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GCSE

# History

8145/2 Shaping the nation  
Report on the Examination

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8145  
June 2018

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Version: 1.0

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## **General**

### **Section A: Thematic studies**

#### **AA Britain: Health and the people: c 1000 to the present day**

##### **Question 1**

The source was clear and accessible to all students, and thus straightforward. Most students derived basic understanding from the source for at least Level 1 and most made simple inferences for Level 2 marks. Students proposed more developed points for Level 3. It was pleasing to see that few answers were composed solely of source description.

Many students ignored the date of the sources and did not display or apply accurate chronological knowledge. Many students wrote about John Snow and the Great Stink or Bazalgette and assumed people in 1832 knew more about the true causes of Cholera than they would have done. Whilst the question permits students to discuss the limitations of the sources, those limitations have to be relevant to the question. Students who have considerable knowledge about the focus of a question often take the opportunity, in the examination, to dismiss out of hand, a source which does not mention something they know about. Students would be better advised in their answers to explore the positive contribution that a source could make to an understanding of the specific focus of the question.

Examiners saw many good answers that were rewarded at Level 3 for their recognition of the usefulness of the source in showing contemporary opinions about water quality, criticism of laissez-faire attitudes in government to public health, and a concern for the connection between water, dirt and disease. Provenance featured in many answers but little was said beyond statements which imputed simple bias or asserted that there was exaggeration. Only a few students' answers demonstrated complex reasoning at Level 4. It is important for students to pay attention to the provenance of a source, to consider its purpose and audience, as well as appreciating the precise date it was created in relation to their contextual knowledge.

##### **Question 2**

This question was the one answered most convincingly of all the four questions. Many Level 2 and Level 3 answers identified key issues such as the acceptance by the Christian church of Hippocratic and Galenic medicine, how it became the basis for so many medieval treatments, and why it was an improvement upon the supernatural understanding of disease. A large number of answers drifted into explaining how the work of Hippocrates and Galen was corrected by the Renaissance, which was not the focus of the question. Many students wrote excessive amounts of narrative based upon their learning rather than selecting from it to focus an answer to the question.

Examiners remarked it was pleasing to see that many students were able to separate significance into longer and shorter term influences or impact. Answers of this sort often scored well. At Level 4 it was good to see students who could explain how the work of Hippocrates and Galen whilst initially helping medicine to develop, became an orthodoxy which it was very difficult to challenge in later years, and thus hindered further progress.

**Question 3**

Better answers to this question showed a sound knowledge of surgery and anatomy in both periods. Students clearly knew a lot about surgery but often wrote about it from the point of view of discussing pain, infection and bleeding. This was clear at Level 1 and 2. It was noticeable at these levels that many students wrote about the differences, often at great length, between the Renaissance period and the nineteenth century. It is quite understandable why they would be able to write about the differences between the two periods at length but that was not the focus of the question. Many students wishing to write about pain, infection, and bleeding, or anaesthetics and antiseptics, were not equipped to take those organising principles back to their knowledge of the Renaissance and apply them to discern similarities. It may be that students need to be given more opportunities to reflect upon the similarities between different periods, people, and events in history during their study of 'Health and the People', which would improve their effectiveness in the examination at directing their knowledge to answering this type of question.

At Level 1 and 2 some simple understanding emerged in answers about the similarities between the two periods, for example, there were improved treatments, and challenges to accepted treatments in both periods. At Level 3 a more developed understanding showed through in that students realised there were innovations in both periods that at the same time helped and hindered progress. For example, Paré's use of ligatures may have effectively sealed the wound but might also introduce infection; nineteenth century anaesthetics allowed operations to be painless but also for a period of 20 years or so before antiseptics, saw the death rate rise as surgeons, without the knowledge of germ theory, introduced infection deep into the area they operated on. An important piece of understanding often shown by students in their answers at Level 3 and 4 was that the nineteenth century could be viewed in two parts, whereas in the first half of the century pain and infection were ever present in surgical operations, by the end of the century these issues were well on the way to being overcome.

**Question 4**

Many students showed in their answer to this question that they understood how different factors had affected the treatment of disease over a thousand years of history. Nearly all students addressed the factor named in the question, the role of the individual, in their answer.

At Level 1 students frequently identified individuals for example Louis Pasteur, or Alexander Fleming, and showed, usually briefly, some knowledge and understanding of what they did. At Level 2 students began to show in relation to the individuals they had selected something of the importance of their contribution to the history of medicine. It was at Level 3 that students began to show a grasp of the identified factor. Answers showed how students had reflected on their knowledge and then related it to discuss how the work of individuals, might illustrate the way in which that factor can bring about development or progress in medicine. The factor of the role of the individual is one which frequently sees detailed descriptions or narrative of the work of important pioneers and scientists in the history of medicine. It is rare to see students draw out in their answer an understanding of how an individual's unique qualities and abilities, e.g. motivation, insight, perseverance, or work ethic, contributed to medical development.

