

GCSE (9–1) History B (Schools History Project)

**J411/19 Migrants to Britain, c.1250 to present
with Britain in Peace and War, 1900–1918**

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

OCR supplied materials:

- the OCR12-page Answer Booklet

Other materials required:

- None

INSTRUCTIONS

- Use black ink.
- Section A – Migrants to Britain, c.1250 to present: Answer questions 1 (a–c), 2, 3 and **either** question 4 **or** question 5.
- Section B – Britain in Peace and War, 1900–1918: Answer questions 6 (a–b) and 7, and **either** question 8 **or** question 9.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Section A**Migrants to Britain, c.1250 to present**

Answer questions 1 (a–c), 2 and 3

- 1.
- (a) Give **one** example of a group of migrants living in England in the later Middle Ages. [1]
- (b) Give **one** example of the difficulties faced by Irish immigrants to Britain in the nineteenth century. [1]
- (c) Give **one** reason why Commonwealth migrants came to Britain after the Second World War. [1]
2. Write a clear and organised summary that analyses the reasons why people migrated to Britain in the period 1500–1750. Support your summary with examples. [9]
3. What was the impact of Commonwealth migrants on Britain in the period after 1947? Support your answer with examples. [10]

Answer **either** question 4 **or** question 5.

- 4.* 'Changing communications has been the most important factor influencing migration to Britain'. How far do you agree with this statement? Give reasons for your answer. [18]
- 5.* How far do you agree that the experience of migrants to Britain in the period 1750–1900 was positive? Give reasons for your answer. [18]

Section B

Britain in Peace and War, 1900–1918

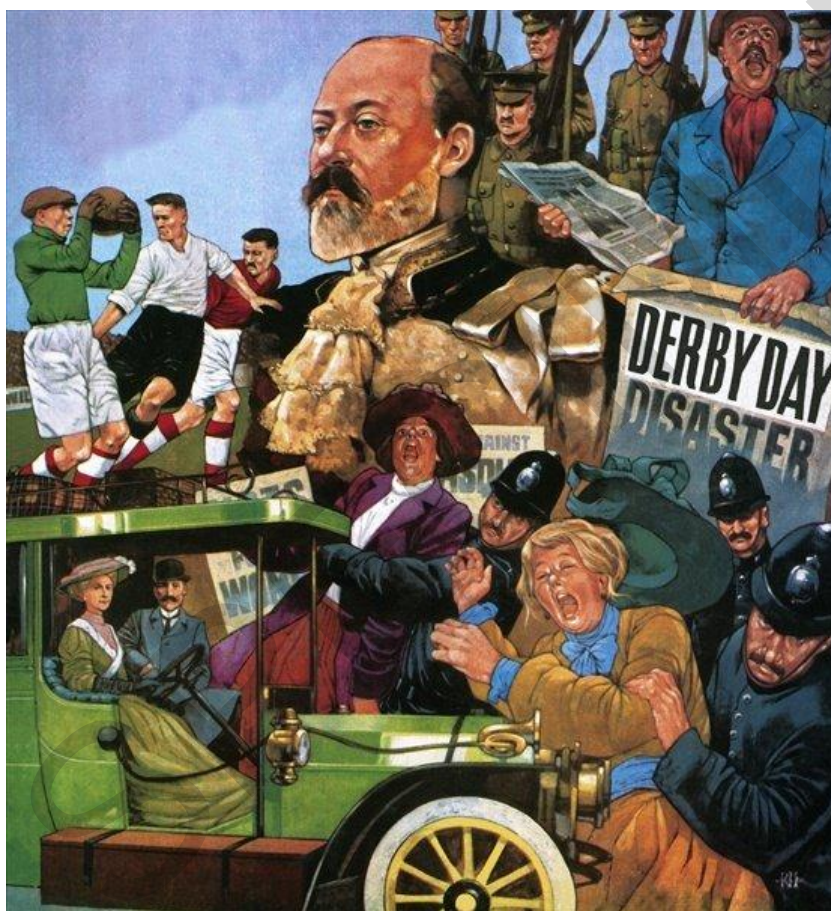
Answer questions 6 (a–b) and 7.

6.

- (a) In Interpretation A the artist Richard Hook tries to portray some of the drama of life in Britain in the early twentieth century. Identify **one** way in which the artist does this.

[3]

Interpretation A – A painting by the artist Richard Hook c.1980.
The title of the painting is *The Edwardians*.



- (b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand life in Britain in the early twentieth century.

[5]

7. Interpretations B and C both focus on the force-feeding of suffragettes. How far do they differ and what might explain any differences?

[12]

Interpretation B – An extract from *Dying for the Vote*, a secondary school textbook written by Jane Richardson and Ian Dawson in 2002.

The woman was held down and a tube was pushed up her nose. A milky liquid was poured into a funnel connected to the rubber tube. This was extremely painful. The government ordered force-feeding to stop hunger strikers dying as this would cause a lot of bad publicity. In 1913 the government brought in a new law, known as the 'Cat and Mouse' Act. This allowed hunger strikers to be released until their health improved and then they would be re-arrested to complete their sentences.

Interpretation C – An extract from *The Making of Modern Britain* a history book written for the general public by the journalist Andrew Marr in 2009.

The force-feeding of women in prison who had gone on hunger strike was itself a brutal business. Trying to force mouths open to accommodate metal contraptions resulted in broken teeth and ripped gums; alternatively, the passages of the nose would be bruised by rubber tubes shoved down into the stomach. In Holloway prison in London, a twenty-one-year-old working-class girl from Leicester who had trained as a dancer, Lillian Lenton, was subjected to force-feeding and had the tube accidentally pushed into her windpipe. Her left lung was filled with sloppy food and she nearly died [...] Hurriedly released, her case led to the 'Cat and Mouse' Act which provided for very ill suffragettes to be released from prison, watched until they recovered, and then arrested and jailed again.

Answer **either** question 8 **or** question 9.

- 8.* In an article in the *Daily Mail* newspaper in 2015 the historian A N Wilson stated that, in the period before the First World War, 'life for the majority of men and women was hellish'. How far do you agree with this view?

[20]

- 9.* By calling his 1995 book '*The Age of Upheaval: Edwardian Politics 1899–1914*', the historian David Brooks suggests that there were big changes in British politics during that period. How far do you agree with this view?

[20]

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Interpretation A: *The Edwardians*, Hook, Richard (b.1938) / Private Collection / © Look and Learn. Image supplied by Bridgeman Images, www.bridgemanimages.com

Interpretation B: Extract from Jane Richardson and Ian Dawson, *This is History: Dying for the Vote – Pupil's Book: The Chartists and the Suffragettes: how ordinary people won the right to vote*, pg 51, Hodder Education, London, 2002.

Interpretation C: Extract from Andrew Marr, *The Making of Modern Britain*, pg 58, Pan Macmillan, London, 2009.

Question 8: Quote from A N Wilson, 'The Downton Delusion: We love dramas about upstairs, downstairs life, but real Edwardian England saw a pampered few exploiting the poor majority', *The Daily Mail*, 12 Mar 2011, www.dailymail.co.uk, accessed Jan 2015.

Question 9: Reference to David Brooks, *The Age of Upheaval: Edwardian politics 1899–1914* (New Frontiers in History), Manchester University Press, Manchester, 1995.

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