

History

Answers and commentaries

GCSE (8145)

2AC Britain: Migration, empires and the people: C790 to the present day

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resource is to be used alongside the GCSE History 2AC Britain: Migration, empires and the people: c790 to the present day June 2022 Question paper and inserts.

Question 1

How useful is **Source A** to an historian studying emigration from Britain in the nineteenth century?

Explain your answer using **Source A** and your contextual knowledge.

[8 marks]

Mark scheme

Target **Analyse sources contemporary to the period (AO3a)**
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of the source (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4: **Complex evaluation of source with sustained judgement based on content and provenance** **7–8**

Extends Level 3.

Students may progress from a developed evaluation of the source by sustained, balanced judgements of the source supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic study.

For example, the cartoon is useful because it shows that in a humorous magazine there was criticism of emigration propaganda and the way that emigration was often portrayed simply as bad and good but the humour is in the starkness of the contrast. Emigration was seen as an easy fix at the time for the problems of large numbers of poor people in Britain. The reality was never as simple as on the surface as this cartoon seems to show.

Level 3: Developed evaluation of source based on content and/or provenance 5-6

Extends Level 2.

Students may progress from a simple evaluation of the source with extended reasoning supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic. This may evaluate utility either on the basis of content and/or provenance.

For example, it is useful because it shows that many people saw emigration from Britain to colonies abroad as a solution to the problems of life for poor people in this country. The cartoonist says it was 'a remedy' and contrasts the misery of the family in Britain with the potential for a life abroad.

Level 2: Simple evaluation of source based on content and/or provenance 3-4

Students may progress from a basic analysis of the source by reasoning supported with factual knowledge and understanding.

For example, it is useful because it shows that there was a better life abroad because they would have plenty to eat. If they emigrated from Britain they would be happier.

Level 1: Basic analysis of source 1-2

Answers may show understanding/support for the source, but the case is made by assertion/basic inference

Students identify basic features which are valid about the source related to the enquiry point.

For example, it is useful because it shows that that they look miserable and hungry 'here', and they are all busy eating round the table 'there'.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

Source A is very useful to a historian studying the causes of emigration from Britain in the nineteenth century as it reveals that the main reason people had emigrated was to escape poverty and gain a better standard of living. In the source we can see a starving family that transforms into a happy one after migrating. This shows how the people saw life after emigrating revealing a significant factor for emigration, a better standard of living. This all aligns with my contextual knowledge as I know that in the 19th century, many had emigrated from Britain to escape poverty and famine and to gain a better standard of living.

This source is useful to a historian studying emigration from Britain in the 19th century as the provenance reveals that the source was published in 1848, showing an insight to the perspective of the people and was created as a joke showing people actually felt that emigration was something dramatised and glorified revealing the real perspective of the people. Due to this it is very useful for a historian studying emigration from Britain in the 19th century

This is a Level 2 response

The response shows simple evaluation of the source. Simple inferences are made based on the source's content and provenance, though these require further contextual knowledge. It is credited at Level 2, at the higher mark in the level.

Response B

Source A is useful to a historian studying emigration from Britain in the nineteenth century because it suggests that life was better for ordinary British citizens almost everywhere that was not Britain. The image captioned 'Here' depicts a family clearly struggling to look after themselves and their five malnourished children. This is supported by the findings of the late nineteenth and early twentieth century during the Boer Wars: the British Government realised that they had been quite 'laissez-faire' when it came to the nourishment of young people and welfare in general. A Historian could get the impression from this that with so many barriers to fulfilling their basic needs and providing for their families being difficult to obtain at home. Brits emigrated to other parts of the empire with the hopes of achieving a better life.

The provenance of Source A also would be useful to a historian studying British emigration. The cartoon was drawn by John Leech and published in 1848, when Queen Victoria was on the throne and the East India Company was officially already transmuted into the British government's imperial power. Because Leech was interested in poverty and social reform, he would most likely have been critical of the fact that life abroad could be much better for British families than life at home. The palm trees depicted suggests that the source is displaying how good life could be somewhere like Australia or India where locals were expected to take jobs of service to their British officials. Also, the darker skinned man outside could be linked to Leech's views about 'social reform', perhaps his not being in favour of social Darwinism or the subjugation of the native population, although this is an inference as it is not as explicit.