Students at Level 1 and 2 showed some understanding that the role of the individual was only one factor which might have contributed to the development of treatments of disease in Britain. They often suggested that warfare or science and technology had an influence, but there was less knowledge shown, which was surprising to examiners, about the latter factor. It was clear that many students were still thinking about Question 3 and wrote at length about surgery.

Answers that were given Level 3 marks chose a range of examples from three or all parts of the specification. In support of their argument about the history of the treatment of disease they considered at least two factors, one of which was the nominated factor in the question. This was straightforward for many students to do. Answers at Level 3 and 4 were able to separate science and technology as a factor from the scientists themselves who might be considered under the 'role of the individual' factor. The latter example also illustrates the way in which the relationship between factors might be considered at Level 4. The question clearly invited students to consider the 'main factor' in the development of the treatment of disease and answers that did that directly with some substantiated judgement were rewarded at Levels 3 and 4.

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**AB Britain: Power and the people: c1170 to the present day****Question 1**

The source was clear and broadly understood by most students. Most students could get something from the source for at least Level 1 and most made simple inferences for Level 2 or developed points for Level 3. It was pleasing that examiners did not see many students who offered only source description in their answer.

Many students ignored the date of the source or did not apply accurate chronological knowledge to it. Many students wrote generally about the history of Chartism between 1836 and 1850 and their answers would have been better had they focused more precisely on the date of Source A. Where this out of focus approach was adopted the students rarely exceeded Level 2 marks even though they knew and wrote a lot. Provenance featured in many answers but little was said beyond a claim of simple bias. Whilst the question permits students to discuss the limitations of the source, those limitations have to be relevant to the question. Students who have considerable knowledge about the focus of a question often take the opportunity, in the examination, to dismiss out of hand, a source which does not mention something they know about. Students would be better advised in their answers to explore the positive contribution that a source could make to an understanding of the specific focus of the question.

Some good answers were seen at Level 3 which mentioned the propaganda value of the image which portrayed peaceful, respectable 'middle-class' protesters. Examiners saw some students who showed complex thinking in relation to the source. These answers often contrasted the peaceful nature of this Chartist procession in 1842 with some of their later violent behaviour. A number of students focused on the provenance of Source A and suggested that as this poster was given freely with the Chartist newspaper it was meant to be kept as a significant memento and therefore said something about how the Chartist movement regarded itself or wanted to be seen at this time.

**Question 2**

This question was answered well by many students and where the term, 'American Revolution' was properly understood, knowledge was deployed impressively often leading to Level 3 and 4 awards. Weaker answers usually used a narrative approach, which was often about the events of the Boston Tea party. These types of answers needed to focus on aspects of significance. At Level 3 and 4 it was noticed by examiners that students were well prepared in many cases to separate significance into long and short term influence. These often scored well in Level 3 and 4. It was frequently mentioned at Level 3 and 4 that the American Revolution was particularly significant for the British Empire and in inspiring other people around the world to fight against authority.

**Question 3**

The better answers to this question showed a good knowledge of Tolpuddle Martyrs and the General Strike. Students frequently were rewarded at Level 1 and 2 when they wrote about the two groups of people based upon what motivated each group i.e. pay and working conditions. Many students also saw a similarity in the government's reaction to both groups. It was noticeable at Level 1 and 2 that many students wrote about the differences, often at great length, between the two groups. Whilst this is quite understandable, it was not the focus of the question. It may be that students need to be given more opportunities to reflect upon the similarities between different

periods, people, and events in history during their study of 'Power and the People' which would improve their effectiveness in the examination at directing their knowledge for this type of question.

At Level 3 a more developed understanding showed through in answers where students focused on the influence of Trades Unionism for both groups. This may have been in so far as the Tolpuddle Martyrs led to Chartism and the Cooperative movement or that the General Strike produced trades union legislation. An important piece of understanding often shown by students in their answers at Level 3 and 4 was that treatment of both groups involved public opinion, or reactions to industrial change.

#### **Question 4**

Many students showed in their answer to this question that they understood how different factors had influenced the promotion of people's rights in Britain over a thousand years of history. Nearly all students addressed the factor named in the question, the role of the individual, in their answer.

At Level 1 students frequently identified individuals, for example, Simon de Montfort or Emmeline Pankhurst, and showed, usually briefly, some knowledge and understanding of what they did. At level 2 students began to show in relation to the individuals they had selected something of the importance of their contribution to the history of people's rights. It was at Level 3 that students began to show a grasp of the identified factor. Answers showed how students had reflected on their knowledge and then related it to show how the work of individuals, might illustrate the way in which that factor can bring about development or progress in promoting people's rights. The factor of the role of the individual is one which frequently sees detailed descriptions or narrative of the work of key individuals in the history and politics of Britain. It is rare to see students draw out in their answer and understanding of how an individual's unique qualities and abilities, e.g. motivation, insight, perseverance, or work ethic, contributed to promoting people's rights in Britain.

