GCSE MARKING SCHEME

SUMMER 2022

GCSE

HISTORY
UNIT 3: THEMATIC STUDY

3D. CHANGES IN PATTERNS OF MIGRATION, c.1500 TO THE PRESENT DAY
3100UM0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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MARK SCHEME SUMMER 2022

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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

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	6			

Question: e.g. **Describe Welsh emigration to England in the 1930s.** **[6]**

This is the question and its mark tariff.

Band descriptors and mark allocations

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

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 inter-war years, and particularly the 1930s, witnessed a huge outflow of population from Wales (in marked contrast to the massive influx in the period before World War I). Of the 400,000 people who left Wales between 1918 and 1939, most went to find work in England. There were a number of reasons for this:-*
- *traditional Welsh heavy industries e.g.iron and coal, were in decline - loss of markets during World War I, increased foreign competition eg from German steel, and changing technology use eg oil replacing coal in ships and trains - all played a part;*
- *the Wall Street Crash of 1929 and the economic depression that followed only made matters worse. Industrial Wales was hit hard. By 1932 unemployment in Wales was 36%. In parts of the South Wales valleys it was much higher e.g. 73% in Dowlais;*
- *in contrast, there were areas of England that were thriving and needed labour. Newer manufacturing industries eg motor cars and electrical goods did not need to be built near coalfields. Instead they were established in the south and east of England eg Oxford and Slough or the Midlands eg Birmingham. Labour exchanges in Wales advertised these jobs and people were encouraged to take them. The government made it deliberately unpleasant for families on the dole so this was an added incentive to leave to find work.*

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.

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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.

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MARK SCHEME

UNIT 3: THEMATIC STUDY

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

Question 1

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4	**4**			

Award one mark for each correct response:

a. *William Penn*

b. *America/the USA*

c. *Persecution/religious persecution/pogroms/Tsarist oppression*

d. *The West Indies/Caribbean/Jamaica*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
4		**2**	2	

Question: **Use Sources A, B and C to identify one similarity and one difference about immigration to Britain over time. [4]**

Band descriptors and mark allocations

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

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 B both show immigrants arriving by boat. A and B both show immigrants from other parts of Europe/neighbouring countries; both A and C show immigrants who are escaping persecution.

Differences – A (and B) show immigrants arriving by boat, whereas C shows them arriving by plane; A (and B) show immigrants from Europe/neighbouring states, while C shows immigrants from Africa/Uganda/ further afield; A (and C) show immigrants escaping persecution, while B shows economic migrants escaping famine/poverty.

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Question 3

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe Welsh emigration to England in the 1930s. [6]**

Band descriptors and mark allocations

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

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 inter-war years, and particularly the 1930s, witnessed a huge outflow of population from Wales (in marked contrast to the massive influx in the period before World War I). Of the 400,000 people who left Wales between 1918 and 1939, most went to find work in England. There were a number of reasons for this:-*
- *traditional Welsh heavy industries e.g.iron and coal, were in decline - loss of markets during World War I, increased foreign competition e.g. from German steel, and changing technology used e.g. oil replacing coal in ships and trains - all played a part;*
- *the Wall Street Crash of 1929 and the economic depression that followed only made matters worse. Industrial Wales was hit hard. By 1932 unemployment in Wales was 36%. In parts of the South Wales valleys it was much higher e.g. 73% in Dowlais;*
- *in contrast, there were areas of England that were thriving and needed labour. Newer manufacturing industries e.g. motor cars and electrical goods did not need to be built near coalfields. Instead they were established in the south and east of England e.g. Oxford and Slough or the Midlands e.g. Birmingham. Labour exchanges in Wales advertised these jobs and people were encouraged to take them. The government made it deliberately unpleasant for families on the dole so this was an added incentive to leave to find work.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
6	**6**			

Question: **Describe the experiences of Commonwealth immigrants to Britain in the 1950s and 1960s. [6]**

Band descriptors and mark allocations

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

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:

