



GCSE
HISTORY
8145/2B/B

Paper 2 Section B/B

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

Mark scheme

June 2019

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 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.

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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.

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How convincing is **Interpretation A** about Edward I and the nobles?

Explain your answer using **Interpretation A** and your contextual knowledge.

[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 aimed to re-establish his authority over the nobility who had taken Royal land and the rights that this land gave them to dispense justice. He wanted to establish that justice came from the King and the barons' courts challenged this idea. Edward was also concerned to increase his wealth. To this end, he closed a loophole that cost him money with the Statute of Mortmain in 1279 and *Quia Emptores* in 1290. After this, rich landowners could not gift land to the Church and then rent it back and thus avoid paying other dues to their Lord or having to provide military service. It is true that he asked how the nobles got their land and its rights in the Statute of Gloucester in 1278. This caused much anger amongst the nobility but it established the idea eventually, that title to land and justice rights ultimately came from the King.

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 Edward wanted to establish his authority over the nobility who had taken over Royal land and rights. Unlike his weak father, Henry III, he needed to re-establish his authority over the nobility, regain income from the land and show everybody he was in charge. 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. He achieved this by asking about how the nobles got their land and its rights in the Statute of Gloucester in 1278.

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, Edward increased his power over the nobility and their lands by stopping the practice of Subinfeudation in 1290. The nobles needed a licence from the King to grant lands to their vassals.

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, Edward sent out officials in 1278 to find out by what right people owned land.

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

0 2 Explain what was important about education and learning 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 (education and learning during the reign of Edward I) in the broader historical context (Medieval England). This is supported by factual knowledge and understanding.

For example, learning developed during the reign of Edward I through the writing of thinkers like Roger Bacon, and John Duns Scotus. Bacon was a member of the Franciscan order and was important in developing science, eg in optics. Duns Scotus was a philosopher whose ideas about the Immaculate Conception and man's relationship with God were very influential. However, despite new ideas, the church kept a rigid control on new ideas as Bacon realised.

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 for the government of England to use people who had been to university as government officials. Edward's reform to English law needed lawyers who had studied at university. 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.

Education and learning during the reign of Edward I was important because the universities of Oxford and Cambridge continued to develop. Edward granted a charter to Peterhouse College, Cambridge in 1284; although the church dominated the study and many students were paid for by the church. Both Oxford and Cambridge Universities were funded by Edward and individual colleges by wealthy donors. Queen Eleanor commissioned translations from scholars at Oxford.

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 church had a big influence on education. The church controlled the universities of Oxford and Cambridge, and the monastic schools.

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, everybody had to learn Latin. No women went to university.

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

0 3

Write an account of the ways in which royal finance and taxation 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(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, 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. Parliament gained in 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.

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 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. Edward brought in a new coinage in 1279. He brought in new coins – the groat, the halfpenny and the farthing.

Level 2: Simple explanation of one change **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, royal finance changed because Edward put a tax on wool in 1275. He increased it when he needed to go to war, such as with Scotland or France.

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

Students a basic narrative of change, which is relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the King put a tax on wool.

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 castle building was military.'

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

Explain your answer.

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

For example, there was also a political aspect to the building of Edward's Welsh castles like Caernarfon Castle. Edward wanted to absorb Wales politically and culturally and so Caernarfon was to be the centre of an English government. The statute of Rhuddlan, in 1284, made great changes to the feudal land holding in his newly conquered Welsh territory. Caernarfon was to be the centre of his Treasury and court system as well as a military stronghold. He had destroyed the Welsh princely family led by Llewellyn ap Gruffydd and had his son crowned there as Prince of Wales. Edward had an Imperial vision, betrayed by the towers of Caernarfon Castle modelled on the town walls of Constantinople, of civilising Wales.

Level 3:	<p>Developed explanation of consequences 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.</p> <p>Extends Level 2.</p> <p>Answers may suggest that one factor has greater merit.</p> <p>Students may progress from a simple explanation of consequence(s) to a developed explanation of consequences by extended reasoning supported by factual knowledge and understanding of the site.</p> <p>For example, the obvious consequence that Caernarfon Castle shows is military because the castle was a military base which dominated the Menai Straits and the area around it. The design was state-of-the-art Concentric in which Master James of St George used everything that had been learned about castle design since the Crusades. There were flanking towers, overlapping fields of fire, staggered gateways that exposed the enemy, and the harbour ensured that the siege would be unlikely to succeed. All this could be achieved by small garrison.</p> <p>For example another consequence of Edward’s castle buildings that Caernarfon shows is how much they increased the Welsh economy. The new towns and harbours that were attached to castles like Caernarfon became centres for trade. They held weekly markets and annual fairs which were protected by the castle. In doing this, Edward was following the pattern of the Marcher Lords in South Wales.</p>	9–12
Level 2:	<p>Simple explanation of consequence(s) 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.</p> <p>Students may progress from a basic explanation to a simple explanation of consequence(s) by simple reasoning supported with factual knowledge and understanding of the site.</p> <p>For example, the main consequence Caernarfon Castle shows is military because it is very hard to attack. It has high stone walls with arrow slits for defenders to shoot from. It can withstand a siege because it has a harbour and is on the coast, it has portcullises and drawbridge.</p>	5–8
Level 1:	<p>Basic explanation of consequence(s) 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.</p>	1–4

Students recognise and provide a basic explanation of consequence(s)

For example, Caernarfon Castle was military because it was a powerful castle that was concentric in design.

Students either submit no evidence or fail to address the question

0