



GCSE HISTORY 8145/2A/B

Paper 2 Section A/B

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

Mark scheme

June 2019

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 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

How useful is **Source A** to an historian studying Henry VIII and royal authority at the time of the Pilgrimage of Grace?

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 this shows us how Henry VIII announced he had achieved more than his father Henry VII who united the houses of Lancaster and York, and suggests that the break with Rome was permanent as suggested by the stone plinth and would be continued by Henry's son, Edward, born in October 1537. This is a piece of political and dynastic propaganda for Henry.

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 Henry VIII as a rightful king and is accomplishing 'great tasks' like the break with Rome. Henry wanted people to see this propaganda. It was painted in 1537, which was the year Henry VIII brutally put down the Pilgrimage of Grace. The Duke of Norfolk gave a pardon to the pilgrims but, when in January 1537 the rebels attacked castles, Henry cancelled the pardons and had the rebels hunted down. Aske was killed in

York on 12 July 1537.

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 Henry would not accept any challenge to his authority or his decision about the break with Rome and dissolution of the monasteries as it says he removed the unworthy.

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 Henry VIII's power stance, it shows how powerful he is.

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

0	2
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Explain the significance of the General Strike.

[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 General Strike showed the relationship between the trade unions and the Labour Party which was not fully in support of the strikers' actions. The outcome of the strike had a great impact on the union's relationship with the Labour Party as well as weakening the power of the unions. It wasn't until after the Second World War with a Labour government that tried to work with the unions, not against them, and unions gained more power to negotiate higher wages and better conditions for their members, that the unions developed real political power.

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 although the TUC were surprised by the solidarity of the working class in 1926, after the strike half a million members left the trade unions in 1927 alone. Trade union membership did not reach peak levels again until after the Second World War.

For example, it was also significant because the government felt strong enough to pass the 1927 Trades Disputes Act which made it illegal for unions to join together to strike and they could no longer use money from union membership

to fund political parties unless all members agreed for this to happen.

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 failure of the General Strike was significant as it meant that trade unionism became less popular. The unions lost members. The government passed laws against the trade unions to stop a General Strike happening again.

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 workers lost.

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

0 3

Compare the Peasants' Revolt with Trades Unionism in the nineteenth century.

In what ways were they similar?

Explain your answer with reference to **both** the Peasants' Revolt and Trades Unionism in the nineteenth century.

[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 successful results. The Peasants' Revolt scared the ruling classes into freeing many villeins. 70 years later all villeins were free and could work for wages wherever they wanted. The ideas of the Peasants' Revolt inspired the C17th Levellers and C19th Socialists. The impact trade unionism had on the nineteenth century began with the skilled workers and the New Model Unions and then spread to the New Unionists who were successful in the Match Girls Strike of 1888 and the Dockers Strike of 1889 this inspired people to the creation of the Independent Labour Party to provide a permanent political voice for the workers.

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 critical of authority. The peasants were led by John Ball, a priest. He criticised the morality of the church for exploiting the peasants and being rich when peasants were starving. The trade unionists criticised the authority of the dock owners or factory owners for low wages and poor conditions, such as the Match Girls in 1888 who developed, ‘phossy-jaw’. Like the peasants who marched to see the King, the Match Girls went on a march to Parliament to protest.

For example, the peasants were inspired by John Ball who asked, ‘when Adam delved and Eve span, who was then a gentle man?’ Suggesting that in the Bible there were no rich and poor and everyone was equal. This was a socialist idea and the leaders of the New Unionism, like the Dockers’ leader Ben Tillett, were also Socialists who believed everyone should have equal treatment.

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 Trades Unionists were both concerned about their standard of living, pay or conditions and how much money they had or had to give away in taxes.

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 Trades Unionism 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
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Has war and violence been the main factor in the development of Parliament?

Explain your answer with reference to war and violence and other factors.

Use a range of examples from across your study of Power and the people: c 1170 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 war or the threat of violence has influenced the development of Parliament because it was radical and Suffragette violence that scared government in the 19th and 20th centuries. Fear of violence, such as happened in France in 1789, lay behind the democratic concessions of the Great Reform Act, 1832. It took war in 1776 to begin to set America on a path to democracy. The English fought a civil war from 1642 to defend Parliamentary democracy. Simon to Montfort had to take up arms to bring in the Provisions of Oxford, 1258. 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 Parliament only developed through extreme ways like war when the ideas inspiring people were resisted.

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 can be a powerful factor in the development of Parliament because Parliament was unrepresentative of the wealthier middle classes and industrialists of the towns so in 1832, the vote was extended at the expense of the King and landowners. Economic reasons lay behind Edward I's Model Parliament in 1295 because he needed wider consent for more taxation. But, ironically, Edward I wanted the money to pay for an army for a war against the Scots, so war was behind this development of Parliament. Religion could also influence the development of Parliament, such as in the English Civil War.

The role of the individual has a big part to play in the development of Parliament. Cromwell was a key figure in the development of Parliament and the reduction in the power of the King to make decisions. 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. They used war and violence as methods to achieve the ideas they believed in and what they wanted.

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, 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 English Civil War was fought against the King for the rights of Parliament.

Students may provide a basic explanation of a different factor, such as the role of the individual because Kings like Edward I didn't just ask the nobles to come to his Parliament but also asked the commoners.

Or the idea of equality was important for the Suffragettes who wanted votes for women.

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