



## **GCSE**

### **History A Explaining the Modern World**

#### **J410/09: Power: Monarchy and Democracy in Britain c.1000 to 2014**

General Certificate of Secondary Education

#### **Mark Scheme for June 2024**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following:












Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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## 11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

1. Describe two arguments used to demand the right for women to vote in the early 1900s.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	One mark for identification of an argument. A second mark can be awarded for supporting detail.  All content is indicative only and any other correct examples of arguments used to demand the vote during this period should be credited..

Levels	Indicative content	Marks
<p>N/A</p> <p>Points marking</p> <p>Max 1 mark for one <b>or more</b> general points, e.g. they believed in equality.</p>	<p><i>One reason why women demanded the right to vote was that they could vote in local elections [1], so believed that this right should be extended to general elections as well. [2]</i></p> <p><i>Women believed that, as they paid tax in the same way as men [1], then they should have a say in how that tax was spent by the government [2].</i></p> <p><i>Women had played an important role in supporting the war effort in the First World War [1], so believed that the right to vote had been earned by their service to the nation. [2]</i></p> <p><i>Laws passed by Parliament affected women as well as men.[1]</i></p> <p><i>Women could vote in local elections. [1]</i></p> <p><i>Women were becoming more important in public roles in education and medicine. [1]</i></p> <p><i>The NUWSS staged peaceful protests and organised petitions [1]. This persuaded some people that woman should be allowed to vote as they had used respectable methods [2]</i></p> <p><b>NB:</b> Allow one mark for identification of the tactics used by suffragists and/or suffragettes but supporting detail must relate to why this led to an argument that women should have the right to vote.</p>	<p><b>4</b></p>

2. Explain why Tudor monarchs needed to have good relations with Parliament.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will explain <b>two or more reasons why Tudor monarchs needed to have good relations with Parliament</b> e.g.</p> <p><i>Tudor monarchs needed good relations with Parliament to ensure their religious policies were passed. For example Henry VIII's 'Break with Rome' was a highly significant step that made him the head of the English Church. This was possible because of his relationship with Parliament, who passed the Act of Supremacy in 1534 that allowed him to make huge religious changes in England.</i></p> <p><i>Elizabeth also needed to create a positive relationship with Parliament because they passed her laws and supported her rule through money raised by tax. This was important to her, because she faced many threats during her reign. The most significant was the Spanish Armada which attempted an invasion in 1588. Parliament was important here, because she was able to use the money Parliament raised to increase the power of the navy and her ministers were able to spread anti-Catholic propaganda, which united the country behind her.</i></p> <p><b>NB:</b> Reward any valid explanation related to a Tudor monarch or the Tudor monarchy more generally. Candidates can, as above, make two separate points on the same monarch. Points related to Henry that could be explained involve the fact that Parliament had to approve the taxes needed to fight his</p>	<b>7–8</b>

	wars; he needed Parliament's support to annul his first marriage; he used Parliament to crush opponents from within the nobility.	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically explain <b>one reason why Tudor monarchs needed to have good relations with Parliament</b> e.g.</p> <p><i>Elizabeth needed to create a positive relationship with Parliament because she faced several internal threats to her power. There were many plots and rebellions, such as those from her own cousin Mary, which sought to remove Elizabeth and replace her with a Catholic monarch. By creating good relationships with Parliament, through listening to their concerns and involving them in some of the decisions, she was able to rely on their loyalty when the threats occurred.</i></p>	<b>5–6</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically <b>identify at least one reason and/or describe it</b> but fail to explain why Tudor monarchs needed to have good relations with Parliament e.g.</p> <p><i>Tudor monarchs needed good relations with Parliament because they were dependent on Parliament to raise taxes to fund wars.</i></p> <p><i>Henry VIII needed good relations with Parliament to pass the Act of Supremacy.</i></p> <p><i>Elizabeth I needed good relations with Parliament because she faced challenges to her rule like the one from her cousin Mary.</i></p> <p><b>NB:</b> Award higher marks in the level for more examples.</p>	<b>3–4</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic</li> </ul>	<p>Level 1 answers will typically contain <b>description of events</b> linked to the Tudor monarchy or <b>unspecified points</b>, e.g.</p> <p><i>Elizabeth tried to avoid summoning Parliament.</i></p> <p><i>Parliament was powerful so Tudor monarchs had to ensure that they remained on their good side.</i></p>	<b>1–2</b>

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understanding of these is apparent in the answer.		
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

