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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 2022

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, 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.

0	1
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How useful is **Source A** to an historian studying the Tolpuddle Martyrs?

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, the cartoon is useful because it shows that change could happen when there was middle-class support for movements to help the working class. This picture shows the power of propaganda to present a case for change. As they dedicated the picture to him there was widespread support for his views about the Tolpuddle Martyrs and other social issues that were unfair and unjust like the Corn Laws. Although the men were pardoned on 14 March 1836, many of the people involved in freeing them went on to be involved in Chartism and ways to make the lives of ordinary working people better.

**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 that disapproval of what had happened to the Tolpuddle Martyrs was widespread across different classes of society. They were properly organised in protesting against the injustice. This

demonstration is calm, orderly and clearly well-planned. They obviously had support across society if an MP, a respected man like Wakley was involved.

**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 many people wanted to protest about the punishment of the Tolpuddle Martyrs. These people are well-dressed and they want to send a petition like this one to Parliament. It shows that there was wide support against what had happened to George Loveless and the other Tolpuddle Martyrs.

**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 that lots of people knew about the Tolpuddle Martyrs and wanted to protest.

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

0 2

Explain the significance of the Brixton Riots.

**[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 significance of the Brixton Riots was that they represented the dissatisfaction of many immigrants to this country since the Second World War that they were being treated fairly and equally by comparison with other people. It marks the failure of successive Race Relations Acts in 1965, 1968 and 1976 to prevent discrimination.

**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, the Brixton Riots were significant like other riots which took place in the late 1970s. It was a time of recession with unemployment and poor housing affecting the black community severely. Many young black men felt that they had poor prospects for the future and were treated as second class citizens.

For example, the Brixton Riots were significant because they were a response to the feelings of many in the black community that the police did not treat them fairly. The Sus laws which saw many young black people arrested and mistreated by police officers increased tension in the area. And the police were

criticised for allowing the National Front March to go ahead through Lewisham in August 1977.

**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 Brixton Riots occurred in 1981 because black people felt they were being picked on by police officers time and time again.

**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, in the Brixton Riots young black people fought the police and set fire to vehicles and buildings.

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

<b>0 3</b>	Explain <b>two ways</b> in which Magna Carta and the Great Reform Act were similar.	<b>[8 marks]</b>
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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 were similar as they were landmarks in the development of the British democracy but in each case even though they were passed or agreed to by those in power, they left many without any say in the decisions that affected the country. Magna Carta was only for the barons, the peasants and the villeins were not given a say, Magna Carta did nothing for most ordinary people. The Great Reform Act was similar because only a few wealthy middle-class people gained the vote, only one in seven men could vote and the great mass of ordinary people in Britain did not have the vote after 1832.

**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 are similar because they both came about because of money and what it was used for by the government. The barons were angry at having to pay the tax scutage for wars in France that King John lost. The industrialists and merchants of the middle class who made all the wealth for the country did not have a say in how it was spent, they were the ones given the vote by the Great Reform Act.



For example, they are similar because both needed extreme circumstances to be accepted. King John was threatened with civil war, and did go to war against his barons over Magna Carta, and in 1832 the king was persuaded to create more lords if they refused to pass the Reform Act, so they were frightened they would lose power and agreed to the Act.

**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 are similar because both Magna Carta and the Great Reform Act were meant to give more people than before, a say in who made decisions about the country. In 1215 it was meant to be the barons, and in 1832 it was some of the middle class.

**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 1215 King John gave in to the Barons and signed Magna Carta, the Great Reform Act was signed in 1832 and gave more people the vote.

**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 ideas, such as equality and democracy, been the main reason for protest in Britain?

Explain your answer with reference to ideas and other factors.

Use a range of examples from across your study of Power and the people: c1170 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, it could be argued that economic reasons get people onto the streets to protest. Chartism always found more support when there was a poor harvest, and they became more violent then, as they became more desperate, for example, in 1847 when an agricultural depression affected Britain. However, they were also influenced by ideas such as equality and democracy. The ideas of equality shown in the French Revolution had inspired the Radicals who protested in the early nineteenth century. Trade Unionism in the nineteenth century was inspired by Socialist ideas and a desire to improve the economic and living conditions of the workers. This combination of economics and ideas also inspired the General Strike of 1926.

**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, religious ideas can inspire people to protest such as in the Pilgrimage of Grace in 1536 when many people marched to protest about the changes that Henry VIII made to the church. Oliver Cromwell 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 motivated by the ideas of equality and democracy to pursue her campaign for votes for women in 1912/13 and made the Suffragettes use militant methods to protest about not having the vote.

For example, economic reasons can be a powerful factor in creating protest. Economic reasons lay behind the American Revolution. The colonists resented having to pay taxes particularly for the British army and to comply with the Navigation Acts which restricted their trade yet they had no representatives in Parliament in London to speak for them. This caused protest such as the Boston tea party in 1773. There were protests about scutage which King John made the barons pay if they did not fight for him. John lost important land in France and fell out with the Pope, so the barons had many complaints about the way King John ruled. Economic reasons lay behind the Peasants Revolt in 1381 because they did not want to pay the Poll Tax.

**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 inspired the Chartists to campaign for the six points of the Charter. Religion is a powerful part of the motivation for those in Parliament which fought against King Charles I in the English Civil War. But there are always economic reasons to protest, for example, the American Revolution had economic reasons as a cause.

<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, students may offer a basic explanation stating that the idea of equality was important for the Suffragettes who wanted votes for women.</p> <p>Students may provide a basic explanation of a different factor, such as the role of the individual such as Emmeline Pankhurst or the barons who fought against King John because he was taxing them too much.</p>	<b>1–4</b>
	<p><b>Students either submit no evidence or fail to address the question</b></p>	<b>0</b>