Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)

Paper 1: Thematic study and historic environment (1HIA/13)

Option 13: Migrants in Britain, c800–present and Notting Hill c1948–c1970

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Notting Hill, c1948-c1970

Question	
1	Describe two features of Notting Hill that encouraged Caribbean migrants to settle in the area after the Second World War. Target: knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	
Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. • *The area of Notting Hill featured large houses (1). These were sub-divided into many individual rooms that could be rented (1).* • *The area of Notting Hill had been badly damaged in the Second World War (1). This made housing more affordable for migrants (1).* • *A community of Caribbean migrants began to develop in Notting Hill (1). This attracted more migrants from Caribbean countries to settle in the area (1).* Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into Caribbean cultures in Notting Hill in the 1960s? Explain your answer, using Sources A and B and your knowledge of the historical context. Target: Analysis and evaluation of source utility. AO3: 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3–5	• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes
1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source A

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source A is useful because it shows that Caribbean migrants to Notting Hill brought their cultures with them and developed their own forms of entertainment.
- Source A is useful because it implies that shebeens developed as a result of the discrimination faced by black migrants to Notting Hill.
- Source A is useful because it indicates that music was an important element of migrant leisure activities and that it was particularly influenced by Jamaican culture.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The authors spent time in Notting Hill during the 1960s and their account includes their personal experiences of the area as Caribbean migrants.
- The purpose of the source is to record a view of Notting Hill in the 1960s based on a range of experiences and therefore should offer a comprehensive account.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Music played an important role in the development of Caribbean cultures in Notting Hill, as can be seen in the development of Trinidadian steel bands and the Caribbean Carnival.
- Black migrants to Notting Hill often chose to socialise in private homes as a result of being discriminated against in public venues.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source B is useful because it identifies different activities that went on in a shebeen run by a Caribbean migrant, such as listening to music.
- Source B is useful because it demonstrates how Caribbean migrants maintained aspects of Caribbean culture, for example soul food.
- Source B is useful because it indicates that shebeens were popular, as John Edgecombe could earn up to £400 a week.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- John Edgecombe is speaking of his own experiences, as an organiser of social activities for Caribbean migrants, and is in a good position to provide an accurate commentary on the situation in Notting Hill at the time.
- The book was published in 2002, therefore allowing the author to show his insight into the development of vibrant Caribbean cultures in Notting Hill in the 1960s.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Shebeens were informal nightspots, where Caribbean migrants would gather socially in a private home to socialise, dance, drink and gamble.
- Caribbean food was introduced into Notting Hill through shebeens, restaurants and markets, due to demand from the migrant community.

Question	
2 (b)	How could you follow up Source A to find out more about Caribbean cultures in Notting Hill in the 1960s? In your answer, you must give the question you would ask and the type of source you could use. Target: Source analysis and use (the ability to frame historical questions). AO3: 4 marks.

Marking instructions

Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.

e.g.

- *Detail in Source A that I would follow up: 'you had a lot of shebeens.' (1)*
- *Question I would ask: What other entertainment venues were available to Caribbean migrants? (1)*

(No mark for a question that is not linked to following up Source A, e.g. '*because it would be an interesting question to ask'*.)

Award 1 mark for identification of an appropriate source to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.

e.g.

- *What type of source I would look for: Newspapers published for the Caribbean population who lived in Notting Hill in the 1960s. (1)*
- *How this might help answer my question: Newspapers carried advertisements for businesses that were opened to provide social activities for migrants from the Caribbean. (1)*

Accept other appropriate alternatives.

Migrants in Britain, c800-present

Question		
3		Explain one way in which attitudes in Britain towards migrants in the nineteenth century were similar to attitudes in Britain towards migrants in the period c1900-present. Target: Analysis of second order concepts: similarity [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks. AO1: 2 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• Simple or generalised comment is offered about a similarity. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	3–4	• Features of the period are analysed to explain a similarity. [AO2] • Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- In both periods, migrants were often regarded with suspicion and resentment, for example migrants were suspects in the Jack the Ripper case in nineteenth century London, and Enoch Powell's 'Rivers of Blood' speech in the twentieth century predicted social problems if migration were not limited.
- In both periods, migrants faced discrimination in terms of housing, for example in nineteenth century London, where the existing population accused Jewish migrants of causing housing shortages, and in twentieth century Bristol, where Caribbean migrants were limited in the places they could rent.

