



GCSE

HISTORY

8145/2A/C

Paper 2A/C Britain: Migration, empires and the people: c790 to the present day

Mark scheme

Specimen Material

Version E1

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.

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

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 as the source is from the time of the Boer War and the might of Britain is illustrated by her mighty sword. She knows for what is best for blacks and whites such as the injured Boer farmer. It anticipates the time when the war is over and reflects generally on British political and economic motives for involvement in Africa. However, it is limited by its focus on South Africa as British involvement elsewhere in Africa differed, especially earlier on in the 19th century.

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 at the end of the nineteenth century the British and Americans see the involvement of the British in Africa as beneficial in terms of government and trade. The railway runs from the Cape to Cairo and the British will dominate and fight for control of the continent. Britannia is shown here in a good light by the Americans.

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 was useful at the time as it implies that Britannia is doing a good thing because she is revealing the future to the black and white people of Africa and it looks very desirable.

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 at the time they thought the British were helping to bring enlightened government.

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

0	2	Explain the significance of the Indian Rebellion for the development of Britain Empire.	[8 marks]
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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, at the time the Rebellion was significant for the empire as it highlighted a number of problems in India, such as the weakness/inefficiency of the East India Company, which meant the British government had to step in and tighten its control. However, in the long term the Rebellion became intrinsic to the development of Indian nationalism and the actions of the British government gave rise to the campaign for independence which eventually led to India breaking free from the British Empire.

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 also significant because it also made the British government realise that they had to respect Indian culture more, so they stopped support for the Christian missionaries and supported local Indian landlords instead.

For example, it was also significant because the army needed to be reorganised as the East India Company could not be relied upon to provide military protection so the government had to step in.

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 fact that the Rebellion highlighted the weakness of the East India Company’s control in India, which meant that the British government took control into its own hands in November 1858.

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 Rebellion changed how the British controlled India.

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

0	3
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Compare the Hundred Years' War with the American War of Independence.

In what ways were they similar?

Explain your answer with reference to **both** wars.

[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, neither war directly affected people at home. However, the Hundred Years' War created an English nationalist awareness and rivalry with France. Battles such as Crecy and Agincourt instilled patriotism and it was at this time that St George was adopted as England's warrior patron saint. The American War of Independence similarly had little effect on the British people but was a shock to the British Government. Following the loss, Britain turned to India and thought of the empire in terms of conquest and annexation rather than colonies of white settlers.

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 wars were also very lengthy, saw changes in military technology and were fought overseas. The nature of these wars meant that

there were huge financial costs for the country.

For example, both wars saw military innovation in tactics and technology, in the Hundred Years' War the heavy cavalry of the wealthy nobility lost out to the lower-class English archers with their cheaper longbow. In the American War of Independence the British learned the value of light skirmishing troops and rifled muskets.

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 wars lost Britain territory overseas. Over the course of the Hundred Years' land in France was gained, but ultimately lost and in the American War of Independence Britain lost the American colonies.

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 wars lost land for the country.

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
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Was religion the main factor in causing migration to and from Britain since Medieval times?

Explain your answer with reference to religion 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, the way that religion was an important reason why people have moved to other parts of the world, such as the Pilgrims, but also a reason why people have moved to Britain to escape religious persecution. However, economic factors have been more important in the modern era in light of a global economy and agreements with Europe which promote freedom of movement for European citizens.

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, economic reasons forced the Scots out of much of the Highlands. They moved to the lowlands, North America and Australia in the late 18th century and 19th century because of enclosures and increases in sheep farming. Economic motives have been behind movements of peoples throughout History. Whilst curiosity and admiration for Britain contributed to many migrants coming to Britain from the West Indies after the Second World War, there was a strong economic move because of unemployment in the Caribbean and the offers of work in Britain.

Religion has been a factor in causing migration to and from Britain, for example the Pilgrims moved away from Britain to North America so that they could practice their religion properly. People, like the French Huguenots moved to Britain in the 17th century as they were Protestants and felt unsafe and unable to practice their religion in France.

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 way religion explained the movement of the Pilgrims away from Britain to North America and economic changes lay behind rural to urban migration in the late 18th century as the Industrial Revolution began. But political factors affected the Ugandan Asians who were forcibly ejected and have nowhere to come but Britain.

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, religion was a reason for migration because the French Huguenots were Protestants who felt threatened and so moved to Britain.

Students may offer a basic explanation of a different factor, people from the West Indies moved to Britain in the 20th century to get better jobs and earn more money.

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

Spelling, punctuation and grammar

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