

GCSE HISTORY

(8145)

Marked Paper 2A/C -
Britain: Migration, empires and the people:
c790 to the present day.

Understand how to apply the mark scheme for our
sample assessment papers.

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EXAMPLE RESPONSES



Example responses plus commentaries

The following student responses are intended to illustrate how the mark scheme can be interpreted and how it is likely that students will respond to the questions, allowing the student and teacher to explore and reflect upon the mark scheme and how answers can be improved.

Specimen Paper 2A/C – Britain: migration, empires and the people: c790 to the present day

Question 01

Study Source A

How useful is Source A to a historian studying British involvement in Africa in the nineteenth century?

Explain your answer using Source A and your contextual knowledge.

[8 marks]

Mark scheme

Target Analyse sources contemporary to the period (AO3a)

Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, candidates 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.

Candidates 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 is from the time of the Boer War and the might of Britain is illustrated by her mighty sword. She knows for what is best for blacks and whites such as the injured Boer farmer. It anticipates the time when the war is over and reflects generally on British political and economic motives for involvement in Africa. However, it is limited by its focus on South Africa as British involvement elsewhere in Africa differed, especially earlier on in the 19th century.

Level 3: Developed evaluation of source based on content and/or provenance 5-6

Extends Level 2.

Candidates 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 or provenance.

For example, it is useful because at the end of the nineteenth century the British and Americans see the involvement of the British in Africa as beneficial in terms of government and trade. The railway runs from the Cape to Cairo and the British will dominate and fight for control of the continent. Britannia is shown here in a good light by the Americans.

Level 2	Simple evaluation of source based on content and/or provenance	3-4
	Candidates may progress from a basic analysis of the source by reasoning supported with factual knowledge and understanding for example, it was useful at the time as it implies that Britannia is doing a good thing because she is revealing the future to the black and white people of Africa and it looks very desirable.	
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.	
	Candidates identify basic features which are valid about the source related to the enquiry point, for example, it is useful because it shows at the time they thought the British were helping to bring enlightened government.	
	Candidates either submit no evidence or fail to address the question	0

Response

Student one

Source A is useful because it suggests that some Americans thought that British involvement in Africa was a good thing that would lead the natives to 'enlightened government', with a Zulu and a Boer farmer being shown a positive future by a woman who represents Britain. This shows the imperialist view of people like Cecil Rhodes that Africa was a 'dark continent' that should be taken over by Britain, and that British influence in Africa would help to 'enlighten it' by spreading Christian values and setting up schools and hospitals. Therefore, the source is useful because it shows that the imperialist view of British involvement in Africa in the 19th Century was being spread to an American audience.

However, the source is also useful because it shows that British involvement resulted violence against other groups in Africa. For example, the Zulu warrior is on his knees and looks tired. Even though African tribes fought against the British like in the Zulu war, many Africans were forced to work on British owned farms and mines. Therefore, the source is useful for showing the negative about Britain's involvement in Africa for the African people.

Commentary - Level 4

The response evaluates two aspects of the source relevant to the question, with the first paragraph showing complex evaluation. For example, sustained judgement is shown in the use of the content (reference to enlightened government) and the provenance (reference to author and audience) supported with relevant factual knowledge (Cecil Rhodes, *Imperialism in Britain*) to support a judgment related to the enquiry point, Africa. The second point about the negative consequences of British involvement is developed. It uses contextual knowledge to comment on the content of the source and explain another aspect of utility. This point could be brought on by also linking this to the provenance of the source to the content, perhaps by explaining that the negative aspects of British rule are shown in spite of the purpose of the source.

Student two

Source A is useful because it shows that people thought that Britain had a powerful empire which was good to people in Africa, whatever colour or job they had. The picture shows boats and a railroad in a peaceful looking town, which shows that people then thought that Britain would have a positive impact on Africa.

However, source A is limited about British involvement in Africa in the 19th Century because it only talks about one part of Africa right at the end of the 19th century. For example, Britain's involvement in Egypt started positively, with trade deals and loans given to the Egyptian government, which was different to Britain's involvement in South Africa at the time of the Boer War. This means that the source doesn't show all of Britain's involvement in Africa in the 19th Century.

Commentary - Level 3

The answer shows developed thinking. More than one aspect of usefulness related to the enquiry point is identified, and extended reasoning supported is shown in the explanation of a limitation supported by reference to the content of the source and factual knowledge and understanding. Crucially, the limitation is relevant to the focus of the question and is therefore credited. The first point shows simple evaluation, as a relevant aspect of utility is identified and partially explained.

Question 02

Explain the significance of the Indian Rebellion on the development of the British Empire.