- *after World War II Britain had a labour shortage which the government was desperate to fill. Many Commonwealth immigrants came from the Caribbean and from India and Pakistan, encouraged by the free entry given by the British Nationality Act of 1948, to fill gaps in the labour market;*
- *these immigrants had mixed experiences:-*
- *most found it fairly easy to get work. Many West Indians worked in the NHS or on transport, while those from India and Pakistan tended to work in textile mills. However, with few exceptions e.g. Indian doctors, the work they were offered tended to be low paid, with little opportunity for promotion;*
- *some areas were more receptive to the new arrivals than others. In the 1950s and 1960s many of them faced various degrees of hostility and discrimination - in employment, housing, public services, shops and restaurants and education. Surveys in the mid 1960s also revealed that four out of five British people felt that 'too many immigrants had been let into the country'. The Commonwealth Immigrants Acts 1962 and 1968 indicate that governments also thought that the level of immigration was too high – a fact which would not have gone unnoticed by those already in the country;*
- *in some poorer areas competition for jobs and housing led to racial unrest, encouraged by right wing groups, culminating in the Notting Hill riots of 1958 (though, when the anti-immigration candidate, Oswald Mosley, contested the Notting Hill seat in the 1959 election he lost his deposit). Anti-immigrant feelings were also stoked in 1968 by Enoch Powell's "Rivers of Blood" speech. However, the government took a different stance. The Race Relations Acts of 1965 and 1968 began to address the issue of racial discrimination in areas like public places, housing and employment – in an effort to reduce tensions and reassure immigrants.*

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Question 5

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **Explain the reasons why a Welsh colony was established in Patagonia in the 1860s. [12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains the issue with clear focus set within the apppropriate historical context.**	**9-10**
			BAND 3	**Explains the issue set within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Partially explains the issue with some reference to the appropriate historical context.**	**4-5**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**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:

- *Patagonia was chosen as the place for a new colony for a number of reasons:-*
- *as Wales industrialised many Welsh people became concerned that the Welsh language and culture was being lost in its homeland. In 1861 Michael D. Jones of Bala held a meeting in his house to discuss the need to found a new Welsh colony as a way of preserving the Welsh heritage. He was the driving force behind the idea, though it was Lewis Jones who went on a preparatory visit to Patagonia and did a lot on his return to encourage people to settle there;*
- *attempts to preserve Welsh language and culture among Welsh emigrants in America had failed. In "Welsh' towns such as Utica in New York State and Scranton in Pennsylvania, Welsh emigrants came under great pressure to adopt the American way of life and use English in everyday life. This was difficult to resist and most Welsh immigrants soon became "Americanised";*
- *Patagonia had huge areas of unfarmed land and no other immigrant groups had yet settled there. This made it the ideal place where "a strong and self-reliant nation will grow in a Welsh homeland";*
- *this plan also had the support of the Argentinian government, as this would give them control of a large area of land which was also claimed by Chile. They, in turn, accepted that Welsh immigrants would be allowed to retain their language and religion.*

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Question 6

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**2**	**10**		

Question: **How significant was immigration in changing social and economic life in Britain in the 19th century? [12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains the significance of the issue with clear focus set within the appropriate historical context.**	**9-10**
			BAND 3	**Explains the significance of the issue set within the appropriate historical context.**	**6-8**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Partially explains the significance of the issue with some reference to the appropriate historical context.**	**4-5**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**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:

- *during the 19th century Britain had an "open door" policy on immgration with the result that there were several waves of immigrants. Though they were often met with initial hostility and suspicion, most did assimilate and had a significant impact on economic and social life. Most immigrants were from poorer areas of Europe, often uneducated and lacking in skills. They tended to take low paid jobs which sometimes brought them into conflict with the existing workforce. They often settled in overcrowded areas of the larger cities e.g. the East End and were therefore often blamed for causing crime, spreading disease etc;*
- *candidates may refer to some of the following:-*
- *huge numbers of Irish began to arrive during the famine of the 1840s – 3% of the population by 1861. Though poorly educated they were prepared to work for low wages at a time when labour was in demand. They played a major part in creating Britain's canal and railway networks, as well as building Britain's industrial towns and other projects e.g. Cardiff docks. (1830s the army was 40% Irish). With the vast majority being Roman Catholic they were initially treated with suspicion, but slowly began to assimilate into society. (Impact of individuals e.g. the Chartist leader Feargus O'Connor, Oscar Wilde, George Bernard Shaw,the boxer "Peerless" Jim Driscoll etc.)*

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- *the Jews who migrated to Britain also had a significant impact, though there were fewer of them. (In the early 19th century bankers like the Rothschilds and Goldsmids helped finance the Industrial Revolution, while politicians like Benjamin Disraeli helped reshape social attitudes.) After 1880 there was a new wave of poor Jewish immigrants from eastern Europe. They settled primarily in large industrial cities. The East End of London became a centre for the production of cheap clothes for the mass market. Firms like Marks and Spencer, Burtons and Moss Bros began there and had a huge impact on the British high street. The Jewish community in England generally embraced assimilation into wider English culture. The Jewish population increased from 46,000 in 1880 to about 250,000 in 1919. A negative impact of this was the growth of the British Brothers League, an anti-immigration group, and a rise in racism;*
- *small numbers of Italians came to Britain in the early 19th century. Some were poor street musicians, while others were skilled artisans, making barometers and other instruments, who contributed to the economic wealth of the country. In the late 19th century a new wave of poor, uneducated economic migrants arrived. They came to be associated with the food trade - cafes and ice cream parlours – and helped change the face of Britain's high streets. They arrived just as the Bank Holiday Act created more leisure time for UK workers and their cafes became part of Britain's social life. The particular patterns of Italian employment meant these migrants were not usually seen as being in direct competition with British workers. (Impact of individuals – Marconi, Dame Adelina Patti etc.)*