Students at Level 1 and 2 showed some understanding that the role of the individual was only one factor that might have contributed to the promotion of people's rights in Britain. They often suggested that communication, or ideas had an influence. Interestingly some students made out a case for the impact of organisation or groups as a factor in promoting people's rights. When that group's character and unique influence were clearly identified, this was credited in answers. Examiners did note that answers lost focus on the question of promoting people's rights in Britain when students chose examples such as the abolition of slavery or the American Revolution which made it harder to articulate the impact on people's rights in Britain.

Answers that were given Level 3 marks chose examples from three or all parts of the specification in their support of an argument about the promotion of people's rights in Britain. They selected a range of examples appropriately their arguments. Answers were based upon a consideration of at least two factors, one of which was the nominated factor in the question. This was straightforward for many students to do. Some answers at Level 3 and 4 were admirable for their ability to identify war or the threat of violence as a factor over the thousand years of the specification. It was rarer to see it advocated by students that changes in economic circumstances could be seen as a factor in promoting people's rights. The question clearly invited students to consider the 'main factor' in the development of the treatment of people's rights and answers that did that directly, with some substantiated judgement, were rewarded at Levels 3 and 4. The better examples at Level 4 considered how the relationship between factors might have operated.

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**AC Britain: Migration, empires and the people: c790 to the present day****Question 1**

The source was clear and accessible to all students. Students do, however, need to be reminded that there is a difference between the utility of a source and the concept of reliability. The source attribution added important information which was used well by some students, though many at Levels 1 and 2 could have exploited it further in their answer. Most students could write about the growth of the Empire which was evident in the source and mentioned the size of the Empire and the importance of its trade routes. Answers of this nature tended to be in Level 2. For Level 3 awards students referred to, for example, the suggestion of Britain's moral responsibility to less developed peoples around the world. This was often linked to broader attitudes to empire at the time, other than the idea of a simple growth in trade and wealth. A few students homed in on the date of the source and then applied correct contextual knowledge to it to explain its message and make more complex inferences related to its provenance at Level 4.

**Question 2**

There were some impressive answers to this question with many students showing a detailed knowledge of the Hundred Years War. They possessed knowledge of key events and also showed that they understood the significance of each event in the story of a long war. Weaker answers, however, often possessed long passages of narrative which drifted away from the focus of the question. Simple answers at Levels 1 and 2 referred to the cost, devastation and number of deaths during the Hundred Years War. At Levels 3 and 4 students showed an awareness of the significance of the conflict for the establishment of separate national identities in France and England.

**Question 3**

The better answers to this question showed a good knowledge of the Vikings and the British in 17<sup>th</sup> century North America. Students frequently were rewarded at Level 1 and 2 when they wrote about the economic benefits to the colonisers. They were knowledgeable about the benefits to both the Vikings and the British. It was noticeable at Level 1 and 2 that some students wrote about the differences, often at great length, between the two groups. Whilst this is quite understandable, it was not the focus of the question. It may be that students need to be given more opportunities to reflect upon the similarities between different periods, people, and events in history during their study of 'Migration, Empire and the People' so that they will become more effective at directing their knowledge to answering this type of question in the examination.

At Level 3 a more developed understanding showed through in answers where students focused on the cultural impact of the colonisation by both groups. Students referred to the settlement and integration of the colonists with the indigenous population. An important piece of understanding often shown by students in their answers at Level 3 and 4 was that the impact of both colonists contributed to a national identity and new nations.

**Question 4**

There were many good answers to this question. Examiners noted that students had been well prepared to discuss factors contributing to the causes of migration and settlement to Britain over time. Most students could offer examples of how war and violence have led to migration, in the

main choosing examples from across the thematic study. Many referred with good examples to religious persecution and economic factors as motives for migration.

Nearly all students addressed the factor named in the question, war and violence, in their answer. At Level 1 students frequently identified groups such as the Huguenots or Vikings and showed, usually briefly, some knowledge and understanding of why they came to settle in Britain. At Level 2 students began to show a better grasp of the push-pull mechanism in causing migration and settlement. Students at Level 1 and 2 did show some understanding that war and violence was only one factor that might have contributed to settlement in Britain. However, they often only mentioned another factor such as government or religion in broad terms without detailed supporting knowledge.

It was at Level 3 and beyond that students began to show a clear understanding of the identified factor, as well as a detailed knowledge of other factors. Answers that were given Level 3 marks chose examples from three or all parts of the specification. Their support of an argument about the settlement of people in Britain was based upon a consideration of at least two factors, one of which was the nominated factor in the question. This was straightforward for many students to do. They selected a range of examples appropriate to their arguments. Some answers at Level 3 and 4 were pleasing for their depth of knowledge about how economic factors such as access to work and education, improved living standards, wealth might motivate settlement over the thousand years of the specification. The question clearly invited students to consider the ‘main factor’ in the settlement of people in Britain and answers that did that directly, with some substantiated judgement, were rewarded at Levels 3 and 4. The better examples at Level 4 considered how the relationship between factors might have operated over time.

