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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 2024

Version: 1.0 Final



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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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.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, 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.

### 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 factory reform in the 19th 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 the 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, the source is useful because it shows that Trollope did research and was making the case for factory reform in a novel. This would appeal emotionally to the reader just as in the picture the children are upset and need comforting but none of the adults are paying much attention. The supervisors in the background do not care about the children. This source shows that as well as political reformers, like Sadler and Owen, there were novelists like Trollope putting the case for reform.

**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 study. This may evaluate utility either on the basis of content and/or provenance.

For example, the source is useful because it draws attention to the working conditions in the textile mills in 1840, years after the 1833 Factory Act. Showing the conditions in which children worked. They do not look happy and it is obvious that this needs to change because it is dangerous and unhealthy. Some of the people do not seem bothered about the children as they are working just as hard, others are paying no attention.

**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, the source is useful because it shows the children are upset about having to work in such a noisy and dangerous environment, crawling under dirty machines and they have ragged clothes.

**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 source is useful because it shows that the children were used in the factory and it was dangerous.

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

0 2

Explain the significance of Magna Carta.

**[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 at the time because the barons were pleased to have obtained agreement from the King of their rights. They renewed their oaths of allegiance to him. In the long term, the idea that everyone was entitled to a fair trial and justice was significant because its principles inspired many documents, such as the Universal Declaration of Human Rights (1948) and the European Convention on Human Rights (1950).

**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 Magna Carta gave all freemen in the country the right to a fair trial. This meant they could not be treated unfairly in court and could expect justice.

For example, it was also significant because it meant the King had to seek advice and consent from the barons if he wanted to raise taxes, so this changed the relationship between the barons and the King, giving the barons power over the King.

**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 signing of Magna Carta was significant for the nobles because it was a peace treaty between the nobles and the King and it meant that the King had to obey the law.

**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 a treaty signed by the nobles and the King that brought peace between them.

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



0 3

Explain **two ways** in which the Chartist movement and the campaign for women's suffrage were similar.

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 were similar as they were landmarks in the development of the British electoral system and democracy. Apart from annual parliaments we now have everything the Chartists wanted and the Suffragettes. Both groups used a variety of methods to bring their cause to the attention of the nation: petitions, newspapers, protests etc. Both wanted to change the voting system for a higher purpose, such as to improve the lives of the working class and the lives of women in the factories and society.

**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 they both had a militant and a peaceful side to their campaigns. The Chartists had a moral force group led by Lovett and a physical force group led by O'Connor. Votes for women were wanted by both the Suffragettes and the Suffragists.

For example, both the Suffragettes and the Chartists used violent methods to protest their case for electoral change. The Chartists rioted in 1839 in Newport and the Suffragettes went on window smashing campaigns and attacked politicians.

**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 the Suffragettes and the Chartists tried to put pressure on Parliament to change the voting system. Suffragettes wanted women to have the vote and the Chartists wanted working people to have the vote.

**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, they are similar because the Suffragettes and the Chartists both wanted the vote.

**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.

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Has government been the main cause of protest 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]**  
**[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 protests often occur as a reaction to government action. The American Revolution was a reaction to the government's taxation policy. The Provisions of Oxford were a reaction to the misrule of Henry III. Often it is not government action but a belief that government action has not gone far enough that causes protest; and the belief that improvements and fairness for all citizens are a right. So, the Chartists became violent because they thought the Great Reform Act in 1832 did not go far enough. The Suffragettes became more violent because they did not obtain the vote in 1912. However, behind so many protests are a belief in the power of ideas such as fairness, equality, and representation. The Chartists and the Suffragettes fought for the idea of democracy. The Trade Unionists and General strikers in 1926 fought for the rights of the workers.

<b>Level 3:</b>	<p><b>Developed explanation of the stated factor and other factor(s)</b></p> <p><b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b></p> <p>Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.</p> <p>Extends Level 2.</p> <p>Answers may suggest that one factor has greater merit.</p> <p>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.</p> <p>For example, the role of the individual has a big part to play in the protests for 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 vision of men like Simon de Montfort changed the relationship between the King and his barons. Both men led their supporters to a violent confrontation with the King.</p> <p>For example, war and violence can make things happen. The Brixton riots were a response to the policing of Brixton in 1981 which was often violent and unfair to the mainly black community who live there. The violence of the British authorities in America, such as the Boston Massacre of 1770, provoked a Revolution. But an economic reason lay behind both these events, the unfairness of British taxation in America, and in Brixton the recession of the late 1970s which hit black communities hardest with high unemployment.</p>	<b>9–12</b>
<b>Level 2:</b>	<p><b>Simple explanation of the stated factor or other factor(s)</b></p> <p><b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.</p> <p>Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.</p> <p>For example, ideas are important, such as representation and democracy which can cause protest for example, which inspired the Chartists to campaign for the six points of the Charter. Warfare and violence can be an important cause as King Charles I threatened Parliament with an army and they protested and fought against him in the English Civil War. But there are always individuals like Richard Cobden and John Bright who campaigned against the Corn Laws.</p>	<b>5–8</b>
<b>Level 1:</b>	<p><b>Basic explanation of one or more factors</b></p> <p><b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b></p> <p>Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p>	<b>1–4</b>

Students recognise and provide a basic explanation which is relevant to one or more factors.

For example, students may offer a basic explanation stating that passing unfair taxes can cause protest as with King John, and Charles I.

Students may provide a basic explanation of a different factor, such as religion can cause protests, such as in the Reformation, and the Dissolution of the Monasteries by Henry VIII which caused the Pilgrimage of Grace.

**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"> <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