

# History

Answers and commentaries

**GCSE (8145)**

## **2BA Medieval England: the reign of Edward I, 1272 - 1307**

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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## Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

This resources is to be used alongside the GCSE History 2BB Medieval England: the reign of Edward I, 1272 - 1307 June 2022 Question paper and inserts.

### Question 1

How convincing is **Interpretation A** about the government of England under Edward I?

Explain your answer based on your contextual knowledge and what it says in **Interpretation A**.

[8 marks]

### Mark scheme

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>	
<b>Level 4:</b>	<b>Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding</b>	<b>7–8</b>

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 all of the statutes which Edward passed showed how important Parliament had become to obtain the agreement of the important nobles, merchants and clergy. In order to obtain the taxation, as the interpretation says, Edward had to concede to Parliament things that they approved of such as the expulsion of the Jews in 1290, and to backtrack on some of the implications of the Quo Warranto investigations and the Hundred Rolls Inquiry.

**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 passed a number of laws after the first Statute of Westminster in 1275 which changed the basis of land ownership. The second Statute of Westminster in 1285 said land should be inherited intact and not broken up. The third Statute of Westminster, meant you could not transfer ownership of land to a new holder. All of these statutes clarified and consolidated land ownership law which had been a mess.

**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 passed the first Statute of Westminster in 1275 which established that all land was under the King's control and the only way to prove it was yours was to have a royal licence or to show that you owned it before 1189.

**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 passed many laws such as the statutes of Westminster which were about land ownership.

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

## Student responses

### Response A

Source A says Edward I was one of England best law makers. I know this to be true as Edward made fair laws that gave England structure such as the Westminster Statute (1275) which brought about the hundred roles said who owned what.

The source also says he announced his laws in parliament which I know to be true as he did this to improve relationships with Barons in order to make them feel like they were being listened to.

Edward did improve existing laws like it says in Source A, like the Statute of Merchants, for examples which improved upon the Statute of Acton Burnell so now those who owed debt to merchants could be jailed in all cities not just London, York and Bristol. They were impactful like the source suggests as it increased trade.

It is true that Edward passed Laws in response to the concerns of his people like the statute of Winchester that addressed their safety. This statute set a curfew, had night watchmen put in place as well as hue and cry.

I believe source A is very convincing as I know everything it says to be true. Edward was one of Englands greatest lawmakers!

### **This is a Level 3 response**

The response addresses more than one aspect of the interpretation. Developed evaluation in relation to the Statutes of Merchants and Winchester is shown, supported by relevant contextual knowledge and understanding. It is credited at Level 3, at the higher mark in the level.

## Response B

Interpretation A is relatively convincing about the government of England under Edward I as it highlights the growing control he had in England by creating good law and order widespread in England. For example, the law he put in place such as the Statute of Westminster allowed him to restore his royal authority as The First Statute of Westminster 1275 allowed everyone below him to know that all land belonged to the King. Additionally, the influence of Edwards had in the government allowed him to understand who had what and by having the Hundred Rolls quo warrantum action which boosted his royal authority as he could tax barons who owned the land correctly. Moreover, Edward also needed more secular power hence the law and order he passes such as Statute of Mortmain 1275 and 1290 banned transfers of money thus decreasing the ecclesiastical power of churches as they had over 30% of land during his reign. Hence interpretation A is relatively convincing as the government of England being under control allowing Edward to improve his authority in England.

However, interpretation A is not wholly convincing about the government of England under Edward as the Statute of Westminster was not wholly effective as 3 were put in place in 1275, 1285 and 1290 suggesting the law disputes and subjudicata was causing difficulty in the government and undermining Edward's royal authority. Additionally, A is not wholly convincing as Edwards relation with Parliament was not always smooth as they would only grant him 10% tax which was not enough to Edward's wars and to extend his empire suggesting the huge role of Parliament in the government meant Edward had to sacrifice some of his royal authority to Parliament. Moreover, A is not wholly convincing as Robert Burnell plays a huge role in the English government and kept good law and order when Edward went on crusade for 2 years suggesting the government under Edward was not just successful due to Edward I power.

Overall, Interpretation is relatively convincing about the government of England under Edward I as it was quite successful in constantly restoring law and order for a fairer country and increase Edwards royal authority.

### This is a Level 4 response

The response shows a complex evaluation of the interpretation. It explores more than one aspect in relation to the government under Edward (new laws, Edward's influence, relations with parliament), placing them in impressively broad historical context. As such, it is credited at Level 4, at the top of the level.

## Question 2

Explain what was important about Edward I's relations with Scotland.

[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 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 (Edward's relations with Scotland) in the broader historical context (Medieval England). This is supported by factual knowledge and understanding.

For example, Edward's relationship with Scotland put a strain on his finances at a time in 1297 when other issues were pressing. He had to mount wars in Scotland and France and keep Wales under control which brought him into conflict with his nobles led by Robert Bigod, Marshal of England. He wrote the Remonstrances – a call for less taxation. As the country seemed on the verge of civil war, the Scottish threat of William Wallace after Stirling Bridge, brought barons and king together. Edward had to back down and compromise to meet multiple threats.

**Level 3:**      **Developed explanation of consequences**  
**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, what was important about Edward's relations with Scotland was that he continued to regard the Scottish king as his vassal and he interfered in legal decisions when Scottish nobles appealed above John Balliol to Edward. He also expected Scottish nobles to fight for him against France. The Scottish nobles did not think Balliol was strong enough to resist Edward and deposed

the king but Edward won the Battle of Dunbar in 1296 and looked to have taken control of Scotland.

For example, it was important because Edward wanted to control Scotland and add it to his empire. He used the chance to judge between John Balliol and Robert de Brus (Robert the Bruce) in 1291 to assert his claim to be overlord of Scotland.

**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, in 1291 Edward was asked to sort out who would be the next King of Scotland, he had to choose between John Balliol and Robert de Brus (Robert the Bruce).

**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, Edward tried to conquer Scotland in the same way that he had conquered Wales.

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



## Student responses

### Response A

Edward wanted control over Scotland so he arranged for his son to marry into the Scottish family so he could have control however, the girl he planned on marrying his son to died on the journey. Edwards second attempt was to choose a worthy king for Scotland, though instead of choosing the strongest or best leader, he chose John Balliol, a weak man as he was easy to manipulate and control.

The Scottish people did not like this and decided to fight back, Edward was in France at the time and his army lost, they were cornered by a river bend. Edward then attacked back, beating William Wallace and his army into the woods.

#### **This is a Level 2 response**

The response addresses more than one aspect of importance, showing some simple knowledge. There is an attempt to explanations link to importance, but the response is narrative in nature. As such the response remains simple, and is credited at Level 2, at the higher mark in the level.

### Response B

Edwards relations with Scotland lead to a fixation with incorporating them into his empire. After King Alexander of Scotlands death there was a succession crisis on who would claim his thrown Edward saw this as an opportunity to expand his influence and arranged that his son Edward II prince of wales be married to princess Margaret of Norway who was next in line to the Scottish thrown, this fell through however when the princess dies on the way to Scotland so Edward mediated who would become the next King of Scotland. Edward chose John Baliol as he viewed his as weak and easily manipulatable. When Edward asked for Scotland to provide him with soldiers to fight France the scottish formed an alliance with france which dragged Edward into a war with Scotland. Edward was nicknamed the hammer of the scots due to his relentlessness to subdue them which shows how Scotland became an occupying problem for Edward.

Edwards relationship with Scotland also hindered him greatly financially. Edward was forced to re-sign magna carta in 1297 as he needed funds to fight against Scotland in war from the barons. This also weakened Edwards holds in the other areas of his empire for example the Caernarfon castle in north wales was never finished during Edward resign due to lack of funds.

#### **This is a Level 4 response**

The response addresses more than one aspect of importance, exploring the impact of the succession crisis and Edward's obsession with Scotland. Explanations are directed at the question focus and supported with contextual knowledge and understanding throughout. Complex explanation is shown in the appreciation that Edward's focus on Scotland was to the detriment of other parts of his rule. As such, this is credited at Level 4 at the top mark in the level.

### Question 3

Write an account of how Edward I's armies fought.

[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 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, Edward's armies were led by the nobles and chivalry was very important in warfare. Individual nobles could be identified by their banners, including the King, and it was widely accepted that the nobles should seek out their equals to fight. However, because they were identifiable they often became easy targets. If you captured a noble you could use them to bargain or raise a ransom such as happened in 1264 to Henry III at the Battle of Lewis when Simon de Montfort took control.

