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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 2019

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 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.

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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
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How useful is **Source A** to an historian studying Caribbean migration to Britain in the twentieth century?

Explain your answer using **Source A** and your contextual knowledge.

**[8 marks]**

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

**Target**      **Analyse sources contemporary to the period (AO3a)**  
**Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of the source (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

**Level 4:**      **Complex evaluation of source with sustained judgement based on content and provenance**      **7–8**

Extends Level 3.

Students may progress from a developed evaluation of the source by sustained, balanced judgements of the source supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic study.

For example, it is useful as the source shows attitudes to migration. People in Britain were amused by a cartoon contrasting Britain and the Caribbean. After the war the Caribbean might be seen as a paradise to people in Britain, but the new Punch editor might want people in England to understand what migrants had given up to come to Britain. The cartoon could be critical of the decision to move as the reality was very different from the Caribbean. It might even have discouraged other people in the Caribbean from migrating. Perhaps, as the cartoon suggests, the decision to move is not simply black and white.

**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 an historian would be interested to learn about motives for migration and this shows how the reasons for moving from the Caribbean to Britain were economic – to get work and because they were encouraged by advertisements to come to Britain, but when they arrived the social and

geographical difference must have been a shock. The cartoon suggests that British people recognised that migrants gave up a lot to move and get work.

**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 people in Britain were struck by the great difference between Britain in the 1950s and the Caribbean for some migrants from the Caribbean.

**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 Caribbean migrants came to Britain to get work.

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

<b>0</b>	<b>2</b>	Explain the significance of the Slave trade for Britain.	<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, Slavery had a massive impact on Britain. It continues to be controversial as in the 21st century some people think Britain should apologise for the role the country played in slavery and compensate the descendants of the slaves and the nations on which it had an impact. However other people think that Britain deserves credit for the lead it took in the Abolition movement as this was a positive change for black people and Britain increased the pressure on other nations to abolish slavery.</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, it was also significant because the towns and ports of Britain grew because of the slave trade. Ports, such as Liverpool Glasgow and Bristol, go into large cities during the eighteenth century. The fine buildings in these places – town halls and galleries were paid for with the proceeds of slavery.</p> <p>For example, it was also significant because the slave trade boosted industry in Britain where Dockers unloaded ships full of cotton grown by slaves, industrial workers made cotton clothing, shop owners sold sugar and tobacco from the plantations. British people gained financially from slave trading – the British</p>			

slave trade industry made approximately £60,000,000 between 1761 and 1808.

<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>
	<p>Students may progress from a basic explanation of significance by simple reasoning of <b>one</b> of the identified aspects, supported by factual knowledge and understanding.</p> <p>For example, the significance of the slave trade for Britain was that the country made a lot of money from transporting slaves from Africa to the Caribbean and the southern states of America, bringing back all materials from America and selling manufactured goods to Africa.</p>	
<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>
	<p>Students identify aspect(s) of significance, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.</p> <p>For example, the slave trade was significant because Britain became involved in the triangular trade between Africa, America and Britain.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

<b>0</b>	<b>3</b>
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Compare Huguenot migration with Jewish migration to Britain.

In what ways were they similar?

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

**[8 marks]**

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

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4:**      **Complex explanation of similarities** **7–8**

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

Extends Level 3.

Students may progress from a developed explanation of similarity by the explanation of the complexities of similarities arising from the broader historical context supported by factual knowledge and understanding.

For example, they are similar because both groups blended into British society. Huguenots changed their surnames to sound more English so 'Blanc' became 'White' and they married English men and women. Many remained as Calvinists and some became Anglicans. Similarly, Jewish migrants blended into British society becoming proudly British but keeping their Jewish faith.

**Level 3:**      **Developed explanation of similarities** **5–6**

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

Extends Level 2.

Students may progress from a simple explanation of similarity with developed reasoning considering **two or more** identified similarities, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, they were similar because both groups established themselves in Britain and were skilled and hard-working. French Huguenots revitalised watchmaking, gun making, paper making, and bookbinding in Britain. They were skilled weavers and joiners and established businesses all over the country as far apart as London, Plymouth, Norwich. The Jews had similar skills of shoe, furniture and clothes making. Many of them were merchants and set

up shops such as Marks & Spencer as Michael Marks was an immigrant Jew in 1894.

For example, they are similar because both the Huguenots and the Jews were not able to worship and follow their religion. In 1685 Louis XIV abolished the Edict of Nantes which had given the French Protestants toleration. Similarly, after Jews in Russia were blamed for the assassination of Tsar Alexander II, in 1881, a series of laws were strictly enforced against the Jews. Both groups came to Britain because it was Protestant and also tolerant. There were already Jews living peacefully in Britain.

**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 groups of people migrated because they suffered religious persecution. The Huguenots were Protestants in France and the King made it hard for them to worship and not be Catholic. The Jews suffered from religious attacks called pogroms in Russia.

**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 groups of people came because they were persecuted.

**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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Have economic resources been the main factor in the development of empires?

Explain your answer with reference to economic resources and other factors.

Use a range of examples from across your study of Migration, empires and the people: c790 to the present day.

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

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

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

**Level 4:**      **Complex explanation of stated factor and other factor(s) leading to a sustained judgement**      **13–16**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

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

Extends Level 3.

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

For example, although individuals have played an important part in the expansion of the British Empire such as Robert Clive, Warren Hastings, or Cecil Rhodes, they worked for companies or the British government. It was governments that had the power and military resources to expand an empire. After all, the Queen was Empress of India. It is in the name of governments that wars are fought to create empires such as the Boer War, 1899 to 1902, or try to retain them as in the American Revolution between 1776 and 1781.

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**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 gaining wealth and power lay behind King Cnut and his North Sea Empire. 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. Individuals like Emma of Normandy had an important role in consolidating empires. Cnut saw Britain as his main territory rather than as a Danish colony, because Britain was rich and traded widely. He could transfer riches back to Denmark and reward loyal Danish nobles with British land.

Warfare created the beginnings of the ‘Angevin’ empire when William the Conqueror defeated Harold at the battle of Hastings in October 1066, although the Conquest was blessed by the Pope so it had a religious side to it like a Crusade. William’s youngest son, Henry, took over in England and had to defeat his older brother, Robert, to become Duke of Normandy in 1106, this created the Angevin empire.

**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, many countries wanted the economic resources of Africa in the 19th century. Individuals, like Cecil Rhodes, had a big impact on expanding the British empire in Africa. Religion had an impact because many Christians felt it was their duty to convert Africans to Christianity. Ideas such as civilisation and imperialism inspired the development of the British Empire because they thought they were superior.

<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 offer a basic explanation for example, economic reasons were behind Britain gaining control in India; the East India Company was meant to make money out of British trade with India.</p> <p>Students may provide a basic explanation of another factor, for example religion can make people start empires, Britain sent many missionaries to explore Africa and convert Africans to Christianity.</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>
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