

**GCSE (9-1)**

**Examiners' report**

# **HISTORY B**

## **(SCHOOLS HISTORY PROJECT)**

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**J411**

For first teaching in 2016

**J411/53 Summer 2022 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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## Paper 53 series overview

Paper 53 is Migrants to Britain, c.1250–present.

To do well on the Thematic Study, candidates need to be able to: present a historical summary of an area of content they have learned; offer an explanation in response to a historical question (e.g. explaining the causes of consequences of something); and recall and apply their knowledge to support and challenge a statement in an essay-style question.

It was clear from most responses that most candidates had been well-prepared and were able to make use of their knowledge accurately on Question 3 and at least in part in the essay-style questions (Questions 4 and 5).

However, on Question 2, while most candidates were able to provide accurate and often detailed summaries, many did not present an analytical response.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> <li>• recalled at least two valid answers for Question 1</li> <li>• analysed migration to Britain from the Commonwealth after 1948 by organising their answer around a historical concept (most frequently: reasons for migration; changes in responses towards migrants; or impact of Commonwealth migrants) – and supported their response with specific examples</li> <li>• fully explained two reasons for Irish migration to Britain in the Industrial period</li> <li>• effectively deployed a range of knowledge in the essay question, using precise evidence to support their answers (Questions 4 and 5).</li> </ul>	<ul style="list-style-type: none"> <li>• did not produced a valid response to any part of Question 1</li> <li>• described aspects of migration to Britain from the Commonwealth after 1948 but did not consider how to organise and present their response as a historical analysis</li> <li>• identified reason(s) for Irish migration to Britain in the Industrial period but did not support their response with precise evidence</li> <li>• made accurate but generalised points which they were unable to support with specific evidence in the essay question; or else gave precise evidence but did not explain how it helped to address the question being asked (Questions 4 and 5).</li> </ul>

## Question 1 (a)

- 1 (a) Name **one** European migrant group that came to Britain between 1500 and 1750. [1]

There were few problems here. Most candidates were able to provide a valid response, such as the Huguenots, Jews, Palatines and Hansa merchants.

## Question 1 (b)

- (b) Give **one** example of British government action that led to migration to Britain between 1750 and 1900. [1]

Candidates found this challenging; there were many invalid responses to this question with many candidates identifying events which were not British government actions, such as the Industrial Revolution. Responses which were credited included expansion of trade and empire; policies (or lack thereof) in response to the Irish famine; and taking control of India from the East India Company.

## Question 1 (c)

- (c) Give **one** example of the treatment of 'aliens' in Britain during the First or Second World Wars. [1]

Many candidates found this unproblematic and there were many accurate and specific responses. These included enemy aliens having to register at police stations or internment on the Isle of Man in the First World War; and mobs attacking German and Italian shops in the Second World War. Some candidates offered very vague responses, such as 'prejudice' or 'welcoming Belgians'. These were not accepted as valid responses.

## Question 2

- 2 Write a clear and organised summary that analyses immigration from the Commonwealth to Britain since 1948.

Support your summary with examples.

[9]

Most candidates were able to include relevant knowledge in their responses to this question. However, there were many Level 1 responses which contained descriptions of migration from the Commonwealth, or responses towards Commonwealth migrants in this period. These descriptions were often very detailed but did not move into Level 2 because they were descriptions rather than analysis.

However, a good number of candidates reached Levels 2 and 3 and clearly organised their responses. The most common form of historical organisation was causation, with candidates giving different reasons for migration to Britain from the Commonwealth after 1948, such as: the British Nationality Act; Britain rebuilding after the Second World War; labour shortages, especially in the NHS and transport industries; problems with hurricanes/the sugar industry in the Caribbean; the partition of India; and the treatment of Asians living in Kenya and Uganda. Candidates supported these reasons with specific examples.

Other candidates successfully organised their response around change, summarising how the initial welcome/encouragement from the British government changed towards introducing more restrictions on migration from the 'New' Commonwealth countries. Again, these responses contained precise examples.

Several candidates, who may have been advised to use certain words such as 'significance' or 'diversity', sometimes struggled to place these within their response successfully.

A small minority of candidates misunderstood the question or were unfamiliar with the term 'Commonwealth'; they wrote about things such as Polish migration during the Second World War; the Kindertransport; asylum seekers from areas like Syria; or migration from the EU. These types of responses could not receive any credit.