[8 marks]

Mark scheme

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) 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.	
Level 4	Complex explanation of aspects of significance Answer demonstrates specific knowledge and understanding that is relevant to the question. Extends Level 3. Candidates may progress from a developed explanation of significance by explaining the relationship between aspects of significance, for example in the broader context (over time), supported by factual knowledge and understanding. For example, at the time the Rebellion was significant for the empire as it highlighted a number of problems in India, such as the weakness/inefficiency of the East India Company, which meant the British government had to step in and tighten its control. However, in the long term the Rebellion became intrinsic to the development of Indian nationalism and the actions of the British government gave rise to the campaign for independence which eventually led to India breaking free from the British Empire.	7-8
Level 3	Developed explanation of aspects of significance Answer demonstrates specific knowledge and understanding that is relevant to the question. Extends Level 2. Candidates 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, candidates make additional developed point(s). For example, it was also significant because it also made the British government realise that they had to respect Indian culture more, so they stopped support for the Christian missionaries and supported local Indian landlords instead.	5-6

For example, it was also significant because the army needed to be reorganised as the East India Company could not be relied upon to provide military protection so the government had to step in.

Level 2 **Simple explanation of one aspect of significance** **3-4**

Answer demonstrates specific knowledge and understanding that is relevant to the question.

Candidates 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 fact that the Rebellion highlighted the weakness of the East India Company's control in India, which meant that the British government took control into its own hands in November 1858.

Level 1 **Basic explanation of aspect(s) of significance** **1-2**

Answer demonstrates basic knowledge and understanding that is relevant to the question.

Candidates 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 Rebellion changed how the British controlled India.

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

Response

Student one

The Indian Rebellion was significant in the short term for the development of the Empire because it led to changes in the way that the British ruled India. The violence in the rebellion showed the anger that many Indians felt towards the East India Company who ruled the country. Therefore, Britain took control of the country away from them and gave power to Viceroy on behalf of Queen Victoria. The new viceroy also gave Indians more say in running the country by let Indians become members of the civil service for the first time. The Indian Rebellion led to changes that helped to heal the relationship between Britain and India and allowed Britain to stay in control for another 90 years.

The Indian Rebellion was also significant in the long term because it gave hope to later Indians who wanted independence from Britain. 1857 was first time that Britain's control of India was seriously challenged, and the Rebellion became a symbol of resistance to later movements like the Indian National Congress and politicians like Gandhi. They also thought that the mistreatment of Indians before and during the rebellion showed that the British disrespected Indian people. For example, some Muslim mutineers were sewn in to pigskins before they were hanged. Therefore, the Indian Rebellion helped to inspire later people who helped to gain Independence for India and led to the end of the British Empire.

Commentary – Level 4

The response shows complex understanding of the significance of the Indian Rebellion in the given development. More than one aspect of significance is explained and supported with factual knowledge and understanding. Complex understanding is shown in the substantiated explanation of the significance of the rebellion over time.

Student two

The Indian Rebellion is significant because the British punished many Indians in a cruel way when it was over showing that they would do anything to protect their empire. After hundreds of British women and children were killed in Cawnpore, the British hung many of the rebels and they even tied some to cannons and then fired the cannons! The violence used by the British made the Indians frightened to rebel again, which helped the development of the British Empire because Britain were able to stay in India for nearly another one hundred years.

The Indian Rebellion was also significant because the British tried to be nicer to the Indians after it. Some were allowed into the civil service and others went to university. This helped to improve relations between the British and the Indian population after the violence of the Indian Rebellion, and India remained an important part of the Empire.

Commentary – Level 3

The response explains two aspects of significance. The first point is developed, as significance of the British reaction to the development of the Empire in India is explained and substantiated with relevant knowledge and understanding. The second point contains a simple, brief explanation of the impact of British reforms on British-Indian relations, which falls short of developed as the issue of its significance on the development of the Empire is not substantiated. To progress, the response could show complex thinking by further explaining how the Rebellion was significant over time.

Question 03

Compare the Hundred Years' War with the American War of Independence.

In what ways were they similar?

Explain your answer with reference to both wars.

[8 marks]

Mark scheme

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 Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question Extends Level 3. Candidates may progress from a developed explanation of similarity by explanation of the complexities of similarities arising from the broader historical context, supported by factual knowledge and understanding. For example, neither war directly affected people at home. However, the Hundred Years' War created an English nationalist awareness and rivalry with France. Battles such as Crecy and Agincourt instilled patriotism and it was at this time that St George was adopted as England's warrior patron saint. The American War of Independence similarly had little effect on the British people but was a shock to the British Government. Following the loss, Britain turned to India and thought of the empire in terms of conquest and annexation rather than colonies of white settlers.	7-8
Level 3	Developed explanation of similarities Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question Extends Level 2. Candidates 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, candidates make additional developed point(s). For example... both wars were also very lengthy, saw changes in military technology and were fought overseas. The nature of these wars meant that there were huge financial costs for the country. For example, both wars saw military innovation in tactics and technology, in the Hundred years War the heavy cavalry of the wealthy nobility lost out to the lower-class English archers with their cheaper longbow. In the American	5-6

War of Independence the British learned the value of light skirmishing troops and rifled muskets.

