

# GCSE HISTORY

(8145)

Marked additional specimen Paper 2B/B -  
Medieval England: the reign of Edward I,  
1272-1307

Understand how to apply the mark scheme

Version 1.0 December 2017

# EXAMPLE RESPONSES



## Example answers plus commentaries

The following student responses are intended to illustrate how the mark scheme can be interpreted and how it is likely that students will respond to the questions, allowing the student and teacher to explore and reflect upon the mark scheme and how answers can be improved.

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

### Question 01

**How convincing is Interpretation A about Edward I's use of castles in Wales?**

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

**[8 marks]**

**Interpretation A** An interpretation of Edward I's use of castles in Wales.

Adapted from an article by Alan Rogers, in *History Today*, 1969.

The castles of North Wales, with their defensive strength, were strongholds deep in enemy country but they had wider aims than just keeping down a hostile population. Although castles had military importance as permanent footholds, they were also safe places in a country where trouble could break out at any time. They were part of a process of civilisation, of changing the way Wales looked, and the minds of her people.

### Mark scheme

**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, Interpretation B is very convincing because Wales had land borders with England. Edward knew castles in Wales could make England more secure from external invasion if he could push the English border to the sea. It would also stop the troublesome Welsh who might interfere, as Llewellyn did during Edward's father's reign, in English politics. This was an expensive but long-term plan to pacify, colonise, and incorporate Wales into his English kingdom and protect England. That he took the title of 'Prince of Wales' for his eldest son indicates this intention.

**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 it was not just a military operation but it was an attempt to colonise them. So each castle had a town with English settlers in it and a harbour so that it could be resupplied from England with weapons, troops, food. Caernarfon Castle was going to be the centre of administration for the English in North Wales. The towns brought trade, wealth and the new English ruling class.

**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, the interpretation is convincing, Edward used castles which are very permanent and send a message to the Welsh. The castles were designed using the latest thinking as Concentric fortresses which would withstand the fiercest of attacks using what was the latest technology in the C13th. This said Edward was serious.

**Level 1      Analysis of interpretation based on contextual knowledge/understanding      1–2**

Answers show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, it is convincing because it says Edward wanted to use castles to get permanent control of Wales, the English treated it like a foreign country, and the Welsh were hostile.

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

## Responses

### Student one

Interpretation B is very convincing about Edward's use of castles in Wales, because it shows he built them with many different aims in mind. One reason was to keep 'down a hostile population'. After Edward fought the Welsh in 1277 and 1282, he decided to build castles like Conwy around Llywelyn's old territory so that any other revolt could be dealt with quickly. Edward spent over £100000 on the wars and could not afford to keep fighting, so the castles were crucial in protecting the area. They were made with strong stone and designed with curtain walls and moats, which meant that they could survive sieges, like at Conwy castle in 1294.

However, the interpretation shows Edward had wider aims in building castles. For example, he used castles to help with the 'process of civilisation' by forcing Welsh peasants to leave the area and replacing them with English settlers. The castles were important because they had a walled town that protected the new English settlers, and gave them a place to trade and make money. This meant that castles allowed Edward to make Wales more English and less likely to rebel against him. So the interpretation is convincing because it shows that castles were important for Edward's military and political aims in Wales, because they gave him bases for his armies and for English culture.

#### Commentary – level 4

The answer shows complex evaluation of the interpretation. More than one aspect of the interpretation is evaluated using relevant and accurate contextual knowledge and understanding, and a judgment about a complex idea in the interpretation (that Edward had multiple, related aims in his use of castles) is sustained throughout the answer.

## Student two

The interpretation is convincing because it talks about the castle's defensive strength. For example, he built concentric castles which made them stronger and a ring of them were built around North Wales where rebellions had begun. These helped to show Edward's power and made Welsh people afraid to rebel against him like they did under Llywelyn in 1277 and 1282, which is why the interpretation mentions the castle's military importance.

The interpretation is also convincing because it talks about Edward keeping down the local population. Edward also wanted people to be impressed by his buildings, so he built many castles and made them as modern as possible and employed the best architect to design them, so that peasants and other kings would feel that they could not challenge him. Therefore, castles helped him to scare many of the Welsh, which also helped his military aims.

