



GCSE HISTORY 8145/2A/C

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

Mark scheme

June 2024

Version: 1.0 Final



2 4 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.

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.

	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 the British Empire?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 plate was made in large quantities to celebrate the golden jubilee. A company would not invest time and money in producing the plates unless they thought there was a market for them and people would buy them. So, it is useful because it tells us that many people believed at the time in the value of the British Empire or wanted to show their loyalty to the Queen and Britain.

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, the source is useful because it is an example of an affordable souvenir that promotes the British Empire as a good thing. It chooses to celebrate 50 years of the Queen's reign by stressing the size, extent and value of the British Empire and promotes the Empire as a good thing by suggesting that it unifies people and has a moral message about virtue and peaceful harmony with everyone all together.

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 how big the British Empire was on the map and how much money it made and how many people lived in the Empire.

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 people want to celebrate the Jubilee and they made a colourful plate about it.

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

0 2

Explain the significance of the Hundred Years' War.

[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, the Hundred Years' War was significant because it caused both countries to unify their parts and create a separate identity. In England, French was used less as an official language from 1362 and English was used more widely. The English only had Calais on the continent and Edward IV renounced his claim to the throne of France (1475). The English Kings changed their outlook and began to look beyond Europe to develop an empire. France, too, became more of a unified country.

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 the Hundred Years' War devastated large areas of France. Armies lived off the land and took crops and animals as they went, this was a recognised medieval fighting tactic. If they retreated, they destroyed things so that they would not help the enemy. Many people died fighting on both sides at Agincourt, the French lost between 7 to 10,000 men. The English lost more through dysentery than fighting.

For example, it was also significant because the Hundred Years' War cost vast amounts of money. Both the French and the English had to pay more taxes for

the war. This caused unrest in England which may have led to the Peasants' Revolt in 1381 and the Wars of the Roses.

Level 2:	Simple explanation of one aspect of significance Answer demonstrates specific knowledge and understanding that is relevant to the question	3–4
	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 the Hundred Years' War was that in medieval warfare, and battles like Crecy, the English proved the power of the English longbow against mounted knights. English archers could fire 12 arrows a minute and kill a man nearly 200 metres away.	
Level 1:	Basic explanation of aspect(s) of significance Answer demonstrates basic knowledge and understanding that is relevant to the question	1–2
	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, during the Hundred Years' War between England and France thousands of soldiers died.	
	Students either submit no evidence or fail to address the question	0

0 3

Explain **two ways** in which the British colonisation of North America and the expansion of British control in India 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 in both cases the British believed they were destined to take over these colonies. English colonists in Virginia tried to convert the Powhatans to Christianity after 1614. Pilgrim Fathers were motivated by religion. They believed in ideas about democracy. The British in India in the 1840s thought they were culturally superior to the Indians. The British angered many and ignored Indian culture such as in the 'doctrine of lapse.'

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 in both places the British colonists were led by powerful individuals like Sir Walter Raleigh who established Roanoke in 1584 or Robert Clive in India who won the battle of Plassey in 1757 and became governor in India in 1763.

For example, they are similar because there were economic motives the East India Company wanted to trade for the iron, silk, gold, spices, and the cotton;

and in North America the British colonists made money from fishing in New Plymouth, and tobacco growing in Jamestown.

Level 2:	Simple explanation of one similarity Answer demonstrates specific knowledge and understanding that is relevant to the question	3–4
	<p>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.</p> <p>For example, they are similar because there was fighting between the British and the indigenous people. The Native American tribes saw the British as invaders who took their territory by force and wiped out several tribes by passing on diseases. In India the East India Company expanded with its own private army and they fought the regional rulers of India.</p>	
Level 1:	Basic explanation of similarity/similarities Answer demonstrates basic knowledge and understanding that is relevant to the question	1–2
	<p>Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.</p> <p>For example, in both North America and in India the British people worked with the indigenous people to establish a colony and trade.</p>	
	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 religion been the main factor in causing the movement of people to and from Britain?

Explain your answer with reference to religion and other factors.

Use a range of examples from across your study of 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, religion was an important reason why people have moved to other parts of the world, such as the Pilgrims to Britain or such as Jewish people from Eastern Europe in the late nineteenth century who were escaping religious persecution. However, economic factors have been more important. The cultural ties between the Caribbean and Britain were a factor in the migration after the Second World War but the main factor was that Britain advertised British jobs in the Caribbean which had high unemployment. In the modern era with a global economy and agreements with Europe which promoted freedom of movement for European citizens, economic reasons explain more movement of people to and from Britain.

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 motive because of the chance of work in Britain.

For example, religion has been a factor in causing migration to and from Britain. The Pilgrims moved away from Britain to North America so that they could practise their religion freely. People, like the French Huguenots moved to Britain in the 17th century as they were Protestants and felt unsafe and unable to practise 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, 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 had nowhere to come but Britain.

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, religion was a reason for migration because the French Huguenots were Protestants who felt threatened and so moved to Britain. Students may provide a basic explanation of a different factor, such as people from the West Indies moved to Britain in the 20th century to get better jobs and earn more money.	1–4
	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