### Advice to centres

This question does not ask for just a description. To move beyond Level 1, it's important that candidates are clear about how to organise an analytical response in these types of questions. The organisation of the response around a historical concept (such as change, continuity, causation, consequence, significance and diversity) is the driving force behind this question, as opposed to contextual knowledge alone. So, candidates should spend some of their time thinking about how to organise their response before putting pen to paper. However, there is no requirement that candidates use particular words or phrases and it may be counter-productive to instruct them to do so.

## Exemplar 1

2	<p><del>Immigration from the Commonwealth</del> Commonwealth migrants came to Britain as they looked to seek job opportunities and refuge from their home countries. Caribbean migrants came to Britain to seek refuge from their home countries. However, when they arrived in Britain, they faced discrimination as many people living in Britain hung up signs on shop-doors stating: "No Blacks, No Dogs, No Irish". I believe that this shows how Caribbean migrants came to Britain as they deemed it to be the 'mother-country' and they thought they could start a better life in Britain. I also believe that they were met with difficulties and hardships and the struggles faced in their own countries continued as they immigrated to Britain.</p>
	<p>Additionally, Commonwealth migrants came to</p>
	<p>Britain as they faced conflict in their home countries and hoped to start a better life in Britain. Asylum seekers from countries such as Syria migrated to Britain as a war was occurring in their country. However, not all asylum seekers were accepted by Britain as only 4% of asylum seekers were allowed to stay in Britain. I believe that this signifies how Britain wasn't accepting of many migrants coming to Britain as they neglected many who had suffered tiring journeys. Therefore, this analyses the immigration of Commonwealth migrants since 1948.</p>

Exemplar 1 is a good example of a response from a candidate who clearly knows quite a bit about the period and topic in question but has offered a description rather than a historical analysis. They move from why migrants came, to their treatment, and then back to reasons they came. They have also moved away from addressing the question asked when they begin to discuss asylum seekers from Syria. The response was placed in Level 1.

### Question 3

3 Why did Irish migrants come to Britain between 1750 and 1900?

Explain your answer.

[10]

Most candidates were familiar with the Potato Blight and the Irish Famine and so were able to identify at least one reason for Irish migration in this period. However, some of these candidates were unable to progress beyond Level 3 because they lacked further specific detail to support their response; they fell back on common sense responses, such as people moving to Britain to find more food because they were starving. These kinds of responses could have applied to any famine in any period or country.

However, there was a very good number of better responses which offered full explanations of at least one reason for Irish migration to Britain in this period, supported by precise evidence/examples. Some knowledge of the famine was very impressive; several candidates were able to apply knowledge about the reliance on the potato crop; the extent of the blight; and its impact on food prices and rents.

Apart from the famine, candidates most frequently discussed the 'pull' factor of the Industrial Revolution in British cities which offered Irish migrants the opportunity to find work. Many candidates had good knowledge of the type of employment usually undertaken by Irish migrants, such as their work as 'navvies' during the building of railways and canals.

A minority of candidates were not specific enough when identifying their reasons for migration, proposing valid but overly generalised factors such as 'They came for work' or 'They wanted a better life', which could have applied to many migrant groups across many time periods. These responses usually ended up in Level 1. Other candidates lost focus on the question and veered into descriptions of how Irish migrants were treated once in Britain. If there was no identification of a specific reason for migration at all, responses were normally placed in Level 2.

#### Advice to centres

Candidates need to have specific knowledge at their fingertips in order to offer precise evidence. They need to direct their knowledge at the question asked, and make sure they remain focused on the what the question is asking without drifting off to response a different one.



## Exemplar 2

3	<p>The Irish <del>Irish migrants</del> suffered from a potato famine in the year 1859. This led to their potatoes not growing and they saw Britain was a country to go to because they were hugely affected by this famine. They weren't able to grow their crops well. This left them to starve in some areas. <del>The</del> The Irish did also face slight religious persecution and they migrated to Britain which was now a protestant country where they felt they could embrace their beliefs. There was also wars that were happening at that time and they escaped to feel more comfortable in Britain and settle there.</p> <p>Furthermore, Britain was thriving <del>at</del> during this period because they were the</p>
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		<p>first country to introduce industrial revolution. This was to <del>the migrant</del> an advantage towards the Irish migrants. As there were many free jobs for them to take. At this time Irish migrants were not getting payed well because the English were under paying them to a large extent. The industrial revolution changed this for them which attracted Irish-Migrants towards Britain.</p>
		<p>In conclusion the <del>Irish</del> Irish migrants came to Britain to live better lives and settle in a country where they could be safe. This was Britain for them as they were now able to grow their potatoes and have well paying jobs.</p>

Exemplar 2 is a good example of a candidate who was able to retrieve and identify correct reasons but was unable to develop them with specific detail and evidence. For example, the point about the potato famine may have moved up to Level 4 if it were supported by detail about the extent/nature of the blight, or the impact on food prices/rent. Likewise, the section on the industrial revolution is valid, but could be supported by identifying the kinds of jobs generated in which Irish migrants were generally employed. The response was marked in Level 3.

