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**GCSE**  
**HISTORY**  
**8145/2A/C**

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

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**Mark scheme**

June 2021

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.

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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.

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How useful is **Source A** to an historian studying the British in India?

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 an historian would be interested to learn about the way in which life in India was shown to people in Britain. It shows English civilisation, culture and order. It reinforces ideas that the whites are superior because they do not do manual work. The whites read whereas the Indians do manual work. There is that hint of the army with child on the floor and the drum and hat. Johnson knew about India through his family and he is reinforcing popular ideas about the British 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, it is useful as the source shows how different life was in India at Christmas time. It shows the British not liking the heat and relaxing whereas the Indians all have jobs to do. It is exotic as there are elephants in the picture. There is a tiger skin rug that the woman's chair is on.

**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 the Indian people did all the work and the British people sat around and read or played.

**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 what it was like for British people who lived in India.

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

<b>0 2</b>	Explain the significance of Alfred the Great.	<b>[8 marks]</b>
<p>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.</p>		
<b>Target</b>	<p><b>Explain and analyse historical events and periods studied using second-order concepts (AO2:6)</b>  <b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:2)</b></p>	
<b>Level 4:</b>	<p><b>Complex explanation of aspects of significance</b>  <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p>	<b>7–8</b>
<p>Extends Level 3.</p> <p>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.</p> <p>For example, Alfred the Great was significant because he brought peace to England and unity. Gradually Danelaw and the English people. Under Alfred the Great and his descendants England emerged as a unified country.</p>		
<b>Level 3:</b>	<p><b>Developed explanation of aspects of significance</b>  <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p>	<b>5–6</b>
<p>Extends Level 2.</p> <p>Students may progress from a simple explanation of significance with developed reasoning considering <b>two or more</b> aspects of significance, supported by factual knowledge and understanding.</p> <p>In addition to a Level 2 response, students make additional developed point(s).</p> <p>For example, Alfred the Great is significant because he protected England from Viking attack by building small castles called burhs. He made England more secure in defence and that deterred the Vikings. Under Alfred the Vikings agreed a border between two lands with the Vikings in the North, in the Danelaw.</p> <p>For example, it was also significant because Alfred the Great was a cultured and academic man. He translated many books from Latin into English. He rewrote many laws and borrowed laws if they were fair and good from other kingdoms for England. He helped create an English identity.</p>		
<b>Level 2:</b>	<b>Simple explanation of one aspect of significance</b>	<b>3–4</b>

**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 Alfred the Great was that he beat the Vikings at the battle of Edington in 878. He converted the Viking leader, Guthrum, to Christianity.

**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, Alfred the Great fought against the Vikings.

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

0 3

Explain **two ways** in which the impact of the Hundred Years War and the impact of the Second World War 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 as a result of both wars Britain lost some territory overseas. After the Hundred Years War England lost wealthy French regions, like Normandy and Aquitaine. Just as after the Second World War Britain began to lose the countries in its Empire as they gained independence, such as India. Previous markets for British products no longer existed as local industries supplied them.

**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 wars are similar because they cost an enormous amount of money. In the Hundred Years War England had to pay for weapons, food, armour, and horses and it went on for a long time from 1337 to 1453 although it wasn't all fighting. After the Second World War Britain was exhausted. It had been one of the richest countries in the world with a vast empire and much industrial power but it was now in debt.



**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 were similar because both wars left vast areas of France and Europe devastated. In the Hundred Years War both armies seized crops and animals and stole whatever they needed. In the Second World War large areas of France were destroyed by the fighting.

**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 wars lots of people died.

**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 governments been the main reason why people have migrated to and from Britain?

Explain your answer with reference to governments 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]**

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 don't like where they are and can see an improvement of moving to Britain. The Jewish people, 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 living in Britain which they were denied in Eastern Europe. The same is true of the Huguenots in the seventeenth century.

**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 move usually for economic reasons, they want 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 gain control of the whole kingdom.

Governments can encourage the movement of people such as to the New World in Tudor times. Raleigh tried to set up Roanoke as a colony in 1584. In Stuart times the government encouraged people to go and farm in the New World and in the Caribbean they set up plantations in Barbados in 1625 and the Cayman Islands, 1670.

<b>Level 2:</b>	<p><b>Simple explanation of the stated factor or other factor(s)</b></p> <p><b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.</p> <p>Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.</p> <p>For example, religion can explain some migration such as the Pilgrims who moved from Britain to North America. But political factors affected the Ugandan Asians who were forcibly ejected and have nowhere to come but Britain. In the nineteenth century, many people move to Britain because of the Industrial Revolution and the need for workers. So they could get good jobs here.</p>	<b>5–8</b>
<b>Level 1:</b>	<p><b>Basic explanation of one or more factors</b></p> <p><b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b></p> <p>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>For example, governments can move people to new areas such as Australia if they are criminals.</p> <p>Students may provide a basic explanation of a different factor, such as religion can make people move to a new country, such as to Britain for the Huguenots.</p>	<b>1–4</b>
	<p><b>Students either submit no evidence or fail to address the question</b></p>	<b>0</b>