This is a Level 3 response

This response shows developed thinking at Level 3 as it substantiates evaluation of the content with regard to the issue in the question. The response makes an inference about motivations for emigration in the first section, using the source's content and contextual knowledge. In the 2nd paragraph, there is an attempt to develop evaluation of provenance based on the author's background and beliefs, but this requires further substantiation.

Response C

Source A is useful about 19th century emigration because it shows that people saw emigration as a way to get a better life. For example, the source shows a family in great poverty living on the streets and starving 'here' with factories in the background. We know that in 1848 Britain was at the height of the industrial revolution, and living conditions were so bad that people went in search of better lives in places like Australia where there was a promise of great wealth to be made. This is why the cartoon shows 'there' as much more comfortable.

John Leech was a cartoonist who had an interest in poverty and social reform, so the purpose of this cartoon is to show that life in Britain was worse for ordinary people than life in other parts of the Empire, so emigration is a good thing.

This is a Level 4 response

The response shows developed evaluation of the source's content and provenance. It uses knowledge to show an understanding of the content of the source, placing it in the context of his knowledge of life during the industrial revolution in Britain. In the final lines, the response briefly evaluates the purpose of the source, which is also developed. Because there is developed evaluation of the content and the provenance, it is credited at Level 4.

Question 2

Explain the significance of the 'Angevin' Empire.

[8 marks]

Mark scheme

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:2)

Level 4: **Complex explanation of aspects of significance** **7–8**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of significance by explaining the relationship between aspects of significance, for example over time, supported by factual knowledge and understanding.

For example, the significance of the Angevin Empire was not in its assembling by Henry II but in its loss by King John, it gave a big boost to the creation of an English national identity. King John inherited an England that was financially exhausted by 1199 and then made bad decisions and ran out of money. He alienated the barons by 1215 because he failed to keep to Magna Carta and the barons turned to Prince Louis of France to help them in 1216. However, by 1217 with King John dead, the English rallied round the young Henry III against Louis who was seen as a foreign invader.

Level 3: **Developed explanation of aspects of significance** **5–6**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of significance with developed reasoning considering **two or more** aspects of significance, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s). For example, the significance of the Angevin Empire was that it was not really an empire that had similar laws and government throughout it. It was a personal empire. Henry II had to spend a lot of time personally appearing in order to keep control of it. It is thought that he crossed the channel 30 times in his 35-year reign and was admired by Louis VII, the French king, when he said Henry, 'must fly rather than travel by horse or ship'.

For example, the Angevin Empire was significant because it easily disintegrated after Henry II. King John attempted to defend the Angevin empire, and fund the defence through the high taxes which he imposed on the barons which upset them and eventually led to Magna Carta. From having a large empire under his father, King John quickly lost Normandy, Brittany, Anjou, and Maine by 1214.

Level 2: Simple explanation of one aspect of significance 3-4
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of significance by simple reasoning of **one** of the identified aspects, supported by factual knowledge and understanding.

For example, the significance of the Angevin Empire was the way that Henry II assembled it through negotiation, fighting, and marriage. He inherited Normandy and Anjou, he gained Aquitaine by marrying Eleanor, and Ireland through conquest and negotiation.

