

GCSE
HISTORY
8145/2A/C

Paper 2 Section A/C Britain: Migration, empires and the people:
c790 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 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, 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.

	Performance descriptor	Marks awarded
High performance	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate	4 marks
Intermediate performance	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate	2–3 marks
Threshold performance	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate	1 mark
No marks awarded	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	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.

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How useful is **Source A** to an historian studying Britain and the Scramble for Africa?

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 that the Europeans are taking their rivalries out of Europe into Africa. The Germans are threatening the French. The British have colonies in Egypt near the Sphinx and down in South Africa where they object to the presence of the Boer farmers. The Italians compete with the Turks. Men work in the cartoon to take away the letters of Africa that suggests they are carrying off the resources of Africa for themselves. Perhaps the artist thinks that America could stop this land grabbing, as the Africans are sleeping through this.

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 because it shows that not everyone approved of the Scramble for Africa. This cartoon is critical of the European countries who are shown as little men fighting amongst themselves while the rights of the Africans are ignored.

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 different European countries were all trying to claim a part of Africa by sticking flags in and nobody thinks about the Africans. This was the Scramble for Africa to get land there.

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 European countries all scrambling around.

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

0 2

Explain the significance of British rule in India.

[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, the British made an enormous amount of money from India because it supplied a lot of raw materials and created jobs for British factory workers. By the late 1800s for example it was estimated that a quarter of Britain's total exports went to India. And India provided an army which fought bravely and decisively in both the First and Second World Wars. There were subtle cultural impacts in food, drink and the use of Indian Hindi and Urdu words. But India suffered too as British customs were forced upon the people and local traditions and culture tended to be ignored.

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, British rule in India was significant because it boosted the Indian economy, factories were built there producing cotton, cloth, and flour. These factories provided work for local Indians. India was also a market for British made factory goods such as cotton shirts and trousers.

For example, British rule in India was significant because they created a new legal system based on the British system. High courts were set up in Madras, Calcutta, and Bombay and parts of Indian law were built into a new legal code.

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 significance of British rule in India was that they transformed communications in India building bridges and railways as well as roads and canals. People could travel more quickly over the vast area of the country and get to its distant parts.

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, the British rule in India helped many make a lot of money such as buying and selling tea.

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

0 3

Explain **two ways** in which migration to Britain in the nineteenth century and migration to Britain after 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 both in the nineteenth and twentieth centuries migrants to Britain faced hostility and opposition. In the twentieth century the 'Windrush' Caribbean migrants were discriminated against and there was racial prejudice. Similarly, in the nineteenth century Jews came to England had to live in the poorest areas, they were badly paid and charged high rents. As more Jews arrived, anger and hostility towards them grew because they were accused of taking jobs from British workers.

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 at both times people migrated to Britain who were skilled, educated and hard-working. In the nineteenth century Jews came from Eastern Europe and they had skills in 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. When

Idi Amin ejected Ugandan Asians he threw out of the country many educated middle-class businessman and professionals.

For example, migration of both times was similar because people in the twentieth century came from the European Union for work. Similarly, in the nineteenth century, Irish people came to Britain to find work in the factories and to help build canals roads and railways.

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, at both times people have migrated to Britain to escape persecution such as Jewish migration in the nineteenth century and Asian migration from Africa in the twentieth.

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 the nineteenth and twentieth centuries people have migrated to Britain from Ireland.

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

Has the role of the individual been the main reason for the loss of colonies and empires?

Explain your answer with reference to the role of the individual 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, individuals can have great influence such as Gandhi and the move for Indian independence that arrived in 1947, Nkrumah and the Gold Coast in 1957, and Kenyatta in Kenya in 1963. All of these local leaders campaigned to gain independence from the British Empire for their country. They were supported by many of their people. It is hard to keep an empire if the people in it don't want to be a part of it. In the 18th-century the American colonists fought against the British and defeated them in 1781 of the Battle of Yorktown they were inspired by ideas of equality and representation.

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, Nationalism as an idea can lead to the end of empire. A British style education system in the Empire meant many people became more aware of political ideas like democracy and freedom and wanted it for their own country. Many felt they had earned freedom from the British Empire by fighting in the Second World War against the Nazis. Increasingly people became aware that their own culture and achievements in Africa and Asia before the Europeans had taken over were very important, so they had a greater sense of their own identity.

Individuals can play a role in losing an empire because empires have to be prepared to defend themselves and fight to keep land. Henry II was a powerful king who built up an 'Angevin' empire in the 12th century. When his younger son, John, took over he was not a good enough military leader to defend the Empire and so he lost Normandy, Anjou, and Maine in France. John lost the support of the barons who were paying taxes defend the Empire and had to sign the Magna Carta. Edward the Confessor was not strong enough to defend Cnut's North Sea Empire in the 11th century and had no children.

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, warfare can lead to the end of empires. After the First World War and Second World War, Britain was bankrupt. Its trade with Europe and the USA was far more important than with the Empire so, with Britain's wealth gone, and in debt, it could no longer afford an empire.

Level 1:	Basic explanation of one or more factors	1–4
	Answer demonstrates basic knowledge and understanding that is relevant to the question	
	Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.	
	Students recognise and provide a basic explanation which is relevant to one or more factors.	
	For example, the role of the individual can be important, for example Gandhi and India.	
	Students may provide a basic explanation of a different factor, such as ideas such as independence and equality led to countries being free of the British Empire.	
	Students either submit no evidence or fail to address the question	0

Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
High performance	- Learners spell and punctuate with consistent accuracy - Learners use rules of grammar with effective control of meaning overall - Learners use a wide range of specialist terms as appropriate	4 marks
Intermediate performance	- Learners spell and punctuate with considerable accuracy - Learners use rules of grammar with general control of meaning overall - Learners use a good range of specialist terms as appropriate	2–3 marks
Threshold performance	- Learners spell and punctuate with reasonable accuracy - Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall - Learners use a limited range of specialist terms as appropriate	1 mark
No marks awarded	- The learner writes nothing - The learner's response does not relate to the question - The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0 marks