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

Paper 2 Section B/B

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

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Mark scheme

June 2023

Version: 1.0 Final



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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

How convincing is **Interpretation A** about William Wallace?

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>
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.</p> <p>For example, it is convincing because the battle of Falkirk was a near victory for the Scots, led by Wallace who planned the campaign of resistance to the English. They had tried to starve Edward's army by destroying all the supplies as they retreated. They had managed to cause disputes in Edward's soldiers ranks. For example, a group of Welsh soldiers got into a drunken riot and 80 Welshmen were killed. In the Falkirk battle, giant shiltrons of the Scottish army did repel the English cavalry it was only the longbow men – using a new English weapon – who turned the tide of battle. So, it was a close-run thing against Edward who was a great warrior king because he had already subdued the Welsh and defeated his enemy, Llewelyn ap Gruffydd, and absorbed Wales into his English empire.</p>	
<b>Level 3:</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding</b>	<b>5–6</b>
	<p>Extends Level 2.</p> <p>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.</p> <p>For example, it is convincing because Wallace did show great tactical skill managing the Scots army at the battle of Stirling Bridge on 11 September, 1297. The English had tried to cross the River Forth and with their cavalry trapped in a bend in the river, Wallace chose the right moment to surge forward and attack them. The English losses were great - 100 knights and 5 000 men. Their horses were useless in a confined space and to protect the remaining army, the Earl of Surrey had to destroy the bridge. After this victory Wallace</p>	

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was declared sole Guardian of Scotland because Andrew Moray died of the wounds he received in the battle.

**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, when Wallace was handed over, he was taken to London. Wallace said the court could not try him but he was found guilty and hanged. As a traitor his head was displayed on London Bridge. He and Andrew Moray fought for Scottish independence against Edward's attempts to take over Scotland.

**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, at Stirling Bridge, Wallace chose the right moment to attack the English when they crossed the river.

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

0 2

Explain what was important about Edward I's Welsh Wars.

**[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 (Edward's Welsh Wars) in the broader historical context (Medieval England). This is supported by factual knowledge and understanding.

For example, Edward's Welsh Wars were important because they resulted in absorption of Wales into Edward's English empire. The statute of Rhuddlan in 1284 imposed English law on Welsh and Edward's castles around the former Welsh Prince, Llywelyn's centre of power, Gwynedd, meant that Welsh independence ended.

**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, what was important about Edward's Welsh Wars was that they cost Edward I a large amount of money. He had to find ways of financing them by increasing taxes and finding new ones so, he put a tax on wool exports as well as obtaining large loans of ready cash from his Italian bankers.

For example, it was important because the Welsh Wars led to a massive programme of Castle building in North Wales. These concentric Castles were virtually impregnable at the time and were self-contained as they could be

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supplied by sea from England. These castles meant that the Welsh would be under English control.

**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, Edward defeated Llewellyn ap Gruffydd in a great military campaign. The first was in 1277, and a second in 1282. Llewellyn was killed and Edward passed the Statute of Rhuddlan in 1284 which gave Wales the same laws as in England.

**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 conquered Wales and built castles like Caernarfon on the coast.

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

0 3

Write an account of the ways in which the government of England developed 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 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, so many 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 to make sure that he was never placed in the position that his father was, in relation to the nobility. Local feudal lords administered justice and the king wanted to limit this power unless the person using it possessed it from 'time immemorial' i.e., 1189. Land ownership was the basis of power. 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 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, one way in which government developed under Edward was in the way the role of Parliament expanded. Edward invited town burgesses and knights from the shires. This diluted the power of the barons. Edward used



Parliament as a place to put forward new ideas and gain consent. He said 'what touches all should be approved by all'. So, this led to the Model Parliament of 1295.

**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 changed local government by the Hundred Rolls investigation. He 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 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's Chancellor, Robert Burnell, 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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‘The growth of the merchant class was the main reason for the development of towns during Edward I’s reign.’

How far does a study of **the Merchant’s House in Southampton** support this statement?

Explain your answer.

You should refer to **the Merchant’s House in Southampton** 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, Edward and the merchant class of towns like Southampton had a mutually beneficial relationship. Edward gained important income from taxation on wine and wool. The merchants gained trading privileges which made them wealthy and powerful. The increasing importance of this merchant class was recognised when Edward brought them into Parliament in 1295. The merchant class were a dynamic group, and their composition changed with their trading decisions and luck. Their great ambition was to leave their trading behind them

and use the profits of it to buy land in the surrounding countryside and become local-landed rather than urban nobility.

**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 **causes** to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, several powerful families in Southampton benefited from trade in wine and wool that flowed through the town. They grew in number and became powerful during Edward I's reign. They were linked by marriage and shared interests in trade. The Merchant house was built by John Fortin in French Street on the profits from the wine trade which is why there are extensive cellars to the house. Fortin married into the Barbfeletes, another powerful wealthy Southampton merchant. These men considered it their civic and charitable duty to invest in Southampton to show their wealth and position. So, Nicholas Barbfelete paid for the town's piped water supply. Robert le Mercer helped the Franciscan Friars build their new church in the town.

For example, the King's need for money was immense. Edward's tax collector, Adam de Wynton was very efficient at collecting the wool tax in Southampton which in 1288 was £696, worth well over £500 000 in today's money. When there was a special need for the King to have money, such as rebuilding of the Royal Castle there in 1286, local merchants paid for the work. In 1294 Southampton merchants, like John Fortin who built the Merchant's House, built and equipped a galley to join the King's fleet for the war against France. In return the King gave a valuable trading charter to Southampton. If the merchant class did not respect the King's wishes then he would punish them as he did in 1274, when the town lost its right to self-government and had to pay a large fine to get it back. The merchant class had to keep on the right side of the King.

<b>Level 2:</b>	<b>Simple explanation of causes</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b> 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 causes by simple reasoning supported with factual knowledge and understanding of the site.  For example, Edward needed the money he received from towns for the trade that flowed in and out of them. Southampton imported wine and exported wool and many other goods over a large part of southern England. The king had a Royal Castle and wine cellar in the town, and foreign merchants lived there or had strong connections with Southampton. From 1275 the king benefited from a new tax on wool.	<b>5–8</b>
<b>Level 1:</b>	<b>Basic explanation of causes</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 <b>causes</b>  For example, Edward needed money to fight wars in Wales, Scotland, and France. He received regular payments from towns like Southampton for their special rights. Edward gained money from taxes on goods like wine and wool that were imported and exported.	<b>1–4</b>
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>