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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 2023

Version: 1.0 Final



2 3 6 G 8 1 4 5 / 2 A / B / 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.

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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.

	<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
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How useful is **Source A** to an historian studying protest about the vote 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 because it shows radicals using the event to condemn the government. Seeing this image more people would support calls for the reform of a system that could produce a government that would do this. Carlile as a publisher would also react against the Six Acts which the government passed after Peterloo. This is useful as it shows the radical press was prepared to use images like this to publicise their case. Cartoons and images like this would convey a message dramatically when so many people could not read.

**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 strongly the government wanted to resist protests by the radicals about the vote. It shows the government was afraid of changes and are prepared to use force to stop it. Carlile makes sure the painting shows the crowd as sensible, calm, unarmed, peaceful people who have come to listen to Henry Hunt. As thousands turned

up, changing the voting system was a popular idea. But the magistrates were alarmed at the numbers who had turned up and ordered Hunt's arrest. This is how far the government will go – to kill people. The Yeomanry are shown as violent and out-of-control and that is why it was called the Peterloo massacre, like Waterloo – a battle.

**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 is useful because it shows the government reaction to protest about the vote. They were unhappy about the radicals who stirred up people to ask for the vote and frightened by how popular the idea of everyone having a vote was. They thought they would lose power and attacked the people at the meeting with soldiers.

**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 people wanted change. They held big meetings and lots of people attended.

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

0	2
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Explain the significance of the Anti-Slavery movement.

[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, it was significant because the actions of the antislavery movement contributed to the abolition by drawing attention to the issue but it wasn't the only reason why slavery was abolished. The slaves themselves escaped and rebelled and there were other economic reasons why slavery was less productive. The British could 'afford' to abolish slavery because they could get sugar from Brazil and Cuba more cheaply. However, Britain's decision to abolish slavery, and the anti-Slavery movement which helped bring it about, increased the pressure on other nations to follow suit.

**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 significant because women were very important in bringing about the abolition of slavery, they played a prominent part in the movement. One of these was Hannah More, who wrote poems for the movement and she met Wilberforce in 1787. They shared a faith and commitment to social reform. There were over 73 antislavery Societies, many ran by women who were concerned about the issue of slavery.

For example, it was significant because of the way that the antislavery movement got their message across. They used clever propaganda and cartoons to get their message across. They published circulars, letters and paid for newspaper articles and advertisements. Josiah Wedgwood, the famous potter, produced medals and crockery so that people could show their support by buying them. The life story of slaves, for example Equiano, was widely bought and read.

**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, it was significant because the Antislavery movement took a long time to abolish slavery. Although the trade in slaves was abolished in 1807, it was still possible to keep slaves that were already owned. It was not until 1833 that Parliament banned slave ownership throughout the Empire.

**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, it was significant because it helped stop slavery. The abolition of slavery act was passed in 1833.

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



**0 3**

Explain **two ways** in which the dispute between the barons and King John, and the Pilgrimage of Grace were similar.'

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 events show the King going back on his word when there were challenges to the authority of the government. Henry VIII certainly saw the Pilgrims simply as rebels. Henry arrested Aske who was executed in 1537. Henry got what he wanted and had dissolved the monasteries by 1539. King John signed Magna Carta which was meant to be a contract between the king and the nobles which defined their rights and obligations. But King John had no intention of sticking to it as he wanted the chance and time to rebuild his army. King John's son, Henry III, would go against Magna Carta when he wished.

**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, both events were partly caused by economic reasons. The pilgrims objected to increased taxes, especially as poor harvests in 1535 and 1536 had raised food prices. The barons objected to scutage which was a tax used to pay for armies to fight in wars in France that were unsuccessful and in which King John was defeated.

For example, both events had religion as a cause. The Pilgrimage of Grace was about Henry VIII's dissolution of the monasteries and the changes the king made to the church which defied the Pope. Similarly, the barons were alarmed that King John would not accept Simon Langton as Archbishop of Canterbury and went against the Pope. The Pope excommunicated the king.

**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 on the Pilgrimage of Grace and in the dispute with King John there was violence. King John besieged Rochester castle in 1215. The barons opposed the king and asked the French king, Louis, for help.

**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 were disputes with the king.

**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 the role of the individual been the main factor in the development of Parliament?

Explain your answer with reference to the role of the individual and other factors.

Use a range of examples from across your study of Power and the people: c 1170 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, 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.

The role of the individual has a big part to play in creating protests. Simon de Montfort was important in the history of Parliament because in 1258 he restricted the power of the king by the Provisions of Oxford. In 1265 he called a meeting of the Great Council and invited the burgesses and knights from every County. This was an early example of a representative Parliament. Oliver Cromwell was a key individual who was inspired by ideas of democracy and religious belief to direct the New Model Army against Charles I. He pushed Parliament towards the execution of the King. Emmeline Pankhurst was another individual whose determination and radicalism in 1912–13 shaped the way that the Suffragettes used militant methods to protest about not having the vote.

**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 role of the individual is shown by the life of Emmeline Pankhurst who wanted votes for women. Ideas are important such as representation and democracy which inspired the Chartists to campaign for the

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

<b>Level 1:</b>	<b>Basic explanation of one or more factors</b>	<b>1–4</b>
	<b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	
	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, Oliver Cromwell was a very important individual who fought for Parliamentary rights against Charles I.	
	Students may provide a basic explanation of a different factor, such as the economic reasons, for example, the Great Reform Act allowed the wealthy middle classes to have a say in Parliament rather than just the landowners. The idea of equality with men was important for the Suffragettes who wanted votes for women.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

### 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