## 3. How significant was government control in the two world wars of the 1900s?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul>	<p>Level 4 answers will typically <b>assess the significance of at least one explained point</b> of change as a result of government control in the two world wars of the 1900s e.g.</p> <p><i>Government control was significant in the two world wars for many reasons. For example, when men willing to volunteer for the army began to dry up, they introduced conscription. which compelled men of fighting age to join the army. Well over a million men between 18 and 41 were forced to join the army, and these increased numbers made a significant contribution to Britain's war effort against Germany. This was a highly significant step, as for the first time in British history men had been ordered to join the army, which affected their individual liberty.</i></p> <p><i>Another way government control was significant was in the workplace. The war reduced labour for essential industries like mining, as government propaganda and conscription led to millions of men joining the army. Increasing numbers of women were employed in factories making munitions and almost 100,000 women took non-combat roles in the armed forces. The contribution of women to the war effort was so great that it led to Parliament granting women the same right to vote as men by 1928 to recognise their contribution. This was a significant turning point, as the long-standing campaign by women for equal voting rights to men had been brought to an end.</i></p> <p><b>NB:</b> Two explanations of significance 13-14 marks;</p>	<b>11–14</b>

	One explanation of significance 11-12 marks. <b>NB:</b> Alternatively, candidates may assess why a point given is of limited significance	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>	<p>Level 3 answers will typically <b>explain one or more examples of change as a result of government control in the two world wars of the 1900s</b> e.g.</p> <p><i>One example of government control during the First World War was the passing of the Defence of the Real Act in 1914. It introduced censorship, gave the government the power to take control of land needed for the war effort and even restricted things like flying kites and the opening hours of public houses. This was a change since it clearly caused the power of the government over the people to increase, and took away many freedoms.</i></p> <p><b>NB:</b> Two or more changes explained 8-10 marks; One change explained 7-8 marks.</p>	<b>7–10</b>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by some knowledge and understanding that is mostly relevant to the question.</li> </ul>	<p>Level 2 answers will typically <b>identify changes but not explain them</b>, e.g.</p> <p><i>The government introduced conscription during both world wars that compelled men to join the army.</i></p> <p><i>The Defence of the Realm Act (or DORA) allowed the government to censor newspapers.</i></p> <p><i>The government controlled food supplies during the world wars by introducing rationing.</i></p> <p><b>NB:</b> Identification of significance without sufficient development for Level 4 should be awarded 6 marks.</p>	<b>4–6</b>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>The response includes limited basic knowledge that is relevant to the topic of the question.</li> </ul>	<p>Level 1 answers will typically contain <b>general points or description</b>, e.g.</p> <p><i>Britain fought in two world wars and lots of things changed. People died and life was hard for people. The government was in control of the country.</i></p>	<b>1–3</b>

<b>Level 0</b>		<b>0</b>
No response or no response worthy of credit.		

4. **‘Between 1000 and 1800, the rulers of Britain were able to keep control of the country.’ How far do you agree?**

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<b>Additional Guidance</b>	The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question.</li> <li>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</li> </ul>	<p>Level 5 answers typically explain at least three examples <b>BOTH</b> a balanced argument <b>AND</b> covering both periods e.g.</p> <p><i>I agree with the statement that rulers were able to keep control of the country during this period. There are, however, examples of where this control was challenged by people. An example of this would be the Peasants’ Revolt of 1381. This was a protest by the peasants who complained about the amount of tax that they were being forced to pay. There had been many people who had died during the Black Death and peasants had been forced to work even harder to grow more food. Their complaints were heard by Richard II who promised to change. However, he ignored their complaints. Although the revolt was not successful, it is evidence that the leaders were not in total control of the country.</i></p> <p><i>However, there are many examples of the leaders being able to control the country effectively. William I, after the Battle of Hastings, introduced many changes to life in this country. He built hundreds of castles and cathedrals which allowed his army to prevent rebellion from breaking out and his bishops to control what people believed and heard. These controls increased William’s power and his control of the kingdom.</i></p> <p><i>Later, during the rule of Oliver Cromwell as Lord Protector, there is clear evidence that rulers were able to control the country. Groups like The Levellers, who protested for an extension to the right to vote, for example, were put down by Cromwell and his followers. The nation, which</i></p>	<b>19–24</b>

