



GCSE

HISTORY

8145/2B/B

Paper 2B/B Medieval England: the reign of Edward I, 1271-1307

Mark scheme

Specimen Material

Version E1.2

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.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<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 	4 marks
Intermediate performance	<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 	2–3 marks
Threshold performance	<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 	1 mark
No marks awarded	<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 	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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Study **Interpretation A** in the Interpretations Booklet.

How convincing is **Interpretation A** about William Wallace’s career?

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, the interpretation may be seen to be convincing up to a point in that it captures both the highs and lows of Wallace’s career, although the detail within the interpretation may be seen to be unconvincing – for example the picture focuses on the bridge rather than the ground just on the Scots side where Wallace killed the English cavalry. Both parts of the visual interpretation may be seen to convey Wallace’s importance as a Scottish leader.

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 also convincing because it depicts Wallace’s eventual capture in 1305 which serves to illustrate his longer term failure. After Stirling Bridge, Wallace failed to follow up his victory and was heavily defeated at Falkirk. His capture in 1305 was as a result of him being betrayed by a Scottish knight.

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 because it depicts Wallace's famous victory at Stirling Bridge, where Wallace although vastly outnumbered, secured his most important victory over the English in 1297 and a landmark in the First War of Scottish Independence.

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, it is convincing because it shows that Wallace was a military leader.

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

0	2	Explain what was important about the wool trade during the reign of Edward I.	[8 marks]
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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 Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question	7–8
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Extends Level 3.

Students 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.

Level 3:	Developed explanation of consequences Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question	5–6
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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, 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.

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 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.

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, raw wool was exported to Flanders, which made lots of money.

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

0 3

Write an account of the ways in which the legal system 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/continuity(s/ies)

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/continuity(s/ies) 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 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/continuity(s/ies)

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/continuity(s/ies) with extended reasoning supported by a range of factual knowledge and understanding.

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.

Level 2: Simple analysis of change(s) 3–4
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question.

Candidates 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, 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.

Level 1: Basic analysis of change(s) 1–2
Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question.

Candidates identify a basic narrative of change, which is relevant to the question.

For example, Edward gained more control by holding regular parliaments.

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 change that Edward I's Welsh castles brought about was that they allowed him to deal with the threat of rebellion.'

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

Explain your answer.

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

For example, Conwy Castle with its eight towers and commanding position on top of a rocky outcrop physically dominated the landscape and impressed the local population with the power and resources that Edward had at his disposal. It embodied the latest concentric military design and was meant to shock and awe the Welsh. It was symbolic of Edward's power and this changed the way that the Welsh perceived the English king. This was the main change arising from the building of Conwy Castle.

Level 3: Developed explanation of causes **9–12**
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.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of cause(s) to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, another change that Conwy brought about was that it enabled Edward to establish long-term control over local population because it was not just a castle, but also a fortified town or bastide. It was both a military and economic centre from which the control of the surrounding area could be consolidated and Beaumaris Castle, permanently control the northern end of the Menai Straits.

For example, another change was that the design of Conwy had none of the expected and traditional weaknesses of previous castles. Its new concentric design made it a more formidable structure and so could withstand possible attacks from the Welsh. The fortified harbour, for example meant that it could function independently of local support as supplies from England could be delivered from Bristol or Chester, therefore it could withstand a siege because it would never run out of supplies.

Level 2: Simple explanation of cause(s) **5–8**
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(s) by simple reasoning supported with factual knowledge and understanding of the site.

For example, the location of Conwy Castle changed how Edward I was able to deal with the threat of Welsh rebellion because it was part of a new ring of castles in North Wales, which also included: Harlech, Caernarvon, Beaumaris and Rhuddlan. This ring of castles surrounded Snowdonia, where the Welsh rebels had their stronghold under Llewellyn ap Gryffud. Edward did have his supporters in South Wales, but the rebels in the North needed to be contained.

Level 1:	Basic explanation of cause(s)	1–4
	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(s)	
	For example, the new concentric design used in building Conwy meant that it was an imposing structure which would put the Welsh off attacking.	
	Students either submit no evidence or fail to address the question	0