Level 1: Basic explanation of aspect(s) of significance 1-2
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify aspect(s) of significance, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the Angevin Empire was a massive empire that spread from England, Ireland, and all down the west coast of France to the Spanish border.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

The Angevin empire was significant because it was essentially established and acquired via the arranged marriage of Matilda and Geoffery of Anjou and then their son Henry II who became King in 1154 augmented the empire having Normandy, his birth right of Anjou and Aquitaine from his marriage with Elenor of Aquitaine. This shows it's significance as Henry the II was the first King of the Angevine empire an the empire itself was significant because it gave him more land than any English King ever but also more than the French King himself. Therefore the empire painted the England's expanding empire as dominant, unstoppable and formidable. Furthermore, the Angevin empire was also significant because it didn't only withhold land in France, but also land in Ireland from the Treaty of Windsor signed in 1175 which gave the empire the East Coast of Ireland recognised as 'the Pale'. This was significant as it showed the powerful authority of the empire being able to expand from Britain, France and Ireland

This is a Level 3 response

The response addresses more than one aspect of significance. It develops an explanation of the significance of the Angevin Empire for English expansion, with further simple thinking also shown. As such, the response is credited at Level 3 at the lower mark in the level.

Response B

The Angevin Empire was significant in the short-term as it showed England at the height of its power. King Henry II was one of the most decorated Kings of England as whilst controlling and governing all of the British territory, he also had control over 'The Pale' (a region on the east coast of Ireland), Anjou, Normandy, Brittany and Aquitaine. After he died he distributed these possessions among his four sons. Therefore, the Angevin Empire was significant in the short term as it allowed Angevin Kings to have control over extensive amounts of land and be some of the most powerful Kings in history.

The Angevin Empire was significant in the long term as it was the reason for a series of wars and conflicts between England + France. For example, the Hundred Years War started after a French King tried to reclaim Aquitaine from the British. This war spanned from 1337-1453 (116 years of battle) and resulted in the deaths of millions of soldiers. The Angevin Empire's impact lasted even past 1453 as it was in 1558 under the reign of Mary I when France reclaimed their lost region of land (Calais). Therefore, due to the extensive conflicts it caused years after its existence, the Hundred Years war was significant in the long term.

This is a Level 4 response

This response shows complex thinking at Level 4 as it explains two aspects of significance, and appreciates that the significance of the Angevin Empire changed over time. It addresses short term significance with support in the first paragraph by examining the size and benefits of the empire. In the 2nd paragraph it examines conflicts caused by the Angevin Empire in the long term.

Question 3

Explain **two ways** in which John Hawkins and Cecil Rhodes were similar.

[8 marks]

Mark scheme

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of similarities** **7-8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of similarity by the explanation of the complexities of similarities arising from the broader historical context supported by factual knowledge and understanding.

For example, both Hawkins and Rhodes believed in the expansion of the British Empire. They both thought that they were superior to Africans, Rhodes treated Africans as second-class citizens when he became Prime Minister of the Cape Colony in 1890, and Hawkins made money from selling Africans as slaves to Plantation owners in America.

Student responses

Response A

John Hawkins and Cecil Rhodes were similar because they both were idealist the belief that Britain should rule over the weaker countries. They also helped in building up the british economy. Cecil Rhodes owned 90% of the worlds Simonds due to his mines in South Africa with his diamond company DeBeers, similarly John Hawkins was a privateer her stole from Spanish and Portuguese ships and brought it home to England to boost economy.

Another way they were both similar, they both were idealists. Cecil Rhodes believed that the weaker animals die out and the stronger ones would survive and evolve this. He used to limit the vote on black people and made them work for him in the mines as he also believed in social Darwinism in which later helped influence Hitler and Nazis in Germany. Cecil also believed that people who were not white should work for him because he thought white people were born to lead .

This is a Level 2 response

The response shows several instances of simple explanation. Similarities are identified and supported simple knowledge. It is credited at Level 2, at the lower mark in the level.

Response B

John Hawkins & Cecil Rhodes were similar due to their ideologies on white supremacy. John Hawkins is said to have laid the foundations of the triangular trade after he attacked a Portuguese ship & captured 300 West Africans to use for forced labour as slaves. He did this as he saw the black West Africans as inferior to the whites and this idea of white supremacy motivated him to use black Africans for slavery. Cecil Rhodes believed in a theory called 'Social Darwinism' which proposed the idea that white people were superior to non-whites and therefore could impose their will on them. After becoming Prime Minister of the Cape Colony in 1890, Rhodes limited the land rights of native black Africans & increased the land rights of white settlers. In doing this he created a division between the black & white populations of the Cape Colony. Laying the foundations for Apartheid which would divide the country even more.

