

GCSE  
HISTORY  
8145/2C

Paper 2 Shaping the nation

2C Britain: Migration, empires and the people: c790 to the present day  
with British depth studies

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Mark scheme

Additional Specimen for 2018

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1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised, they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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.

In many of our mark schemes we use the following terms to describe the qualities and levels of reasoning of an answer:

**Complex:** Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.

**Developed:** Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.

**Simple:** Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.

**Basic:** Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.

It is also important to remember that the 'indicative' content', which accompanies the level descriptors, is designed to exemplify the qualities expected at each level and is not a full exemplar answer. Other historically accurate and valid answers should be credited.

When a question tests AO1 and AO2 in conjunction, the AO2 element of the level descriptor always is the first statement in the descriptor and the AO1 element is the second statement in the descriptor.

## 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.

## Step 3 Spelling, punctuation and grammar (SPaG)

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

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy</li> <li>Learners use rules of grammar with general control of meaning overall</li> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>The learner writes nothing</li> <li>The learner's response does not relate to the question</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks

Question 04 in Section A and questions 08, 12, 16 and 20 in Section B are extended responses. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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**Section A****01 Study Source A.****8**

How useful is **Source A** to a historian studying British colonisation in North America?

Explain your answer using **Source A** and your contextual knowledge.

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 sources contemporary to the period (AO3a)**  
**Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of the source (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

**Level 4 Complex evaluation of source with sustained judgement based on content and provenance**

**7–8**

Extends Level 3.

Students may progress from a developed evaluation of the source by sustained, balanced judgements of the source supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic study.

For example, this piece of anti-British propaganda is useful because it shows how anti-British feeling was whipped up at this, 'arbitrary' act. In the picture other anti-British elements are evident such as the Customs House as the Americans objected to paying taxes and not having a voice about how they were spent ie representation. This is useful because it shows us why Britain lost the colonies.

**Level 3 Developed evaluation of source based on content and/or provenance**

**5–6**

Extends Level 2.

Students may progress from a simple evaluation of the source with extended reasoning supported by factual knowledge and understanding related to the enquiry point and the broader context of the thematic. This may evaluate utility either on the basis of content and/or provenance.

For example...this is useful because we can understand how strongly the Americans felt about British control. The soldiers in the picture look as though they are firing deliberately because there is an officer behind them. The title of the picture mentions 'arbitrary power' this is one of the main objections to rule from Britain.

**Level 2 Simple evaluation of source based on content and/or provenance 3–4**

Students may progress from a basic analysis of the source by reasoning supported with factual knowledge and understanding.

For example, this is useful because it is a piece of anti-British propaganda. It is meant to show them in a bad way.

**Level 1 Basic analysis of source 1–2**

Answers may show understanding/support for the source, but the case is made by assertion/basic inference

Students identify basic features which are valid about the source related to the enquiry point, for example, the unarmed Americans would hate being shot at by the British soldiers.

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

<b>02</b>	<p>Explain the significance of Cecil Rhodes for the British Empire.</p> <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>8</b>
<b>Target</b>	<p><b>Explain and analyse historical events and periods studied using second-order concepts (AO2:6)</b></p> <p><b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:2)</b></p>	
<b>Level 4</b>	<p><b>Complex explanation of aspects of significance</b></p> <p><b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Extends Level 3.</p> <p>Students may progress from a developed explanation of significance by explaining the relationship between aspects of significance, for example over time, supported by factual knowledge and understanding.</p> <p>For example...some people want to remove statues to Cecil Rhodes because of what he stood for, some people want to keep statues like that because it reminds people of their history. Although people at the time put statues up because they admired what Rhodes had achieved, today the significance of the statue is different and should be there because we no longer admire the ways in which he did things and that is a lesson to us today. The significance of Cecil Rhodes has changed over time.</p>	<b>7–8</b>
<b>Level 3</b>	<p><b>Developed explanation of aspects of significance</b></p> <p><b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Extends Level 2.</p> <p>Students may progress from a simple explanation of significance with developed reasoning considering <b>two or more</b> aspects of significance, supported by factual knowledge and understanding.</p> <p>In addition to a Level 2 response, students make additional developed point(s).</p> <p>For example...Cecil Rhodes is significant because he continues to divide opinion nowadays. People know what he stood for and what he did and they don't like to be reminded of it. So some people have campaigned to have statues and plaques dedicated to Rhodes removed such as in Cape Town University and Oxford University.</p> <p>For example...Rhodes was an Imperialist who believed that white people were superior. He is significant because he believed in applying the biological theory of evolution to society. In Darwin's theory weaker animals and plants die out naturally – the survival of the fittest – Rhodes thought this was true of people, races and nations. Some people still believe this today.</p>	<b>5–6</b>