**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's armies largely fought on foot. They used weapons like crossbows, pikes, longbows swords and battle-axes. They may be inexperienced peasants or be paid mercenaries fighting for Edward. However medieval battles were very unpredictable and to be avoided usually. The Battle of Stirling Bridge in 1297 shows how things could go wrong, leaders making poor decisions, failing to communicate and being caught out by the terrain. The sight of Edward's army and its power often brought about a surrender without conflict.

**Level 2:**      **Simple explanation of one change(s)**      **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, the nobles in the armies were the cavalry. They charged the enemy on horseback. The horse was expensive only the nobles could afford it. They wore chainmail and had a big spear and sword. They had to charge the schiltrons in the Battle of Falkirk in 1298.

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

Students identify a basic narrative of change(s), which is relevant to the question.

For example, the soldiers fought with pikes - long steel-tipped pole.

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

## Student responses

### Response A

Edward I's armies shaped medieval warfare.

When fighting the Welsh, they launched a three-pronged attack that ambushed Edward's enemies.

But Edward's armies further fought in other ways for example a fleet pushed to Aberconwy castle. Cutting off grain and food supplies. This wasn't as directly violent but more a strategic move. Which shows the variety of Edward's strategies. Further discussing a variety of ways Edward's armies fought. It was also very effective as Llywelyn surrendered shortly after.

In the battle of Falkirk 1298, led by Edward. They were faced with Scottish armies. The English cavalry and behind them and attacked from the sides as well. A highly useful move which took out most Scottish. When the Scots formed schiltrons, the English longbowmen were ordered to shoot. This took out the majority of the schiltrons, where the English attacked.

Edward I tried to avoid open battle fighting due to the wide variety of problems that could occur. But used 1000 cavalry and 15000 soldiers.

Edward would order his cavalry to charge, breaking the enemies defence followed by the soldiers. The longbows would shoot from a far distance to take at the advancing troops. Then the English would charge.

#### **This is a Level 2 response**

The response demonstrates a simple analysis of how Edward's armies fought. It identifies a number of different tactics that his armies deployed, which are often supported with knowledge and understanding. Explanation is implicit, meaning that the response is credited at Level 2 at the top of the level.

### Response B

One way Edward's armies fought was through siege warfare. This was where the army would directly attack a town or castle in order to knock it down to enter and take full control. Consequently, Edward's armies did this in battles like Dunbar in 1296 and it worked effectively as the brutality of using trebuchets helped to knock down the area in order for Edward's armies to gain full control.

Another way Edward's armies fought war through open and land battle. This is where weapons like arrows, swords and cavalry were commonly used on open pieces of land to fight with another side. These were more common and often easier to enforce and organise. Subsequently, Edward's armies fought physically and brutally during open battles as the physical affects were dangerous and unescapable. Nevertheless, they did provide Edward with many successful victories like the Battle of Falkirk where the ground battle tactics helped Edward to win against William Wallace.

Conclusively, both methods of how Edward's armies fought resulted in both successful victories and ultimate failures for Edward. For instance, the great success of the Battle of Falkirk, and the strength of Edward's leadership and cavalry in order to defeat the Scottish schiltrons, or the failed attempt at the Battle of Stirling Bridge, where a weakened army resulted in the embarrassing failure for Edward. However, Edward's armies fought powerfully with great strength and dominance across Wales in battles throughout 1282 and 1283 and in Scotland.

#### **This is a Level 3 response**

The response demonstrates developed analysis. Edward's tactics in open battles are explored in a developed, substantiated manner. Siege warfare is also addressed, though less successfully. As a result, the response is credited at Level 3, at the higher mark in the level.

### Response C

Edward I was a formidable military leader and ruthless fighter, his armies often used overwhelming numbers and conquered strategical locations to help them invade countries. In both the Welsh campaigns in 1277 and 1282, Edward's armies invaded from several directions both from the east from England and from the southern marcher lands. He also made it high priority to capture the island of Anglesey, where most of Wales' food was produced. The Welsh armies would then starve and surrender.

