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**GCSE**  
**HISTORY**  
**8145/2B/B**

Paper 2 Section B/B

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

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Mark scheme

June 2022

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.

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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]**

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.

<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>
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.</p> <p>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.</p>	
<b>Level 3:</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding</b>	<b>5–6</b>
	<p>Extends Level 2.</p> <p>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.</p> <p>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.</p>	

**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**

<b>0 2</b>	Explain what was important about Edward I's relations with Scotland.	<b>[8 marks]</b>
<p>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.</p>		
<b>Target</b>	<p><b>Explain and analyse historical events and periods studied using second-order concepts (AO2:4)</b>  <b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)</b></p>	
<b>Level 4:</b>	<p><b>Complex explanation of consequences</b>  <b>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b></p>	<b>7–8</b>
<p>Extends Level 3.</p> <p>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.</p> <p>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.</p>		
<b>Level 3:</b>	<p><b>Developed explanation of consequences</b>  <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b></p>	<b>5–6</b>
<p>Extends Level 2.</p> <p>Students may progress from a simple explanation by developed reasoning considering <b>two or more</b> of the identified consequences, supporting them by factual knowledge and understanding.</p> <p>In addition to a Level 2 response, students make additional developed point(s).</p> <p>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</p>		

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**

0 3

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

**[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, 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**

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'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]

**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–**  
**Answer demonstrates a range of accurate and detailed knowledge and**      **16**  
**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.

<b>Level 3:</b>	<p><b>Developed explanation of causes</b></p> <p><b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b></p> <p>Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.</p> <p>Extends Level 2.</p> <p>Answers may suggest that one factor has greater merit.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>9–12</b></p>
<b>Level 2:</b>	<p><b>Simple explanation of causes</b></p> <p><b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.</p> <p>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.</p> <p>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.</p>	<p><b>5–8</b></p>

<b>Level 1:</b>	<b>Basic explanation of causes</b>	<b>1–4</b>
	<b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	
	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.	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>