

# GCSE

# History

8145/2A/B – Paper 2: Section A/B

Britain: Power and the people, c1170 to the present day

Mark scheme

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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](http://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"> <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. 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 Chartism?

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 this shows us how the image which the Chartists wished to project through O'Connor's newspaper as law-abiding, respectable people who can afford carriages and horses and pose no threat to the government. An historian would use this to contrast with the later behaviour of the Physical Force Chartists in the late 1840s who turned to rioting and violent acts after petitions like this in 1842 were rejected.

**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 the 'Northern Star' was Feargus O'Connor's newspaper and he later became associated with the Physical Force Chartists. In Source A the newspaper's free poster shows a peaceful procession, with children playing; it demonstrates the methods of the Chartists with processions, newspapers, petitions.

**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 that the Chartists appeared as a respectable and peaceful group of people marching to Parliament.

**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 lots of people came out to see and cheer the Chartists.

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

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Explain the significance of the American Revolution.

**[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 ideas of the American Revolution would inspire other people to fight against authority such as in France and the French Revolution against Louis XVI and later on for the workers of the Industrial Revolution in Britain. It is ironic considering France helped the Americans so much during the revolutionary war.

**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 after 1781 where was independent and that made Britain look to other colonies that it had to develop such as India.

For example, it was also significant because the Americans had defeated the most powerful country in the world and they could set up their own system of government which they wanted with a constitution, a Parliament or Congress and a President as head of state to replace the King of England.

**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 American Revolution was important because it gave representation to many white American labourers and started the idea that women and African Americans should have more rights and freedom.

**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 Britain lost control of America.

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

**0 3**

Compare the Tolpuddle Martyrs with the people involved in the General Strike, 1926.

In what ways were they similar?

Explain your answer with reference to **both** the Tolpuddle Martyrs and the people involved in the General Strike, 1926.

**[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, the Tolpuddle Martyrs and the General Strikers both showed ways of reacting to industrial change. The Tolpuddle Martyrs were protesting at a time when new farm machinery was being invented and many of them would lose their jobs and see a fall in wages. The General Strike was at a time when the demand for coal fell, there was foreign competition and a lack of mining technology in British mines. If the mine owners introduce machinery the workers would lose jobs.

**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, the Tolpuddle Martyrs and the General Strikers both involved public opinion in their cause. The Tolpuddle Martyrs gained much support from public opinion such as the March at Copenhagen fields on 21 April 1834 when

thousands of people protested against the Tolpuddle martyrs imprisonment. But public opinion went the other way against the General Strikers because of their violence they lost a lot of support.

For example, the Tolpuddle Martyrs and the General Strikers are similar because they had a big impact on Trade Unionism and working class movements. After the Tolpuddle Martyrs many people became involved in Chartism and the Co-operative societies as a way to make working class people's lives better but the General Strike had the opposite effect on Trade Unions because the government passed the Trades Disputes and Trade Unions Act in 1927 which made it illegal for unions to work together to strike and they couldn't fund political parties like the Labour Party. Workers had to opt in and the Labour Party lost about a third of its members.

**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, the Tolpuddle Martyrs and the General Strikers were both concerned with working conditions and pay. The Tolpuddle labourers had formed a union to try and negotiate better pay and the General Strikers were against the mine owners attempts to reduce their wages and extend the hours of work.

**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, the Tolpuddle Martyrs and the General Strikers were both working class groups of 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.

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Has the role of the individual been the main factor in promoting people’s rights in Britain?

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: 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 done more to increase people’s rights, for example the right to a voice in decisions that affect a country’s future. Radical and Suffragette violence 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 independence. The English fought a civil war from 1642 to defend the rights of Parliament. Simon de Montfort had to fight to bring in the Provisions of Oxford, 1258.

**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 can be a powerful factor in promoting people's rights such as in 1832 when the right to vote was extended to the wealthier middle classes and industrialists of the towns at the expense of the King and landowners. Although there had been Radical protest for some years, and the 1832 changes were small, they showed that change could happen for economic reasons and the Chartists recognised this.

The role of the individual has a big part to play in increasing people's rights. The determination and imagination of women like Millicent Fawcett and Emmeline Pankhurst showed what could be done to bring about more democracy. Although they believed in different methods they brought attention to the cause of women's rights.

**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 caused the American revolution. **Religion** is a powerful factor in causing protest that can lead to **war** for more democracy such as in the English Civil War. But there is always **Government** which can pass laws like the 1832 Great Reform Act to increase the number of people who can vote.

<b>Level 1:</b>	<p><b>Basic explanation of one or more factors</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.</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, the role of the individual was important because people like Emmeline Pankhurst could have a big impact with votes for women.</p> <p>Students may provide a basic explanation of a different factor, such government was important because they could pass laws to allow more people to vote.</p>	<b>1-4</b>
	<p><b>Students either submit no evidence or fail to address the question</b></p>	<b>0</b>

**Spelling, punctuation and grammar**

<b>Performance descriptor</b>	<b>Marks awarded</b>
<p>High performance</p> <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
<p>Intermediate performance</p> <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
<p>Threshold performance</p> <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
<p>No marks awarded</p> <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