Edward's armies also consisted of several types of soldiers, horse-mounted cavalry, archers and foot soldiers. Edward commanded each to great effect in the battle of Falkirk in Scotland in 1298. The Scottish arms used the schiltrion shield formation which countered Edward used his archers to scatter the schiltrion before sending in his cavalry and infantry to wipe out the scattered men. Before the Welsh campaign in 1282, Edward gained his overwhelming numbers by hiring men from Europe and Ireland.

Edward's armies were often extremely ruthless and brutal, in Berwick in 1296 they burnt down the whole town and killed everyone in it. At Dumfries abbey in 1298 the English used the massive war wolf trebuchet to destroy the abbey and a Scottish sense of pride, in Wales by having the vast castles and strict rules and in Scotland by stealing the Stone of Scone and other important artifacts.

#### **This is a Level 4 response**

This complex response develops a strong explanation on the different aspects of Edward's military tactics. It is credited at Level 4 as it explores the broader impacts of Edward's tactics, for example in the final lines of the response.

## Question 4

'The main reason for the development of London during the reign of Edward I was the King's need for money.'

How far does a study of **London around the time of Edward I** support this statement?

Explain your answer.

You should refer to **London around the time of Edward I** and your contextual knowledge.

**[16 marks]**

## Mark scheme

**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, Edward was modernising the country and needed its laws to be uniform. The alderman of London considered themselves to be the city's nobility, they had to be shown that Edward wanted no special laws or privileges to apply only to London. Edward's government was becoming more fixed in London such as the Chancery which produce the government's paperwork, after the death of Burnell in 1292, it no longer travelled around with the King but was based in London. The Exchequer was also becoming fixed in London during this period, it handled all the king's money. Edward took over running the city in 1285 and taught the leading citizens of London a lesson that their well-being and prosperity depended on the goodwill of the Crown.



**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 causes to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, London relied upon the king's business and the Royal household, just as the King relied upon London for income and this was a main reason why London developed. Edward had brought in a wool tax which gave him a much more regular income from the 1270s onwards. He also benefitted from taxes on imported wine. As London handled 36% of all English trade in 1300 and was the country's busiest port, its merchants, English and foreign, contributed a large amount of his income. A third of the aldermen of London were involved in the wine trade so when Edward began to favour traders from Italy and Gascony, it harmed their wealth and importance.

For example, London developed because the king needed a capital city that would impress foreign visitors and act as the economic engine of the country. London had to be safe, clean, and was to become a centre for his administration. Those traditional families who would not change had to be taught a lesson about keeping a good relationship with the king. So, after the disorder in the years before 1285 he took over running the city for the next 13 years used a Royal warden. Londoners only regained their privileges in 1298 after they paid a large fine and they learned the lesson as well as having new people introduced to the ruling class of London.

**Level 2: Simple explanation of causes** **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 causes by simple reasoning supported with factual knowledge and understanding of the site.

For example, Edward favoured trade and foreign merchants so he was happy for them to have special privileges which increased their part in the commerce of London. In 1285 when he took over the city he allowed foreign merchants to trade which was a threat to the powerful London families and guilds.

**Level 1: Basic explanation of causes** **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 causes

For example, Edward made sure all of the country's money was made in London. He introduced the groat and a new silver penny.

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

## Student responses

### Response A

A reason for the development of London would have been Edwards need for money, he always wanted castle and fortified manor houses etc. He also wanted money for battles. However, its not the only reason.

Another may be trade, trade was a big thing, London did over 20% of all trade around the world it formed relations across Europe, They got all sorts of materials and food from places such as Gascony, German and Spain etc. He did lots of trade with the Richard Brothers, they held his money and did loans very often. This caused London to become a cosmopolitan city, it also became the capital. London's geographical location is excellent for trade, this is due to it facing Europe and the massive river that runs through it.

Another reason may have been for power, making London much better would have got the people to like him more which would lead to them being more willing to pay tax.

Another reason may be to sort out some people such as the Aldermen. By doing this he supported the guild, the Aldermen had too much power and Edward didn't like it.

Another reason he may have improved London may have been for the government. He centralised London, he made the parliament building, he made a new coin. He brought parliament to one place which made things much more organised.

In conclusion I disagree with the statement and think the main reason is trade, they kind of go together but trade was such a big thing. Traders and merchant got so many benefits. There was also traders and markets everywhere.

