GCSE MARKING SCHEME

SUMMER 2024

GCSE

HISTORY
UNIT 3: THEMATIC STUDY

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

© WJEC CBAC Ltd

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

© WJEC CBAC Ltd.

UNIT 3: THEMATIC STUDY

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

SUMMER 2024 MARK SCHEME

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 the reasons for EU immigration to Britain in the late twentieth and early twenty-first centuries.** **[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.**	**4-6**
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:

- *Britain joined the EU in 1975 giving citizens of other EU states the right to come to Britain to work. Initially relatively few did. However, the accession of the countries of Eastern Europe in 2004 (plus Romania and Bulgaria in 2007) changed matters.*
- *The new EU states had not long got rid of communist governments and their economies were weak after years of underinvestment. Existing EU members, like Britain, could offer their workers much better wages than they could earn at home. Not surprisingly many young eastern European workers came to Britain.*
- *Unlike some other EU members, Britain was prepared to open its job market to the new East European members immediately - 7 years before it was required to do so. The British*

© WJEC CBAC Ltd.

economy was healthy and there were labour shortages in some sectors of the economy e.g. farming, social care and building trades. Many EU immigrants from Eastern Europe were skilled, spoke English and were prepared to move to find work.

- *The massive increase in the level of migration after 1997 is totally unprecedented in the country's history, dwarfing the scale of anything that went before. 3,800,000 EU migrants were living in Britain by 2017. (5.7% of the UK population, and 8.5% of the workforce).*

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.

© WJEC CBAC Ltd.

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. *Famine/potato famine/failure of the potato harvest*

b. *Cafes/restaurants/ice cream parlours*

c. *Australia/New Zealand/Canada*

d. *Notting Hill*

© WJEC CBAC Ltd.

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 in the impact of 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**	**BAND 2**	**Uses the sources to identify both similarity and difference.**	**2**
BAND 1	**Identifies either one similarity or one difference.**	**1**	**BAND 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 – B and C both show immigrants who have created clothing businesses; A and B (and C) have all created successful businesses – (A and B have been around for over 100 years); both A and B are European migrants; both A and B show immigrants who were refugees/escaping persecution (possibly also C);

Differences – A set up business making optical instruments while B (and C) went into clothing; A (and B) came from other parts of Europe, while C came from British Mayala (now Malaysia), B (and C) are first generation immigrants, while A is the son of immigrants);

© WJEC CBAC Ltd.

Question 3

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

Question: **Describe the reasons for EU immigration to Britain in the late twentieth and early twenty-first centuries. [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:

- *Britain joined the EU in 1975 giving citizens of other EU states the right to come to Britain to work. Initially relatively few did. However, the accession of the countries of Eastern Europe in 2004 (plus Romania and Bulgaria in 2007) changed matters.*
- *The new EU states had not long got rid of communist governments and their economies were weak after years of underinvestment. Existing EU members, like Britain, could offer their workers much better wages than they could earn at home. Not surprisingly many young eastern European workers came to Britain.*
- *Unlike some other EU members, Britain was prepared to open its job market to the new East European members immediately - 7 years before it was required to do so. The British economy was healthy and there were labour shortages in some sectors of the economy e.g. farming, social care and building trades. Many EU immigrants from Eastern Europe were skilled, spoke English and were prepared to move to find work.*
- *The massive increase in the level of migration after 1997 is totally unprecedented in the country's history, dwarfing the scale of anything that went before. 3,800,000 EU migrants were living in Britain by 2017. (5.7% of the UK population, and 8.5% of the workforce).*

© WJEC CBAC Ltd.

Question 4

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

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

- *The Welsh colony in Patagonia faced early problems which almost led to its abandonment.*
- *The first settlers struggled to survive. The first homes were dug into the cliffs in Puerto Madryn where they landed. When they did reach the Chubut Valley (the intended site for the colony), they discovered that it was not the fertile farmland that they had been promised. They needed help from the native Teheulche Indians and several mercy missions of supplies to survive. They also had to dig irrigation canals to improve the soil and make the land fit for cultivation.*
- *Many of the first settlers were not well-prepared for their new life. Only 2 were farmers, so the others (miners, tailors and carpenters) had to adapt quickly. Floods, bad harvests and arguments over the ownership of land also caused problems in the early years.*
- *The lack of a direct route to the ocean (to export their produce and import necessities) also made life very difficult. This was only solved by the building of a railway line from to Puerto Madryn,completed in 1888.*
- *(Candidates may also refer to later problems. There was a shortage of land for new farms. In the early twentieth century the Argentine government introduced conscription and insisted that all teaching should be in Spanish. Some settlers left for Australia or Canada. After 1914, new immigrants e.g. from Italy meant that Welsh became a minority language. The cooperative society - Cwmni Masnachol Camwy - founded by the settlers, went bankrupt in the Great Depression of the 1930s. This had an adverse effect on the economy of Patagonia.)*

© WJEC CBAC Ltd.