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**Paper 2 Section B****BA Norman England, c 1066–1100****Question 1**

Students found the interpretation straightforward. The vast majority of students found something to say, based upon their own knowledge, about this interpretation. Though it was important for students to connect what they knew with the interpretation directly, rather than merely assert something they knew about the Battle of Hastings. A few students made speculative comments about the author that were not rewarded.

At Level 1 many students focused on the assertion that William was the better commander. Examiners frequently saw descriptions of the feigned retreat as evidence of William's military talent. At Level 2 students showed a simple understanding of the way in which this tactic, after a day-long battle, damaged the integrity of the Anglo-Saxon shield wall. Students at this level also explained the reference to 'the effect of luck' and the rumours that William might have died early in the fighting. They used reference to the fact that William had to make his survival and presence clear to his troops by raising his helmet thus proving that he was still alive.

One way in which students at Level 3 and 4 often showed their understanding of the interpretation was by applying their knowledge to how 'luck' might be considered to have had an influence upon the outcome of the battle. They often cited Harold's journey north and the battle of Stamford Bridge that weakened the force that William had to face at Hastings. This was often coupled with the adverse weather conditions which kept William and his fleet in Normandy and only abated when Harold had left to journey north. Examiners also saw a few perceptive answers that explored the idea that Harold was a talented general. To support this contention, students referred to the choice of site for the battle as offering height, visibility and a good position for a defensive battle. That the battle lasted so long suggested that this was a well-chosen site. But a few answers balanced this view by saying that whilst Harold inspired his troops by fighting with them on foot he did not have the battlefield advantage of seeing the fight from horseback. A few able students discussed the risks involved in engaging Harold's force in battle.

**Question 2**

Students had a lot to say about the trials and punishments. However, the key point about this question lay in explaining the importance of the Norman reforms of the English legal system. A small number of students showed confusion between the legal system and feudal system, and a small number of students thought this question to be about the Domesday Book.

At Level 1 students frequently showed a basic understanding that the Normans introduced trial by battle, and often went on to explain trial by ordeal. At this level many students were unclear about how the Normans changed the court systems. The answers that rewarded at Level 2 were often clearer about the role of the honorial or Lord's courts. It was also common to see simple mention that laws now were written down in Latin as the language of government.

At Level 3 and 4, some students appreciated that the Normans did not change everything but retained much of the Anglo-Saxon legal system. Explanations were seen that the Normans realised that the Anglo-Saxon system worked and by continuing it, they reinforced the legality of the Norman takeover. Examiners were pleased to see developed explanation of the introduction of new Forest laws and the impact they had on the activities and diets of Anglo-Saxon villagers.

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Another feature of the Norman reforms of the English legal system which was explained well by students was the introduction of the ‘murdrum’ fine.

### **Question 3**

Students were keen to show their knowledge about the problems caused by the death of Edward the Confessor in 1066. At Level 1 it was common to see many students state that there were a number of claimants to the throne. However, it was at Level 2 that students recognised and simply made the point about why there were many claimants; Edward died without any children and therefore it was unclear who would be King.

At Level 3 and 4 it was common to see students develop a point about the different foundations of the claims to the English throne of Harald Hardrada, Harold Godwinson, Edgar, and William, Duke of Normandy. This was done well. However, students were less impressive at showing an understanding that there was no clear principle for deciding who would be the next King. This was a part of why the death of Edward the Confessor proved problematic. It was pleasing to see some students who clearly understood this and were able to discuss the different principles for deciding the next King, e.g. inheritance, nomination, endorsement by the Witan, post obitum, novissima verba, et cetera. A small number of students showed an impressive knowledge of the power of the Godwin family.

### **Question 4**

Students answered this question well and impressed the examiners. It was clear that they had made good use of the Historic Environment Resource Pack. Students knew about the architecture and style of Durham Cathedral. However, some students wanted to write a general description of Durham Cathedral or include considerable detail about St Cuthbert. It is important that students direct their energy, thinking and knowledge towards answering relevantly, the question on the examination paper.

Students were quick to identify Durham Cathedral as an example of Romanesque architecture. At Level 1 they frequently described in a basic way some of the architectural features of the Cathedral, for example, the rounded arches and ribbed vaulted ceilings, and its symmetrical patterns.

Examiners noted that some students gave only the briefest mention to Durham or its location. Other answers showed that the student believed that Durham Cathedral rather than the castle was a military site. A number of answers suggested that Durham Cathedral had been rebuilt in an urban location from a previously rural one.

At level 2 students discussed in simple terms alternative changes that Durham Cathedral might represent such as the wider changes to the Anglo-Saxon Church. Many students at Level 2 noted the way in which the Cathedral was designed to control and impress the Anglo-Saxons.

At Level 3 and 4 students developed an argument about whether or not the main change that Durham Cathedral demonstrated was to do with architecture, church reform or social control. With regard to the architecture of the Cathedral students discussed the layout of the Cathedral in relation to the quire, nave, and altar. The design of the Cathedral many students recognised would be in stark contrast to the previous wooden building which had been demolished and the new cathedral would impress everyone with its splendour and size. Students were also keen to recognise the architectural heritage of the design and made pertinent comments about the

relationship between Durham Cathedral and St Peter's basilica in Rome, and the influence of the designs of Islamic Spain. A small number of students recognised the way in which the Cathedral represented a transitional style which was evidenced in the way that Anglo-Saxon design had been incorporated into a Norman tradition.

