, the Huguenots were French protestants who came to Britain as a result of religious persecution. In the 1680s, the French king Louis XIV banned their services, destroyed their churches and tried to forced them to become Catholics. As a result, many migrated to safety in England.</i></p> <p><i>Finally, Jewish people migrated to Britain in the 1650s after Oliver Cromwell agreed that Jews could come to England and would be allowed to practise their religion. Cromwell was persuaded by a Rabbi from Amsterdam who had travelled to London to persuade Cromwell to offer refuge to Jews after a massacre in Ukraine. The first Jews arrived in 1656 and many set up in London as financiers and traders.</i></p> <p><i>Overall, I agree with the statement. If it had not been for the growth in world trade, there would still have been migration to Britain from other areas of Europe, but it was down to world trade that a more diverse range of migrants came from India and Africa.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</p> <p><i>The statement is true for migrants from Asia. In 1600, a group of English merchants had formed the East India Company. By 1750, the Company had set up four trading factories in India and was the dominant European power there. As the East India Company's trade expanded in this period, its traders and officials brought back Asian servants – usually either women who worked as 'ayahs' (nannies) or children who were used to show off the family's wealth.</i></p> <p><i>The growth of the trade in enslaved Africans is also another reason for migration of Africans to Britain during this period, which would support the statement. By 1730 Britain had become the world's major slave trader. As Britain's involvement in the trade grew, many more Africans arrived in Britain, usually as the enslaved property of ships' captains. Most became household 'servants', as having a black servant was seen as fashionable amongst wealthy households.</i></p> <p><i>On the other hand. it could be argued that there were other reasons that different groups of migrants came to Britain in this period. For example, the Huguenots were French protestants who came to Britain as a result of religious persecution. In the 1680s, the French king Louis XIV banned their services, destroyed their churches and tried to forced them to become Catholics. As a result, many migrated to safety in England.</i></p> <p>NOTE: FOR L5+, CANDIDATES MUST INCLUDE EXPLAINED POINTS ABOUT MORE THAN ONE MIGRANT GROUP.</p>

Level 4 (10-12 marks)	<p>One sided argument, supported by two examples, e.g. <i>Overall I agree with the statement. The statement is true for migrants from Asia. In 1600, a group of English merchants had formed the East India Company. By 1750, the Company had set up four trading factories in India and was the dominant European power there. As the East India Company's trade expanded in this period, its traders and officials brought back Asian servants – usually either women who worked as 'ayahs' (nannies) or children who were used to show off the family's wealth.</i></p> <p><i>The growth of the trade in enslaved Africans is also another reason for migration of Africans to Britain during this period, which would support the statement. By 1730 Britain had become the world's major slave trader. As Britain's involvement in the trade grew, many more Africans arrived in Britain, usually as the enslaved property of ships' captains. Most became household 'servants', as having a black servant was seen as fashionable amongst wealthy households.</i></p> <p>Alternatively, a balanced argument, supported by one example on each side, e.g. <i>The statement is true for migrants from Asia. In 1600, a group of English merchants had formed the East India Company. By 1750, the Company had set up four trading factories in India and was the dominant European power there. As the East India Company's trade expanded in this period, its traders and officials brought back Asian servants – usually either women who worked as 'ayahs' (nannies) or children who were used to show off the family's wealth.</i></p> <p><i>On the other hand, it could be argued that there were other reasons that different groups of migrants came to Britain in this period. For example, the Huguenots were French protestants who came to Britain as a result of religious persecution. In the 1680s, the French king Louis XIV banned their services, destroyed their churches and tried to forced them to become Catholics. As a result, many migrated to safety in England.</i></p>
Level 3 (7-9 marks)	<p>One sided argument, supported by one example, e.g. <i>I agree. In 1600, a group of English merchants had formed the East India Company. By 1750, the Company had set up four trading factories in India and was the dominant European power there. As the East India Company's trade expanded in this period, its traders and officials brought back Asian servants – usually either women who worked as 'ayahs' (nannies) or children who were used to show off the family's wealth.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation or precise evidence, e.g.</p> <ul style="list-style-type: none"> <i>No, many Gypsies came because the Balkans had been invaded by Ottoman Turks.</i> <i>I agree because more Africans arrived as a result of Britain's involvement in the transatlantic slave trade.</i> <i>I disagree because groups like the Huguenots came because they were being persecuted in France.</i> <i>Actually I disagree because the Palatines moved as a result of warfare and bad harvests in Germany.</i> <p>Alternatively, description of migration/ relevant migrant groups/ related events without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>In this period, many Indians arrived in Britain. Lots worked at nannies or as child servants for wealthy families.</i> <i>In the 1570s, over 10,000 Protestants were murdered in France in the St Bartholomew's Day Massacre.</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> <i>I disagree because it was also to do with persecution.</i> <i>I agree because that was the reason for Asian migrants.</i>
0 marks	