### Commentary – level 3

The answer shows developed evaluation of the interpretation. More than one aspect of the interpretation is evaluated. The first paragraph shows developed thinking, using knowledge and understanding explain how Edward's designed his castles to help him militarily. The second point identifies some key features of Edward's castles, and expands upon Edward's use of castle to control the local population. However, it requires further development. To make further progress the answer should explain how Edward used castles apart from to make an impression upon 'the minds of her people', perhaps in relation to the strategic use of castles or in relation to their design features.

## Question 02

Explain what was important about the wool trade during the reign of Edward I.

[8 marks]

### Mark scheme

<b>Target</b>	<b>Explain and analyse historical events and periods studied using second-order concepts (AO2:4)</b> <b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)</b>	
<b>Level 4</b>	<b>Complex explanation of consequences</b> <b>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b> Extends Level 3. Candidates may progress from a developed explanation by extended analysis of the consequences of the stated development (the wool trade) in the broader historical context (Medieval England). This is supported by factual knowledge and understanding. For example, the wool trade was important because it not only helped provide money and food for the people and meant that England was more stable, but meant it made enough money that Edward I could also tax the wool trade and this provided a steady income to help him fund his wars in Wales and Scotland.	<b>7-8</b>
<b>Level 3</b>	<b>Developed explanation of consequences</b> <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b> Extends Level 2. Candidates may progress from a simple explanation by developed reasoning considering <b>two or more</b> of the identified consequences, supporting them by factual knowledge and understanding. In addition to a Level 2 response, candidates make additional developed point(s). For example, the wool trade was also important for the farmers because it meant they could keep lots of sheep, which not only provided the wool, but also a steady supply of meat which would sustain the farmers and their community. For example, Edward always needed money and apart from wool taxation, the wool trade offered him the chance of a prise or seizure when he needed funds quickly. A prise was always unpopular but it produced ready cash such as in 1297 when he took 2,333 sacks.	<b>5-6</b>

<b>Level 2</b>	<b>Simple explanation of one consequence</b>	<b>3-4</b>
	<b>Answer demonstrates specific knowledge and understanding that is relevant to the question.</b>	
	Candidates may progress from a basic explanation by simple reasoning of <b>one</b> of the identified consequences, supporting by factual knowledge and understanding.	
	For example, the wool was exported to Flanders and this was important because this made a lot of money for the country and this meant the king could introduce a tax on the wool trade.	
<b>Level 1</b>	<b>Basic explanation of consequence(s)</b>	<b>1-2</b>
	<b>Answer demonstrates basic knowledge and understanding that is relevant to the question.</b>	
	Candidates identify consequence(s) which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.	
	For example, raw wool was exported to Flanders, which made lots of money.	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>



## Responses

### Student 1

The wool trade was the most important trade for England in the late Middle Ages, as it was the biggest export and England became famed for the quality of its wool. This gave it an important role in Europe and England became a more powerful internationally country as a result. For example, Edward I was able to use the tax that he gained from the trade to fund his wars in Wales and Scotland, allowing him to expand his area of control by defeating the Welsh and building castles in Wales.

The wool trade was also important because it helped English towns to grow. The wool trade created jobs, which attracted more people to the towns and allowed towns to grow. For example, large towns like Norwich developed as a result of the growing wool trade. Even though the towns were often over-crowded and diseases spread easily, medieval towns offered more opportunities and freedom to people in England than the agriculture in the villages. Therefore, the wool trade changed where people lived, and made some towns like Hull financially powerful.

#### Commentary - level 4

The response shows more than one instance of complex explanation the consequences of the wool trade in the broader historical context (Medieval England). For example, the importance of the wool trade is explained and substantiated in terms of its consequences on the political and military power of Edward's England, and in terms of its social and financial effects (eg growth of towns).

### Student 2

The wool trade was important because it employed a large number during the reign of Edward, which stopped them becoming beggars. Instead, people were employed as shepherds, carders, fullers and merchants, which gave people more money. Wool was also important because it made money for the king through taxes.

The wool trade was particularly important to merchants, because English wool was the best wool in Europe at the time. Merchants would work as middle men to export wool to cloth-makers in Europe, and the demand for wool meant that they made a lot of money. For example, Lawrence of Ludlow became so rich that he was able to bring in the best craftsmen in Europe to work on Stokesay Castle.

