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<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.</p> <p><i>Olaudah Equiano played an important role in the abolition of slavery in the UK by helping groups like the Anti-Slavery Society.</i></p> <p><i>Friedrich Engels wrote about the working conditions of the poor in 19<sup>th</sup> century England.</i></p> <p><i>Dadabhai Naoroji was elected to Parliament as an MP and was a campaigner for Indian independence.</i></p>	<p><b>3–4</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>Olaudah Equiano played an important role in the abolition of slavery in the UK.</i></p> <p><i>Low paid Jewish tailors in London went on strike for better pay and conditions.</i></p>	<p><b>1–2</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

3. How significant was migration between 1945 and 1981 for British society?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul>	<p>Level 4 answers will typically contain a range of description and explanation that is directly relevant to the significance of migration between 1945 and 1981 e.g. a selection from the following</p> <p><i>Migration has had a significant impact between 1945 and 1981 in several different ways.</i></p> <p><i>In the years after the Second World War, migration helped Britain to solve a labour shortage, clearly a significant contribution. Groups from countries like Poland came and settled in the UK. These were recruited as European Volunteer Workers in order to provide labour to industries that were required in order to aid economic recovery after the war. Soon afterwards, significant numbers of men and women from the Caribbean started arriving, in many cases as a result of invitation to work in the transport and health services.</i></p> <p><i>Another change was the growth of migrant communities. European and Caribbean immigrants were joined by migrants from other parts of the Commonwealth - South Asia, Cyprus, West and East Africa, the Hong Kong New Territories. This was a massive change to British society - the arrival of different cultures which would have a significant impact on society. Not only did it help the post-war economic boom but it also influenced social, political and cultural life.</i></p> <p><i>Clearly race relations were affected by migration (or some people's perceptions of migration and migrants). At times during this period - in particular the economic downturns of the late 1950s and the 1970s - there was a rise in anti-immigrant sentiments. These views were most noticeably highlighted in the 1964 Smethwick by-election; by Enoch Powell, when he gave his "Rivers of Blood" speech in 1968.</i></p>	<b>11–14</b>

<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>	<p>Level 3 answers will typically contain description with explanation that is directly relevant to the significance of migration between 1945 and 1981 e.g.</p> <p><i>Immigration in this period had a significant economic effect, helping to fill a labour gap, staff public services such as transport and the NHS and contributing to the postwar economic boom. There was a strong cultural effect, too, with music, fashion, language and literature also influenced by immigrant cultures. The legislative effect included laws restricting immigration such as the 1971 Immigration Act and combating racial discrimination (the 1965 Race Relations Act). Immigration became a major political issue during this period, with the rise of both anti- and pro-immigration sentiments and racist and antiracist organisations.</i></p>	<p><b>7–10</b></p>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by some knowledge and understanding that is mostly relevant to the question.</li> </ul>	<p>Level 2 answers will typically contain description of events that is linked to the significance of migration between 1945 and 1981 e.g.</p> <p><i>Migrants had a widespread influence on diet and tastes during the period, with foods like the Tikka Masala thought to have been introduced in 1971 and rapidly becoming a popular dish. Culture also changed as different styles of clothes and music became popular.</i></p> <p><i>Immigrants first from Poland and Ukraine and then from the West Indies worked in much needed jobs and helped Britain to recover after the Second World War.</i></p>	<p><b>4–6</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>The response includes limited basic knowledge that is relevant to the topic of the question.</li> </ul>	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>After the Second World War, lots of people immigrated to the UK, the Empire Windrush arrived from the West Indies bringing hundreds of West Indian Men.</i></p>	<p><b>1–3</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>