Question 5*–18 marks	
‘Official responses toward medieval migrants were more positive than unofficial responses.’ How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of responses toward migrants in the medieval.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider comparisons of official and unofficial responses to medieval migrant communities. Answers are most likely to show understanding of the second order concepts of, similarity/difference, diversity, but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Official response were positive: The Jewish community was given Royal protection and special privileges under most medieval kings up until the 1250s; English kings invited Italian bankers to England and gave them special privileges; in 1270 Henry III warmly invited Flemings who worked in the cloth industry; in the 1330s Edward III supported Flemish weavers, fullers and dyers to come to England and gave them his protection; From 1354 aliens were afforded the right to trial by a half-alien jury; from the 1370s onwards Letters of Denization were introduced granting the rights and protections of an Englishman to migrants. In contrast, unofficial responses were negative: frequent violence against Jews, most seriously in Lincoln 1255, in various town 1263-4, e.g. 400 were murdered in London on Palm Sunday 1263, and in 1290 when Jews being expelled were deliberately drowned; following the Black Death migrants were actively sought; during The Great Rising of 1381 foreigners in the City of London were brutally murdered, on being asked to say ‘bread and cheese’ those who spoke with a foreign accent were beheaded by rebels; when either overseas trade was disturbed or the One Hundred Years War was going badly, kings were petitioned to implement measures against migrants, particular from</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).	

<p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks No response or no response worthy of credit.</p>	<p><i>weavers and cloth guilds; prejudice towards migrants increased in the 1440s as the cloth trade reduced by 30%, e.g. Giles Morvyle was stripped of the Freedom of Maldon in 1459.</i></p> <p><i>Grounds for disagreeing include: Official responses can also be argued to be negative: By 1250 Henry III was no-longer keeping royal promises to protect Jews, the introduction of the Statute of Jewry in 1275 and then the expulsion of the Jews in 1290 by Edward I are examples of prejudice; Henry III expelled unskilled Flemings in 1270, Edward II arrested all foreigners near the south coast; a half-alien jury was not automatic; Letters of Denization were too expensive for most migrants; as continental allies swapped sides and became enemies during the One Hundred Years War migrant communities were ordered to leave, or forced to pay for special licenses and swear oaths of loyalty; In 1439 the 'hosting' law meant that migrants were required to live in English households; In 1440 the 'Aliens Subsidy' and registers were introduced forcing migrants to pay additional taxes, rising from 6d to 40s by 1453. In contrast unofficial responses can also be argued to be positive: Court records suggest that migrants settled well into their new communities and integrated, disputes tended to be between migrants, rather than with the English, suggesting relationships were positive; many married English people and integrated, surname evidence as well as Alien Subsidy registers and Letters of Denization support the extent, spread and integration of migrants across Britain; large internal migration and skill shortages following the Black Death altered attitudes to migrants, e.g. Lawrence Conync became a Freeman of York in 1351; there is no evidence of a single race-related murder anywhere in England in the fifteenth-century.</i></p>

Question 5* – 18 marks

'Official responses toward medieval migrants were more positive than unofficial responses.' How far do you agree? Give reasons for your answer.

