

GCSE
HISTORY
8145/2B/B

Paper 2 Section B/B

Medieval England:
the reign of Edward I, 1272–1307

Mark scheme

June 2020

Version: 1.0 Final



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 Examiner.

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.

0 1

How convincing is **Interpretation A** about how Edward I controlled Wales?

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, it is convincing because Edward set out symbolically to announce to the Welsh that he was absorbing Wales and making it like England. He issued the new law – the statute of Rhuddlan in 1284 from one of his newly built castles. At Rhuddlan he even diverted a river so that the castle could be supplied by sea from England. The statute introduced English common law to Wales but the justice was overseen from Caernarfon, not London. He executed the last Welsh Prince Llywelyn’s brother, Daffydd ap Gruffudd, so the local Welsh leadership was seen to have been destroyed and could not rise again as it had in 1282.	
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 wanted to make Wales just like England and therefore subject to English laws. So he passed the Statute of Rhuddlan. He divided the country between himself and loyal Lords. They would be like English counties, each ruled by a royal official sheriff who would collect taxes and hold courts like any other English county. Edward kept some old Welsh practices e.g. settling disputes by arbitration.	

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's castles were concentric designs that could be supplied from England by sea. So they could withstand a siege. They surrounded North Wales from where Llewellyn ap Gruffydd had rebelled.

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 built castles at Caernarfon, Conway, Harlech and Beaumaris.

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

0 2

Explain what was important about the work of Robert Burnell.

[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 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 (the work of Robert Burnell) in the broader historical context (Medieval England). This is supported by factual knowledge and understanding.

For example, Robert Burnell was respected enough by the King as his Chancellor to hold a meeting of Parliament at his house – Acton Burnell Castle in Shropshire in 1283. This was thought to be the first time that commoners or non-nobles ie wealthy merchants had attended a session of Parliament. What was important about Burnell's work was that it directly reflects Edward's wishes whether as a diplomat sorting out problems with the French King for his lands in Gascony, or tackling the authority of the senior nobles. Perhaps with the death of his wife Eleanor in 1290 for her religious influence, and then, Burnell in 1292, for his political ability, the King's government changed its character and possibly became less effective.

Level 3: **Developed explanation of consequences** **5–6**
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, it was important for the government of England because Edward trusted him to regain the power and wealth that his father Henry III had lost. Burnell was behind the issuing of statutes between 1274 and 1290 such as the first statute of Westminster which showed that all power and land came from

the King. The Quo Warranto Inquiries and the Hundred Rolls investigations showed Edward who owned what and why. Robert Burnell organised this.

Burnell was a powerful figure in Edward’s government working in the Chancery in London. He became rich under Edward buying up the debts of poor knights. Edward rewarded him for his work with the right to hold a weekly market in his home town of Acton Burnell and annual fairs. He made him Bishop of Bath and Wells in 1275. Even tried to have been elected as Archbishop of Canterbury but he would have been a poor choice because he had a mistress and several children.

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, supported by factual knowledge and understanding.

For example, Robert Burnell was the Chancellor and Edward I gave him the job of carrying out the Quo Warranto Inquiries. He even trusted him to run the country while the King was away on Crusade.

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, Robert Burnell was Edward I’s Chancellor, he was one of the most important men in England.

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 developed 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(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, Under the Statute of Gloucester, 1278, Edward was trying to show that all justice came from the King and to stop corruption when nobles favoured their own people in their own courts. The Statute of Winchester, 1285 was thought to be the start of modern policing. It established the idea that everybody had a responsibility for making sure law and order was maintained not just the barons and the crime should be punished. Although many Medieval punishments were cruel such as hanging or burning or beheading, prisons could be charitable places.

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, the providing of law and order changed under Edward, the legal system was reformed to consolidate his authority; under the Quo Warranto investigation 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. Under the Statute of Winchester, 1285 watchmen were introduced to key borders and to check a town's gates were closed. It also confirmed that the hue and cry was a way of catching criminals.

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, Edward made a great contribution to the English legal system because the Statute of Gloucester, in 1278, challenged the rights of nobles to hold courts and dispense justice. General eyres sent by the King judged the more important criminal cases.

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 King challenged the right of nobles to judge crimes and punish people.

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.

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'Leadership was the main reason for success in battle during the reign of Edward I.'

How far does a study of **the Battle of Stirling Bridge** support this statement?

Explain your answer.

You should refer to **the Battle of Stirling Bridge** 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, tactically Warenne believed in the power of the English cavalry that had been so successful at Dunbar. This was part of his arrogance and Cressingham's, they both looked down on the Scottish troops who confronted them at Stirling Bridge. The English had no infantry over the bridge to protect the cavalry. At the start of the day they had sent the infantry over and then recalled them because Warenne overslept, then they were sent over again recalled because the Scottish Lords, James Stuart and Earl of Lennox might have been able to broker a peace deal with the Scots. Warenne did not want to engage the Scots if he did not have to and tried to get them to surrender to the

Dominican Friars. The English cavalry had no room to gain momentum to resist the charge of the Scottish shiltrons.

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, the obvious reason that the English lost was because of the nature of the site which was not suitable for heavy cavalry. It was boggy land and a natural bend in the river which meant there was no escape other than to try and swim the river which in heavy armour was nearly impossible. The Scottish shiltrons just pushed forward and cut off the retreat over the bridge only Marmaduke de Thweng had the strength and courage to escape that way.

For example, another reason for the defeat of the English was poor leadership, they were arrogant, especially Hugh Cressingham who believed they would have as easy a victory as they had had at Dunbar. So, they did not think about an easier crossing point which was suggested to them by Sir Richard Lundie who wanted to use a ford two miles upstream where sixty horsemen could cross at the same time. Cressingham overruled him. And Cressingham who was the treasurer had already sent reinforcements home because he did not want to pay for them.

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, the main reason was leadership as John Warenne, Earl of Surrey was an old man in his sixties who did not really want to be in Scotland. He made the mistake of sending the English cavalry over a very narrow bridge where they could not manoeuvre and would quickly be outnumbered.

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, it was leadership at the Battle of Stirling Bridge because William Wallace knew just the right moment to send in his troops as the English crossed the bridge.	
Students either submit no evidence or fail to address the question	0