

Wednesday 7 June 2023 – Afternoon

GCSE (9–1) History B (Schools History Project)

J411/19 Migrants to Britain, c.1250 to present with Britain in Peace and War, 1900–1918

Time allowed: 1 hour 45 minutes



You must have:

- the OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Section A – Migrants to Britain, c.1250 to present: Answer Questions 1 (a–c), 2, 3 and **either** Question 4 **or** Question 5.
- Section B – Britain in Peace and War, 1900–1918: Answer Questions 6 (a–b) and 7, and **either** Question 8 **or** Question 9.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **8** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

Migrants to Britain, c.1250 to present

Answer Questions 1 (a–c), 2 **and** 3.

1 (a) Identify **one** positive impact of migrants between 1500 and 1750. [1]

(b) Identify **one** contribution Italian migrants made to Britain in the late 1800s. [1]

(c) Identify the migrant group that the Kindertransport was set up to help. [1]

2 Write a clear and organised summary that analyses Jewish communities in medieval Britain between c.1250 and 1290.

Support your summary with examples. [9]

3 Why did Commonwealth migrants come to Britain after the Second World War?

Explain your answer. [10]

Answer Question 4 **or** Question 5.

4* 'Migrants came to Britain in the period 1750 to 1900 because they were driven from their homes.'

How far do you agree?

Give reasons for your answer. [18]

5* 'Migrants to Britain were more welcome in the period **1500–1750** than they were in the period **1300–1500**.'

How far do you agree?

Give reasons for your answer. [18]

Section B**Britain in Peace and War, 1900–1918**

Answer Questions 6 (a–b) and 7.

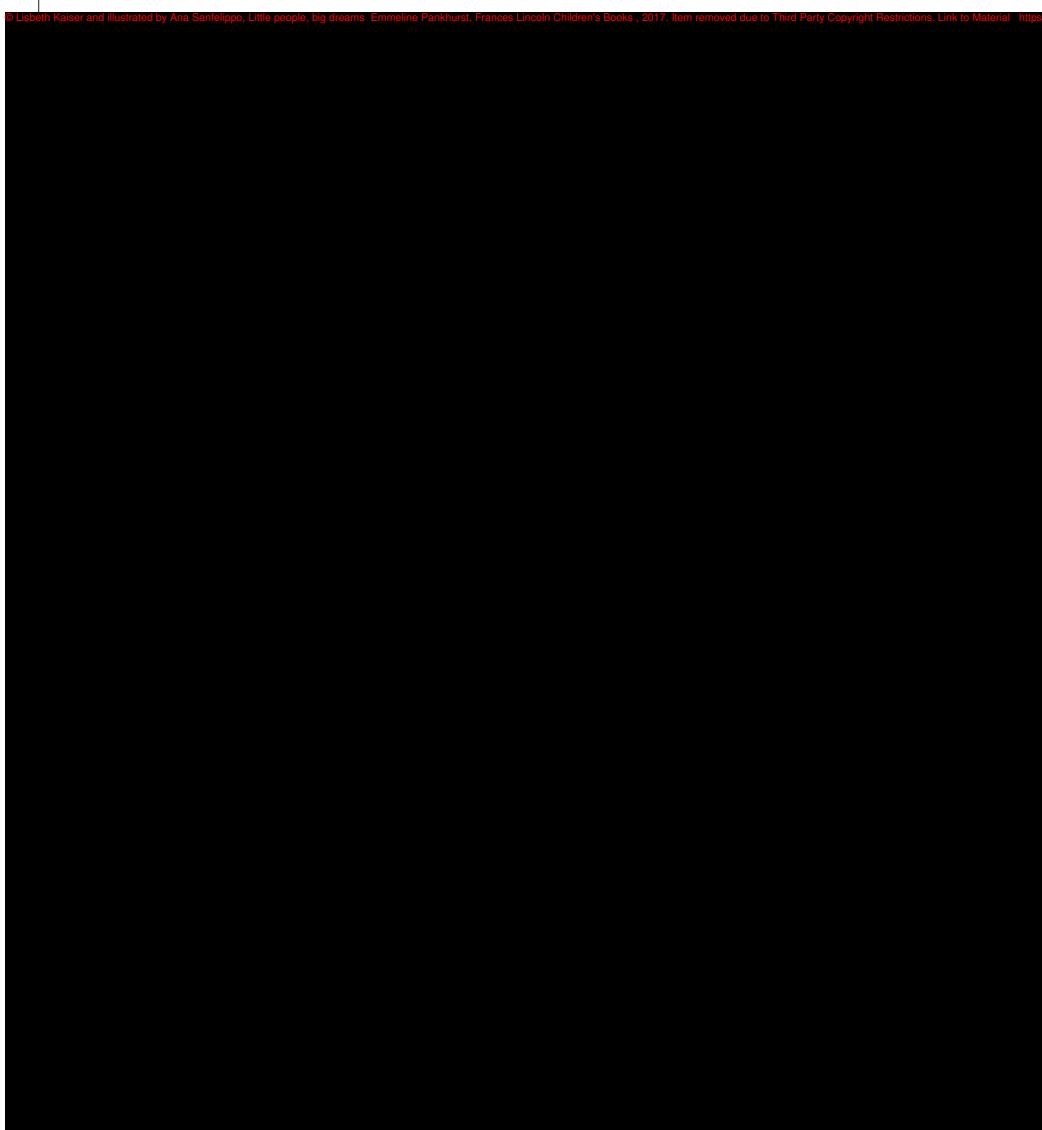
6 (a) In **Interpretation A**, the book presents the members of the WSPU (Suffragettes) as brave and determined.

