

Mark Scheme

Summer 2023

Pearson Edexcel GCSE
In History (1HI0)

Paper 1: Thematic study and historic environment (1HI0/13)

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 the British Black Panther movement in Notting Hill. 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 British Black Panther movement in Notting Hill campaigned against racism (1). Black people living in Notting Hill often faced discrimination in housing, employment and access to facilities (1).*
- *The British Black Panthers believed in collective action by Black people in the area (1). They published a newspaper called 'Freedom News' and organised protests (1).*
- *Key individuals were Darcus Howe and Althea Jones Lecointe (1). Leading members became involved in the protest about police targeting the Mangrove restaurant (1).*

Accept other appropriate features and supporting information.

Question		
2 (a)		How useful are Sources A and B for an enquiry into the problems of housing in Notting Hill in the period c1948-c1970? 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 provides details about the intimidating tactics used by some landlords.
- Source A suggests that the police would not get involved in disputes about housing.
- Source A is useful because it shows the difficulties tenants faced when there was a rapid succession of landlords.

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 account was written in the 1950s, giving a detailed account of the immediate experiences of an individual who lived in Notting Hill.
- As a reporter for The Times, the journalist may have compiled records as the basis for an article to draw attention to the problems of slum housing.

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

- Slum landlords often increased the rent and evicted tenants who could not pay.
- Peter Rachman became noted as a slum landlord who, it was claimed, exploited migrants.

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 indicates that some of the houses in Notting Hill were so poorly maintained that living conditions were substandard.
- The damage and dilapidation shown in Source B suggests that houses nearby might also be affected by problems such as damp, infestations and vandalism.

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 photograph may have been intended to show the poor standard of housing as it focuses on a single house.
- The date of the photograph indicates that the problem of poor-quality housing remained a feature throughout this period.

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

- The demand for housing, coupled with some landlords' exploitation, meant that many houses became houses of multiple occupation.
- Throughout the period, a significant amount of the Notting Hill housing stock was in poor condition, initially due to Second World War bomb damage and later due to a lack of investment.

Question	
2 (b)	How could you follow up Source A to find out more about the problems of housing in Notting Hill in the period c1948-c1970? 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 a question which is linked to it.

e.g.

- *Detail in Source A that I would follow up:' The men had also called a policeman but he said that he could not evict Mr Joseph without an order of the court.' (1)*
- *Question I would ask: How much legal protection did tenants have against their landlords? (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 and 1 mark for an answer that shows how it might help answer the chosen follow-up question.

e.g.

- *What type of source I would look for: court records of disputes between landlords and tenants. (1)*
- *How this might help answer my question: The records would show what were the causes of disputes, and whether legal action was taken to protect the tenant. (1)*

Accept other appropriate alternatives.

Question		
3		Explain one way in which patterns of migration in the years c1500-c1700 were different from patterns of migration in the years c1700-c1900. Target: Analysis of second order concepts: difference [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 difference. [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 difference. [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:

- There was a difference in the starting location of migrants who came to Britain in the two periods. In the years c1500-c1700, migrants mainly came from Europe, for example the Huguenots, Flemish and Walloon cloth workers and engineers from Holland and Germany. In the years, c1700-c1900, the growth of the British Empire meant that a number of migrants came from Africa, Asia and the Americas. There was also sizeable internal migration, for example after the Irish famine or Highland Clearances.
- In the later period, there was an increase in the number of migrants who took up unskilled work. In the years c1500-c1700, many migrants already had a trade, for example Flemish and Walloon cloth workers, and Huguenot textile workers. In the years c1700-c1900, the Industrial Revolution created a need for an expanded labour force, performing unskilled roles in factories in new locations. Also, there were a number of people who came as forced migrants in the roles of servants.

Question		
4		Explain why there were changes in the legal status of migrants in England in the years c800-c1500. You may use the following in your answer: • Danelaw • Jewish migrants 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:

- The creation of the Danelaw as an independent state meant that Viking settlers gained legal status and rights.
- The policies of individual monarchs affected the legal status of Jewish migrants, e.g. they gained protected status and various rights under William the Conqueror and were favoured by later monarchs, until they were expelled by Edward I in 1290.
- The nature of the Norman Conquest meant that the Norman invaders appropriated legal status as landowners and took on official roles such as the sheriff.
- The need for Italian bankers or European craftsmen coming to work on key projects meant that specific groups of migrants were granted legal protection.
- The official status of migrants as aliens changed because, as a consequence of population decline during the Black Death, the monarchy began to change policies, e.g. letters of denization were issued in the 1370s to wealthier migrants, granting them a range of legal rights.

Question		
5		'Changes in British society was the main reason why migration increased in the years c1500-c1900.' How far do you agree? Explain your answer. You may use the following in your answer. • religion • empire You must also use information of your own. Target: Analysis and evaluation of second order concepts: significance; change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional 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.*

Marks for SPaG		
Performance	Mark	Descriptor
	0	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, e.g errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	4	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

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. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- The Reformation in the sixteenth century, establishing England as a Protestant nation, encouraged the arrival of Huguenot refugees from France and the German Protestant Palatines in the seventeenth century.
- Changes in British society during the nineteenth century, such as the Catholic Emancipation Act and changes in the status of Jewish people, encouraged migration from Europe.
- It became fashionable amongst the wealthy to have Black servants, many of whom were brought to Britain as forced migrants.
- Changes in society made it profitable for groups of migrants to settle in Britain, for example the growth of towns and seaside resorts in the Victorian period attracted increased numbers of Italian street entertainers and ice-cream sellers.

Relevant points to counter the statement may include:

- The expansion of the British Empire meant that a number of people felt they had links with Britain and chose to migrate to Britain to seek a potentially better standard of living, for example from India or Ireland.
- Officials within government or trading companies often wanted to preserve their lifestyle and brought servants with them when they returned to Britain from India or the Caribbean.
- Economic changes led to increased migration, e.g. the Industrial Revolution increased opportunities for work, such as navvies building canals and railways.
- The growth of democracy and the growth of the media meant that Britain was increasingly seen as a place of intellectual freedom, which attracted political thinkers, such as Marx and Engels.

Question		
6		'In the years c1700-present, the most significant impact of migrants in Britain was on the economy.' How far do you agree? Explain your answer. You may use the following in your answer: • business owners • civil rights You must also use information of your own. Target: Analysis and evaluation of second order concepts: change; consequence. [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional 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.*

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Relevant points that support the statement may include:

- A significant number of migrants became successful entrepreneurs, for example Michael Marks, who founded Marks and Spencer, had a significant impact on the retail trade.
- Many migrants began their own small businesses, such as local shops and restaurants, which helped to regenerate the economy in some areas, e.g. Leicester's 'Golden Mile'.
- Across the period, migrants had a significant impact on the economy, providing low-cost labour, for example Irish migrants working as navvies, or South Asian migrants in textile factories.
- Many migrants in the 20th century filled gaps in employment in public services, e.g. the NHS or transport after 1945.

Relevant points to counter the statement may include:

- Migrants made a significant political impact, e.g. pressing for legislative change in civil rights, such as the Catholic Emancipation Act (1829), and The Race Relations Act (1965).
- Individual migrants had a significant impact on philosophical and political thought, for example Olaudah Equiano, William Cuffay, Karl Marx.
- The establishment of migrant communities led to developments in the urban environment, e.g. new religious places of worship were built. Huguenots built churches in the 18th century, and the first mosque built in Britain was in Surrey in 1889.
- Migrants influenced various aspects of cultural life, such a musical genres, literature and seasonal and religious celebrations, and the incorporation of new words into everyday vocabulary.

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