



GCSE

HISTORY

8145/2A/C

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

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 G 8 1 4 5 / 2 A / C / M S

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.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2023 AQA and its licensors. All rights reserved.

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.

| | 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 Britain's relationship with Europe?

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 shows that the Europeans have got over the wartime conflict and cooperated to form a successful EEC which is securing food supplies and prices for farmers. Britain's attempt to join failed which is why the British Prime Minister, Macmillan looks so sad. In the 1960s many countries were leaving the British Empire and getting independence at the same time the EEC shows itself as an economic success which Britain can't join.

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 to an historian because it shows that after the Second World War the European countries have all got along together to ensure that there is enough food. Britain tried to join in 1961 but was blocked by France over the next year which was suspicious of Britain's relationship with America and its trade links with its Commonwealth countries.

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 because it shows that the different European countries are working together on agricultural agreements which is why they are sitting down for food. Britain was not a part of their agricultural agreement or the European Coal and Steel Community.

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 the British Prime Minister is not a part of Europe, he is outside the restaurant.

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

0 2

Explain the significance of the Viking invasions of Britain.

[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 Answer demonstrates specific knowledge and understanding that is relevant to the question **7–8**

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, the Viking invasions of Britain were significant because initially they led to a fairly peaceful coexistence between Danelaw and Wessex. After Alfred's death, his grandson Athelstan conquered Northumbria in 927 and could be seen as the first 'King of England'. It was significant that the Vikings and their descendants never really left England or abandon their interests. The Vikings returned in 991 and were bought off with Danegeld. King Aethelred failed to keep the Vikings away either with Danegeld or an alliance with the Normans and England became part of a North Sea Empire under Cnut.

Level 3: Developed explanation of aspects of significance Answer demonstrates specific knowledge and understanding that is relevant to the question **5–6**

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, Viking invasions of Britain were significant because they led to the Danelaw and the Vikings brought their own laws, place names, customs and crafts when they settled here. Their language contributed many words to Anglo-Saxon and then on to English.

For example, Viking invasions of Britain were significant because they stimulated an Anglo-Saxon revival under Alfred the Great. As a result of Alfred beating the Vikings at the battle of Edington in 878, there was peace between

the Anglo-Saxons and the Vikings, provided the Viking leader, Guthrum, became a Christian.

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 significance of Viking invasions of Britain was that they stayed and settled in the northern and eastern part of Britain called Danelaw.

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 Vikings killed a lot of people when they invaded Britain and stole gold and silver, cattle and even slaves.

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

0 3

Explain **two ways** in which the American War of Independence and the Boer War 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, they are similar because both wars had major consequences for Britain as both areas became independent, and caused the British to learn from the experience. From defeat in the American War of Independence Britain began to concentrate more on Africa and India and the Boer War showed how unfit many Britons were for fighting, so the government passed Acts to improve the health of children in British schools.

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 were similar because both involved military defeats. The British surrendered and it was a humiliating defeat so Britain signed the Treaty of Paris in 1783. Although the Boers were forced to surrender by 1902, the British lost 6,000 dead in battle but a further 16,000 died from illness and wounds. They could not really beat the Boers on the battlefield.

For example, the two wars are similar because both wars were about people and places in the British Empire wanting independence. The British wanted to

combine the Orange Free State and the Transvaal with the British colonies of the Cape and Natal when they realised there were valuable diamonds and gold in the Boer states and the Boers resisted. The people who lived in the British colonies of North America were independently minded they wanted the freedom to make their own decisions and trade with whoever they wanted. Britain wanted to keep monopoly on trade with North America because it made a lot of money for them.

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, there were economic reasons for both wars. The Boer War began when the British discovered gold and diamonds and the Americans did not want to pay taxes to Britain.

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, in both wars many British soldiers died.

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 |
|---|---|

Have ideas, such as imperialism, been the main reason for the development of Empires?

Explain your answer with reference to ideas such as imperialism and other factors.

Use a range of examples from across your study of Migration, Empire 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, in the nineteenth century Britain's empire grew because it was driven by economic reasons as Britain had the first industrial revolution it needed raw materials from an empire and a market into which to sell its products. Because of Britain's superior economic development, it also assumed that other ideas like Social Darwinism were right and it was morally superior and this justified the taking over of developed areas. So economic reasons and religious ideas went hand-in-hand. | |
| 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, religion can play a part in gaining an empire the American colonies were first settled by many Christian groups such as Puritans, Quakers, and Catholics who suffered persecution in Britain. Between 1630 and 1641, 80,000 Puritans migrated to America. When several European countries laid 'claim' to parts of Africa, religion was a motive because Christian missionaries felt it was their duty to convert Africans to Christianity.

Ideas like Imperialism can inspire people to believe it is right for stronger countries to take over weaker ones. This was true for the Scramble for Africa as European countries grabbed colonies in Africa. Britain's land ran in a nearly unbroken line from Egypt to South Africa. Social Darwinism inspired men like Cecil Rhodes who believed that Britain was justified in seizing the land of the Boers which led to the Boer War.

| | | |
|-----------------|--|------------|
| Level 2: | <p>Simple explanation of the stated factor or other factor(s) Answer demonstrates specific knowledge and understanding that is relevant to the question</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, empires can grow for economic reasons so, in India, the Dutch, French and British all wanted to sell things to the Indians. Britain wanted the valuable things like spices, tea and cotton that could come from India. Individuals can help develop empires such as Warren Hastings did with the British Empire in India. Religion influenced the early settlers such as the Puritans who went to North America which was the start of a British colony there.</p> | 5–8 |
|-----------------|--|------------|

| | | |
|-----------------|---|------------|
| Level 1: | Basic explanation of one or more factors 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, ideas such as imperialism can help, it led to the Scramble for Africa. Students may provide a basic explanation of a different factor, such as the role of the individual can be important, for example Rhodes and Africa. | 1–4 |
| | Students either submit no evidence or fail to address the question | 0 |

Spelling, punctuation and grammar

| Performance descriptor | Marks awarded |
|-------------------------------|----------------------|
| High performance | 4 marks |
| Intermediate performance | 2–3 marks |
| Threshold performance | 1 mark |
| No marks awarded | 0 marks |