

MARK SCHEME

Component 1: BRITISH STUDY IN DEPTH 1A. Conflict and Upheaval: England, 1337-1381

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question				
Mark allocation:	AO1 4	AO2	AO3 (a) 4	AO4
Question: e.g. What can be learnt from Sources A and B about life in fourteenth century England? [4]				

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3(a) 4 marks	
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources give much information about the lives of people in fourteenth century England;*
- *Source A refers to the occupations of people in one part of England, showing that brewing, labouring, spinning and weaving were the most predominant occupations;*
- *Source A also shows that women mainly undertook tasks such as the spinning and weaving, although they did undertake labouring and brewing, whilst jobs such as cobbling and masonry were the preserve of men;*
- *Source B depicts a family scene that highlights the domestic role of the woman who is seen cooking for men;*
- *Source B also shows the type of house that many people lived in at this time with a thatched roof and an open fire; this family also were in possession of a dog.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME**Component 1: BRITISH STUDY IN DEPTH****1A. Conflict and Upheaval: England, 1337-1381****Question 1**

<i>Mark allocation:</i>	AO1	AO2	AO3 (a)	AO4
4			4	

Question: **What can be learnt from Sources A and B about life in fourteenth century England? [4]**

Band descriptors and mark allocations

AO3(a) 4 marks		
BAND 2	Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.	3-4
BAND 1	Generalised answer with little analysis, paraphrasing or describing sources only.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sources give much information about the lives of people in fourteenth century England;*
- *Source A refers to the occupations of people in one part of England, showing that brewing, labouring, spinning and weaving were the most predominant occupations;*
- *Source A also shows that women mainly undertook tasks such as the spinning and weaving, although they did undertake labouring and brewing, whilst jobs such as cobbling and masonry were the preserve of men;*
- *Source B depicts a family scene that highlights the domestic role of the woman who is seen cooking for men;*
- *Source B also shows the type of house that many people lived in at this time with a thatched roof and an open fire; this family also were in possession of a dog.*

Question 2

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3 (a+b)</i>	<i>AO4</i>
8	2		6	

Question: **To what extent does this source accurately explain the reasons for the spread of the Black Death? [8]**

Band descriptors and mark allocations

	<i>AO1(b) 2 marks</i>		<i>AO3 (a+b) 6 marks</i>		
		BAND 3	Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.	5-6	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	2	BAND 2	Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.	3-4
BAND 1	Demonstrates some understanding of the key feature in the question.	1	BAND 1	Very basic judgement reached about the source with little or no analysis or evaluation.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source contains some accuracy in its understanding of the effects of excrement and filth in the streets; the King identifies bad smells as being the cause of the deaths in London;*
- *the source clearly shows that the conditions in London and the towns were dreadful and helped to create the conditions in which plague could thrive;*
- *the king is reflecting a commonly held view of the time;*
- *it is limited in its accuracy due to the historical context in which it was produced; this was a period of ignorance and a lack of medical knowledge about causes of disease;*
- *the source does however, show the severity of the problem; the King is instructing the Mayor of London to take action; he clearly has some understanding of the issue;*
- *candidates may conclude that the source does not accurately explain the reasons for the Black Death with its focus on bad smells.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	4	8		

Question: **Why was a shortage of labourers a significant result of the Black Death? [12]**

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.	3-4
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	A basic, unsupported explanation is provided regarding significance.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the shortage of labourers was a significant result of the Black Death because estimates are that up to or over half the population died;*
- *the immediate impact was disruption to work undertaken; fewer workers meant that land was unfarmed;*
- *there were severe economic consequences as a result of the shortage of labourers; surviving labourers could demand higher wages; the bargaining power of the peasantry increased; lords were forced to raise wages; rents were lowered to keep peasants on the land; the price of goods fell due a lack of demand; the number of days worked on the land decreased significantly;*
- *the government was forced to pass the Statute of Labourers to try to return wages to pre-plague levels; the measure was largely ineffective;*
- *the attitude of the peasantry towards authority began to change; the feudal system was further weakened and more labourers became freemen; fundamental changes in society were a significant result;*
- *in the longer term it was significant because it contributed to the outbreak of the Peasants' Revolt.*

Question 4

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
10	2	8		

Question: **Explain the connections between TWO of the following that are to do with the start of the Hundred Years' War. [10]**

Band descriptors and mark allocations

	AO1(a+b) 2 marks		AO2 8 marks		
			BAND 4	Fully explains the relevant connections between the chosen features, set within the correct historical context.	7-8
			BAND 3	Explains the connections between the chosen features, set within the correct historical context.	5-6
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to explain the connections between the chosen features.	3-4
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	A basic, unsupported explanation of connections between the chosen features.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

All the historical features mentioned in the question are inter-related causes of the Hundred Years' War; connections identified may include:

- Edward III's claim to the French throne was connected to the role of Isabella of France because Isabella of France was the daughter of Philip IV of France and the sister of Charles IV of France. Isabella could not succeed to the throne of France and therefore claimed the throne for her son Edward III; Edward was the closest blood relative of Charles VI but French nobles did not want to be ruled by an English king;
- the confiscation of Aquitaine by Philip VI of France was connected to Edward III's claim to the French throne. It was the immediate trigger for Edward to claim the French throne; and part of a long running dispute over the position of English monarchs in France;
- the aims of Philip VI of France were connected to Edward III's claim to the French throne. Philip VI interfered in Scotland, thereby threatening England and his overall aim was to reduce the power and influence of the English monarch;
- Philip's aims were also connected to Edward's claim by his actions in raiding the English coast and disrupting the wool trade with Flanders as a means of reducing English financial power. These factors also caused Edward to reassert his claim to the French throne.

Question 5

<i>Mark allocation:</i>	<i>AO1 (b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4(a-d)</i>	<i>SPaG</i>
19	4			12	3

Question: **How far do you agree with this interpretation of the main cause of the Peasants' Revolt? [16+3]**

Band descriptors and mark allocations

	AO1(b) 4 marks	AO4 (a-d) 12 marks		
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.	10-12
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.	7-9
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.	4-6
BAND 1	Demonstrates basic understanding of the key feature in the question.	1	Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation clearly links the Peasants' Revolt to the issue of serfdom;*
- *the interpretation is based on the understanding that peasants had tasted greater freedom after the Black Death, despite the introduction of the Statute of Labourers in 1352; many now felt that these gains were being eroded and therefore the issue of serfdom underpinned the Revolt;*

- *the interpretation acknowledges the issues of taxation and the demands to be paid in money, but views them as general objections;*
- *candidates may assert that the interpretation is from a modern website and benefits from hindsight;*
- *other interpretations of this issue may argue that the introduction of the poll tax led to the outbreak of rebellion; the war with France necessitated increased revenue demands;*
- *the imposition of the tax affected the lower classes the most and the sending out of tax collectors with the methods employed, sparked the rebellion;*
- *the interpretation also fails to take account of longer term factors; the Black Death had given the surviving peasants a greater sense of worth; wages had increased despite the Statute of Labourers; attitudes towards authority and service had changed; people such as John Ball preached about equality; the wars against France had caused hardship; the King's advisers were unpopular;*
- *candidates may assert that the interpretation is subjective and has been formed from a particular perspective; the website and therefore the author are committed to promoting the rights of the working class and is also aimed at a particular audience;*
- *the accuracy of the interpretation is therefore subject to debate; it may well accurately reflect one aspect of the Peasants' Revolt but not the wider context;*
- *it should be viewed as part of the wider historical debate over the issue which includes a range of different interpretations of the causes of the Peasants Revolt.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning