



GCSE HISTORY 8145/2A/C

Paper 2 Section A/C

Britain: Migration, empires and the
people: c790 to the present day

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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)

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 © 2025 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, 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	• 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	• 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	• 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	• 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 in Africa?

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 impression given by the cartoon is that Britain is frustrated shown by a clenched fist and does not know how to deal with the Boer farmers. Britain cannot move in any direction and this shows that the British did not have it all their own way in Africa as they tried to expand their empire.

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 commenting on the defeats of the British during the Boer war and the effect it has had on Britain's standing in the world. The British sword is shown in broken with 'British prestige' written on it. It is useful because there are several defeats that have contributed to this impression such as Mafeking, Ladysmith and Spion Kop.

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 that the Americans think that the mighty British Empire is being defeated in the Boer war by the less powerful Boer farmers.

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 Britain is being tied down by the smaller men and is powerless to resist.

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

0 2

Explain the significance of the East India Company.

[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 East India Company was significant because in India it acted for a long time as the government. After Britain lost the valuable American colonies at the end of the eighteenth-century India became an important part of its empire and the country took over control of it from the East India Company after the Indian Rebellion of 1857.

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 East India Company made enormous amounts of money and controlled vast areas of India from 1757 until 1858. The company had its own army and navy, they were used to fight against regional rulers in India and against foreign powers such as the French or the Dutch.

For example, it was also significant because the East India Company bought and sold enslaved peoples starting in the seventeenth century. The company stopped being involved in 1834.

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 the East India Company was it sold cheap British goods in India, and Japan. They brought back China, silk, coffee, and spices to Britain. It made a lot of money. The company became very powerful in India and had its own army.

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 East India Company was set up in 1600. It had trading posts in India in Madras in 1638.

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

0 3

Explain **two ways** in which the gaining of independence by Britain's colonies in America and by Britain's colonies in Africa 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 although the British Empire had taken hundreds of years to assemble, Britain lost its colonies and the countries gained their independence quickly. In America discontent grew from the 1760s until they won their independence in 1783. Similarly Britain had acquired colonies in Africa throughout the nineteenth century but after the Suez crisis in 1956, it took less than ten years for the Gold Coast, and Kenya, for example, to gain their independence.

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 Americans and the Africans were led by determined leaders like Kwame Nkrumah and George Washington.

For example, they are similar because there was violence in both places. The Americans fought a war of independence starting in 1776 which finished in 1783 and the Kenyan Mau Mau fought against white settlers.

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 the American colonists thought they should be independent from Britain and the British colonies in West Africa also wanted their independence. They wanted to be democratic and there was a struggle in both places.

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 North America and in Africa the local people there did not like the British telling them what to do.

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 economic factors been the main cause of the movement of people to and within Britain?

Explain your answer with reference to economic factors 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, people often move for mixed motives because they do not like where they are and can see an improvement of moving to Britain. So, the Jews who moved to Britain in the late nineteenth century so that they could practise their religion without persecution also saw that there were opportunities to make a better living in Britain which they were denied in Eastern Europe. The same is true of the Huguenots in the seventeenth century. Some people were forced to move within Britain in the early 1700s from the Highlands of Scotland with the clearances. They had to go to the lowlands, or cities or abroad, as their land went for sheep farming.

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, people quickly settled in Britain for economic reasons, they wanted to gain wealth. The Vikings under King Cnut came to Britain because it was rich and the Vikings could take riches back to Denmark and Cnut could reward loyal Danish nobles with British land. Cnut defeated King Edmund in October 1016 at the battle of Assandun in Essex. Shortly afterwards, with the death of King Edmund, Cnut gained control of the whole kingdom.

For example, governments can be the reason for the settlement of people in Britain. After the Second World War Britain needed more workers to help rebuild the country and work in the transport industries and healthcare. They advertised for people from the Caribbean to come to Britain and offered them jobs here. People came from Europe to Britain because Britain was part of the EU and there was freedom of movement between EU countries and a single market for labour.

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 can explain some migration such as the Jews who came from Russia in the late nineteenth century to Britain to avoid persecution and be able to practise their religion. But political factors affected the Ugandan Asians who were forcibly ejected and had nowhere to go but Britain. Some criminals were sent abroad by the government as a punishment eg, to Australia. In the nineteenth century many people moved to Britain because of the Industrial Revolution and the need for workers. So, they could get good jobs here.

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, students may offer a basic explanation stating that economic motives were behind many of the Windrush generation who came to settle in Britain after the Second World War.

Students may provide a basic explanation of a different factor, such as religion can make people move to a new country, such as the Huguenots who moved to Britain.

Students either submit no evidence or fail to address the question

0

Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall	4 marks
Intermediate performance	• Learners use a wide range of specialist terms as appropriate • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall	2–3 marks
Threshold performance	• Learners use a good range of specialist terms as appropriate • 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	1 mark
No marks awarded	• Learners use a limited range of specialist terms as appropriate • 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