

# AQA

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## GCSE HISTORY 8145/2A/B

Paper 2 Section A/B Britain: Power and the people: c1170 to the present day

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Mark scheme

June 2025

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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](http://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, 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.

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	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 English Civil War?

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 source is useful because it shows that the army was the real power in the country and they thought that because Charles had lost the war it was a sign that God was against him. Although the painter was a friend of the aristocracy, and may have been against the execution, he painted a huge crowd watching the event, and a small child being raised to see it. This was an extra ordinary event that shocked people at the time but the court said the King had betrayed his people by not respecting their rights.

**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 study. This may evaluate utility either on the basis of content and/or provenance.

For example, the source is useful because it shows that although the Royalists lost the war, not everyone supported the execution, a woman has fainted. The painter left England because he did not think it was right to execute Charles.

**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 people blamed the King for starting the war. By executing him this was a way to make sure that a new king could not come to the throne and they passed a law to say that there could not be a new king.

**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 lots of people wanted to see him executed.

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

**0**

**0 2**

Explain the significance of the campaigns for factory and social reform in the 19th century.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target** **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**  
**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, they were significant because at the same time there were campaigns for the abolition of slavery. Factory workers were compared with people who were enslaved. Both factory and social reformers had to work against the laissez-faire idea that politics should not interfere in people's lives and that the condition of people was the result of their own choices.

**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, they were also significant because the campaigns for factory reform were supported by some factory owners such as Robert Owen. He showed you could treat your workers well as he did in his New Lanark Mill, he gave them 8 hours for work, then recreation, then rest. He also opened a school in 1816.

For example, campaigns for social reform were often religiously inspired. Elizabeth Fry was a Quaker she tried to reform conditions in prison like Newgate. Josephine Butler was an evangelical Christian who tried to help women who were prostitutes.

<b>Level 2:</b>	<b>Simple explanation of one aspect of significance</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
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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 campaigns for factory reform were significant because they improved the working conditions for many people. The Factory Act 1833 said no children under nine could work in factories.

<b>Level 1:</b>	<b>Basic explanation of aspect(s) of significance</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
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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 factories of the industrial revolution were dangerous and dirty places to work in.

<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>
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**0 3****Explain **two ways** in which the Peasants' Revolt and Pilgrimage of Grace 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, both were similar because both events had an economic side to them. The Peasants' revolt was inspired by the King's need to raise taxes after the Hundred Years War and the people refused to pay the poll tax. Henry VIII was partly inspired by a chance to take the wealth of the English Monasteries which controlled a quarter of all the land in England and had a combined annual income of £200,000.

**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 both protests ultimately failed. In each case the King promised what the rebels wanted but then went back on his word. Aske was killed in York on 12 July 1537 and John Ball was hanged and his head stuck on a spike on London Bridge.

For example, both the Pilgrims and Peasants had able leaders. The Peasants were led by John Ball who they freed from Maidstone prison on 7 June and Wat Tyler. The Pilgrims were led by Robert Aske, a lawyer, he expressed their demands very carefully.

<b>Level 2:</b>	<b>Simple explanation of one similarity</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
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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 there was violence in the Pilgrimage of Grace and in the Peasants' revolt. The peasants killed the Archbishop of Canterbury.

<b>Level 1:</b>	<b>Basic explanation of similarity/similarities</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
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Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, they are similar because both went against the King.

<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>
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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 representation and democracy, been the main factor in the development of Parliament?

Explain your answer with reference to ideas, such as representation and democracy, and other factors.

Use a range of examples from across your study of Power and the people: c1170 to the present day.

**[16 marks]**  
**[SPaG 4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target** **Explain and analyse historical events and periods studied using second-order concepts (AO2: 8)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)**

**Level 4:** **Complex explanation of stated factor and other factor(s) leading to a sustained judgement** **13–16**

**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of factors by analysis of the relationship between factors supported by factual knowledge and understanding.

For example, it could be argued that war or the threat of violence has influenced the development of Parliament because it was radical and Suffragette violence that scared government in the 19th and 20th centuries. Fear of violence such as happened in France in 1789 lay behind the democratic concessions of the Great Reform Act, 1832. It took war in 1776 to begin to set America on a path to democracy. The English fought a civil war from 1642 to defend Parliamentary democracy. Simon de Montfort had to take up arms to bring in the Provisions of Oxford, 1258. However, these actions were all inspired by ideas such as equality, democracy, and representation. Suffragettes wanted equal rights for women, and Cromwell wanted the King to respect the rights of the people and Parliament. So, Parliament only developed through extreme ways like war when the ideas inspiring people were resisted.

**Level 3: Developed explanation of the stated factor and other factor(s) 9–12**

**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of factors with extended reasoning supported by factual knowledge and understanding which might be related, for example, to the identified consequences.

For example, Edward I realised that to increase taxation he needed to broaden the authority he had and gain the consent of more people who would pay the taxes so he changed Parliament. In 1295 the Model Parliament looked more like ours today with the Commons present. So the idea of no taxation without representation was recognised and this idea was what the American colonists fought Britain for in the American War of Independence from 1776. The Great Reform Act of 1832 was about the same idea, and the Chartists thought representation should be extended further, as did the Suffragettes. Both groups wanted equality and their political rights in a democracy. Although the franchise was extended and became more democratic in 1884, women had to wait until 1918 until their rights were recognised, and finally widely granted in 1928.

For example, warfare and violence has often led to the development of Parliament, for example, Simon de Montfort fought against Henry III at the battle of Lewes, 1264, in the Second Barons War, and forced him to share power with the Great Council. Cromwell led the New Model Army for Parliament against King Charles in the English Civil War. He defeated the King at the battle of Naseby in 1645. Eventually Charles was executed and power was surrendered to Parliament and Cromwell. The Suffragettes were prepared to fight to draw attention to their cause and to encourage support for it. They set fire to buildings, attacked prominent politicians, even placed a bomb in Westminster Abbey. Their militancy gained attention but also put many people off supporting votes for women.

**Level 2: Simple explanation of the stated factor or other factor(s) 5–8**

**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.

For example, Ideas are important such as representation and democracy which inspired the Chartists to campaign for the six points of the Charter. The role of the individual is shown by the life of Emmeline Pankhurst who wanted votes for

women. Religion is a powerful part of the motivation for Parliament which fought against King Charles I in the English Civil War.

**Level 1: Basic explanation of one or more factors 1–4**

**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation which is relevant to one or more factors.

For example, the idea of equality with men was important for the Suffragettes who wanted votes for women.

Students may provide a basic explanation of a different factor, such as economic reasons, for example, the Great Reform Act allowed the wealthy middle classes to have a say in Parliament rather than just the landowners.

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

**0**

**Spelling, punctuation and grammar**

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy</li> <li>Learners use rules of grammar with general control of meaning overall</li> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>The learner writes nothing</li> <li>The learner's response does not relate to the question</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks