



GCSE HISTORY 8145/2B/B

Paper 2 Section B/B

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

Mark scheme

June 2025

Version: 1.0 Final



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

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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 Parliament during the reign of 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.

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, it is convincing because Edward began to use Parliament to gauge the impact of new ideas. He was prepared to consider petitions from individuals or towns and Parliament's response could lead to a change in the law. Edward did not have to accept their advice, but he knew he needed to get their consent for taxation. So, the Model Parliament was an important step in a more democratic way of running the country.

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, Edward realised that to fund his wars in Wales and Scotland he needed the consent of Parliament. In 1289 Edward I was in debt and he knew that if he expelled the Jews then Parliament would be likely to agree to further taxation. The Jews had lost their importance as moneylenders and Edward was using Italian banks for loans instead. In this way Edward negotiated a new relationship with Parliament in which both could get what they wanted.

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, 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 wars.

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, in 1295 Edward summoned the Parliament which was known as the Model Parliament.

Students either submit no evidence or fail to address the question	0
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0 2

Explain what was important about the problems facing Edward I when he became king.

[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 (problems facing Edward) in the broader historical context (Medieval England). This is supported by factual knowledge and understanding.

For example, when Edward I came to the throne, it was important that he proved he was a stronger King than his father Henry III who Edward thought was weak. He had to establish his authority over the nobility and recover Royal land that had been taken by the nobles. Both aims could be achieved asking about how the nobles got their land and rights in the Statute of Gloucester in 1278. The nobility had to prove to the general eyres by what right, 'quo warranto' they held their lands. This caused much anger amongst the nobility but it established the idea eventually that title to land and justice rights was a power that belonged to the King. This was an old score, a threat, and a disrespectful thing that Edward could not tolerate.

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, Edward had to deal with the important problem of rebellions in Wales that threatened English security. Llewellyn ap Gruffydd had been Simon the Montfort's ally and therefore Edward saw him as an enemy. The Treaty of

Montgomery in 1267 put more land under his authority and Welsh Lords did homage to Llewelyn. But in 1275 Llewelyn refused to pay homage to Edward.

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, the fact that Edward needed money when he acceded to the throne because his father had spent money on war and made concessions that left him poorer.

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 had to make a deal with powerful nobles.

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) Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question	3–4
	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 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) Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question	1–2
	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
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‘The main reason for building Medieval manor houses was for security and protection.’

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

Explain your answer.

You should refer to **Stokesay 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 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 cause by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, Stokesay Castle would impress all who saw it with the wealth of Laurence of Ludlow but also his status in society. He was an adviser to the King about the wool tax which contributed so much to Edward I's income. He was allowed to fortify his South tower the style of which is very much modelled on the great fortresses that Edward was building in North Wales. Laurence's social mobility and rise from a town merchant to a country landowner reflects his aspirations and ambitions. The fortifications at Stokesay Castle would have deterred the casual criminal but they were not sufficient to withstand a concerted, organised siege. Stokesay Castle gave simple protection to Laurence, his family, and their wealth.

Level 3:	Developed explanation of cause 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 cause 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, Stokesay Castle would impress because it shows how the relationship between the rich and their servants had changed. Until the late 12th century, the houses of the rich were groups of separate buildings ie Hall, chamber, and kitchen. But in the 13th century, Manor houses had a great Hall at one end of which would be attached the kitchens and at the other end – blocks of private rooms. At Stokesay, the Solar was Laurence's private rooms before he built the South tower. This privacy was a luxury which would impress along with the design of the Great Hall with its an upper and a lower end. The Great Hall at Stokesay is innovative for its massive span without aisle posts and must have impressed all who saw it.

For example, another reason for building Stokesay Castle was to protect Laurence and his family from wandering bands of criminals who still operated in the border regions of England and Wales. However, following Edward I's Welsh wars and the defeat of Llewellyn ap Gruffydd the area had become more peaceful. Edward's castles were a practical and symbolic statement of English control and the Welsh nobility were more loyal to the English crown. Laurence of Ludlow represented the pacifying and enriching side of English commerce, administration and culture which took over.

Level 2:	Simple explanation of cause 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 by simple reasoning supported with factual knowledge and understanding of the site. For example, Stokesay Castle would impress because it shows how a wealthy person from the town, Laurence of Ludlow, became a local landowner. He used his money to buy Stokesay and build a magnificent home for himself close to his business interests and on routes to London. In 1291 Laurence was given permission to fortify Stokesay which was a mark of his status as one of the richest men in England. It gave him a safe place to store his money, such as in the South tower, and a little bit of protection for his family.	5–8
Level 1:	Basic explanation of cause Answer demonstrates basic knowledge and understanding that is relevant to the question 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. For example, Stokesay Castle cost a large amount of money which Laurence of Ludlow made from buying and selling wool. Laurence bought the rights to the manor of Stokesay in 1281 which probably cost him about £266.	1–4
	Students either submit no evidence or fail to address the question	0