Both Rhodes & Hawkins were also similar as they were instrumental in economic growth of the British Empire. In 1881, Rhodes established the De Beers Mining company to mine for gold and diamonds. Eventually this company would have control over 90% of the world's diamond mining industry which generated large profits for both Rhodes & the British Empire. Hawkins discovery of slavery also brought great wealth to the British Empire. The cotton industry in Britain saw great success due to the cotton picking by slaves in the Caribbean and the growth in Britain's industries.

This is a Level 3 response

The response shows developed explanation of two similarities. It focuses on Hawkins's and Rhodes' racist attitudes, and then goes on to address their similar roles in the economic growth of the British Empire. Both points are substantiated with contextual knowledge and understanding. There are hints of complex thinking in the evaluation of similarities in the long-term, though further exemplification is required to substantiate this. Therefore, the response remains in Level 3, at the higher mark in the level.

Response C

John Hawkins and Cecil Rhodes were similar as they were both imperialists, who put many people of African descent through misery. John Hawkins was a privateer, who stole a boat full of slaves from the Spain and portuguese and sold them in America, Conditions on these slaves' vessels were inhuman, and it proved John Hawkins to be a monster. Cecil Rhodes imposed his imperialist ideas on Southern Africa., took land from Africans to give to white europeans, which led to aparteid in South Africa. Therefore, both were similar as they were nasty imperialists who behaved in nasty ways to Africans.

John Hawkins and Cecil Rhodes were also similar as they made huge amounts of money for themselves and Britain. John Hawkins set up the triangular trade, which brought in huge sums of wealth for Britain, and turned it into a trading powerhouse of the western world, creating the money needed to invest in the Industrial revolution. Cecil Rhodes made millions from his diamond mines in South Africa, with much of that money funnelling back to Britain, helping to finance the Boer War 1899-1902. Therefore, both Hawkins and Rhodes were similar as they brought in huge sums of wealth for the empire.

This is a Level 4 response

This response shows complex thinking at Level 4 as it identifies and explains two similarities, and shows an appreciation of the broader historical context. The first paragraph shows developed explanation of Hawkins' and Rhodes' brutal treatment of people in different parts of Africa. The 2nd paragraph again shows developed explanation of the economic impact of their activities for the British Empire, with broader contextual thinking evident in the link to the Industrial Revolution and Boer War.

Question 4

Have economic factors been the main reason for people moving to Britain?

Explain your answer with reference to economic and other factors.

Use a range of examples from across your study of Migration, empires and the people: c790 to the present day.

[16 marks]

Mark scheme

Level 4: Complex explanation of stated factor and other factor(s) leading 13–16
to a sustained judgement
Answer demonstrates a range of accurate and detailed knowledge and
understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of factors by analysis of the relationship between factors supported by factual knowledge and understanding.

For example, people often move for mixed motives because they don't like where they are and can see an improvement of moving to Britain. So, the Jews who moved to Britain in the late nineteenth century so that they could practise their religion without persecution also saw that there were opportunities to make a better living in Britain which they were denied in Eastern Europe. The same is true of the Huguenots in the seventeenth century.

Level 3: Developed explanation of the stated factor and other factor(s) 9-12
Answer demonstrates a range of accurate knowledge and understanding
that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of factors with extended reasoning supported by factual knowledge and understanding which might be related, for example, to the identified consequences.

For example, people quickly settled in Britain for economic reasons, they wanted to gain wealth. The Vikings under King Cnut came to Britain because it was rich and the Vikings could take riches back to Denmark and Cnut could reward loyal Danish nobles with British land. Cnut defeated King Edmund in October 1016 at the battle of Assandun in Essex. Shortly afterwards, with the death of King Edmund, Cnut gained control of the whole kingdom.

