



GCSE HISTORY 8145/2B/B

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

Mark scheme

June 2024

Version: 1.0 Final



2 4 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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

0	1
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How convincing is **Interpretation A** about warfare during Edward I's reign?

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
	<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 it was better to avoid battle in the Middle Ages because the outcome was so unpredictable, for this reason medieval kings put their faith in castles and sieges. Edward's invested in castles in Wales to establish his authority there. Stirling Castle was besieged at the Battle of Falkirk as it had a strategic position in Scotland. Here Edward built Warwolf, a massive trebuchet which made the defenders surrender.</p>	
Level 3:	Developed evaluation of interpretation based on contextual knowledge/understanding	5–6
	<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 medieval battles were unpredictable. Many factors, such as the weather or the terrain, could control the outcome. There was luck involved in these brutal affairs that often went on for hours or days. The terrain helped decide the Battle of Stirling Bridge on 11 September 1297, where the English army was trapped and the Scottish timed their attack perfectly.</p>	

Level 2:	Simple evaluation of interpretation based on contextual knowledge/understanding	3–4
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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 schiltrons were a successful defensive tactic but at the Battle of Falkirk on 22 July 1298, Edward I used his archers to bombard the Scottish pikemen until they were so weakened that the cavalry could break up the schiltrons. This decided the battle.

Level 1:	Basic analysis of interpretation based on contextual knowledge/understanding	1–2
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Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, the schiltrons were a defensive tactic using pikes or spears formed into huge circles/rectangles. The spikes pointed outwards like a giant hedgehog, they could be almost impossible to break through.

Students either submit no evidence or fail to address the question	0
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0	2
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Explain what was important about the English 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 (English church) 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 excommunicate. 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.

For example, the church was important to Edward because it controlled learning and because the government of England needed people who had been to university as government officials. Edward's reform of English law needed lawyers who had studied at university. The church controlled the universities. A university education was seen as a way of gaining social standing and entering a profession. Edward used the lawyers of Oxford and Cambridge to back his claim to decide the next king of Scotland in 1290.

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 did not 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 the ways in which the government of England changed 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 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 to make sure that he was never placed in the position that his father was in relation to the nobility. Robert Burnell was a key figure, as his Chancellor, in the King's government. Burnell was respected enough by the King to hold a Parliament at his house – Acton Burnell Castle in Shropshire in 1283. Perhaps with the death of his wife Eleanor in 1290, and then, Burnell in 1292, the King's government changed its character and possibly became less effective. Burnell was a skilled administrator who made the Chancery, which travelled with the King, work. After Robert Burnell died, the Chancery became located in London, along with the Exchequer.

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 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 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) supported with factual knowledge and understanding.

For example, Edward I needed money. He called the Model Parliament. He said, 'what touches all, should be approved by all'. So, representatives of the Knights, and merchants from each English county came to Parliament in 1297 so that they could approve the taxes Edward needed for his campaigns in Wales and Scotland.

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 I passed laws, such as the First Statute of Westminster in 1275. This stated that all land and the rights attached to it, came from the King. A landowner had to prove how he got the land.

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 main consequence of Edward I's invasion of North Wales was English control.'

How far does a study of **North Wales during the reign of Edward I** support this statement?

Explain your answer.

You should refer to **North Wales during 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 concept 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 consequence by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, in consequence of Edward's colonisation was English control, established by building castles at strategic and symbolic points in North Wales and so they could be supplied by sea. To each castle he attached a town with English settlers to colonise Wales. The colonists were given economic privileges, land, and trading rights. The colonisation of Welsh government was achieved through the Statute of Rhuddlan in 1284, and by 1294, the King was receiving an income from the Welsh clergy. But there was also the consequence of English influence on religious life which, as Archbishop Peckham hoped, would further reform and 'civilise' the Welsh clergy.

Level 3:	Developed explanation of concept Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question	9–12
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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 consequence to a developed explanation of consequence by extended reasoning supported by factual knowledge and understanding of the site.

For example, the main consequence of Edward's invasion and colonisation of Wales was redesign of government based on an English shire model. It was intended to pacify and control the countryside through castles. The men appointed were ruthless and loyal to Edward but he also encouraged the middle rank of Welsh society to take over from the old ruling families and serve the English administration which was run from Westminster and the Exchequer. The changes made to the legal system, by the Statute of Rhuddlan, 1284 imposed an English court system on Wales, along with the office of sheriff and coroner. This helped crush Welsh resistance.

For example, the main consequence of Edward's colonisation of Wales was economic because the castles that he built had towns attached to them. In them, there was a permanent English civilian presence, colonists who would defend the town and castle. They were given privileges – they were rent-free for three years, they could buy more land and took over the mills and fisheries. By the end of his reign, the Welsh towns made an important contribution of £600 annually to the Royal finance which paid back some of the money Edward had invested in building castles.

Level 2:	<p>Simple explanation of concept</p> <p>Answer demonstrates specific 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>Students may progress from a basic explanation to a simple explanation of consequence by simple reasoning supported with factual knowledge and understanding of the site.</p> <p>For example, Edward built a series of castles around Llywelyn's traditional family home of Snowdonia. The massive castles of Caernarvon, Conwy, Rhuddlan and Harlech controlled the Welsh people. The towns he attached to them, called bastides, meant his control would last.</p>	5–8
Level 1:	<p>Basic explanation of concept</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>Students recognise and provide a basic explanation of consequence.</p> <p>For example, Edward built many castles in Wales. He built a castle at Caernarvon which was concentric. At Rhuddlan he even rerouted the river closer to the castle.</p>	1–4
	Students either submit no evidence or fail to address the question	0