4. 'Between c.1440 and c.2010 migrant communities have had to struggle for acceptance within British society.' How far do you agree with this statement?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<b>Additional Guidance</b>	At Level 4, answers should select examples of struggle and non-struggle from <b>both</b> the medieval and early modern periods.  At level 5, answers should deal with 'how far' in a nuanced way and reach a valid conclusion.  The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></li> </ul>	<p>Level 5 answers will typically select a range of relevant examples of struggle and non-struggle from across the medieval, early modern, industrial and modern eras which support a balanced argument and reach a valid conclusion dealing with 'how far' e.g. some of the following</p> <p><i>The diverse experiences of Jewish immigrants, ranging through prejudice, persecution, acceptance and assimilation, including the gradual development of equal rights after the 1650s on the one hand, and struggles against anti-Semitism in the 1930s on the other.</i></p> <p><i>Contrasting experiences of different communities in the same time periods. e.g. Huguenots and Palatines in the early 18<sup>th</sup> century or Poles and Jamaicans in the 1940s and 1950s.</i></p> <p><i>Examples of strong mutual organisation and financial support within communities such as the 17<sup>th</sup> century Huguenots and late 20<sup>th</sup> century South Asians.</i></p> <p><i>The involvement of African and Irish immigrants in struggles against slavery and for the rights of working people in the 19<sup>th</sup> century, compared with the merging of people from both groups into wider 19<sup>th</sup> century society.</i></p>	<b>19–24</b>

	<p><i>Antiracist struggles at times of rising racial tension (e.g. the port cities in 1919, Cable Street in 1936, the rise of the National Front in the late 1970s) contrasted with experiences of acceptance and integration.</i></p> <p><i>Struggles for economic rights such as strikes by Jewish tailors in the late 19<sup>th</sup> century, Bengali seamen in 1939 or Asian women workers at Grunwick in 1977.</i></p> <p><i>Examples of entrepreneurial success and achievement by immigrants to Britain from all communities contrasted with education or prison statistics.</i></p> <p><i>The growth of charities, NGOs and community organisations supporting refugees and asylum seekers in the 1990s and 2000s.</i></p> <p><i>Conflicting arguments over whether or not multiculturalism creates or counteracts segregation, with reference to eg the Bradford (1995) and Oldham (2001) riots or Muslim communities after 9/11 and 7/7.</i></p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</li> <li>• This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question.</li> <li>• <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p>Level 4 answers will typically select relevant examples of struggle and non-struggle from across the medieval and early modern eras which support a balanced argument e.g.</p> <p><i>The diverse experiences of Jewish immigrants, ranging through prejudice, persecution, acceptance and assimilation, including the gradual development of equal rights after the 1650s on the one hand, and struggles against anti-Semitism in the 1930s on the other.</i></p> <p><i>The involvement of African and Irish immigrants in struggles against slavery and for the rights of working people in the 19<sup>th</sup> century, compared with the merging of people from both communities into wider 19<sup>th</sup> century society.</i></p> <p><i>Antiracist struggles at times of rising racial tension (eg the port cities in 1919, Cable Street in 1936, the rise of the National Front in the late 1970s) contrasted with experiences of acceptance and integration.</i></p> <p><i>Findings and recommendations of the Scarman Report into the 1981 Brixton riot and the 1999 Macpherson Report concerning social</i></p>	<p><b>14–18</b></p>

	<i>exclusion and disaffection of second generation Black young people and racial attitudes of the police.</i>	
<b>Level 3</b> <ul style="list-style-type: none"> <li>The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>Level 3 answers will typically select relevant examples of struggle and non-struggle from either the medieval and early modern era which support a balanced argument e.g.</p> <p><i>The diverse experiences of Jewish immigrants, ranging through prejudice, persecution, acceptance and assimilation, including the gradual development of equal rights after the 1650s on the one hand, and struggles against anti-Semitism in the 1930s on the other.</i></p>	<b>10–13</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set.</li> <li>This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<p>Level 2 answers will typically identify examples of struggle / non-struggle from either the medieval or the early modern era e.g.</p> <p><i>The Foreign Protestants Naturalization Act was brought into law in 1708 and it was passed to allow the naturalisation of Huguenots, who were French Protestants, to enter the country following persecution in France showing the acceptance of their entry into British society. However, there were also violent attacks on Huguenots and their survival and success as a community was largely due to mutual organisation and financial support.</i></p>	<b>6–9</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question.</li> <li><i>The information is communicated in a basic/unstructured way.</i></li> </ul>	<p>Level 1 answers will typically demonstrate simple knowledge e.g.</p> <p><i>During the 20<sup>th</sup> century many immigrants suffered discrimination and racist attacks. Many others settled and were accepted into British life.</i></p>	<b>1–5</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

## Assessment Objectives (AO) grid

Question	AO1	AO2	AO3	AO4	SPaG	Marks
1	4					4
2	4	4				8
3	4	10				14
4	8	16				24
<b>Total</b>	<b>20</b>	<b>30</b>				<b>50</b>

SPECIMEN