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GCSE

**HISTORY**

**8145/2B/B**

Paper 2B/B Medieval England: the reign of Edward I, 1272–1307

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**Mark scheme**

Additional Specimen Material

Version E1.2

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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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	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner’s response does not relate to the question</li> <li>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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Study **Interpretation A** in the Interpretations booklet.

How convincing is **Interpretation A** about Edward I's use of castles in Wales?

Explain your answer based on your contextual knowledge and what it says in **Interpretation A**.

**[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 individual interpretations (AO4a)**  
**Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)**

**Level 4:**      **Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding**      **7–8**

Extends Level 3.

Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.

For example, Interpretation A is very convincing because Wales had land borders with England. Edward knew castles in Wales could make England more secure from external invasion if he could push the English border to the sea. It would also stop the troublesome Welsh who might interfere, as Llewellyn did during Edward's father's reign, in English politics. This was an expensive but long-term plan to pacify, colonise, and incorporate Wales into his English kingdom and protect England. That he took the title of 'Prince of Wales' for his eldest son indicates this intention.

**Level 3:**      **Developed evaluation of interpretation based on contextual knowledge/understanding**      **5–6**

Extends Level 2.

Students may progress from a simple evaluation of the interpretation by extended reasoning supported by factual knowledge and understanding of more than one aspect of the interpretation.

For example, it is convincing because it was not just a military operation but it was an attempt to colonise them. So each castle had a town with English settlers in it and a harbour so that it could be resupplied from England with weapons, troops, food. Caernarfon Castle was going to be the centre of administration for the English in North Wales. The towns brought trade, wealth and the new English ruling class.

**Level 2: Simple evaluation of interpretation based on contextual knowledge/understanding** **3–4**

Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.

For example, the interpretation is convincing, Edward used castles which are very permanent and send a message to the Welsh. The castles were designed using the latest thinking as Concentric fortresses which would withstand the fiercest of attacks using what were the latest technology in the 13th century. This said Edward was serious.

**Level 1: Basic analysis of interpretation based on contextual knowledge/understanding** **1–2**

Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, it is convincing because it says Edward wanted to use castles to get permanent control of Wales, the English treated it like a foreign country, and the Welsh were hostile.

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

**0 2** Explain what was important about relations between Edward I and the church in England. **[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 consequences **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 by extended analysis of the consequences of the stated development (about relations between Edward I in the church in England) in the broader historical context (Medieval England). This is supported by factual knowledge and understanding.

For example, what was important about Edward's relations with the church was that there were disputes about taxation, privileges and jurisdiction. The reason Edward fell out with Peckham was because by attacking pluralities he hindered Edward's main method of adding to the incomes of some of his civil servants. But generally Peckham was loyal and the worst dispute was with Winchelsea who threatened with the spiritual weapon of excommunication. Edward's anger was probably because it coincided with his troubles in 1297 with the nobility which forced him to back down – a humiliation he never forgave Winchelsea.

**Level 3:** Developed explanation of consequences **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 by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

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

For example, it was important that Edward I clashed with his Archbishop John Peckham over whether priests should be allowed to hold more than one job within the church. This was known as plurality. Some priests never visited their parishes although they were paid by them. Although Edward agreed in principle, he did not want Peckham to get too powerful. He passed laws such as the 1279 Statute of Mortmain which limited the amount of land the church

could have.

For example, it was important that when Robert Winchelsea became archbishop in 1293 he clashed with Edward over the amount of money the church would give the king. Winchelsea followed the Pope's orders in 1296 and would not let the church pay any money to Edward. 1297 was a terrible year for Edward and he needed money for French, Welsh and Scottish wars. Eventually Winchelsea allowed other bishops to pay money to Edward but Edward never forgot or forgave the Archbishop and eventually accused him of rebellion and forced him into exile in 1306.

**Level 2: Simple explanation of one consequence** **3–4**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic explanation by simple reasoning of **one** of the identified consequences, supporting by factual knowledge and understanding.

For example, generally Edward had good relations with the church but he didn't always get his own way – he wanted Robert Burnell as the new Archbishop of Canterbury but he had to accept John Peckham who became Archbishop of Canterbury in 1279.

**Level 1: Basic explanation of consequence(s)** **1–2**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Students identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, Edward I was a devout Christian. He had fought in the Crusades for the Christian faith he spent a lot of money on new religious buildings and monuments.

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

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Write an account of the work of Robert Burnell and the way in which government changed under Edward I.