Guidance and indicative content

Level 6 (16-18 marks)	<p>Balanced argument, two valid supporting examples each side (or three on one side and one on the other). Clinching argument = 18 marks , e.g.</p> <p><i>In some ways the statement is correct when we look at the treatment of Jews, who faced a lot of prejudice and discrimination unofficially. This was mainly because Christians believed that Jews were responsible for the death of Jesus. As a result they often faced suspicion and sometimes violence. Jews were often accused of crimes such as coin clipping or the blood ritual case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob.</i></p> <p><i>However, in the case of the Jews, the official responses were not always more positive, challenging the statement. For example, in 1275, Edward I passed the Statute of Jewry which made several laws against Jews. For example, Jews had to wear yellow badges on their clothes and they were only allowed to live in a few towns. In 1290, they were expelled from England altogether.</i></p> <p><i>On the other hand, it's true that some official responses to migrants were positive. For example, from the 1330s onwards, Flemish weavers were persuaded to move to England by Edward III, who promised to help them and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were officially welcomed, and that they had the king's protection.</i></p> <p><i>Furthermore, I agree because the unofficial response to the Flemish weavers was more negative. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that the earlier welcome did not last that long.</i></p> <p><i>Overall, I think the statement is too simplistic to be true for such a long period. Both official and unofficial responses to migrants have been generally negative in this period. Where there has been a more positive response, this was relatively short-lived, and the official response was not mirrored by the wider community.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid supporting examples (i.e. two on one side and one on the other), e.g.</p> <p><i>In some ways the statement is correct when we look at the treatment of Jews, who faced a lot of prejudice and discrimination unofficially. This was mainly because Christians believed that Jews were responsible for the death of Jesus. As a result they often faced suspicion and sometimes violence. Jews were often accused of crimes such as coin clipping or the blood ritual case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob.</i></p> <p><i>However, in the case of the Jews, the official responses were not always more positive, challenging the statement. For example, in 1275, Edward I passed the Statute of Jewry which made several laws against Jews. For example, Jews had to wear yellow badges on their clothes and they were only allowed to live in a few towns. In 1290, they were expelled from England altogether.</i></p> <p><i>On the other hand, it's true that some official responses to migrants were positive. For example, from the 1330s onwards, Flemish weavers were persuaded to move to England by Edward III, who promised to help them and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were officially welcomed, and that they had the king's protection.</i></p> <p>NOTE: FOR L5+, CANDIDATES MUST INCLUDE EXPLAINED POINTS ABOUT OFFICIAL AND UNOFFICIAL RESPONSES.</p>

Level 4 (10-12 marks)	<p>One sided argument, supported by two examples, e.g. <i>In some ways the statement is correct when we look at the treatment of Jews, who faced a lot of prejudice and discrimination unofficially. This was mainly because Christians believed that Jews were responsible for the death of Jesus. As a result they often faced suspicion and sometimes violence. Jews were often accused of crimes such as coin clipping or the blood ritual case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob.</i></p> <p><i>Furthermore, I also agree because the unofficial response to the Flemish weavers was more negative. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that the earlier welcome did not last that long.</i></p> <p>Alternatively, a balanced argument, supported by one example on each side, e.g. <i>In some ways the statement is correct when we look at the treatment of Jews, who faced a lot of prejudice and discrimination unofficially. This was mainly because Christians believed that Jews were responsible for the death of Jesus. As a result they often faced suspicion and sometimes violence. Jews were often accused of crimes such as coin clipping or the blood ritual case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob.</i></p> <p><i>However, in the case of the Jews, the official responses were not always more positive, challenging the statement. For example, in 1275, Edward I passed the Statute of Jewry which made several laws against Jews. For example, Jews had to wear yellow badges on their clothes and they were only allowed to live in a few towns. In 1290, they were expelled from England altogether.</i></p> <p>NOTE: 'BALANCE' REFERS TO EXPLAINED POINTS ABOUT OFFICIAL AND UNOFFICIAL RESPONSES</p>
Level 3 (7-9 marks)	<p>One sided argument, supported by one example, e.g. <i>I agree. Jews faced a lot of prejudice and discrimination unofficially. This was mainly because Christians believed that Jews were responsible for the death of Jesus. As a result they often faced suspicion and sometimes violence. Jews were often accused of crimes such as coin clipping or the blood ritual case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation or precise evidence, e.g.</p> <ul style="list-style-type: none"> <i>I disagree because Edward I expelled the Jews in 1290.</i> <i>I disagree because the Aliens Subsidy was introduced in 1440.</i> <i>Yes, because we know that Flemish weavers were invited in with the King's- protection.</i> <i>Yes, I agree because Edward I gave Italian bankers privileges.</i> <p>Alternatively, description of relevant migrant groups/ related events without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>In 1275 Edward I passed the Statute of Jewry. Jews were no longer allowed to collect interest on loans, people that owed them money no-longer had to pay them back, Jews had to wear yellow badges, were forced to live in selected areas of only a few towns and were not allowed to buy land and become farmers.</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> <i>I disagree because there was a lot of prejudice towards Jews at this time, officially and unofficially.</i> <i>There were negative responses unofficially when mobs would attack foreigners.</i>
0 marks	

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