GCSE History structure

OCR HISTORY B (SCHOOLS HISTORY PROJECT)		
Content Overview	**Assessment Overview**	
Thematic Study *Migrants to Britain, c.1250 - Present*	**Paper 1** 1 hour 45 mins	20% of GCSE
British Depth Study *The Norman Conquest, 1065 - 1087*		20% of GCSE
History Around Us *Fountains Abbey & Studley Royal*	**Paper 2** 1 hour	20% of GCSE
Period Study *Viking Expansion, c.790 – c.1050*	**Paper 3** 1 hour 45 mins	20% of GCSE
World Depth Study *Living under Nazi Rule, 1933 - 1945*		20% of GCSE

MIGRANTS TO BRITAIN

MAKE SURE TO WRITE SOMETHING FOR EVERY SINGLE QUESTION

BUT REMEMBER: ONLY ANSWER ONE ESSAY QUESTION PER UNIT!

Section A

Migrants to Britain, c.1250 to present

Answer Questions 1 (a–c), 2 **and** 3.

1 **(a)** Identify **one** positive impact of migrants between 1500 and 1750. **[1]**

(b) Identify **one** contribution Italian migrants made to Britain in the late 1800s. **[1]**

(c) Identify the migrant group that the Kindertransport was set up to help. **[1]**

2 Write a clear and organised summary that analyses Jewish communities in medieval Britain between c.1250 and 1290.

Support your summary with examples. **[9]**

3 Why did Commonwealth migrants come to Britain after the Second World War?

Explain your answer. **[10]**

Answer Question 4 **or** Question 5.

4* 'Migrants came to Britain in the period 1750 to 1900 because they were driven from their homes.'

How far do you agree?

Give reasons for your answer. **[18]**

5* 'Migrants to Britain were more welcome in the period **1500–1750** than they were in the period **1300–1500**.'

How far do you agree?

Give reasons for your answer.

Answer Booklet

- You will answer in a separate answer booklet
- Please ensure your name and details are written on accurate for **every booklet you use**
- Please ensure you listen to whoever starts the exam around the **instructions** for how you need to write in the answer booklet

Question	Part	

2

Question	Part	

Question	Part	
1	a	You write your answer here using up ALL of the line so that you do not waste space
1	b	You write your answ of the line so that you do n
1	c	You write your answer here using up ALL of the line so that you do not waste space
2		You write your answer line so that you do not
3		You write your answer using up ALL of the line so that you do not waste space

Make sure you have written the correct part for any questions that are divided into separate parts

Ensure you leave two blank lines between each question you answer. You should leave one line between every paragraph that you write

2nd Order Historical Concepts

What **caused** that thing?

What were the **consequences** of that thing?

How is that thing **similar or different** to other things?

How did that thing **change over time**?

How **significant** (important) was that thing?

A *thing* – person, event, theme, idea, place

How to answer a…?

MIGRANTS TO BRITAIN **c.1250 - PRESENT**	*1a-c) 1 marker*	**1 word or phrase**. They will only accept your first answer so don't write more than one!
	2) 9 marker	2x detailed, developed explained examples **organised around a 2nd order concept**
	3) 10 marker	2x detailed, developed explained examples which give **two reasons about the qu focus**
	4 or 5) 18 marker	**4x detailed, developed explained example paragraphs** (2:2 or 3:1) + conclusion

FIRST THING YOU MUST DO?

DIXONS McMILLAN ACADEMY

WRITE DOWN THE

MIGRANTS TIMELINE!

Migrants Timeline

DIXONS McMILLAN ACADEMY

1250 AD	1500 AD	1750 AD	1900 AD	2025 AD
MEDIEVAL	EARLY MOD.	IND. & IMP.	MODERN	
Jews Italian Bankers Flemish Weavers	Hansa Merchants Africans Lascars Ayahs Huguenots Palatines 'Gypsies' West. Euro. Jews	Africans Irish Italians Germans Chinese Eminent Indians Indian Servants West. Euro. Jews East. Euro. Jews	Belgians German Jews Poles Commonwealth (West Indians) (Indians) (Pakistanis) (Bangladeshis) Kenyan Indians Ugandan Indians EU migrants Recent Refugees	

Medieval England (1250-1500)

- Medieval **Jews** invited in before 1250 – successful in society in many jobs, mainly moneylending. Faced taxes (1250), Anti-Semitic libels (1260s), Statute of Jewry (1275), Expulsion by King Edward I (1290)
- Edward I was fighting wars in France, Wales, Scotland ('Longshanks') – needs cash! Turns to **Italian Bankers** – accepted due to being Catholic, introduce new words into English e.g. *bank, debit, credit*
- King Edward III in 1300s realises more money to be made from woven cloth. Listens to wife Philippa of Hainault and invites **Flemish Weavers** to work in new towns such as Manchester

Early Modern Britain (1500-1750)

- Successful wool industry relies on the **Hansa Merchants** based in Steelyard, London. Very successful individuals. Expelled by Elizabeth I in 1600.
- Growing trade with Americas (slave trade) leads to **Africans** arriving as servants; and India (East India Company), **Lascars** as sailors, **Ayahs** as nannies
- Other Protestants arrive to seek refuge: **Huguenots** arrive from France after St Bartholomew's Day Massacre (1572) – very successful; **Palatines** arrive from Germany as poor farmers, May-Nov 1709
- '**Gypsies**' migrated across Europe. Arrive in England in 1500s. Tudor Anti-Gypsy laws due to nomadic lifestyle, lack of paying tax, ignorance of their religion
- **Western European Jews** invited back in the 1650s after English Civil War to fuel England's economy. Assimilation.

