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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**GCSE (NEW)**

**HISTORY**

**UNIT 3: THEMATIC STUDY**

**3D. CHANGES IN PATTERNS OF MIGRATION, c.1500  
TO THE PRESENT DAY**

**3100UM0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## MARK SCHEME SUMMER 2019

### UNIT 3: THEMATIC STUDY

#### 3D. CHANGES IN PATTERNS OF MIGRATION, c.1500 TO THE PRESENT DAY

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

**GCSE History mark schemes are presented in a common format as shown below:**

This section indicates the assessment objective(s) targeted in the question

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
6	6			

Question: e.g. **Describe the main developments in race relations legislation in the 1960s and 1970s. [6]**

This is the question and its mark tariff.

##### Band descriptors and mark allocations

AO1 6 marks		
<b>BAND 3</b>	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	<b>5-6</b>
<b>BAND 2</b>	Demonstrates knowledge to partially describe the issue.	<b>3-4</b>
<b>BAND 1</b>	Demonstrates limited knowledge to describe the issue.	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

##### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The Race Relations Act 1965 was the first legislation to address racial discrimination. It outlawed discrimination in public places e.g. in hotels, pubs, cinemas or public transport. It also created the offence of "incitement to racial hatred". However, the Act was limited. Racial discrimination was only a civil offence (not a criminal offence). It did not include shops and private boarding houses, nor employment and housing. Thus it was a weak piece of legislation and failed to end racial discrimination. By restricting the scope of the Act to public places, it gave the green light to discrimination in all other areas;*
- *it also led to the creation of The Race Relations Board (in 1966), but its powers were also limited. It could consider complaints but did not have full powers to investigate and enforce the law It was limited to conciliation and an assurance not to return to the discriminatory behaviour;*
- *The Race Relations Act 1968 strengthened the law by making it illegal to refuse housing, employment, or public services to a person on the grounds of colour, race, ethnic or national origins. It also created the Community Relations Commission (CRC) to promote 'harmonious community relations';*
- *The Race Relations Act 1976 added further provisions, making it illegal to discriminate in the fields of employment, the provision of goods and services, education and public functions. Both direct and indirect discrimination became an offence. Those affected could seek redress through employment tribunals and the courts. This Act also established the Commission for Racial Equality, which was put in place to make sure the laws were followed. It aimed to promote racial equality and good race relations, but it also had legal powers to turn to the courts if needed.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

## **Banded mark schemes**

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

### **Banded mark schemes Stage 1 – Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

### **Banded mark schemes Stage 2 – Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

## MARK SCHEME

### UNIT 3: THEMATIC STUDY

#### 3D. CHANGES IN PATTERNS OF MIGRATION, c.1500 TO THE PRESENT DAY

##### Question 1

<i>Mark allocation:</i>	<i>AO1</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
<b>4</b>	<b>4</b>			

Award one mark for each correct response:

- a. *America/the USA/ the New World/ Massachusetts/Plymouth Colony*
- b. *Ireland*
- c. *£10*
- d. *The E.U.*

**Question 2**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
<b>4</b>		<b>2</b>	<b>2</b>	

Question: **Use Sources A, B and C to identify one similarity and one difference in the experiences of emigrants over time.** **[4]**

**Band descriptors and mark allocations**

	AO2 2 marks		AO3 2 marks	
<b>BAND 2</b>	Identifies clearly one similarity and one difference.	<b>2</b>	Uses the sources to identify both similarity and difference.	<b>2</b>
<b>BAND 1</b>	Identifies either one similarity or one difference.	<b>1</b>	Uses the sources to identify either similarity or difference	<b>1</b>

Use 0 for incorrect or irrelevant answers.

***Indicative content***

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

*Similarities – A and C show evidence of emigrants being made welcome; A and B refer to emigrants to America; both A and B show the experiences of emigrants to America.*

*Differences – A and C show positive attitudes to emigrants, whereas B is negative. A (and B) relate to emigration to America, while C is about Australia. C is almost an invitation to emigrate (shown in the host nation), whereas A and B show reactions to emigrants who have already arrived in America.*

**Question 3**

Mark allocation:	AO1	AO2	AO3	AO4
6	6			

Question: **Describe the main developments in race relations legislation in the 1960s and 1970s.** [6]

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describe the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The Race Relations Act 1965 was the first legislation to address racial discrimination. It outlawed discrimination in public places e.g. in hotels, pubs, cinemas or public transport. It also created the offence of "incitement to racial hatred". However, the Act was limited. Racial discrimination was only a civil offence (not a criminal offence). It did not include shops and private boarding houses, nor employment and housing. Thus it was a weak piece of legislation and failed to end racial discrimination. By restricting the scope of the Act to public places, it gave the green light to discrimination in all other areas;*
- *it also led to the creation of The Race Relations Board (in 1966), but its powers were also limited. It could consider complaints but did not have full powers to investigate and enforce the law. It was limited to conciliation and an assurance not to return to the discriminatory behaviour;*
- *The Race Relations Act 1968 strengthened the law by making it illegal to refuse housing, employment, or public services to a person on the grounds of colour, race, ethnic or national origins. It also created the Community Relations Commission (CRC) to promote 'harmonious community relations';*
- *The Race Relations Act 1976 added further provisions, making it illegal to discriminate in the fields of employment, the provision of goods and services, education and public functions. Both direct and indirect discrimination became an offence. Those affected could seek redress through employment tribunals and the courts. This Act also established the Commission for Racial Equality, which was put in place to make sure the laws were followed. It aimed to promote racial equality and good race relations, but it also had legal powers to turn to the courts if needed.*