Level 2 Simple explanation of similarity/similarities 3-4

Answer demonstrates specific knowledge and understanding that is relevant to the question

Candidates may progress from a **basic** explanation of similarity by reasoning supported with factual knowledge and understanding, which might be related to **one** of the identified similarities.

For example, both wars lost Britain territory overseas. Over the course of the Hundred Years' land in France was gained, but ultimately lost and in the American War of Independence Britain lost the American colonies.

Level 1 Basic explanation of similarity/similarities 1-2

Answer demonstrates basic knowledge and understanding that is relevant to the question.

Candidates identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, both wars lost land for the country.

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

Responses

Student one

The Hundred Years' War was similar to the American War of Independence because in both cases the English/British lost. For example, the English started the Hundred Years' War with lots of territory in Gascony and Northern France, but ended up only losing all its territory in France. Also, the British started the American War of Independence with 13 American colonies, but lost every one of them. This loss of land meant that Britain lost valuable tax and income that their colonies gave them.

However, even though both wars were eventually lost, they were both very important for the development of Empire. As a result of the 100 Years war, England became far more unified, and people began to see themselves as English. The Kings of England even stopped using French at court because it was the enemy's language and spoke English instead. This unity allowed England to start building a powerful Empire, first in Britain and Ireland, then in the New World. Similarly, the loss of the American colonies allowed Britain to concentrate on growing its Empire in other parts of the world and expanding its navy, so that by the twentieth century the British Empire controlled India, Australia, Canada and large parts of Africa.

Commentary – Level 4

The response explains more than one way in which the two events were similar, and shows complex thinking in the second point. This point is complex because the consequences of both events are explained and substantiated in terms of the broader historical context (the development of the Empire). The first point is developed, as similarities related to the short term consequences for Britain are explained with accurate substantiating knowledge.

Student two

The wars were also similar because the British / English lost because of poor military leadership and mistakes. England was winning the Hundred Years' War when Henry V died, but his son was a poor military leader compared with Joan of Arc and did not support his leading soldiers which allowed the French to regain their lands. The British also made mistakes in America, such when they were surrounded by the Americans at Yorktown and had to surrender.

Both wars were fought abroad. The fighting in the Hundred Years' War all took place in France and so nobody in England suffered because of it and the same happened with the American War of Independence. This meant that it was hard for the generals as they were too far away from home to get up to date orders properly and so they did not know what to do. It is much easier to fight in your own country.

Commentary – Level 3

The response shows two ways in which the events were similar. The first point is developed, with a clear similarity identified (both were lost because of poor leadership) and substantiated with accurate knowledge. The second point identifies a simple similarity (the British fought abroad in both), with some substantiating detail. As such, the point remains simple.

Question 04

Was religion the main factor in causing migration to and from Britain since medieval times?

Explain your answer with reference to religion and other factors.

[16 marks]

Mark scheme

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	<p>Complex explanation of stated factor and other factor(s) leading to a sustained judgement</p> <p>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</p> <p>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.</p> <p>Extends Level 3.</p> <p>Candidates may progress from a developed explanation of factors by analysis of the relationship between factors supported by factual knowledge and understanding.</p> <p>For example, the way that religion was an important reason why people have moved to other parts of the world, such as the Pilgrims, but also a reason why people have moved to Britain to escape religious persecution. However, economic factors have been more important in the modern era in light of a global economy and agreements with Europe which promote freedom of movement for European citizens.</p>	13-16
Level 3	<p>Developed explanation of the stated factor and other factor(s)</p> <p>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.</p> <p>Extends Level 2.</p> <p>Answers may suggest that one factor has greater merit.</p> <p>Candidates may progress from a simple explanation of factors with extended reasoning supported by factual knowledge and understanding.</p>	9-12