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Question 7

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

Question: **To what extent have the experiences of emigrants from Britain always been positive over time? [16+4]**

Band descriptors and mark allocations

	AO1 6 marks		**AO2 10 marks**	
BAND 4	**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 the variations in the extent of the welcome given to emigrants within the appropriate historical context.**	**8-10**
BAND 3	**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 variations in the extent of the welcome given to emigrants in the historical context.**	**5-7**
BAND 2	**Demonstrates some knowledge and understanding of the key issue in the question.**	**2**	**Basic analysis while considering variations in the extent of the welcome given to emigrants and their impact.**	**3-4**
BAND 1	**Generalised answer displaying basic knowledge and understanding of the key issue in the question.**	**1**	**Offers a generalised response with little analysis of variations in the extent of the welcome given to emigrants.**	**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 experiences of emigrants from the UK have varied, depending on the time and place. While British and colonial governments encouraged emigration and painted a rosy picture of the new life, native peoples e.g. the American Indian tribes or the aborigines in Australia, often fought colonists while established populations also often resented new arrivals;*

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- *in the early modern era candidates may consider that the early settlers in the American colonies had mixed experiences. The very earliest settlers had a hard time. The first settlers at Roanoke disappeared without trace and the Jamestown colony only survived after resorting to cannibalism. The Puritans who followed in the early 17th century were better prepared and soon set up successful colonies. However, their relations with the Indians were not good (wars against the Pequots and Wampanoags). The Quakers who followed a little later experienced hostility from the Puritans, but had much better relations with the Indians. Generally the emigrants of the later 17th and 18th centuries thrived (though indentured servants and transported criminals would probably not have shared these positive experiences.);*
- *during the industrial era candidates may observe that there was an increase in emigration from Britain, with some groups being more welcome than others. Many migrants e.g. Welsh steelworkers, miners and slate quarrymen were welcome in places like the USA and Australia because of the skills they brought. For others there was less of a welcome. The huge influx of Irish in the east coast cities of the USA in the 1840s and 50s created an anti-immigrant sentiment among certain factions of America's predominantly Anglo-Saxon Protestant population. The new arrivals were disliked for being Catholic, blamed for reducing wages and for causing disease. (The anti-immigration Know-Nothing Party ran a candidate, Millard Fillmore in the 1856 presidential election). NINA signs were often to be seen (no Irish need apply). They were associated with drunkenness and violence, which they understandably resented. They tended to keep together and protect themselves (Molly Maguires) and it was some time before they were accepted in society as a whole. Though the British government encouraged migration to the colonies, British emigrants in many parts of the Empire experienced opposition from native peoples e.g. the Maori in New Zealand and Zulus in South Africa whose lands they were attempting to colonise. The Indian mutiny 1857 also showed that the British were not always welcomed as rulers;*
- *candidates may take the view that during the 20th century emigrants have generally had better experiences. They have left mainly for countries that have been long settled and civilized and where English was the dominant language. Those who left Wales (and other depressed areas of the UK) during the Depression were able to find work in the wealthier areas of England. There was some resentment but nothing serious. Commonwealth countries e.g. Australia and Canada have also encouraged emigration, particularly since WWII, providing assisted passage schemes (£10 Poms) in order to increase the number of skilled workers. Though new migrants to Australia have experienced some resentment – "whingeing Poms" – the common language and culture has made it generally easy for them to assimilate e.g. Julia Gillard;*
- *to access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context e.g. Welsh Quakers and their good relations with the Indians; the demand for skilled Welsh workers during the 19th century in the USA, Australia, Russia etc; the experiences of the Welsh settlers in Patagonia; the experiences of Welsh emigrants in Australia and Canada in the 20th century, politicians with Welsh descent – Thomas Jefferson, John Adams, (USA), Billy Hughes, Julia Gillard (Australia); or any other relevant Welsh national or local references.*

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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.

Band	Marks	Performance descriptions
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
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
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
	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, for example errors in spelling, punctuation and grammar severely hinder meaning

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