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GCSE

**HISTORY**

**8145/2A/B**

Paper 2A/B Britain: Power and the people: c1170 to the present day

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**Mark scheme**

Additional Specimen Material

Version E1.1

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

### Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"><li>• Learners spell and punctuate with consistent accuracy</li><li>• Learners use rules of grammar with effective control of meaning overall</li><li>• Learners use a wide range of specialist terms as appropriate</li></ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"><li>• Learners spell and punctuate with considerable accuracy</li><li>• Learners use rules of grammar with general control of meaning overall</li><li>• Learners use a good range of specialist terms as appropriate</li></ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"><li>• Learners spell and punctuate with reasonable accuracy</li><li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li><li>• Learners use a limited range of specialist terms as appropriate</li></ul>	1 mark
No marks awarded	<ul style="list-style-type: none"><li>• The learner writes nothing</li><li>• The learner's response does not relate to the question</li><li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li></ul>	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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How useful is **Source A** to an historian studying votes for women?

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

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**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, we do not know how people responded to this piece of propaganda from suffragette artists in 1912. It may not have been effective because 1913 was a year in which there was much violent suffragette protest. It is useful because it is hard to defend against this argument, which is simply and effectively expressed. However if it didn't work you can understand why they took more radical action.

**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 how clever the suffragettes were at getting effective publicity for their case. By having a group of artists using pictures to get their point across about the unfairness of the franchise to a much wider audience with different degrees of literacy.

**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 helps us to understand how the suffragettes argued their case.

**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 shows at the time that women could do lots of important jobs.

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

**0 2** Explain the significance of the trial and execution of Charles I for royal authority. **[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**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 execution of Charles I was significant because it changed the relationship between the king’s authority and parliament forever and it was a turning point. It led to a redefinition of the royal prerogative, his opponents were not against royal rule just what they saw as Charles’ perversion of it. Accounts of the execution of Charles I were significant because they were popular in the mid C18th in America, where accounts of holding tyrants to account and that rulers were accountable to their subjects struck a chord. The execution of Charles I was significant because it was a break in the continuity of monarchy that is a proud feature of the English constitution. It produced a mistrust of radical institutional change. If the English had not executed Charles would we have a monarchy today?

**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 execution of Charles I was significant because it marked an important moment at the time – the end of a unique phase of revolution by the people against their king. This had never happened before. There was no legal precedent for this. It brought great change because they had eleven years

without a king. We read and talk about it today.

For example, the execution of Charles I was significant because people at the time were so divided about whether they should do it. It was controversial at the time. Only 68 of the 135 judges actually turned up at this trial. They had to have Pride's Purge to make sure that only Cromwell's favoured MPs attended the 'Rump Parliament' even then of Cromwell's supporters only 26 of the 46 allowed in, voted to put the king on trial. The trial that condemned Charles was packed with soldiers and the public only let in after the charge was read out.

**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 execution of Charles I was significant because of the impact at the time. People at the time were horrified. When the crowds saw he had been killed they groaned. They did not believe it would or could happen. Some it is said dipped handkerchiefs in his blood as souvenirs.

**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, Charles I was put on trial on 1st January 1649. The execution of Charles I was significant because they chopped off the king's head.

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

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Explain two ways in which the campaigns for workers’ rights in the 19th century and protests for the rights of ethnic minorities in the 20th century were similar.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**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, there are similarities between the two groups because many ethnic minorities after the Second World War settled in some of the poorer urban areas, the unions of the unskilled workers behind the new Unionism of the late 19th century were trying to improve working conditions and wages for the poorer people in society. There is an economic background to both workers and minority rights activists.

**Level 3:**      **Developed explanation of similarities** **5–6**

**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

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

In addition to a Level 2 response, students make additional developed point(s).

For example, they are similar because in the protests for a fairer deal there was violence. There was violence in April 1981 in Brixton because of the actions of the police who were thought to be unfairly targeting the black community and there was violence in November 1887 when the Social Democratic Federation organised a demonstration in Trafalgar Square against rising unemployment. It was called ‘Bloody Sunday’ because 75 demonstrators were injured and two policemen were stabbed.

For example, they are similar because they both saw the government passing laws to try and control the situation. Gladstone’s government brought in the Trade Union act of 1871 which gave union’s rights but they also passed a law that made picketing illegal. In 2001 the Race Relations Amendment Act was passed which made organisations responsible for being anti-racist.

**Level 2: Simple explanation of one similarity** **3–4**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic explanation of similarity by reasoning supported with factual knowledge and understanding which might be related to, for example, **one** of the identified similarities.

For example, they are similar because both groups of people objected to the way the law worked unfairly. Early trade unionists objected to the Combination Acts and the people of Brixton objected to the use of the ‘sus’ law.

**Level 1: Basic explanation of similarity/similarities** **1–2**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the unskilled workers of the 19th century and many people in the black community of Brixton both thought they were being unfairly treated by the government.

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

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

<b>0</b>	<b>4</b>
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Has war and violence been the main way in which royal authority and governments have been challenged?

Explain your answer with reference to war and violence and other factors.

Use a range of examples from across your study of Britain: Power and the People: c1170 to the present day.

**[16 marks]**  
**[SPaG 4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2: 8)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)**

**Level 4:**      **Complex explanation of stated factor and other factor(s) leading to a sustained judgement**      **13–16**  
**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, I think that violence was necessary to draw attention to issues that affected a large number of people in times when democratic institutions did not exist or were poorly developed. Violent protest was the main way in the medieval period and before the 17th century to pressurise and be noticed by authority such as in the Peasants' Revolt, 1381 or the Pilgrimage of Grace, 1536 or through the New Model Army in the 1640s. Rarely are kings personally targeted as King John was in 1215, usually it is because the king is receiving poor advice and it is his councillors who are the target. However with the rise of Parliamentary government protests are less violent although they do occur for example in Chartism.

**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, peaceful protest is a way that can get governments to change their views such as the Anti-Corn Law League and the Anti-slavery movement where publicity and arguments can be communicated to a wider audience to put pressure on the government.

For example, there were different ways in which political pressure was put on the king, such as in the lead up to the English Civil War and in the Provisions of Oxford in 1258, where powerful groups put pressure on the king to favour them.

**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, the king has often been challenged by violence such as in the English Civil War or by the Peasants' Revolt. Sometimes the government can be challenged by strikes where workers stop working such as in the late 19th century or in 1926.

**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 of the stated factor such as the king was challenged in the English Civil War by Parliament and the Roundheads.

Students may offer a basic explanation of another factor, such as sometimes protesters get signatures on a petition such as the Chartists.

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

### Spelling, punctuation and grammar

<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance <ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded <ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner’s response does not relate to the question</li> <li>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks