



---

**GCSE**  
**HISTORY**  
**8145/2B/B**

Paper 2 Section B/B

Medieval England:  
the reign of Edward I, 1272–1307

---

Mark scheme

June 2021

Version: 1.0 Final



2 1 6 G 8 1 4 5 / 2 B / B / M S

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.

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

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2021 AQA and its licensors. All rights reserved.

## 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

How convincing is **Interpretation A** about royal finance under Edward I?

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.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>	
<b>Level 4:</b>	<b>Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding</b>	<b>7–8</b>
	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, it is convincing because royal finance changed because Edward had a great need for money to fund expensive wars in France, Wales, and Scotland. This meant that he had to come to an agreement with the nobility. So he had to back down on challenging them on what they owned and owed him. He used Parliament to gain power and influence because they could approve taxes, such as the customs duty of 7s 6d on every sack of wool exported through London and 13 other ports. This was ratified by Edward's first Parliament meeting in 1275.	
<b>Level 3:</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding</b>	<b>5–6</b>
	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 Edward needed to get back the lands, rights and income which had been taken from the Crown under his weak father, Henry III. He let it be known through the Hundred Rolls Inquiry in 1274 that he wanted to know what people thought they were entitled to own. Edward also minted new coins meaning that the economy was stable. The clipping of coins had damaged England's economy because people saw the coins were worth less but now this was stopped. The new coinage encouraged trade which led to more duties being paid which in turn gave the King a greater income.	

**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, royal finance changed because Edward put a tax on wool in 1275. He got Parliament to increase it when he needed to go to war, such as with Scotland or France.

**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, the King put a tax on wool.

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

0 2

Explain what was important about the Church during the reign of 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 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 (the Church during the reign of Edward I) 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 had the power to excommunication. Edward's anger was probably because the dispute 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.

**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, and he spent a lot of money on new religious buildings and monuments.

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

0 3

Write an account of how Edward I conquered Wales.

**[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(s) **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(s) 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, Edward conquered Wales militarily and then brought in a new political order. Along with the castles that he built to give him military control of Wales he built new towns and encouraged English people to move there. The Welsh were kept out at night. From these new towns with their English settlers, Edward kept control of Wales, and increased his wealth.

**Level 3:** Developed analysis of change(s) **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(s) with extended reasoning supported by a range of factual knowledge and understanding.

For example, Edward defeated the Welsh rebels under Llewellyn ap Gruffydd in 1283. He made the English conquest of Wales permanent by constructing quickly a series of castles around Llywelyn's traditional homeland in Snowdonia and passed the statute of Rhuddlan in 1284 which brought English law to govern Wales.

**Level 2:** Simple explanation of one change(s) **3–4**

**Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question**



Students 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, Edward took an army into Wales to defeat Llewellyn ap Gruffydd in 1282–83 and executed him. He then built castles to keep the Welsh under his control.

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

Students identify a basic narrative of change(s), which is relevant to the question.

For example, Edward fought against Llewellyn ap Gruffydd in Wales in 1277. Llywelyn surrendered.

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

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
---	---

'The main reason for building a fortified manor house at this time was to show the successful career of its owner.'

How far does a study of **Acton Burnell Castle** support this statement?

Explain your answer.

You should refer to **Acton Burnell Castle** 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 cause(s) leading to a sustained judgement**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

**13–16**

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 cause(s) by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, Robert Burnell was very important to the King. His house – Acton Burnell Castle in Shropshire, and the lands around it showed his successful career. He acted with Edward's authority whether as a diplomat sorting out problems with the French King for Edward's lands in Gascony, or taking on the senior nobles through the Quo Warranto Inquiries and the Hundred Rolls investigations which Robert Burnell organised. Edward even trusted him to run the country while the King was away on a Crusade. But Acton Burnell Castle was built for another reason. It was a comfortable country retreat for the Kings

Chancellor. He could relax here, amongst friends, family, and away from petitioners.

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

For example, Acton Burnell does show the very successful career of Robert Burnell who was a powerful figure in Edward's government working in the Chancery in London. He became rich under Edward buying up the debts of poor knights. Edward rewarded him for his work with the right to hold a weekly market in his home town of Acton Burnell and annual fairs. He made him Bishop of Bath and Wells in 1275. Edward even tried to have Burnell elected as Archbishop of Canterbury but he would have been a poor choice because he had a mistress and several children.

For example, many fortified Manor houses such as Acton Burnell Castle and Stokesey Castle were built not only to show a successful career but also to impress the people of an area with the importance of a local family and enhance its reputation. Robert Burnell makes his Acton Burnell Castle the centre of his estates in Shropshire. He was dedicated to acquiring the ownership of land through his high position to further the long-term interests of his family and their careers, such as those of his younger brothers, Hugh, William, and Philip. He successfully reacquired the estates of his ancestors from the late 1260s.

**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, Robert Burnell built Acton Burnell Castle and it was impressive because the King, Edward I allowed Burnell to crenelate it. This was a privilege and showed how much Edward valued Burnell. The King allowed him to chop down the royal forest nearby to help with the building of the Castle. The King even held a Parliament at Acton Burnell in Shropshire.

<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, Robert Burnell was Edward I's Chancellor, he was one of the most important men in England. He built Acton Burnell Castle.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>