For example, governments can be the reason for the settlement of people in Britain. After the Second World War Britain needed more workers to help rebuild the country and work in the transport industries and healthcare. They advertised for people from the Caribbean to come to Britain and offered them jobs here.

Level 2: Simple explanation of the stated factor or other factor(s) 5-8
Answer demonstrates specific knowledge and understanding that is
relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.

For example, religion can explain some migration such as the Jews who came from Russia in the late 19th century to Britain in order to avoid persecution and be able to practise their religion. But political factors affected the Ugandan Asians who were forcibly ejected and had nowhere to go but Britain. In the nineteenth century many people moved to Britain because of the Industrial Revolution and the need for workers. So, they could get good jobs here.

Level 1: Basic explanation of one or more factors 1–4
Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation which is relevant to one or more factors.

For example, students may offer a basic explanation stating that economic motives were behind many of the Windrush generation who came to settle in Britain after the Second World War.

Students may provide a basic explanation of a different factor, such as religion can make people move to a new country, such as the Huguenots who moved to Britain.

Students either submit no evidence or fail to address the question 0

Student responses

Response A

I agree with this statement I think economic factors is the main reason .

In 878 AD Vikings who were mostly from Scandinavia attacked Lindisfarne to steal gold and money. The Vikings did that because land in Scandinavia was infertile and land was only given to the first born son so others had to look elsewhere. The Vikings went to England because it was surrounded by sea so the Vikings could use their longboats and because of England's riches, Monasteries were filled with them so this gave the Vikings a reason to take English land.

Some people like the Hugonots moved to avoid Religious Persecution for example 3000 French protestants were killed during St Bartholomew's day massacres as a result of King Louis of France ripping up the Edict of Nantes which was a document that stated that French protestants could practice their religion freely. Britain was a perfect place for the Hugonots to go because Britain was a protestant country so Hugonots could practice their religion freely.

I think economic factors is the main reason why people moved to Britain because on the 22nd of August a ship named Windrush came to England. This was because after the second world war Jamaica was hit by a hurricane which left the country broken and it was struggling financially. Britain saw this as an opportunity to use the Caribbean to help re-build Britain after the war so they invited people from the Caribbean to the motherland for jobs. This was good as when Caribbeans started to flood it boosted England's economy due to the jobs people were taking like nurses.

I think the main reason for migration to Britain was Religion because the Hugonots were highly skilled people and brought a lot of wealth to England.

This is a Level 2 response

The response addresses more than one factor, and shows simple explanation throughout. It provides historical examples in support of each factor but the approach is descriptive. Explanation, here attempted, is implicitly relevant to the question focus. It is credited at Level 2, towards the higher marks in the level.

Response B

In my opinion, I believe economic factors are the main reason for migration to Britain however in this essay, I will explore the other contributing factors first.

Some may say religious reasons are the reason people moved to Britain as the Huguenots (around 40,000 – 50,000) migrated to Britain in the 16th century due to persecution by the Catholic King and country (King Louis XIV) who not only ban the Edict of Nantes allowing Huguenots to practice their faith in the abundantly Catholic France in 1685 but also enforced the St Bartholemew's day massacre in 1572 where 30,000 had died approximately. This caused them to migrate to Britain and become watchmaker, bankers and designers utilising their textile skills. They even had a 10% input of the 1.2 million utilised to set up the bank of England. Furthermore, religion is also a contributing factor but not the main important as the Jewish people in Russia, migrated to Britain to get away from pogroms and other forms of bigotry in Russia. It was said up to half a million Jewish people migrated to Britain after Tsar Alexander II death in 1881 was blamed on the Jewish. They came to Britain to practice their faith freely but still faced light persecution.

Some people may say another contributing factor is was as after the WW2 in June 1948 500 caribbean's set sail to Britain for job opportunities to help with the repertaions after the war. Furthermore, people in the commonwealth after WWII saw that coming to Britain was fitting as they assisted in the war and wanted to be closer to the 'mother country'. This included countries like Ghana and India. Some may also say that war is a continuing factor.