A number of students referred to the way in which William St Calais used the Cathedral as a home for the relics of St Cuthbert. Students recognised that this was a shrewd move to respect the Anglo-Saxon tradition of relic worship but it also brought financial benefits for the Cathedral, and as some students noted, for the city of Durham.

Students did well to develop an understanding of how the Normans impressed the Anglo-Saxons and reinforced their sense of authority by the location and scale of Durham Cathedral. They recognised the importance of Durham as a 'Marcher lordship' and the enhanced powers of the Prince Bishop in this border region between Scotland and England. Some answers correctly explained the importance of the location of Durham Castle.

It was clear at Level 3 and 4 that students recognised that there were wider reforms to the Anglo-Saxon church which the arrival of the Normans accelerated and enabled the English church, to some extent, to catch up with the continental church. The evidence for this at Durham was the introduction of Benedictine monks to the Cathedral chapter. Further some students referenced the new services and endowed library as further evidence that Durham supported these reforms. The most frequent line of argument used by students at Level 3 and 4 was that William's desire to atone for the brutal way in which he had conquered the country sat well with his need to retain control and impress upon the Anglo-Saxons, the permanence of Norman control.

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**BB Medieval England, the reign of Edward I, 1272-1307****Question 1**

Students found the interpretation straightforward. The vast majority of students found something to say, based upon their own knowledge, about this interpretation. A few students made speculative comments about the author that were not rewarded.

At Level 1 many students focused on the assertion that Edward's insensitivity and brutality was shown in the way he went to war after he had been invited by the Scots to settle the succession issue. At Level 2 students showed a simple understanding of these points and supported with reference to the battles Edward fought in Scotland, particularly his treatment of Berwick or William Wallace. Students at this level explained the 'power vacuum' that existed in Scotland after the death of King Alexander III.

One way in which students at Level 3 and 4 often showed their understanding of the Interpretation was by applying their knowledge of how tough Edward was with Scotland and his decisive campaign 1304–1305. They often cited the size and superiority of Edward's forces in comparison with those forces ranged against him. A few students referred to the removal of the Stone of Scone as an example of Edward's wish to humiliate and absorb Scotland into his domain. A few able students discussed the 'impossible situation' in the context of the problems that Edward I bequeathed to his son with regard to Scotland.

**Question 2**

Students clearly had a lot to say about the expulsion of the Jews in 1290. However, the key point about this question lay in explaining the importance of the expulsion of the Jews to England at the time of Edward I.

At Level 1 students frequently showed a basic understanding that the Jews had been expelled because people didn't like them. At this level many students were aware that the Jews often loaned money. The answers that rewarded at Level 2 were often clearer about what usury was in the context of medieval Christian Europe. It was also common to see simple mention of long-standing reasons for anti-Semitism. At Level 2 there were detailed explanations of how Edward penalised Jews through the Statute of Jewry and then precisely what was required of Jews by the Edict of Expulsion.

At Level 3 and 4, students appreciated that Edward no longer had any use for the Jews as a source of Royal revenue either through loans of money or taxation. Complex explanations showed an awareness that many nobles and merchants who had debts to the Jews would be excused those debts if the Jews were expelled and that Edward hoped correctly, that out of gratitude, they would be more willing to grant him extra taxes.

**Question 3**

Students were keen to show their knowledge about the problems facing Edward I when he became King. At Level 1 it was common to see many students state that the new King had to assert his authority over the barons. However it was at Level 2 that students recognised and simply explained why this was necessary in relation to his father, Henry III's reign.

At Level 3 and 4 it was common to see students focus on why an ‘issue’ might be seen as a problem. There was frequent reference to Edward’s expensive wars and expansive foreign policy. This in turn raised the question of finance as a problem. Many students were perceptive about the problem that Wales presented in the form of a border threat to England, and Llewellyn ap Gruffydd’s refusal to pay homage to King Edward. It was important for students to realise that the issues they should discuss were those which occurred when Edward became King and not related to the later years of his reign.

#### **Question 4**

Students answered this question well and it was clear that they had made good use of the Historic Environment Resource Pack. Students knew about Lawrence of Ludlow’s wealth and its origins. However, some students wanted to write only a general description of Stokesay Castle. It is important that students direct their energy, thinking and knowledge towards answering relevantly, the question on the examination paper.

Students were quick to connect Stokesay Castle with Lawrence of Ludlow’s profits from trading in wool. At Level 1 they frequently described in a basic way some of the notable expensive features of Stokesay, such as the glass in the windows or the floor tiles.

