

GCSE

History

8145/2A/C – Paper 2: Section A/C

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

Mark scheme

June 2018

Version/Stage: 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.

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

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.

In many of our mark schemes we use the following terms to describe the qualities and levels of reasoning of an answer:

Complex: Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.

Developed: Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.

Simple: Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.

Basic: Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.

When a question tests AO1 and AO2 in conjunction, the AO2 element of the level descriptor always is the first statement in the descriptor and the AO1 element is the second statement in the descriptor. It is also important to remember that the 'indicative' content, which accompanies the level descriptors, is designed to exemplify the qualities expected at each level and is not a full exemplar answer. Other historically accurate and valid answers should be credited.

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. It gives 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 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 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 is shows that Britain believed it had a moral purpose in the empire as it identifies, 'freedom' and 'fraternity' together. As all of the diverse people on the map look towards Britannia on top of the world it suggests that they look to Britain for guidance. The map tactfully doesn't show Egypt which Britain was trying to take over from 1882 in the scramble for Africa. It is useful because the number of people visiting the exhibition might suggest how much ordinary people believed in British imperialism.

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 how proud Britain was of its empire because it is newspaper publicity for a British Empire exhibition. It is the acceptable face of 'jingoism'. It shows the economic importance of the empire with all of the raw materials it needs for British industry such as cotton, sugar, tea, and the goods Britain trades to the empire.

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 Britain had to be a naval power to link all of the parts of the empire together as it shows the sea routes and all of the imports and exports.

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 how widely spread the British empire was at the end of the 19th century.

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 change 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 and 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 **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 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 many arrows very quickly.

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, 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
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Compare the impact of the Vikings on Britain with the impact of the British on 17th century North America.

In what ways were they similar?

Explain your answer with reference to **both** groups of people.

[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 lead to or provoke the birth of a new nation. After the Viking invasions there emerged the first real King of England, if Alfred was an overlord, then perhaps Athelstan, his grandson, was the first King. The Pilgrim fathers can be seen as the first real Americans who created an American identity.

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 groups of invaders eventually blended in and merged with the native populations. In North America there were good relations with native tribes such as the Powhatan and there were intermarriages. There was intermarriage between Vikings and Anglo-Saxons in the Danelaw. The Vikings leader's like Cnut who married Aethelred's widow,

Emma, had children who brought the Anglo-Saxons and the Vikings together.

For example, they are similar because both the Vikings and the both British in the 17th century settled and occupied the land which they farmed and they traded. After 878 and the battle of Edington, Alfred realised the Vikings were here to stay and settled on a boundary between two territories. The Vikings controlled this Danelaw area bringing in their own laws and customs, crafts and farming. They lived peacefully for many generations. In the 17th century British people like the Pilgrim fathers settled permanently in Massachusetts between 1629 and 1640. They farmed and fished the card offshore. The New Plymouth colonists worked very hard and were successful.

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, both sets of invaders were keen to become wealthier. The Vikings knew how wealthy the Anglo-Saxons were and raided to steal gold silver, cattle, even slaves. In the 17th century English settlers wanted a chance to make money from growing crops like tobacco, corn and cotton to sell 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, both invaders killed the local 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 causing the settlement of people in Britain?

Explain your answer with reference to war and violence 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, governments can influence the settlement of people. Britain joined the EEC in 1973 this meant that members of the European union had a right to live and work in any of the member states. In the 1970s about 20,000 EU citizens a year came to Britain but there was a huge increase in immigration from the EU in 2004 when eight more countries joined the EU eg Poland, Hungary, the Czech Republic. However many of these migrants would come and settle in Britain for economic reasons. Many migrants have multiple reasons for settling in Britain. For example after the Second World War many people came from the Caribbean had fought in the war and wanted to see more of the 'mother country'. There was little work in the West Indies and the British government advertised for workers to come to 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 are behind the reasons why many people settle or move to England. In the nineteenth century many people from Ireland faced starvation after 1846 when there was a shortage of potatoes due to the potato blight which ruined the harvest. At the same time there were many jobs building canals roads and railways in England. One third of the nineties it worked on the railways were Irish. Many Irish people got work in Britain in expanding towns for example in cotton Mills or in the mines.

Warfare has had a big influence on people settling in Britain. The Normans were the first people after 1066 to fight the Anglo-Saxons and settle here. Many people from Cyprus came after the First World War when Britain gained Cyprus as a colony and then in the 1950s because there was violence on the island. When Turkey invaded and the provided Cyprus into in the 19 seventies there was a further migration of about 70,000 Cypriots who came to Britain.

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, the Danes settled in Britain because it offered land, wealth and other **economic** resources. The Huguenots came to England because Henry VIII had made the country Protestant during the Reformation and that was the Huguenot **religion**. Sometimes **individuals** could play a part in forcing people to move to and settle in England like Idi Amin in Uganda or Jomo Kenyatta in Kenya. They both told the Asians to leave and they came to Britain.

Level 1:	<p>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.</p> <p>Students recognise and provide a basic explanation which is relevant to one or more factors.</p> <p>Students may provide a basic explanation of the stated factor. For example, Huguenots came to England in the 16th and 17th centuries to escape violence and persecution in France.</p> <p>Students may provide a basic explanation of a different factor, people from the West Indies moved to Britain in the 20th century to get better jobs, earn more money and to vote.</p>	1-4
	<p>Students either submit no evidence or fail to address the question</p>	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