## Question 4\*

- 4\* 'The growth in world trade after 1500 was the most important reason why different groups of migrants had come to Britain by 1750.'

How far do you agree?

Give reasons for your answer.

[18]

Candidates had clearly studied this period and knew what the question was asking. This appeared to be the most popular choice of the two essay-style questions.

The quality of the responses varied enormously. Most often, the points raised by candidates to support the statement were: the business of the East India Company and trade with India leading to the migration of Indian servants and Ayahs; and British involvement in the trade in enslaved Africans leading to the forced migration of Africans to Britain, usually as the enslaved property of ships' captains. To challenge the statement, candidates put forward reasons such as religious persecution (e.g. the Huguenots) and the fact that Oliver Cromwell was persuaded to allow Jews to return to Britain.

However, sometimes candidates lacked focus on the question which was asking about reasons for migration and they drifted off into explaining the impact of migration or responses to the migrants. There were several responses which attempted to use the Hansa merchants as an example supporting the statement, but as their trade was European, and already extremely well-established by 1500, this could not be credited at the higher levels.

Weaker responses tended to list migrant groups they knew and state a simple reason they came with limited further development, rather than make a wider point and then use specific evidence to support it. Many made accurate but vague assertions which did not demonstrate the knowledge required. These responses were generally placed in Level 1. A small minority of candidates wrote about migration during the wrong time period – usually the Industrial period, 1750–1900.

## Question 5\*

5\* 'Official responses toward medieval migrants were **more** positive than unofficial responses.'

How far do you agree?

Give reasons for your answer.

[18]

This was a less popular question and, on the whole, was not answered as well as Question 4.

Nevertheless, most candidates seemed to understand what the question was asking and again some were able to offer an impressive detail to support their points. In relation to official responses, candidates most often cited the poor treatment of Jews under Henry III and Edward I, alongside knowledge about positive moves to support Flemish weavers, especially under Edward III. Points relating to unofficial responses typically referenced attacks on Jews, with many candidates giving details about the murders in Lincoln in 1263, as well as violence towards the Flemish weavers, particularly during the Peasants' Revolt.

As with Question 3, it was candidates who had specific evidence at their fingertips who were more successful at reaching the higher levels. There were many responses which discussed extensively the treatment of Jews under William the Conqueror, which was outside the time given, and also (as with Question 3) responses which veered away from the question about responses. There were many irrelevant discussions of things like the contribution to society made by Italian bankers and Dutch brewers.

## Exemplar 3

		<p>However, not all official responses were positive to medieval migrants as the Alien Subsidy and the banishment of Jews were very negative. In the 15th century, the Alien Subsidy was established. The Alien Subsidy was a tax on all foreign-born migrants that lived in <del>the</del> England. The tax started at 16d but sharply rose to 48 shillings in 1453. The Alien Subsidy was proof that migrants, who were seen as different or strange, were not treated equally as people born in England. Furthermore, in 1290, Jewish migrants were also treated negatively in England. In 1284, the King accused Jews of corn-clipping and confiscated their land and property. 293 of these Jews were hanged illustrating that official responses were not always positive to medieval migrants. A year later, in 1290 all Jewish migrants were banned from England showing how harsh some medieval responses to migrants were.</p>
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Exemplar 3 shows two points taken from a response to Question 5 and is a good example of a candidate who is consistently able to recall relevant knowledge and direct it at the question asked. Both the point about the Alien Subsidy and the treatment of Jews are well supported by precise and accurate detail and are used to show how official responses to medieval migrants were not positive, and so directly addressing the question.

### Advice to centres

Candidates who have revised thoroughly and have a wide range of precise evidence at their fingertips to support their points will do best on these questions.

It is also very important that candidates are familiar with the time periods on the specification, and that they answer the specific question in front of them.

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