At level 2 students discussed in simple terms other features which revealed Lawrence’s wealth such as the size of the building, the South tower, and the secure vault in which he kept his money. A number of students referred to the fact that Laurence was able to loan money to King Edward. Many students at level 2 noted the way in which Lawrence had Stokesay Castle designed to give him and his family some privacy.

At Level 3 and 4 students developed an argument about whether or not the main change that Stokesay Castle demonstrated was to do with the owner’s wealth, or the more peaceful Welsh border area, or the political power that Laurence’s wealth, from trading wool, brought. It was very clear at the higher levels that students understood the importance of the wool trade to those involved in it, as traders or landowners, and to the country and its king. With regard to the design of Stokesay Castle at the time, students presented different arguments about it. For some, the death of Llywelyn ap Gruffydd and Edward I’s campaigns in North Wales had brought peace to the area and gained the loyalty of the Welsh governing elite for the English King. However, other students were able to argue that there were sufficient defensive and protective features in the design of Stokesay Castle to suggest that the Welsh border regions were not so stable. The moat, height of the walls, South tower and gatehouse were all evidence that Laurence still needed to be protected.

Some students were able to argue that these design features were merely precautions against criminals and theft. Some answers noted that the features of Stokesay Castle reflected changes to the social or even feudal system. This was characterised as the emergence of a new merchant class who had aspirations to live like nobility but with considerably more comfort. Stokesay Castle reflected these aspirations by separating the living quarters of Lawrence from those of his servants with the Great Hall. Lawrence’s new status was acknowledged by the King granting him permission to crenellate. This design feature was seen as a homage to the development of the King’s great castles in North Wales and a visible indication that he enjoyed the king’s favour. The change in social status was related to the wealth of the wool merchants and their political power in Parliament.

The most frequent line of argument used by students at Level 3 and 4 was that Stokesay Castle did represent the owner’s wealth but also the change in their social and political influence.

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## **BC Elizabethan England, c 1568 – 1603**

### **Question 1**

Students found the interpretation straightforward. The vast majority of students found something to say, based upon their own knowledge, about this interpretation. A few students made speculative comments about the author that were not rewarded.

At Level 1 many students focused on the general difficulties of choosing a husband mentioned in the interpretation. The comments that students made were often based on a paraphrase of the content and generalised; answers were also asserted rather than explained. Examiners frequently saw reference to Elizabeth using marriage as a political tool and that Elizabeth considered she was married to her royal duties as Queen of England.

At Level 2 students frequently showed a simple understanding of the political and religious dimension to the prospect of Elizabeth marrying. Students at this level explained how marriage to a continental suitor, particularly if Elizabeth died soon after the event, might hand control of England to a foreign, possibly Roman Catholic, power.

One way in which students at Level 3 and 4 often showed to show their understanding of the interpretation was by applying their knowledge to how the choice of an English husband might have had an impact. They were often very knowledgeable about the Earl of Leicester, his relationship with Elizabeth, and how the death of his wife cast a shadow over his suit. Examiners also saw many perceptive answers that explored Elizabeth's psychological make up and predisposition to marriage. In this they discussed Elizabeth's father's six wives, the dangers of childbirth, and Elizabeth's age at times when considering marriage proposals. A few able students related Elizabeth's intentions with regard to marriage and Parliament's attitude to it at different points in her reign. They used as reference points such as Queen Elizabeth's smallpox in 1562, the arrival of Mary Queen of Scots in 1568, and the massacre of St Bartholomew's day in 1572. A number of students did not know that Leicester was Robert Dudley; several answers included detailed knowledge about Bess of Hardwick.

### **Question 2**

Students clearly had a lot to say about Mary, Queen of Scots. However, the key point about this question lay in their understanding of the word 'arrival' in the question. Examiners were content to reward knowledge up to the mid-1570s. However, many students used a considerable part of their answer to discuss events, and particularly the Babington plot, which led to Mary's execution. Examiners also reported that some students did not have a clear knowledge of who Mary, Queen of Scots was in relation to Queen Elizabeth or Mary Tudor.

At Level 1 students showed a basic understanding that Mary had a good claim to the English throne, was a Roman Catholic, and had the rank of a Queen. At this level students tended not to explain why that was important for the situation in England in 1568. The answers that were rewarded at Level 2 usually were more directly linked to the focus of the question. They explained how Mary offered English Catholics, if they chose to rebel, a legitimate, Roman Catholic alternative to Queen Elizabeth. It was good to see many students backing up this explanation with knowledge of the Northern Rebellion.

At Level 3 and 4, students understood the need to address the words, 'arrival' and 'important' in the question. A good number of students, at Level 3 and above, appreciated the cloud under which Mary arrived and showed good knowledge and understanding of her background. This understanding was well used to support the idea that the important aspect of the Queen of Scot's arrival was the problem it posed for Queen Elizabeth. What should she do with Mary? Students at this level often explored the options available to Queen Elizabeth and concluded that they rarely offered her any advantage, and usually came with a high degree of risk.

### **Question 3**

Students were keen to show their knowledge of the voyages of discovery. At Level 1 the majority of students were clear that the purpose of these voyages was to make money, usually by acquiring gold and treasure. Examiners saw in equal measure, many answers at this level that involved a long narrative about Drake or Raleigh, and answers which showed little supporting detail and often inaccurate knowledge. At Level 2 students could explain where English sailors were likely to acquire this wealth and say something about its value to England. Students at this level did begin to explain how the stealing of treasure from Spain had an impact on Anglo-Spanish relations. But this understanding was more likely to be seen by examiners and explained carefully at Level 3. In particular at level 4 students were able to explain the impact that English action had upon Spain's capacity to wage war.

At Level 3 and 4 students focused on the way in which the voyages had an impact on Elizabethan England. Apart from gaining wealth, the voyages were seen as a way to bring back new commodities, for example, potatoes, tobacco or insure a better supply of existing ones, for example, spices, silk, porcelain, from the East. Senior examiners also reported that many students focused on Hawkins and the slave trade. A small number of students mentioned that the attempt to acquire territory or colonies abroad began at this time. Some students explained how the experience of sailing, and the tactics of England's enemies, were later to be an advantage in the defeat of the Armada.

Able students related the voyages of discovery to the creation of new companies to trade with Europe, the Mediterranean and the Far East, and the wealth they could bring to England. A few students discussed how the voyages discovery contributed to the changing outlook and awareness of Elizabethans that they were living in a 'Golden age'.

### **Question 4**

Students answered this question well and impressed the examiners. It was clear that they had made good use of the Historic Environment Resource Pack. Students knew about the new fashions that Hardwick Hall displayed both in the building and its contents. However some students wanted to write a general description of Hardwick Hall, others chose to write more about another Elizabethan house with which they were familiar. It is important that students direct their energy, thinking and knowledge towards answering relevantly, the question on the examination paper.

Nearly all students were aware of the use of glass in the many windows of Hardwick Hall. At Level 1 they frequently mentioned the symmetry of the design and the Renaissance Italian influence in the loggia. At Level 2 students discussed in simple terms alternative changes that Hardwick Hall showed apart from the new fashion. Comfort and pleasure was seen as another change evidenced in the light which the glass permitted, the warmth which the fireplaces provided, and the pleasure that both the views from the house and the garden offered. Many students at Level 2 wrote about

the way in which Hardwick Hall reflected the Countess of Shrewsbury's status in society and the symbolism both in the building and its contents.

At Level 3 and 4 students argued about whether or not the main change that Hardwick Hall demonstrated was to do with new fashions, comfort, technology, or to do with the position in society that its owner had gained. With regard to new fashions, as well as the Renaissance Italian influence on the loggia, students mentioned the plasterwork ceilings, the number of rooms and the French furniture. It was also pointed out by many that the Great Hall now had a different layout within the house, and an altered function compared with the Great Hall of medieval times. A number of students referred to the use of materials such as glass and lead that enabled the use of different designs such as a double pile, and the technology of the wall cantilevered staircases. Comfort was considered an important feature of Hardwick Hall; the privacy offered by the number of rooms, and the fireplaces which warmed them. It was noted that the grounds were now not primarily for hunting but contained gardens for the enjoyment of the occupants of the Hall.

Students made a good job of showing their understanding of the way in which Bess of Hardwick announced her status in society through the symbolism of the furnishings and decorations. It was clear at Level 3 and 4 that students recognised that Bess was showing her loyalty to Queen Elizabeth, and alluding to her position in Elizabethan society by the furnishings and design of Hardwick Hall. Students explained how the Hall was also a monument to the life and career of a remarkable woman. Many students introduced into their answers the idea that the main change that Elizabethan country houses like Hardwick Hall demonstrated was that England was much more peaceful and prosperous than in medieval times because the design did not reflect the need for defence. This was an acceptable point because it referred to the design rather than the level of law and order in Elizabethan England.

The most frequent line of argument used by students at Level 3 and 4 was that without the wealth that Bess of Hardwick had acquired through marriage and shrewd business, she would not have been able to have afforded Hardwick Hall and its fashionable contents. The conclusion being that Hardwick Hall demonstrates above all the wealth of the owner before the new fashions of the time.

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## **BD Restoration England, 1660-1685**

### **Question 1**

Students found the interpretation straightforward. The vast majority of students found something to say, based upon their own knowledge, about this interpretation. A few students made speculative comments about the author that were not rewarded.

At Level 1 many students picked out some basic points about navigation, trade or press ganging in the interpretation. At Level 2 students frequently showed a simple understanding of the phrase, 'global naval power' rather than other aspects of the interpretation. Students at this level identified the colonies – Tangiers, Bombay, and in the Caribbean. Students made simple references to trade and improvements to naval tactics. However, these answers would have been improved by more specific reference to the type of trade engaged in or the enemy against whom the tactics were used.

One way in which students at Level 3 and 4 often showed their understanding of the interpretation was by applying their knowledge to considering several aspects of the statement in detail, discussing the Blue Water Policy, mercantilism, the reasons why increased trade was important for Charles II, or they gave specific examples of the use of the line of battle that went beyond 'against the Dutch'.

