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**GCSE**  
**HISTORY**  
**8145/2A/B**

Paper 2 Section A/B

Britain: Power and the people:  
c1170 to the present day

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Mark scheme

June 2020

Version: 1.0 Final

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 Examiner.

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.

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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.

|                          | <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              |

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 |
|---|---|

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, it is useful because the cartoonist is a Suffragist and not a Suffragette. This is useful because it shows a peaceful way of protesting through artwork and banners for marches. This what the Suffragists did in 1908. In 1912 -13 the Suffragettes took over and became more violent.

**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 the campaigners for women's votes used laws by passed Parliament that affected women to get support because women did not have a chance to vote and have a say in those laws. Suffragettes wanted the vote not just because men had it but for a reason, so they could improve the lives and rights of women socially and at work.

**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 women workers did not have the vote and Parliament passed laws that affected them.

**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 a woman reading about the Factory Acts and saying she wasn't asked.

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

**0 2**

Explain the significance of the Great Reform Act..

**[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, it was significant because it was the start of the 19th-century reform of the electoral system. Although it did not make a great change for the working class there were further increases in the electorate in 1867 and 1884, and eventually in 1918 some women were given the vote. After the Great Reform Act there was still corruption in the voting system but it was improving – a secret ballot came in 1872.

**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, it was significant because there had been no changes for years and before the Great Reform Act there was a lot of unrest stirred up by Radicals. Many people in England were frightened by the French Revolution in 1789 and they were also upset by the Peterloo Massacre in 1819. A little reform like this was meant to prevent a similar revolution in England.

For example, it was significant because the established aristocracy made sure that they did not lose complete power because they allowed a few extra middle-class people to vote. The number of voters went up from 435,000 to

652,000 – this was not a great increase. By increasing the number of voters a little, the aristocracy stopped further change for the time being.

**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, it was significant because the middle classes gained a share of power. This was the merchant class who made a lot of money for the country. They lived in the towns mainly.

**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, it was significant because more people got the vote.

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

|   |   |
|---|---|
| 0 | 3 |
|---|---|

Explain **two ways** in which Simon de Montfort and Oliver Cromwell 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, both men are similar because their reputation and achievement is debatable. They affected the development of Parliament. Despite de Montfort's actions, the King's power was still superior but Simon de Montfort actions did lead to an idea which Henry III's son, Edward, took up in the Model Parliament of 1295. Cromwell's reputation is also debated, he did not support the Levellers, but he could not prevent the Restoration of Charles II. However Parliament had a different relationship with Charles II than it had with his father.

**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, both men are similar because they increased the power of Parliament and fought against the King in battle. Simon de Montfort took over power after the Battle of Lewes in 1264 and Oliver Cromwell took over government after he defeated the King at the battle of Naseby in 1645.

For example, both men are similar because they tried to limit the power of the Crown by opposing the King and succeeded because Simon de Montfort

achieved the Provisions of Oxford in 1258. Oliver Cromwell also tried to limit the power of the Crown and fought a civil war which gave power to Parliament and eventually led to the Glorious Revolution.

**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, both men fought the King for the rights of others. Simon de Montfort opposed Henry III and Oliver Cromwell opposed Charles I.

**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, both men opposed the King.

**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> |
|----------|----------|

Have economic factors been the main cause of protest in Britain?

Explain your answer with reference to economic and other factors.

Use a range of examples from across your study of 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, it could be argued that economic reasons get people onto the streets to protest. Chartism always found more support when there was a poor harvest, and they became more violent then, as they became more desperate, for example, in 1847 with an economic and agricultural depression affecting Britain. However, they were also influenced by ideas such as equality and democracy. The ideas of equality shown in the French Revolution had inspired the Radicals who protested in the early nineteenth century. Trade Unionism in the nineteenth century was inspired by Socialist ideas and a desire to improve the economic and living conditions of the workers. This combination of economics and ideas also inspired the General Strike of 1926.



|                 |   |            |
|-----------------|---|------------|
| <b>Level 1:</b> | <p><b>Basic explanation of one or more factors</b><br/> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b><br/>         Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p> <p>Students recognise and provide a basic explanation which is relevant to one or more factors.</p> <p>For example, the barons fought against King John because he was taxing them too much.</p> <p>Students may provide a basic explanation of a different factor, such as the role of the individual such as Emmeline Pankhurst or the idea of equality was important for the Suffragettes who wanted votes for women.</p> | <b>1–4</b> |
|                 | <p><b>Students either submit no evidence or fail to address the question</b></p>  | <b>0</b>   |

**Spelling, punctuation and grammar**

| <b>Performance descriptor</b>   | <b>Marks awarded</b> |
|---|----------------------|
| <p>High performance</p> <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              |
| <p>Intermediate performance</p> <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            |
| <p>Threshold performance</p> <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               |
| <p>No marks awarded</p> <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              |