

GCSE
HISTORY
8145/2A/B

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

Mark scheme

June 2021

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, i.e. 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.

0	1
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How useful is **Source A** to an historian studying Charles I?

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, Source A is useful because so many people bought this book which supports King Charles I. It shows King Charles to have got on his side as a very religious person. It was meant to encourage Royalists against Parliament by reminding the king's supporters of the Divine Right of Kings and provide a justification for the actions of Charles. Charles now, like Jesus, has a crown of thorns and his earthly crown lies on the floor.

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 source is useful because it shows support for King Charles I. Even though he is dead and only recently been killed, many people still believe that he did the right thing, and was acting for God and it was not right to execute him.

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, people believed that King Charles I was appointed by God and he had a divine right to rule.

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, Charles thought he was close to God.

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

0	2
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Explain the significance of the Provisions of Oxford and the Parliament of 1265.

[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 the Provisions of Oxford and the 1265 Parliament are part of a challenge to the power of the King and the increasing voice of the people. It can be seen earlier in 1215 when the King's was challenged and continues after 1258 with the English Revolution. But the lesson was not lost on Henry III's son, Edward I, who summoned the 'Model Parliament' in 1295 when he needed the support of the rich merchants for 'Commons'.

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 in 1265 de Montfort worried that he was losing control of the country after the Second Barons War. He called a Great Council to which he invited the burgesses who represented the growing merchant class. This is the first time that commoners were invited to a 'Parliament'. This continues the idea of extending representation to those that government decisions affect.

For example, it was also significant because the united front of the barons after the Provisions of Oxford was broken by the Provisions of Westminster in 1259

which reformed local government. It also helped the less powerful in society but the barons resented it as it gave power to their tenants. Henry III exploited the divisions amongst the nobles caused by Westminster to reject both Provisions.

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 Provisions of Oxford in 1258 were significant because the barons now had more power than the King, he needed the approval of the council of barons.

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 the King had to share power with the nobles.

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

0 3

Explain **two ways** in which the Peasants’ Revolt and the American Revolution 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 events are similar because they had some longer-term influences. The Peasants’ Revolt scared the ruling classes into freeing many villeins. Seventy years later all villeins were free and could work for wages wherever they wanted. The ideas of the Peasants’ Revolt inspired the 17th century Levellers and 19th century Socialists. The American colonists got their independence from Britain and freed thirteen colonies. They set up their own system of government, and constitution and a Congress or Parliament. The American fight for democracy inspired the French and the French Revolution.

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, in both cases the people were violent. The Americans went to war against the British, finally beating them at the battle of Yorktown in 1781, and the peasants attacked the poll tax collector, John Bampton, in 1381, and they killed the Archbishop of Canterbury and foreign merchants in the city of London.

For example, they are similar because they are about taxes. The Peasants' revolt was against the Poll tax. By 1380 every person over 15 had to pay four groats per year to the King which was a massive increase on the one groat they had previously paid. Similarly, the British colonists resented having to pay taxes to fund the British army.

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, the Peasants and the American colonists were concerned about their standard of living and being asked to pay for things when they did not have a say.

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 the Peasants' Revolt and American Revolution involved ordinary, common people.

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

Has government been the main factor in improving people’s rights in Britain?

Explain your answer with reference to government and other factors.

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

[16 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 war or the threat of violence has always brought about changes in the rights of people such as in the Brixton Riots in 1981 which led to changes in the rights of minority black people in Britain. Or the Suffragette violence that scared government in the 19th and 20th centuries and eventually led to women getting the vote. Fear of violence, such as happened in France in 1789, lay behind the democratic concessions of the Great Reform Act, 1832. However, these actions were all inspired by ideas such as equality, democracy, and representation. Suffragettes wanted equal rights for women, and Cromwell wanted the King to respect the rights of the people and Parliament. So, people’s rights have increased because ideas of equality and democracy have inspired people to fight for their rights.

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, government can make things happen. They created Scarman Enquiry and then Report after the Brixton riots in 1981. It produced changes for minority rights by suggesting that racially prejudiced behaviour was an offence and that the Sus Law should end. Also, there was created a Police Complaints Authority which improved relations between the police and the minority black community in London. Governments can pass laws to increase the number of people who can vote such as in 1867 and 1884. It was government that produced the Abolition of Slavery Act in 1833.

The role of the individual has a big part to play in the development of the increase in people's rights. Cromwell was a key figure in helping Parliament to fight for the rights of the people of England to have their grievances heard in Parliament and not to be taxed without being consulted. The determination and imagination of women like Millicent Fawcett and Emmeline Pankhurst showed what could be done to bring about more democracy. Although they believed in different methods they brought attention to the cause of extending the franchise to women.

Level 2: Simple explanation of the stated factor or other factor(s) Answer demonstrates specific knowledge and understanding that is relevant to the question **5–8**

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, ideas are important such as representation and democracy which inspired the Chartists to campaign for the six points of the Charter. Religion is a powerful part of the Parliamentary side who fought against King Charles I in the English Civil War. But there is always Government which can pass laws like the 1832 Great Reform Act, to increase the number of people who can vote.

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, the government passed laws which gave more people the right to vote.	
	Students may provide a basic explanation of a different factor, such as warfare sometimes as in the English Revolution Parliament had to fight the King in order to increase their rights.	
	Students either submit no evidence or fail to address the question	0