#### Commentary - level 3

The answer shows developed thinking relevant to the question. Consequences are identified and a developed point is made in relation to the importance of wool to employment, with substantiating detail provided. A further consequence is also identified eg raised taxes but is not developed. To progress, the response would need to explain how the wool trade was important in the broader historical context of Medieval England. For example, the point about taxation could be expanded to explain how the wool trade was important politically and/or financially for Edward?

## Question 03

Write an account of the ways in which the legal system changed under Edward I.

[8 marks]

### Mark scheme

**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 changes**

**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.

Candidates 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, to an explanation of different impacts/ consequences of change in the broader historical context.

Such as... Edward I redefined the relationship with the nobility and the rights of his people in law and in parliament. He began a change in the way laws are made because he ensured Parliament would meet more regularly. It became accepted in his reign that the Commons should be present and this was to approve taxation. This happened with the Model parliament of 1295. Edward wanted all who contributed to taxes to have a say in agreeing to pay them. This is a basic principle of democracy and the law.

**Level 3 Developed analysis of change(s)**

**5-6**

**Answer is presented in a structured and well-ordered narrative/account demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Candidates may progress from a simple narrative of change(s) with extended reasoning supported by a range of accurate factual knowledge and understanding, which might be related to one consequence or impact of the identified changes.

For example, under Edward, the legal system was reformed to consolidate his authority; the Statute of Gloucester meant that nobles had to prove to the king's judges that they had the right to dispense justice. This was a way that Edward could regain royal authority by ensuring that existing franchises were under control and new ones could not be created.

<b>Level 2</b>	<b>Simple analysis of change(s)</b>	<b>3-4</b>
	<p><b>Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question.</b></p> <p>Candidates may progress from a basic narrative of change(s) showing a simple understanding of consequences of change supported with factual knowledge and understanding.</p> <p>For example, the fact that Edward made a great contribution to the English legal system because the Statute of Gloucester challenged the rights of nobles to hold courts and dispense justice.</p>	
<b>Level 1</b>	<b>Basic analysis of change(s)</b>	<b>1-2</b>
	<p><b>Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question.</b></p> <p>Candidates identify a basic narrative of change(s), which is relevant to the question.</p> <p>For example, Edward gained more control by holding regular parliaments.</p>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>

## Responses

### Student one

Edward changed the legal system by reducing the power of the barons . During his father's reign, the barons became increasingly powerful, holding courts and giving out punishments. Edward brought in the Statute of Gloucester in 1278, which meant that nobles had to show a royal licence to prove to the king that they had the right to be in charge of justice. Therefore, the barons had to seek Edward's permission to be in charge of justice. Barons were still allowed to deal with crimes, but all legal power had now come from Edward.

Another way Edward changed the legal system was by bringing in a type of police. For example, Edward introduced the Statute of Winchester in 1285 to improve justice by controlling sheriffs and making people responsible for catching criminals rather than just ignoring crimes. This meant that people now had to keep weapons so that they could join the hue and cry. Also, each town was forced to have a night watchman, a job that had disappeared in the previous century. This helped to deal with the problem of outlaws and gave all people who lived in towns in England responsibility for security.

#### Commentary – level 4

The response shows complex thinking in the analysis of the changes from the Statutes of Gloucester and Westminster. Accurate and detailed contextual knowledge is used to support an analysis of the broader impacts of Edward's change to legal power and policing.

### Student two

When he became King Edward I felt that the legal system gave too much power to the barons. For example, they were able to run their own courts and punish people as they wished without asking the king. He changed this by sending royal justices around the country to hear cases, which took away power from the barons.

Edward also improved the law through the Statute of Winchester, which introduced the Hue and Cry. This would make towns safer because criminals were less likely to escape. Edward was looking to speed up justice and make it fairer through his various legal changes, as this would make the public more likely to support him.

#### Commentary – level 2

A number of simple explanations of change are shown in the response, supported with factual knowledge and understanding. The response falls short of developed thinking as the explanations are not fully substantiated. For example, further explanation is required as to how sending royal justices around the country took power away from the barons.

For examples of the Historic Environment question, please see the Elizabethan England student responses.

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