**[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 analysis of change/continuity(s/ies)** **7–8**

**Answer is presented in a coherent narrative/account that 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 narrative of change/continuity(s/ies) with complex reasoning supported by a range of accurate and detailed factual knowledge and understanding. For example, an explanation of different impacts/consequences of change in the broader historical context.

For example, so much of Edward's changes in government were to establish the power of the crown and to diminish the power of the nobility and in some cases the church. In this Edward was seeking power and money and make sure that he was never placed in the position that his father was in relation to the nobility.

**Level 3:**      **Developed analysis of change/continuity(s/ies)** **5–6**

**Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple narrative of change/continuity(s/ies) with extended reasoning supported by a range of factual knowledge and understanding.

For example, one way in which government changed under Edward was to try to define and protect Royal justice such as in the Statute of Gloucester 1278. Local feudal lords administered justice and the king wanted to limit this power unless the person using it had it from 'time immemorial' ie 1189. The king also tried to allow people to inherit their estates in the Second Statute of Westminster, 1285. Again this affected the nobility who stood to gain if land reverted to them. Similarly the Third Statute of Westminster in 1290 tried to stop sub-infeudation.

**Level 2: Simple analysis of change(s) 3–4**  
**Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question.**

Candidates may progress from a basic narrative of change(s) by showing a simple understanding of consequence(s) with supported with factual knowledge and understanding.

For example, one of the first things that Burnell did was to start an investigation into local government. This was the Hundred Rolls. They wanted to find out what the king owned but it soon turned into an investigation of local incompetence, corruption and crime. This resulted in the First Statute of Westminster in 1275 which gathered together many previous laws and tried to bring about some uniformity.

**Level 1: Basic analysis of change(s) 1–2**  
**Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question.**

Candidates identify a basic narrative of change, which is relevant to the question.

For example, Robert Burnell, Edward's Chancellor, helped make many new laws.

**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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'Trade was the main reason towns grew in Edward I's reign.'

How far does a study of **Hull in the reign of Edward I** support this statement?

Explain your answer.

You should refer to **Hull in the reign of Edward I** and your contextual knowledge.

**[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)**

To support their answer students could include aspects of the site such as: location, function, structure, design, people connected with the site, how the site reflects culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

**Level 4:**      **Complex explanation of causes 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 causes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, trade was a powerful reason why towns were founded. After 1290 Edward I was frequently journeying into the North. In 1292 while he was deciding between the claims of Robert Bruce and John Balliol, he surveyed the area. Looking over the land that the Abbey of Meaux might sell to him to boost the trade and port, as he said 'to increase the fitness of the port for ships and traffic'. Edward used Hull on the east coast of England as a supply port for his armies in Scotland. Men and food could be quickly transported by ship from Hull for his campaigns in Scotland. So towns were also founded not just for trade but for strategic reasons as Edward had done in Wales.

**Level 3: Developed explanation of causes** **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 cause(s) to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, Edward encouraged to trade around the town of Hull by granting a Royal Charter on 1 April 1299. The warden of Kingston upon Hull was appointed by the Crown and he was given the right to a court for non-criminal cases. The burgesses were given privileges and freedoms from tolls, they could hold markets and have a fair for 30 days starting on 26 May.

For example, the towns were important for the finances of the government that is a reason why they grew. Taxes could be collected in towns as they were focal points for finance and trade. Edward borrowed money from the Italians and Edward's Italian merchants from Lucca and Florence were based in Hull. In the 1290s the Frescobaldi families controlled the Hull wool exchange, along with those of Newcastle and Exeter, and collected customs in return for money they had lent the king. Edward allowed a Mint to be set up in Hull on 29 March 1300. It was one of only six in England and a Hull merchant, John De Lincoln was to supervise and catch coin clippers nationwide.

**Level 2: Simple explanation of cause(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 to a simple explanation of cause(s) by simple reasoning supported with factual knowledge and understanding of the site.

For example, trade was a very important reason for the growth of towns in Edward I's reign Hull shows this well. Edward recognised the value of the land around Hull so in 1293 he bought the land of Wyke from the Abbot of Meaux. The king encouraged trade because it meant he got more money from taxes. In 1303 he ordered that new roads be made to help trade.

<b>Level 1:</b>	<b>Basic explanation of cause(s)</b>	<b>1–4</b>
	<b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	
	Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.	
	Students recognise and provide a basic explanation of cause(s)	
	For example, Hull grew because of the wool trade in the area.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>