Question 5

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

Question: **Explain why many people emigrated from Britain in the sixteenth and seventeenth centuries.** **[12]**

Band descriptors and mark allocations

	AO1 2 marks			**AO2 10 marks**	
			BAND 4	**Fully explains the issue with clear focus set within the appropriate 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:

- *As Britain began to build an empire in the sixteenth and seventeenth centuries, different groups left Britain to start new lives abroad. The majority of these headed for America, seeking freedom from religious persecution or economic opportunities (or both).*
- *One of the main driving forces was the desire for religious freedom. The Puritans, in particular, disliked the religious policies of James I. In 1620 the Pilgrim Fathers established a new colony in Plymouth, Massachusetts. In the years that followed a further 25,000 Puritans left Britain for the American colonies. Other religious groups e'g. Quakers and Baptists also left for the same reason. They felt that James I's religious changes did not do enough to purify the church.*
- *Most of these emigrants settled in the north eastern colonies e.g Massachusetts and New England, where they were able to practise their religion and also develop their own political institutions without interference. They deliberately avoided the Virginia colony to the south because it was associated with the establishment/English government and they wanted to be sure that they could practice their faith as they wished..*
- *(Candidates may also refer to other factors; economic reasons - at least half the emigrants who went to America (and the West Indies) in the seventeenth century were indentured servants (the Virginia Company. offered 50 acres of free land to help develop the.colony); empire and trade - the British East India Company needed people to serve as administrators, merchants and army officers; transportation - the unwilling emigrants i.e. criminals who were transported to the West Indies and the American colonies.)*

© WJEC CBAC Ltd.

Question 6

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

Question: **How significant was the impact of Irish emigration on the US in the nineteenth 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:

- *Irish emigration had a significant impact on American life in the nineteenth century. The large number of Irish who settled in America in the mid nineteenth century found themselves at the bottom of the social order. They lived in the unhealthy slums ("Irish Towns") of port cities e.g. New York and Boston – and were therefore often blamed for spreading disease. By the late nineteenth century, however, the cities of the north-east had a distinctly Irish feel. (NY St Patrick's Day parade)*
- *The Irish had an impact on American politics. The USA was essentially a protestant country and the catholic Irish were treated by many with hostility (NINA). They were poor, illiterate and their speech and dress singled them out as different. Their arrival spurred the development of the anti-immigration American/Nativist/"Know Nothing Party" – which was particularly anti-Irish.*

© WJEC CBAC Ltd.

- *The Irish answer to hostility was to create solidarity within their communites. They organised politically and supported the Democrat Party which was more tolerant of immigrants (and opposed the Know Nothings). In cities like New York leaders of the Irish community delivered the Irish vote for the Democrats. (Tammany Hall). In turn the Irish dominated in many areas of public life e.g. city workers, policing and female teachers. The Molly Maguires defended Irish workers e.g. attacking vindictive employers. Individual Irishmen were also prominent in the development of the trade union movement which sought to improve pay and conditions for workers, particularly less skilled workers like the Irish themselves*.
- *In economic terms the Irish made a major contribution. They arrived at a crucial time when the USA was beginning to industrialise. Irish labour helped build railways, rooads, canal and towns. The railways had "an Irishman buried under every tie". Irish women also in demand as maids, cooks and childminders etc.*
- *During the civil war Irish Americans fought on both sides. However, the vast majority joined the Union cause. In spite of the hostility shown them they wanted America to remain united and open to others of their countrymen.*
- *By the late nineteenth century they were far more accepted. Concerns that their Catholicism would undermine America had disappeared.*

© WJEC CBAC Ltd.

Question 7

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

Question: **To what extent have the experiences of immigrants into the UK 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**	**BAND 4**	**Fully analyses the importance of the key issue. There will be a clear analysis of the extent of change, set 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**	**BAND 3**	**Partially analyses the key issue along with a consideration of the extent of change within the historical context.**	**5-7**
BAND 2	**Demonstrates some knowledge and understanding of the key issue in the question.**	**2**	**BAND 2**	**Basic analysis while considering variations in the extent of change.**	**3-4**
BAND 1	**Generalised answer displaying basic knowledge and understanding of the key issue in the question.**	**1**	**BAND 1**	**Offers a generalised response with little analysis of the extent of change.**	**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.

© WJEC CBAC Ltd.