Examiners also saw many perceptive answers that explored the economic implications of maintaining an empire and increasing trade, Charles' need for money and his relationship with Parliament in that respect, or explaining the details of battles in which the improved tactics had been successful. A few able students whilst acknowledging England's burgeoning naval power recognised that it was not absolute, as defeat by the Dutch indicated. Some students developed their answer and went on to demonstrate complex thinking by showing an understanding of the improved organisation of the Navy during the Restoration or knowledge of the state of the Navy which Charles II inherited after the Civil War

### **Question 2**

Students clearly had a lot to say about the Great Fire of London. However, the key point about this question lay in their understanding of the word 'important' in the question. Many students did use a considerable part of their answer to provide a narrative account of the fire with frequent reference to the burying of cheese and the destruction of rats. Examiners also reported that many students in their answers made reference to the fire being responsible for the elimination of the plague. This theory has now been discredited. Had they written in terms of 'some believe that...?' It may have been creditworthy.

At Level 1 students showed a basic understanding that the fire destroyed parts of London. Students referred to this fact at all levels. At Level 1 students tended not to explain the ways in the destruction might be important. The answers that were rewarded at Level 2 usually focused more directly on the question. They explained how the fire spread so quickly it was difficult for people to say their possession, bargees made huge profits, the resultant shortage of housing pushed rents up and many people remained homeless. Students at this level often detailed the impact of the fire on new building – the materials used and the regulations that governed the building of them, insurance companies, and fire brigades.

At Level 3 and 4, some students tended to appreciate the economic impact of the destruction. They linked the destruction of the fire with the inability to fund the Dutch wars, or they acknowledged that the plans to rebuild London could not be fully realised due to lack of funds as well as arguments over land ownership. Other economic effects were noted especially on the cloth trade and the price of coal. Students also recognised that government income fell. It was good to see students appreciating why Catholics, the French, or the Dutch might have been blamed for the fire. However, it was notable that many students appear to have no conception of domestic life in Restoration London as they often wrote about the baker who forgot to turn his oven off.

### Question 3

Although many students were keen to demonstrate their knowledge about the Popish plot, many confused it with the Rye House plot or even the Gunpowder plot. Answers at Level 1 were characterised by lengthy narrative accounts of the plot rather than its impact. At Level 2 students commonly explained in simple terms how the plot led to anti-Catholic feeling or the Exclusion Crisis. Students at this level often showed a knowledge of the anti-Catholic legislation or the Exclusion crisis in some depth but as the question asked for the 'ways' in which the Popish plot affected Restoration England, focusing an answer on only one impact often restricted the mark to Level 2. Some confusion in chronology and judgement meant otherwise able students wrote in great detail about the provisions of the 'Clarendon Code' without proper contextualisation.

At Level 3 and 4 students focused on the way in which the plot led to more than just anti-Catholic feeling but the Exclusion crisis, the introduction of anti-Catholic legislation, the creation of political parties, the downfall of Danby, and a period of rule without parliament.

### Question 4

Students answered this question well and impressed the examiners. It was clear that they had made good use of the Historic Environment Resource Pack. Students knew about the science that the Royal Observatory represented. However, some students wanted to write a general description of the Royal Observatory. It is important that students direct their energy, thinking and knowledge towards answering relevantly, the question on the examination paper.

Students at Level 1 often provided a lengthy description of the building and its features. At Level 2 students discussed in simple terms a number of alternative changes that the Royal Observatory might demonstrate apart from an interest in art and science. Most commonly students proposed that an understanding of the science of astronomy would improve navigation which in turn would be of benefit to trade. A few students at Level 2 showed an awareness that this knowledge would also be of benefit to the Royal Navy and defence. Finally, the Royal Observatory was seen as an example of cultural rather than economic rivalry between nations especially between England and France.

At Level 3 and 4 students argued about whether or not the main change that the Royal Observatory demonstrated was to do with science or various forms of national rivalry. Students' answers recognised that Charles II had a personal interest in the Royal Observatory as he had in the Royal Society. Charles II paid for and donated the land for the Observatory – which was the first purpose-built scientific building in Britain. The advantages of improved navigation for trade was not lost on students who were able to develop answers about greater wealth, national status and empire which all increased under Charles I and Charles II.

A number of students referred to the importance of improved navigation in the war with Dutch and showed knowledge of Charles II's interest in the Royal Navy. The connection with France was recognised in answers and that Charles competed with the French court, and his cousin, Louis XIV. The role of the Duchess of Portsmouth in encouraging Charles' scientific investments was well known to students.

The most frequent line of argument used by students at Level 3 and 4 was to place the Royal Observatory in the context of a burgeoning interest in science and philosophy, as represented by the coffeehouse culture or 'penny universities' of the Restoration period, and which also had a practical benefit in terms of the wealth of the country and its defence. The conclusion of many answers was that the Royal Observatory paid for itself through the commercial and military advantages its research provided.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.