	<p><i>had been torn apart in some areas by the Civil Wars, was controlled by the combination of Cromwell and the use of the army to support him.</i></p> <p><i>[Clinching arguments are likely to centre around the relationships of rulers with their people and Parliament, for example candidates might argue that rulers who established strong relationships with Parliament and the people were more likely to retain control than rulers who failed to do so.]</i></p> <p><b>NB:</b> 21-23 marks for four explained examples (2-2 or 3-1) 19-21 marks for three explained examples (2-1 or 1-2)</p> <p>Add an additional mark for a clinching argument.</p>	
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p>Level 4 answers will typically explain at least two examples, <b>EITHER</b> a balanced argument from one period <b>OR</b> balanced/unbalanced argument covering two periods e.g.</p> <p><i>The government was able to control the population during this period. For example, during the reign of William I, he needed to stop Anglo-Saxons from rebelling. He built a series of motte and bailey castles all around the country which allowed his soldiers to prevent rebellion from spreading and built cathedrals to control what people believed. This allowed him to keep the country from challenging his rule.</i></p> <p><i>Another way in which the government was able to control the country was during the reign of Elizabeth I. Although she faced many threats to her authority as Queen, from at home and abroad, she was able to retain control of the country. She used Parliament effectively, working with them to involve them in the key decisions of the time and, in return, they supported her through raising money from tax and by siding with her, rather than some of the rebels who would have replaced her with a Catholic monarch.</i></p> <p>OR</p> <p><i>The government was not able to control the country during this period all of the time. For example, the authority of the monarch was challenged during the reign of King John, where royal privilege and domination of courts was seen as an abuse of power and saw the creation of Magna Carta which was a famous document and a turning point in the development of democratic ideas in this country. It demanded that people be tried by a jury and that a council was set up to ensure that the monarch abided by the laws of the land.</i></p>	<b>14–18</b>

	<p><i>This challenge to power was something that continued through the ages. For example, during the reign of Charles I, the monarch tried to implement Ship Tax across the whole nation. This was an attempt to raise much needed funds as he was ruling without Parliament. It was rejected out of hand by the people across the nation as they saw that this was an unfair tax. This shows that, even though the king believed that he was in control of the country, he could not always get his way if people thought that the demands were unfair.</i></p> <p><b>NB:</b> 15 marks is the default for two explained examples; adjust based on quality of development.</p> <p>Add an additional mark for a clinching argument.</p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>Level 3 answers will typically <b>explain</b> one or more examples in one period agreeing <b>OR</b> disagreeing with the statement e.g.</p> <p><i>In the period between 1000 and 1485, there were many examples of control being exerted by those in power. An example of this would be during the reign of Elizabeth I. She faced many threats to her power, from the Spanish and from her own cousin, Mary Queen of Scots. She was able to work with Parliament by developing strong relationships with them, by involving them in the making of laws, which allowed her to rely on their loyalty and prevent rebellions from removing her from the throne.</i></p> <p><b>OR</b></p> <p><i>In the period 1000 to 1485 the government was not always able to control the population of this country. An example of this would be the writing of Magna Carta following protests during the reign of King John. Magna Carta tried to ensure that the monarch would not abuse their power, particularly in the courts. People would now be tried by a jury, which would prevent royal corruption from making poor decisions. It also tried to place limits on the power of the monarch by creating a council of 25 nobles would make sure that the monarch followed the laws of the land.</i></p> <p><b>NB:</b> 11-13 marks for two or more explanations 10-12 marks for one explanation</p>	<b>10–13</b>
<b>Level 2</b>	Level 2 answers will typically identify and/or describe valid examples e.g.	<b>6–9</b>

<ul style="list-style-type: none"> <li>The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set.</li> <li>This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<p><i>William I crushed the Harrying of the North to retain control.</i>  <i>Charles I lost control because of his disputes with Parliament.</i></p> <p><i>Cnut introduced changes that strengthened his control.</i></p> <p><i>Henry II lost some control to the Church.</i></p> <p><i>James II lost control during the Glorious Revolution.</i></p> <p><i>John failed to keep control because of his relationship with his barons.</i></p> <p><i>Henry VII used the justice system to keep control over the nobility.</i></p> <p><b>NB:</b> Award higher marks in the level for more examples.</p>	
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question.</li> <li><i>The information is communicated in a basic/unstructured way.</i></li> </ul>	<p>Level 1 answers will typically demonstrate <b>simple knowledge or make assertions</b> e.g.</p> <p><i>Between 1000 and 1800 there were many people who did not like the Kings or Queens or Parliament and tried to get rid of them. Some of them were successful but most of them failed.</i></p>	<p><b>1–5</b></p>

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<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>
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## Need to get in touch?

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