
GCSE
HISTORY
8145/2A/C

Paper 2 Section A/C

Britain: Migration, empires and the people:
c790 to the present day

Mark scheme

June 2022

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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.

0	1
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How useful is **Source A** to an historian studying emigration from Britain in the nineteenth 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, the cartoon is useful because it shows that in a humorous magazine there was criticism of emigration propaganda and the way that emigration was often portrayed simply as bad and good but the humour is in the starkness of the contrast. Emigration was seen as an easy fix at the time for the problems of large numbers of poor people in Britain. The reality was never as simple as on the surface as this cartoon seems to show.

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 many people saw emigration from Britain to colonies abroad as a solution to the problems of life for poor people in this country. The cartoonist says it was 'a remedy' and contrasts the misery of the family in Britain with the potential for a life abroad.

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 there was a better life abroad because they would have plenty to eat. If they emigrated from Britain they would be happier.	
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 that they look miserable and hungry 'here', and they are all busy eating round the table 'there'.	
	Students either submit no evidence or fail to address the question	0

0 2

Explain the significance of the 'Angevin' Empire.

[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 Angevin Empire was not in its assembling by Henry II but in its loss by King John, it gave a big boost to the creation of an English national identity. King John inherited an England that was financially exhausted by 1199 and then made bad decisions and ran out of money. He alienated the barons by 1215 because he failed to keep to Magna Carta and the barons turned to Prince Louis of France to help them in 1216. However, by 1217 with King John dead, the English rallied round the young Henry III against Louis who was seen as a foreign invader.

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 significance of the Angevin Empire was that it was not really an empire that had similar laws and government throughout it. It was a personal empire. Henry II had to spend a lot of time personally appearing in order to keep control of it. It is thought that he crossed the channel 30 times in his 35-year reign and was admired by Louis VII, the French king, when he said Henry, 'must fly rather than travel by horse or ship'.

For example, the Angevin Empire was significant because it easily disintegrated after Henry II. King John attempted to defend the Angevin empire, and fund the defence through the high taxes which he imposed on the barons which upset them and eventually led to Magna Carta. From having a large empire under his father, King John quickly lost Normandy, Brittany, Anjou, and Maine by 1214.

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 the Angevin Empire was the way that Henry II assembled it through negotiation, fighting, and marriage. He inherited Normandy and Anjou, he gained Aquitaine by marrying Eleanor, and Ireland through conquest and negotiation.

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 Angevin Empire was a massive empire that spread from England, Ireland, and all down the west coast of France to the Spanish border.

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

0 3

Explain **two ways** in which John Hawkins and Cecil Rhodes 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, both Hawkins and Rhodes believed in the expansion of the British Empire. They both thought that they were superior to Africans, Rhodes treated Africans as second-class citizens when he became Prime Minister of the Cape Colony in 1890, and Hawkins made money from selling Africans as slaves to Plantation owners in America.

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 used violence to get what they wanted. Rhodes wanted to get control of the mining business and was behind the failed Jameson Raid in 1895 which led to the Boer War in 1899. Hawkins attacked Spanish colonies and ships in the Caribbean acting as a pirate, stealing their cargo.

For example, they are similar because both were supported and encouraged by the government at the time. Queen Elizabeth approved of and invested in Hawkins' privateering in the Caribbean against the Spanish, and Cecil Rhodes had the support of the British government against the Boers in 1899.

Level 2:	<p>Simple explanation of one similarity Answer demonstrates specific knowledge and understanding that is relevant to the question</p> <p>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.</p> <p>For example, they are similar because they both wanted to take gold, silver and jewels. Rhodes wanted the diamond mines in South Africa and Hawkins wanted the gold and silver of the Spanish in South America.</p>	3–4
Level 1:	<p>Basic explanation of similarity/similarities Answer demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.</p> <p>For example, both Hawkins and Rhodes made money abroad.</p>	1–2
	Students either submit no evidence or fail to address the question	0

0 4

Have economic factors been the main reason for people moving to Britain?

Explain your answer with reference to economic 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]

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 Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance. Extends Level 3. Students may progress from a developed explanation of factors by analysis of the relationship between factors supported by factual knowledge and understanding. For example, people often move for mixed motives because they don't like where they are and can see an improvement of moving to Britain. So, the Jews who moved to Britain in the late nineteenth century so that they could practise their religion without persecution also saw that there were opportunities to make a better living in Britain which they were denied in Eastern Europe. The same is true of the Huguenots in the seventeenth century.	13–16
Level 3:	Developed explanation of the stated factor and other factor(s) 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.	9–12

For example, people quickly settled in Britain for economic reasons, they wanted to gain wealth. The Vikings under King Cnut came to Britain because it was rich and the Vikings could take riches back to Denmark and Cnut could reward loyal Danish nobles with British land. Cnut defeated King Edmund in October 1016 at the battle of Assandun in Essex. Shortly afterwards, with the death of King Edmund, Cnut gained control of the whole kingdom.

For example, governments can be the reason for the settlement of people in Britain. After the Second World War Britain needed more workers to help rebuild the country and work in the transport industries and healthcare. They advertised for people from the Caribbean to come to Britain and offered them jobs here.

Level 2:	<p>Simple explanation of the stated factor or other factor(s) 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.</p> <p>Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.</p> <p>For example, religion can explain some migration such as the Jews who came from Russia in the late 19th century to Britain in order to avoid persecution and be able to practise their religion. But political factors affected the Ugandan Asians who were forcibly ejected and had nowhere to go but Britain. In the nineteenth century many people moved to Britain because of the Industrial Revolution and the need for workers. So, they could get good jobs here.</p>	5–8
Level 1:	<p>Basic explanation of one or more factors 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.</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 economic motives were behind many of the Windrush generation who came to settle in Britain after the Second World War.</p> <p>Students may provide a basic explanation of a different factor, such as religion can make people move to a new country, such as the Huguenots who moved to Britain.</p>	1–4
	Students either submit no evidence or fail to address the question	0