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 immigrants to the UK have varied over time. Factors such as religion, the state of the economy, the degree of competition for work and their willingness to integrate have all played a part in whether immigrants were welcome or not. There have also been variations in government attitudes to immigrants and the reception given by the UK population (or sections of it) at large. In general, the initial response for most immigrant groups has been one of suspicion/wariness,or hostility, followed by acceptance and a recognition of the contribution made.*
- *(Candidates may note that in the early modern age the degree of welcome varied. As Britain began to develop its empire, African and Asian arrived in Britain as servants and entertainers. Relatively little is known about them, as they seem to have integrated into the populations of ports like London. However, we do know Elizabeth I was asked to have them removed. The Huguenots, on the other hand, were more welcome. They were protestant and England saw itself as a sanctuary for persecuted protestants from Europe. They also brought skills that Britain lacked e.g. silk weaving, watch-making and printing. Their faith and the fact that they did not compete for work also meant that ordinary citizens did not see them as a threat. (Hansa and Italian merchants and engineers e.g. German miners were also useful in bringing products and skills that were needed.)*
- *During the industrial period and particularly by the nineteenth century, candidates may state that the experiences of immigrants again varied. The UK had no immigration laws for most of the nineteenth century, Governments operated an "open door" policy. Some politicians saw the many migrants arriving in the UK as evidence of its superiority as a nation. Passports would not become necessary until WWI. However, the government's attitude to immigrants was not always shared by the public. The Irish in the 1840s and 50s - poor, Catholic, and in competition for the lowest paid jobs – faced much hostility. They did, however, find it easy to get work at a time when there was a great demand for labour. Later in the century the same dislike was directed at East European Jews escaping persecution. Both these groups arrived in huge numbers over relatively short periods. Though some people sympathized with their plight, there was often hostility in the poorer areas in which they settled. Both were accused of working for lower wages and taking jobs from the native inhabitants. They were also not protestant, and this also marked them out as different and, to some people, suspect. The Italians who arrived in the late nineteenth and early twentieth centuries met with less hostility. There were fewer of them and their cafes and restaurants were not in competition with local people.*
- *Candidates may point out that the years before WWI saw a change in government attitude towards immigration. (partly in response to the Immigrant Reform Association and the British Brothers' League, which demanded tighter controls on immigration - particularly on East European Jews). The Aliens Act 1905 stated that immigration was no longer a right. Ironically by the early twentieth century immigration into the UK was slowing anyway. There was relatively little immigration in the first half of the twentieth century. and most immigrants who did arrive were made to feel welcome e.g 250,000 Belgian refugees in WWI; also Basque children escaping civil war in Spain and Jewish Kindertransport from Germany. People were also sympathetic to Jews escaping persecution in Nazi Germany, (especially as many of them were skilled and often set up in business and created jobs), though this time the government set limits on the numbers allowed in.*

© WJEC CBAC Ltd.

- *Candidates may observe that the post war period saw a new era in immigration and a mixed reception for the groups of immigrants who came. The government encouraged immigration because of the need for labour to rebuild the UK. The Nationality Act 1948 gave subjects of the Empire the right to work in the UK and employers like the NHS, transport companies and textile mills were happy to give them work. However, in many areas the concentration of immigrants from the West Indies and the Indian subcontinent caused tension. In 1958 there were race riots in Nottingham and London. These groups faced discrimination in jobs and housing etc. Though governments passed laws against racial discrimination (1965 and 68) they also passed laws restricting further Commonwealth immigration. The arrival of Kenyan Asians in the late 1960s caused further tension (Enoch Powell's "rivers of blood" speech). In the early 1970s the government gave white members of the Commonwealth – Canadians, Australians and New Zealanders – the right to come to Britain but not others, leaving many non-white immigrants feeling unwelcome.*
- *Candidates amy state that the early twenty-first century saw a huge new wave of immigration from EU citizens, particularly from eastern Europe. Many came to fill shortages in areas of the economy e.g construction, the NHS, food production etc. and were welcomed by employers. Once again, however, the large numbers of immigrants in certain areas caused resentment among the local population, with accusations of them working for lower wages, taking jobs from locals etc. Immigration played a key role in the EU referendum in 2016.*
- *To access AO1 Bands 3 and 4 candidates will need to make reference to the Welsh context eg the role of immigrants e.g. German engineers in helping develop the Welsh economy; anti-Irish riots in Cardiff 1848 and Tredegar 1882; the assimilation of Jews into Welsh society; the experiences of Italians in Wales; the development of Tiger Bay as a multi-cultural community; the placement of Basque and Jewish refugee children in the 1930s; arrests of Italians as enemy aliens in WWII; integration of EU workers in Wales, or any other relevant Welsh national or local references.*

© WJEC CBAC Ltd.

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

© WJEC CBAC Ltd.