Others may say that the individual could be a factor to people moving to Britain, as the leader of Uganda Idi Amin enforced Ugandan Asians had 90 days to leave or they would be put in concentration camps which caused thousands of Ugandan Asians and Kenyan Asians to come to Britain between 1965-1967. Some may also say the individual is a contributing factor as the failure of the Roanoke colony in 1584 by individual Sir Walter Raleigh made many Britains disappointed and therefore going back to Britain.

I believe economic resources was the most important as Irish people who were exposed to the great Famine fled Ireland and came to Britain for fertile land and half a million people migrated to Britain. Similarly, the Vikings in 792 onwards began to migrate and plunder Britain (known as the heptarchy at the time) for more fertile land as lands in Scandanavia and Norway were flooded and infertile to plant crops. Furthermore during the 1760's of the industrial revolution, millions of Britains (80% from the country side) moved to cities like Manchester, London and Birmingham from more labour and better income. Additionally even after the

This is a Level 3 response

The response addresses the given factor and other factors. Developed explanation is present throughout, with each factor supported by a good range of supporting examples. A judgement is reached, though relational thinking not in evidence and the response left unfinished. The response therefore remains in Level 3, at the highest mark in the level.

Response C

I believe economic factors have been the main reason for migration to Britain, from as early as 793 the viking invasion of England was for economic gain, they raided and plundered areas such as Lindesfarne in 793 and later secured Danelaw and Danegeld further gaining financially after the 898 battle of Edington. Furthermore the largest scheme after WW2 was for economic opportunities the Windrush came in seek of jobs in places as the NHS and TfL as well as a mass migration from India and Pakistan following their establishment of independence in 1947 and passing of the nationality act in 1948 they also came for jobs. This theme of migration leads to 2004 with the EU job crisis 6000,000 migrants came to England from countries such as Poland in seek of jobs in labour.

On the other hand there are notable factors such as war, this is also an important reason as although the Vikings of 793 initially came to England for economic opportunity following Ragnar's death a heathen army was gathered in 865 and was made apparent for the reason of conquest and revenge. Furthermore 21st century conflicts such as Syria have led to mass migration into England as well as Ukrainian migrants in 2022 due to the Ukraine Russia war.

Another reason for migration to Britain is religion, the Normans in 1066 led by William sought to rejoin England along with the support of the pope through the papal banner. William removed all but two Anglo-Saxon bishops replacing them with Norman ones as well as the Anglo-Saxon archbishop, who he replaced, additionally William introduced Norman religious practices and erected hundreds of monasteries. Furthermore, Huguenot migrants came to England in the late 17th century due to religious persecution from Louis XIV who revoked their rights in 1690, leading to the migration of 69,000 Huguenots. Another case of religious persecution is the Russian pogroms which persecuted Jews during the 19th century as well as Ugandan Asians who were treated as second class citizens and removed from Uganda by Idi Amin, as a result they migrated to Britain, however despite the religious persecution these groups also came for and benefited from British economy the Ugandan Asians took labour roles constructing railways improving British resource transport and therefore trade. The Jews from pogroms established sub communities which still exist around Stamford Hill and took so many jobs British people resentment towards them leading to the Aliens Act of 1905. Finally the Huguenots brought skills such as watchmaking, law and banking. They also contributed £104,000 of the £1.2 million to establish the Bank of England placing firm movement in the British economy.

To conclude I do believe the main reason for migration to Britain was for economic factors as the growing trade, boom of industrial revolution and job availability all act as key factors to mass migration to Britain. During the slave trade and height of the industrial revolution Britain received great volumes of migrants in seek of economic gain as well as involvement in the industries.

This is a Level 4 response

This response shows complex thinking at Level 4 as it explains multiple factors in a developed manner, supported with a range of relevant examples. It explores the link between religious and economic factors in the body of the response, leading to a substantiated judgement that moves the response in to Level 4.

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