### **This is a Level 2 response**

This simple response addresses a number of reasons for the development of London. The section on trade shows some simple explanation, though it requires further substantiation to progress. Other reasons are identified with some further support. As a result, the response remains in Level 2 towards the upper marks of the level.

### Response B

The king's need for money was the main reason for development in London during the reign of London mainly due to his obsession with fuelling the wool and wine trade. London's pivotal role in the wool and wine trade clearly demonstrated the fundamental impact economics had on the cities in Edwards reign. For example, by 1300, 36% of all trade came through London's ports. As a result, many groups in London benefited from this increasing prosperity, in particular the Alderman 1/3 of whom took active role in supporting the wine trade with Gascony. As time increased Gascon merchants gained more and more privileges in London and by 1285 received the same rights as a London English citizen. This meant that Edward could more easily prosper, as every barrel of wine resulted in a tax of 2 shillings for Edward. Hence the radical change to the balance of power in London. Therefore, this overall demonstrated that Edwards need for money is fundamental to the development of London as his actions were caused by his desire to raise money from the trades to help him fund his imperial ambitions in Scotland and Wales.

However, another reason for development in London could be Edwards incremental steps to assist in strengthening Law and Order. For example, Henry Waleys who was Londons mayor introduced nightwatch. As a result, the interest of Merchants were better protected which could suggest that Edwards desire to increase law and order could be because he wanted to protect the security of the economy so he could still raise money. Additionally, in 1265 an argument between the goldsmiths' and the tailors' guild led to a 3 day riot. Consequently, Edward took action and ordered a number of rioters to be hung. Moreover, he changed London city law to common law, which the rest of England. Therefore this epitomises the impact the development of law and order had on London which caused Edward royal authority to be more widespread and recognised. However, although important, the reasons that necessitated Edwards choice to develop law and order could be more significant as he wanted to protect the economy.

Overall, I believe the sweeping changes that Edward made to trade and economy in order to receive more money for himself was the most important .

#### **This is a Level 3 response**

The response demonstrates developed explanation of the roles that Edward's need for money and the expansion of the city's trade had on London's development. There is strong supporting knowledge used throughout. A judgement is attempted, though this is asserted rather than substantiated. As a result, it is credited at Level 3 in the middle of the level.

### Response C

The King's need for money was contributory to the development of London during the reign of Edward I. For example, Edward raising the price of wool duty for 7s 6d to 40s. This means that, due to the 80,000 sacks of wool involved per year in the wool trade, Edward benefited financially and directly from the wool trade. However, the trade and economy was what funded Edward to aid his imperial ambitions. Additionally, the tax on wine was 2 shillings per barrel. This meant that because 50% of Gascon wine went through London, Edward was directly raising revenue for the crown through this trade. The king's need for money exacerbated the importance and reliance the king had on economy and trade in order to not only raise money to increase his royal authority through empire expansion, but also to create a national identity through London in order to create a national identity through London in order to increase his royal authority in short term but also to leave a lasting legacy from his reign.

The fundamental importance of economy and trade radically changed the power balance in London during the reign of Edward. For evidence, in 1301 36% of all English trade went through London. This meant that as well as elevating London's economic importance it also increases the reliance Edward had on economy and trade for increasing his empire and royal authority. Additionally 1/3 of Aldermen were involved in the wine trade. This meant that Gascon wine merchants began to receive the same privileges as the people of London. This inclusivity not only accelerated the success of trade throughout London but also radically impacted London and the whole of England's economy (increasing national identity). Economy and trade was at the centre of all Edward's ambitions in London as he improved other aspects like law and order (though Henry Wale's introduction of night watch) and financing the crown through increasing taxes in order to accelerate the success of economy and trade in London.

In conclusion, although the king's need for money did contribute to the development of London and increased revenue and London's importance, economy and trade was the main reason for the development of London during the reign of Edward I as it not only drastically increased revenue for Edward, London's economy and the people of London, but it also dramatically impacted London's national identity, creating a legacy for Edward's reign.

#### **This is a Level 4 response**

The response addresses the given reason (money) and the one other reason (trade). Both reasons are well explained and substantiated. A judgement is signposted throughout, with a well-reasoned concluding paragraph comparing the importance of the two explored reasons. This shows relational thinking, meaning that the response is credited at Level 4 towards the middle of the level.

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