Identify and explain **one** way in which it does this.

[3]

Interpretation A

An extract from the 2017 children's book 'Emmeline Pankhurst', written by Lisbeth Kaiser and illustrated by Ana Sanfelippo.



(b) If you were asked to do further research on **one** aspect of **Interpretation A**, what would you choose to investigate?

Explain how this would help us to analyse and understand the campaigns for women's suffrage between 1900 and 1918.

[5]

7 **Interpretations B and C** both focus on the role of propaganda during the First World War.

How far do they differ and what might explain any differences?

[12]

Interpretation B

An extract from a book on propaganda and lies. It was published in 1928 and called 'Falsehood in War-Time'. It was written by Arthur Ponsonby, a British pacifist MP who opposed British involvement in the war.

This is a book about how lies are used in war-time. If the truth were told from the start there would be no desire for war.

There was more deliberate lying in Britain from 1914 to 1918 than in any other period of history. This book has been written as a warning. Governments always resort to lying in order to justify their wars. They depict the enemy as criminals, they exaggerate victories, and they conceal defeats. They try to inflame people's emotions to gain recruits for the war. The public can be worked up until a collective hysteria spreads and rises.

The British official propaganda department was highly successful. With eavesdroppers, letter-openers, spies, a forgery department, a propaganda department, a censorship department, and a Press bureau, the government was well equipped to 'inform' the people.

Interpretation C

An extract from an interview with historian Adrian Gregory. It was broadcast on a 2014 podcast called 'The Great War of Words'.

I shared all of the usual assumptions about British propaganda of the First World War, believing it was pages and pages of stories about babies and nuns being attacked, and that somebody was just simply making all this stuff up. I was therefore a little bit surprised when I went back to the press of 1914 and found that most of the actual content was very different. The press reporting is mainly just that – reporting. Yes, it's often flawed and biased reporting, but nonetheless, there are journalists and editors who are trying to tell the story about what is actually going on. They are not usually trying to mislead or mobilise the civilian population.

Answer Question 8 **or** Question 9.

8* In the 2009 documentary 'The Making of Modern Britain', presenter Andrew Marr said that the Liberals launched a 'radical' (extreme and far-reaching) attack on poverty and the upper classes.

How far do you agree with this view of the changes made by the Liberal Party between 1906 and 1911? **[20]**

9* According to a 2010 Timelines.tv documentary entitled 'A Golden Age?', the Edwardian era was a 'prosperous' age where 'fun was available and affordable to all'.

How far do you agree with this view of the lives of people in Britain between 1901 and 1914? **[20]**

END OF QUESTION PAPER

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