	<p>For example, economic reasons forced the Scots out of much of the Highlands. They moved to the lowlands, North America and Australia in the late 18th century and 19th century because of enclosures and increases in sheep farming. Economic motives have been behind movements of peoples throughout History. Whilst curiosity and admiration for Britain contributed to many migrants coming to Britain from the West Indies after the Second World War, there was a strong economic move because of unemployment in the Caribbean and the offers of work in Britain.</p> <p>Religion has been a factor in causing migration to and from Britain, for example the Pilgrims moved away from Britain to North America so that they could practice their religion properly. People, like the French Huguenots moved to Britain in the 17th century as they were Protestants and felt unsafe and unable to practice their religion in France.</p>	
Level 2	<p>Simple explanation of one or more stated factors</p> <p>Answer demonstrates specific but simple knowledge and understanding that is relevant to the question.</p> <p>Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.</p> <p>Candidates may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.</p> <p>For example, the way religion explained the movement of the Pilgrims away from Britain to North America and economic changes lay behind rural to urban migration in the late 18th century as the Industrial Revolution began. But political factors affected the Ugandan Asians who were forcibly ejected and have nowhere to come but Britain.</p>	5-8
Level 1	<p>Basic explanation of one or more factors</p> <p>Answer demonstrates basic knowledge and understanding that is relevant to the question.</p> <p>Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p> <p>Candidates recognise and provide a basic explanation of one or more factor.</p> <p>Candidates may offer a basic explanation of the stated factor, for example, religion was a reason for migration because the French Huguenots were Protestants who felt threatened and so moved to Britain.</p> <p>Candidate may offer a basic explanation of a different factor, people from the West Indies moved to Britain in the 20th century to get better jobs and earn more money.</p>	1-4
Candidates either submit no evidence or fail to address the question		0

Responses

Student one

Religion was the most important factor in causing migration to and from Britain, but it was not the main factor. For example, Puritans like the Pilgrim Fathers left to settle in America in 1620 because they thought that they would have more religious freedom there than in Anglican England, while Protestant Ulster Planters in Ireland were given land by King James because he trusted them to be obedient to England's Protestant government. Other groups like the French Huguenot's moved in to Britain after Louis tore up the Edict of Nantes and removed their religious freedom.

Economic reasons were also an important factor in convincing people to leave or come to Britain. The Vikings realised that the Anglo-Saxons were rich, and that settling in Britain would give them a more comfortable life because Britain had better land than Scandinavia. In the 20th century, more people came to Britain for economic reasons, like people from the EU and Windrush. For example, people on the Windrush in the 1950s came to escape difficulties in the Caribbean when the price of sugar collapsed. There were loads of jobs in Britain and the government encouraged migration because there was a shortage of British workers.

The other reason why people migrated since medieval times was war and conflict. Catholics, Quakers and Puritans left for America mainly because they were afraid of being persecuted by the government. For example, after the country was changed from Catholic to Protestant people who didn't go to Anglican services were put in prison or executed. Scottish clans were also removed in the Highland clearances after they supported the Jacobite rebellions in the 1700s, resulting in tens of thousands of Scottish people leaving for Canada and America.

Overall, religion was the most important factor in making people come to and leave Britain, mainly since time of the Tudors. Economic reasons became very important in the 20th Century when it was easier to travel, but until then travelling long distances was dangerous so this was less of a reason. War and conflict also played a part, but often the conflict was caused by religious differences, making it more important. For example, the Huguenots left France because they were afraid of being persecuted, but this only happened because they were Protestant.

Commentary – Level 4

The response explains a number of different factors for migration to and from Britain, using a range of relevant knowledge and understanding to substantiate the points made. Complex thinking is shown in the sustained judgement evaluation that explains the relationship between the religion and conflict with appropriate examples.

Student two

Religion has not been the main factor in migration as other things like wars have been more important.

People have often migrated after wars like when the Vikings attacked the Anglo-Saxons because they knew how rich Britain was. King Cnut used war to take land from the Saxons, and many of Cnut's Norwegian lords wanted to follow him to Britain because he gave them land because he needed loyal supporters in England. After he beat the Anglo-Saxons at the battle of Hastings, William gave land to his Normans lords and their men. Therefore was crucial in bringing people to Britain, because Normans wanted to come for new land and opportunities.

Religion was also important for migration, because Puritans and Catholics did not like the way Britain was run by Henry VIII and later kings and Queens. For example, in the 16th Century Henry insisted that all people attend Anglican services, and if they didn't they were punished by being sent to prison or even being executed. This later led Puritans like the Pilgrim Fathers to move to America because they wanted to practice their religion without being punished.

Another reason which is important is money. The East India Company offered businessmen the chance to make money selling spices and silks to people in Britain, and they needed to move there to run these organisations properly. Many Britains left Britain to go to live in the European Union in the 20th Century, while Europeans moved to Britain for the same reasons.

Overall, religion was not the main reason why people migrated. War was most important, because it gave people land and opportunities. Money was also important, for example when Europeans came after Britain joined the EU. Religion was least important because the Puritans wanted to escape religious persecution.

Commentary – Level 3

The answer shows developed thinking related to a number of factors. For example, the response explains how the promise of land won through warfare motivated Normans and Vikings to migrate in to England, supported with accurate knowledge and understanding. To progress, the response needs to substantiate the overall judgement that religion was less important than money, as the concluding paragraph is summative.

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You can talk directly to the History subject team

E: history@aqa.org.uk

T: 0161 958 3861