Question		
4		Explain why Viking migration brought change to England. You may use the following in your answer: • law and order • York You must also use information of your own. Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points*
3	7–9	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	10–12	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Because the Vikings settled in the north and east of England as conquerors, they were able to impose aspects of their laws and culture on the existing population.
- The Vikings united several kingdoms in the north and east of England and imposed the Danelaw, which created a different authority for the people living in those regions.
- Viking migration changed England significantly after 866, because the Vikings conquered York and made it their capital, minting coins there and developing it as a centre for foreign trade.
- The Vikings brought links to different trade areas, which meant that new trade goods, such as walrus ivory and amber, began to arrive in England in large quantities.
- In the ninth and tenth centuries, the Vikings started to settle and farm in England, bringing change to English customs and lifestyle.
- The growing Viking population in England led to considerable changes to the language, introducing words like 'husband' and affecting place names, e.g. using the suffix –by to denote a town.

Question		
5		'The experiences of migrants in England, in the period c1500-c1700, were positive.' How far do you agree? Explain your answer. You may use the following in your answer: • Walloon migrants • 'Evil May Day' (1517) You must also use information of your own. Target: Analysis and evaluation of second order concepts: change and continuity [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points that support the statement may include:

- Where migrants were invited to settle in England, such as the Walloon migrants in Kent, they were welcomed, established thriving communities and often achieved economic success.
- Migrants who brought new skills to the economy or industry in England, such as Dutch engineers and German metalworkers, were generally welcomed and had positive experiences in England.
- Protestant migrants were able to pursue their religion free from persecution as England was a Protestant country. New migrant communities became established, often centred around 'stranger' churches and creating a more secure and welcoming environment for existing migrants and new arrivals.
- Huguenot migrants had a generally positive experience in the seventeenth century, having earned the respect of the local population by working hard and contributing to England's economy with new skills and trades.

Relevant points to counter the statement may include:

- Migrants often faced resentment amongst the existing population, occasionally leading to riots, such as 'Evil May Day' in 1517, when a mob attacked foreign residents and looted their houses.
- The attitudes of the authorities towards migrants promoted negativity at times, for example, a Royal Proclamation in 1554 aimed to expel all non-denizens, and numbers of migrant workers were limited in Sandwich by the town authorities.
- Gypsies were met with suspicion and laws were continually passed against them, requiring them, for example, to leave the country or settle in one place.
- Migrants experienced negativity in relation to cultural differences, for example, in the late seventeenth century, antisemitism was reflected in popular songs.

Question		
6		'The growth of the British Empire was the main reason for migration to Britain in the period c1700-c1900.' How far do you agree? Explain your answer. You may use the following in your answer: • Lascars • civil liberties You must also use information of your own. Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

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Relevant points that support the statement may include:

- British shipping companies employed *Lascars* (sailors) from British colonies to crew their ships on journeys to Britain; these sailors often remained in Britain in search of work or because they were unable to find return passage.
- Some enslaved people and servants, e.g. *ayahs*, were compelled to move to Britain with the individuals and families that they worked for in the British Empire.
- Increased trade with the British Empire, linked to the development of steam-powered ships, made sea travel quicker and safer, enabling increased migration from overseas.
- The growth of the British Empire led to the growth of port cities such as Liverpool and Cardiff, providing low-skilled employment opportunities in the dockyards for migrants.

Relevant points to counter the statement may include:

- Migrants were attracted to Britain by new legislation relating to civil liberties that offered religious and political freedom, e.g. the Catholic Emancipation Act.
- Migration increased because the Industrial Revolution led to new and wide-ranging employment and business opportunities in urban centres, on infrastructure projects and in the service industries, e.g. as 'navvies', machine operatives and small business owners.
- During the Great Famine in Ireland, over half a million people migrated in search of employment and better living conditions.
- The existence of settled communities of migrants encouraged migration, for example towards the end of the nineteenth century, when east European Jews fled persecution by migrating to the East End of London.

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