Industrial & Imperial Britain (1750-1900)

- Abolition of slave trade leads to further **Africans**; Catholic emancipation leads to **Irish** and **Italians**
- Industrial Revolution leads to many groups coming to seek opportunity, e.g. the **Germans** and **Chinese**
- Industrial Revolution fuels the growth of the British Empire; Britain seen as 'mother' – more arrivals from Asia (**Eminent Indians**, **Indian Servants**)
- **Western European Jews** continue to assimilate and be successful – Benjamin Disraeli as 1st Jewish PM
- Britain shows itself as 'asylum of the nations'. **Eastern European Jews** arrive after Russian pogroms but leads to anti-Semitism due to lack of wealth/integration

Modern Britain (1900-Present)

- Restrictions introduced with **Aliens Act 1905** to stop waves of poor migrants. End of 'Asylum of Nations'
- War refugees - **Belgians**, **German Jews** and **Poles** allowed into Britain as a result of WWI, Nazi Germany, WWII
- Decolonisation leads to **Commonwealth migrants (West Indians, Indians, Pakistanis, Bangladeshis)**. Issues with discrimination e.g. the Colour Bar, 'Rivers of Blood' speech
- Africanisation leads to **Indians from Kenya and Uganda** seeking refuge in Britain as 'the mother country'
- Attempts through **laws** to restrict migration but reduce racism
- Cold War & EU leads to **migrants from Europe** – EU freedom of movement ends with Brexit (2017)
- Recent conflicts leads to **refugees coming aided by gangs and organised gangs** (e.g. Iraq/Afghanistan, Syria, Ukraine) – media debates: economic migrant/refugee/asylum seeker?

DIXONS McMILLAN ACADEMY

Paper 1 = 40% of GCSE, 4 full grades!

Migrants = 20% of GCSE, 2 full grades

- and -

Normans = 20% of GCSE, 2 full grades

How to answer a…?

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Unit	Type of question	Marks
Migrants to Britain c.1250 - Present	3x short-answer questions Clear and organised summary Explanation question Judgement-focused essay	3 9 10 18
TIME TO MOVE ON: 50 mins		
Norman Conquest 1065 - 1087	Identify and explain… If you were asked to do further research… How do these two interpretations differ… Judgement-focussed essay	3 5 12 20

9 mark Clear & Organised:
Spend the right time on **two** well-developed paragraphs
Lots of **historical thinking:** similarity and difference?

10 mark Explanation:
Focus on **reasons why** something happened - try to find two major reasons and explain each with a paragraph

Drills and Skills

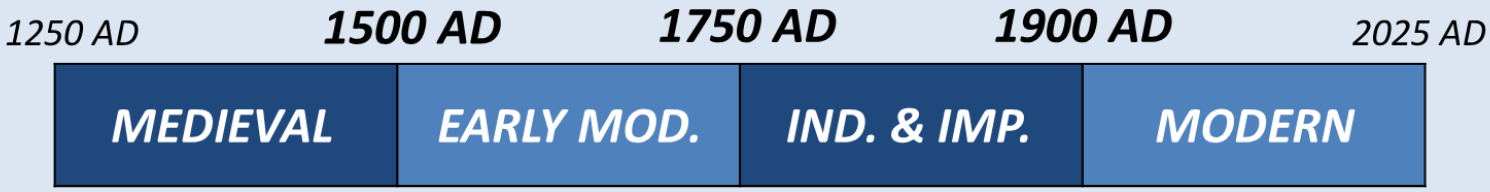
Judgement essays

✓**Plan** your answer **quickly**
✓First para on issue in Q
✓Other paragraphs need to explore & **emphasise/ downplay** other issues
✓**Fully explained conclusion** to finish making sure it makes sense with the rest of your essay (2:2) / (3:1)
✓Keep question-focused!

Interpretations

Consider your second order historical concepts:
What is **significant** about that thing?
How is that thing **similar or different** than others?
How did that thing **change over time**?
What **caused** that thing?
What were the **consequences** of that thing?

Key advice and good luck!



- **Write down the Migrants to Britain timeline first** – then you have it to refer to, and don't have to keep remembering it! – if time: add the key migrant groups!
- **Don't stop writing!** The examiner can only mark what is on the page, not what is in your head.
- **Essay planning is key** – but only needs to be 4 bullet points – agree/disagree, key evidence – then start!
- **Answer every question** – every mark counts – every 21 marks you gain is effectively a grade added!