**Question 4**

Mark allocation:	AO1	AO2	AO3	AO4
<b>6</b>	<b>6</b>			

Question: **Describe the problems faced by the first Welsh settlers in Patagonia.** **[6]**

**Band descriptors and mark allocations**

AO1 6 marks		
<b>BAND 3</b>	<b>Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates knowledge to partially describes the issue.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge to describe the issue.</b>	<b>1-2</b>

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *when they arrived in Puerto Madryn in 1865, the first settlers had to live in shelters cut out of the soft rock of the cliffs in the bay;*
- *the surrounding land was not the green and fertile land, like lowland Wales, that they had been promised. It was, in fact, barren and inhospitable. It also lacked water, had very little food and no forests to provide building materials for shelter;*
- *most of the early settlers were industrial workers and included tailors, cobblers, carpenters, brickmakers, and miners. There were only 2 farmers, which was far from ideal, particularly when they were being settled in what was supposed to be an area suitable for farming;*
- *despite receiving help from the native Tehuelche Indians who tried to teach the settlers how to survive, the colony looked as if it were doomed to failure from the lack of food. However, after receiving several mercy missions of supplies, the settlers persevered and finally marched the 40 miles to reach the proposed site for the colony in the Chubut valley. There they established the first permanent settlement of Rawson, at the end of 1865;*
- *but their trials were not over. In the early years floods, crop failures, arguments over the ownership of land and the lack of a direct route to the ocean where they could export their goods and import necessities made life very difficult. This was overcome by the building of a railway to Puerto Madryn, but this was not completed until 1888.*



**Question 5**

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **Explain why many Commonwealth immigrants came to Britain after the Second World War** [12]

**Band descriptors and mark allocations**

		AO1 2 marks		AO2 10 marks		
				<b>BAND 4</b>	Fully explains the issue with clear focus set within the appropriate historical context.	9-10
				<b>BAND 3</b>	Explains the issue set within the appropriate historical context.	6-8
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2		<b>BAND 2</b>	Partially explains the issue with some reference to the appropriate historical context.	4-5
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1		<b>BAND 1</b>	Mostly descriptive response with limited explanation of the issue.	1-3

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The British Nationality Act 1948 gave Commonwealth citizens the right to live and work in the UK. They were not, therefore, subject to immigration control. Many of those who came had already been in the UK in the armed forces during the war;*
- *British governments actively invited people from the Commonwealth to come and work. Britain had a severe labour shortage after WWII and needed “cheap labour”, especially in the transport system and NHS, but also to rebuild cities after the war;*
- *there was widespread unemployment in the Caribbean islands, while the violent partition of India and Pakistan and civil war in Cyprus led many to seek a better life in the UK. In the late 1950s and 1960s the UK economy was booming. Migrants from Commonwealth countries e.g. India, Pakistan and Ghana came to work in the textile factories of the North of England and the engineering factories of the Midlands;*
- *in the late 1960s and early 1970s Kenyan Asians facing discrimination, then Ugandan Asians facing expulsion, came to Britain to escape persecution;*
- *in the 1960s and 70s just over 70,000 New Commonwealth citizens were admitted per year.*

**Question 6**

Mark allocation:	AO1	AO2	AO3	AO4
12	2	10		

Question: **How significant was the influence of the Puritans on the establishment of the United States?** [12]

**Band descriptors and mark allocations**

		AO1 2 marks		AO2 10 marks		
				<b>BAND 4</b>	Fully explains the significance of the issue with clear focus set within the appropriate historical context.	9-10
				<b>BAND 3</b>	Explains the significance of the issue set within the appropriate historical context.	6-8
<b>BAND 2</b>	Demonstrates detailed knowledge and understanding of the key features in the question.	2		<b>BAND 2</b>	Partially explains the significance of the issue with some reference to the appropriate historical context.	4-5
<b>BAND 1</b>	Demonstrates some knowledge and understanding of the key features in the question.	1		<b>BAND 1</b>	Mostly descriptive response with limited explanation of the significance of the issue.	1-3

Use 0 for incorrect or irrelevant answers.

**Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *The Puritans fled to North America in the 1620s to escape religious persecution. They had a significant impact on many areas of American life. They believed they were God's chosen people. They founded colonies in New England where it was their mission to create a "city upon a hill" a perfect society that would be an example to the world;*
- *Puritans rejected hierarchies. They set up their own churches, and chose their own ministers. At their town meetings every church member had the right to speak, and vote on decisions. This was the beginning of American democracy;*
- *American Puritans were self-disciplined and believed that hard work was a religious duty and the way to please God. Acquiring wealth through hard work was not a sin;*
- *they emphasised that everyone was responsible for his own actions (every man was "his own priest"). This made them self-reliant, optimistic and hard-working – the basis of modern American individualism;*
- *they placed great importance on education. They believed that man should follow God's will, and the way to understand this was by studying the Bible. Schooling was free. They also established the first American Colleges – Harvard and Yale. Through these colleges they spread their ideas about government and society;*
- *though only about 25,000 Puritans settled in America in the 17th century, they had a significant influence. Many of the values we associate with the U.S. e.g. individualism, egalitarianism and optimism, can be traced back to the Puritans. We can see their influence in the Declaration of Independence - all men are created equal with unalienable rights; and in the First Amendment to the constitution – the right to freedom of religion, free speech etc.*

### Question 7

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
20	6	10			4

Question: **Has escaping persecution been the main cause of emigration over time?** [16+4]

#### Band descriptors and mark allocations

	AO1 6 marks		AO2 10 marks	
<b>BAND 4</b>	Demonstrates very detailed knowledge and understanding of the key issue in the question including clear and detailed references to the Welsh context.	5-6	Fully analyses the importance of the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	8-10
<b>BAND 3</b>	Demonstrates detailed knowledge and understanding of the key issue in the question including clear references to the Welsh context.	3-4	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	5-7
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key issue in the question.	2	Basic analysis while considering some other factors and their impact.	3-4
<b>BAND 1</b>	Generalised answer displaying basic knowledge and understanding of the key issue in the question.	1	Offers a generalised response with little analysis of impact.	1-2

Use 0 for incorrect or irrelevant answers.

This question requires candidates to draw upon the Welsh context in their responses. This is assessed in AO1 and candidates who do not draw upon the Welsh context cannot be awarded band 3 or band 4 marks for this assessment objective. Candidates who do not draw upon the Welsh context may, however, be awarded band 3 or band 4 marks for AO2, for an appropriately detailed analysis of the key issue.

#### **Indicative content**

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- candidates may observe that the motives for emigration have varied in importance over time. In earlier periods religious or political persecution may have been the main influence, but in recent centuries, economic considerations may have predominated;
- in the early modern era candidates may consider that escaping persecution was the main reason for emigration. In the early 17<sup>th</sup> century some 25,000 Puritans left Britain to find religious freedom in the American colonies. Other religious groups e.g. Quakers and Baptists also left because of persecution. They felt that James I's religious changes did not do enough to purify the church. However, others left for America for economic reasons and/or to seek a better life – about 80% of emigrants in the 17<sup>th</sup> century went as indentured servants; 1691 the Virginia Company offered 50 acres of free land. Also to the West Indies to set up plantations or as administrators. As Britain traded further afield e.g. British East India Company so

some went to serve as merchants and army officers. Within Britain the Ulster plantation of Scottish protestants was encouraged by British governments as a means of control;

- during the industrial era candidates may observe that persecution was no longer the main reason. (Though the 100,000 Mormon converts who left the UK might be considered as “persecuted”). The main reason for emigration was economic.- 2 million left for the USA during the 19<sup>th</sup> century. The growing British empire also created many opportunities. Periods of economic depression in the UK e.g. from 1873 to 96 encouraged emigration, while other factors e.g. discovery of gold in Australia in the 1850s saw many leave to seek their fortunes. Closely related was poverty and famine e.g. the Irish famine of the 1840s - 2 million Irish emigrated, half of them for America. The demands of empire was another factor – administrators and soldiers went to govern overseas territories (“White man’s burden”). In the case of the Welsh emigration to Patagonia it was a mainly cultural reason. (Also the “unwilling” emigrants – 160,000 transported to Australia). Between 1871 and 1910 about 2 million emigrants left the UK, far more than the number of immigrants;
- candidates may take the view that during the 20<sup>th</sup> century the main cause of emigration has been economic. During the Depression, as traditional industries declined, economic factors led many to leave Wales (390,000 by 1939) mainly to south east England. Emigration to the Empire/Commonwealth continued. After WWII there was an increase in emigration to Australia (over 1.5 million by 1985), New Zealand and Canada. These countries wanted skilled workers and provided assisted passage schemes. They also highlighted the healthier environments and open spaces, as compared to a Britain damaged by war. More recently (since Britain joined the EU) there has been some emigration into the EU – particularly older people retiring into the sun;
- to access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context e.g. Welsh Quakers to the “Welsh Tract” in Pennsylvania in the late 17<sup>th</sup> century for religious reasons; emigration of coal miners, steelmen and quarrymen in the 19<sup>th</sup> century e.g. to the U.S.A and Australia, for work; the desire to preserve Welsh identity and create “a little Wales beyond Wales” in Patagonia; and Welsh migration to England in the 1920s and 30s during the Depression, or any other relevant Welsh national or local references.

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

<b>Band</b>	<b>Marks</b>	<b>Performance descriptions</b>
<i>High</i>	4	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<i>Intermediate</i>	2-3	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<i>Threshold</i>	1	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>