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GCSE

**HISTORY**

**8145/2A/C**

Paper 2A/C Britain: Migration, empires and the people: c790 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.

0	1
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How useful is **Source A** to an historian studying British colonisation in North America?

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, this piece of anti-British propaganda is useful because it shows how anti-British feeling was whipped up at this, 'arbitrary' act. In the picture other anti-British elements are evident such as the Customs House as the Americans objected to paying taxes and not having a voice about how they were spent ie representation. This is useful because it shows us why Britain lost the colonies.

**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, this is useful because we can understand how strongly the Americans felt about British control. The soldiers in the picture look as though they are firing deliberately because there is an officer behind them. The title of the picture mentions 'arbitrary power' this is one of the main objections to rule from Britain.

**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, this is useful because it is a piece of anti-British propaganda. It is meant to show them in a bad way.

**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, the unarmed Americans would hate being shot at by the British soldiers.

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

<b>0</b>	<b>2</b>
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Explain the significance of Cecil Rhodes for the British Empire.

**[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, some people want to remove statues to Cecil Rhodes because of what he stood for, some people want to keep statues like that because it reminds people of their history. Although people at the time put statues up because they admired what Rhodes had achieved, today the significance of the statue is different and should be there because we no longer admire the ways in which he did things and that is a lesson to us today. The significance of Cecil Rhodes has changed over time.

**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, Cecil Rhodes is significant because he continues to divide opinion nowadays. People know what he stood for and what he did and they don't like to be reminded of it. So some people have campaigned to have statues and plaques dedicated to Rhodes removed such as in Cape Town University and Oxford University.

For example, Rhodes was an Imperialist who believed that white people were superior. He is significant because he believed in applying the biological theory of evolution to society. In Darwin's theory weaker animals and plants die out

naturally – the survival of the fittest – Rhodes thought this was true of people, races and nations. Some people still believe this today.

**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, Rhodes is significant because he helped start a war in which thousands of people lost their lives.

**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, Cecil Rhodes was an Imperialist. He got Britain involved in a war with the Boers.

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

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Explain two ways in which England’s loss of European land in medieval times and the loss of the British Empire 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, they are similar because in both times there were formidable leaders working against England or the British Empire. King Philip of France was an ambitious and tough opponent who stirred up trouble amongst King John’s French barons. He nearly lost the English crown to Philip’s son, Louis, in 1216! There were similarly able and determined leaders of the independence movements in the 20th century British Empire for example Gandhi in India, Nkrumah in Ghana, and Kenyatta in Kenya.

**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, there are similar economic circumstances because the country was poor in both times. England lost land in medieval Europe because Richard I had taxed the country to pay for crusades and made it poor and a lot of British wealth had been spent fighting the First World War so Britain no longer had the money to pay for being a superpower.

For example, they are similar because in both cases the government was

unpopular. King John was unpopular with the barons for disgraceful things like Arthur's murder and the British government was unpopular with the people of the colonies such as in India, because many of them had fought for freedom in the Second World War, but weren't free in their own countries.

**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 people lost interest in land abroad. Many people in Britain after the Second World War thought that rebuilding our country was more important than the colonies. Just as many of the barons felt more English than French in the early 13th century, their priority was in England.

**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, England lost control of parts of France under King John in the early 13th century and in the 20th century England lost its control of places like India in 1947 and Kenya in 1963.

**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.

**0 4**

Have economic factors been the main cause of people migrating from and within Britain?

Explain your answer with reference to the economic factors and other factors.

Use a range of examples from across your study of Britain: Migration, empires and the People: c790 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 agree that economic motives have probably been the more powerful ones to cause people to leave Britain, but that was not always the case. People who left England for America in the 18th century perhaps as indentured servants were taking desperate measures to seek out a better life for themselves in the long term. Gaining farm land to own was a powerful pull factor. However there are religious motives that drove people like the Pilgrim fathers to leave England. Sometimes government action can cause migration such as the convicts who were shipped abroad to Australia in the 19th century and stayed there.

**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, there are cases of people migrating for religious freedom such as the Pilgrim fathers in the 17th century who moved to North America so that they could practise their religion which was more Protestant than the Church of England, without interference.

For example, the economic factor was important when many people left the Highlands of Scotland and either moved within Scotland or migrated to North America. In Scotland the people were moved in the 18th century because the landowners wanted to graze sheep rather than grow crops and they forced the people off the farms. But there was a religious element this because most the people removed were Catholic.

**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 desire to earn a better wage, make money and enjoy a better standard of living has been a powerful factor in causing people to move. The Irish migration in the 19th century is a good example because it shows what poor prospects they had after 1846 because of the 'potato blight' which meant many thousands starved, yet there was work in England as 'navvies' building new canals, roads, and then the railways.

**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, many people left England in the 17th century for a better life in North America – they have been told there was land there.

Students may offer a basic explanation of another factor, such as sometimes people left Britain to fight such as in the Hundred Years War.

**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