

Mark Scheme (Results)

Summer 2025

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 (a)	Describe one feature of the Portobello Road Market in the years c1948-c1970. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. • *Portobello Road Market sold a wide range of products **(1)**. There was a move away from selling mainly fruits and vegetables and a thriving antiques market developed **(1)**.* • *The Market adapted to sell items its customers wanted to buy **(1)**. Market traders sold products the Black community wanted such as yams, which also attracted people from outside Notting Hill **(1)**.* • *The Market offered job opportunities for members of the Notting Hill community **(1)**. Some people ran their own stalls selling goods aimed at the migrant community or worked for local traders **(1)**.* Accept other appropriate features and supporting information.	

Question	
1 (b)	Describe one feature of mutual self-help organisations. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. • *Mutual self-help organisations were set up by members of the community **(1)**. They aimed to support community members and grow a sense of community identity **(1)**.* • *'Pardner' schemes were set up **(1)**. These often helped people to buy their own homes when banks would not provide mortgages to Black people **(1)**.* • *A range of organisations were set up to address the different needs of the community **(1)**. An example is the Unity Association that helped young Black people experiencing homelessness **(1)**.* Accept other appropriate features and supporting information.	

Question		
2 (a)		How useful are Sources A and B for an enquiry into the reactions of the local community to the murder of Kelso Cochrane? 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 claims Kelso Cochrane was murdered because he was Black.
- It is useful in the way it suggests that there was a climate of racial violence in Notting Hill.
- Source A is useful because it suggests that there were a variety of responses from white people living in Notting Hill to racist violence, including disapproval, apathy and support.

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 leaflet was written in 1959. This allows us to understand the immediate reactions of some people in the community to the murder of Kelso Cochrane, in the year the crime occurred.
- The source is a leaflet issued by The Afro-Asian West Indian Union. It therefore shows us that the writing of leaflets, to raise awareness of the issue of racism in Notting Hill, was one response to the murder. The leaflet would have been seen by large numbers of people.

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

- The police did not acknowledge that this was almost certainly a crime with a racial motive, despite protests from the local Black community.
- A number of organisations and politicians caused racial tension, and sometimes violence, by publicly opposing immigration in this period. Oswald Mosley's Union Movement encouraged racial tension and condoned violent action.

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 suggests that Black people felt nervous in the aftermath of Kelso Cochrane's murder.
- The content of Source B is useful as it shows that some white people were pleased about the murder and thought that Notting Hill should be for white people only.
- The source is useful because it indicates that Black people living in Notting Hill were intimidated by Teddy Boys.

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:

- Source B was from a national newspaper whose role was to inform its readers of current events. The fact that the murder, and the reaction to it, were being reported suggests it was viewed as being of national importance.
- In the extract, the author interviews people who were 'quietly-dressed'. This could suggest he was trying to get the views of 'ordinary' people.
- The article was published on 18 May, the day after the murder. It therefore gives us an insight into the initial responses in Notting Hill to the crime.

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

- Kelso Cochrane was stabbed on 17 May 1959, by a gang of white men, and later died in hospital. The subsequent police investigation into the murder actually increased racial tension in the Notting Hill area.
- Teddy Boys were often involved in violence with rival groups or, in areas such as Notting Hill, against Black people.

Question	
2 (b)	How could you follow up Source B to find out more about the reactions of the local community to the murder of Kelso Cochrane? 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 B that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.

e.g.

- *Detail in Source B that I would follow up: 'The black neighbours hurry past'.* ***(1)***
- *Question I would ask: Did Black people feel threatened in the Notting Hill area, after Kelso Cochrane's murder?* ***(1)***

(No mark for a question that is not linked to following up Source B, 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: An interview, which was conducted at the time, with a member of Notting Hill's Black community.* ***(1)***
- *How this might help answer my question: An interview would give a member of the Black community's response to the murder, so I could compare and contrast this view with the one in Source B.* ***(1)***

Accept other appropriate alternatives.

Migrants in Britain, c800–present

Question		
3		Explain one way in which the impact of migrants in the years c800–c1500 was similar to the impact of migrants in the years c1500–c1700. 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 time periods, the built environment was impacted by migrants. For example, in the years c800–c1500, the Normans built a large number of castles and in the years c1500–c1700, towns were transformed by the business premises of migrants from Europe.
- In both time periods, the spoken language was impacted by migration, due to the inclusion of new words. In the years c800–c1500, the spoken language was developed by the addition of Viking words such as 'egg' and 'cake' and Norman words such as 'pork' and 'beef'. In the years c1500–c1700, words from Huguenot migrants, such as 'brocade', came into use.

Question		
4		Explain why new groups of migrants came to England in the years c800–c1500 You may use the following in your answer: • the Viking Great Army (c865) • the wool trade 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]
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 answers that do not address three or more aspects of content.*
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 that do not address three or more aspects of content.*

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 role of invasion played an important part in new migrants coming to England. For example, following the Viking invasion in c865 by the Great Army and the Norman Conquest in 1066, migrants followed and settled in England.
- The role of the wool trade was important in new groups of migrants coming to England. For example, in 1270, King Henry III invited weavers from the Low Countries to work in England to boost the trade in high-quality cloth.
- The need for skilled workers attracted migrants to England. For example, stone masons from across Europe saw opportunities as new churches and cathedrals were built.
- The need for royal finance in the Norman period played a role in new migrants coming to England. For example, William I invited Jewish merchants to England in 1070, as financiers for an expensive castle building programme. He also hoped their business acumen would stimulate economic growth.
- Opportunities for migrants in commercial banking attracted them to England in this period, e.g. banking families from Lombardy arrived in England to take advantage of opportunities in finance. During the late 1300s and early 1400s, they lent money to the Crown to fight the Hundred Years' War.

Question		
5		'In the years c1500-c1800, the experiences of migrants in England were mainly negative.' How far do you agree? Explain your answer. You may use the following in your answer: • living conditions • Flemish weavers You must also use information of your own. Target: Analysis and evaluation of second order concepts: 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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:

- Rapid urbanisation contributed to the negative experience of migrants. Many migrants, such as Irish people in the late 1700s, often lived in crowded accommodation that was rife with disease and often had to accept low-paid employment.
- Some migrants faced negative government action. For example, travelling people were often persecuted in law; in the 1650s, the government began the forced transportation of travelling people into enslavement.
- Some migrants faced persecution on religious grounds. Jewish people faced antisemitism, they were, for example, forbidden from serving in the army.
- Racism also led to some migrants having very negative experiences. Black people who came to England from the plantations with their 'owners', often remained the 'property' of that person. This was despite slavery having no legal basis in England at the time.

Relevant points to counter the statement may include:

- Some migrants were financially successful. The Flemish weavers who settled in Sandwich built their own Dutch-style homes and opened their own businesses.
- Some migrants or migrant communities were welcomed by existing populations, leading to positive experiences. Huguenot migrants had skills in the areas of spinning and weaving wool, leather work and manufacturing, which were seen as positive attributes.
- There were opportunities for migrants to find stable employment; Dutch migrants, for example, worked on land drainage preparing land in the Fens for agricultural use.
- Many cities had vibrant migrant communities, which enabled many migrants to maintain their cultural identities. For example, in Clerkenwell, 'Little Italy' began to emerge as an area in which many Italian migrants resided.

Question		
6		'In the period c1800–present, the most significant impact made by migrants in Britain was on the urban environment.' How far do you agree? Explain your answer. You may use the following in your answer: • the Golden Mile, Leicester • workers in the National Health Service (NHS) You must also use information of your own. Target: Analysis and evaluation of second order concepts: 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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Relevant points that support the statement may include:

- Migrants contributed to the development of vibrant communities in British towns and cities; areas physically changed to reflect their occupants. For example, the Golden Mile in Leicester is a long road of shops that serve the Asian community whilst in Newcastle, Chinatown is entered via a large paifang or gate.
- As migrants of different faiths migrated to Britain, more places of worship were built to accommodate them, including mosques, temples and synagogues. For example, Liverpool's Princes Road Synagogue, now a Grade 1 listed building, opened in 1874, and Leicester's purpose-built Central Mosque was built in 1988.
- Migrant settlement has resulted in the regeneration of run-down residential areas of towns and cities, with the rebuilding of houses and the opening of businesses and services.
- Migrants have also contributed to large scale urban development. Examples include Eugene Rosenburg, who designed much public and civil architecture, including Hull Royal infirmary, and Elsie Owusu, whose company led the redesign of the Supreme Court.

Relevant points to counter the statement may include:

- Migrants had a significant impact on public services. For example, many migrants from the Caribbean worked for the NHS and for London Transport.
- Migrants have made a significant contribution to political thought and the field of politics. William Cuffay, Feargus O'Connor and Karl Marx are notable contributors, as are a number of contemporary politicians.
- Migrants have influenced British culture, bringing aspects of their own cultures to Britain, including dance, film and language. In the 1960s, cinemas around the UK began to screen Bollywood films and large St Patrick's Day celebrations happen in London and Birmingham.

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