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<b>Level 2</b>	<b>Simple explanation of one aspect of significance</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<p>Students may progress from a basic explanation of significance by simple reasoning of <b>one</b> of the identified aspects, supported by factual knowledge and understanding.</p> <p>For example, Rhodes is significant because he helped start a war in which thousands of people lost their lives.</p>	
<b>Level 1</b>	<b>Basic explanation of aspect(s) of significance</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify aspect(s) of significance, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.</p> <p>For example, Cecil Rhodes was an Imperialist. He got Britain involved in a war with the Boers.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>



- 03** Compare England’s loss of European land in medieval times with the loss of the British Empire in the 20th century. **8**

In what ways were they similar?

Explain your answer with reference to both periods.

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 similarities **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 of similarity by the explanation of the complexities of similarities arising from the broader historical context supported by factual knowledge and understanding.

For example...they are similar because in both times there were formidable leaders working against England or the British Empire. King Philip of France was an ambitious and tough opponent who stirred up trouble amongst King John’s French barons. He nearly lost the English crown to Philip’s son, Louis, in 1216! There were similarly able and determined leaders of the independence movements in the 20<sup>th</sup> century British Empire for example Gandhi in India, Nkrumah in Ghana, and Kenyatta in Kenya.

- Level 3** Developed explanation of similarities **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 of similarity with developed reasoning considering **two or more** identified similarities, supported by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example...there are similar economic circumstances because the country was poor in both times. England lost land in medieval Europe because Richard I had taxed the country to pay for crusades and made it poor and a lot of British wealth had been spent fighting World War I so Britain no longer had the money to pay for being a superpower.

For example...they are similar because in both cases the government was unpopular. King John was unpopular with the barons for disgraceful things like Arthur's murder and the British government was unpopular with the people of the colonies such as in India, because many of them had fought for freedom in World War II, but weren't free in their own countries.

**Level 2 Simple explanation of one similarity** **3–4**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic explanation of similarity by reasoning supported with factual knowledge and understanding which might be related to, for example, **one** of the identified similarities.

For example, they are similar because people lost interest in land abroad. Many people in Britain after the Second World War thought that rebuilding our country was more important than the colonies. Just as many of the barons felt more English than French in the early 13<sup>th</sup> century, their priority was in England.

**Level 1 Basic explanation of similarity/similarities** **1–2**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question.**

Students identify similarity/similarities, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, England lost control of parts of France under King John in the early 13<sup>th</sup> century and in the 20<sup>th</sup> century England lost its control of places like India in 1947 and Kenya in 1963.

**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.

- 04** Have economic factors been the main cause of people migrating **from and within** Britain? **16**  
**4 [SPaG]**

Explain your answer with reference to the economic factors and other factors.

Use examples from your study of Migration, Empires and the People.

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)**

**Level 4** **Complex explanation of stated factor and other factor(s) 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 factors by analysis of the relationship between factors supported by factual knowledge and understanding.

For example...I agree that economic motives have probably been the more powerful ones to cause people to leave Britain, but that was not always the case. People who left England for America in the 18<sup>th</sup> century perhaps as indentured servants were taking desperate measures to seek out a better life for themselves in the long term. Gaining farm land to own was a powerful pull factor. However there are religious motives that drove people like the Pilgrim fathers to leave England. Sometimes government action can cause migration such as the convicts who were shipped abroad to Australia in the 19<sup>th</sup> century and stayed there.

**Level 3** **Developed explanation of the stated factor and other factor(s)** **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 factors with extended reasoning supported by factual knowledge and understanding which might be related, for example, to the identified consequences.

For example...there are cases of people migrating for religious freedom such as the Pilgrim fathers in the 17<sup>th</sup> century who moved to North America so that they could practise their religion which was more Protestant than the Church of England, without interference.

For example...the economic factor was important when many people left the Highlands of Scotland and either moved within Scotland or migrated to North America. In Scotland the people were moved in the 18<sup>th</sup> century because the landowners wanted to graze sheep rather than grow crops and they forced the people off the farms. But there was a religious element this because most the people removed were Catholic.

**Level 2 Simple explanation of the stated factor or other factor(s) Answer demonstrates specific knowledge and understanding that is relevant to the question 5–8**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation of factors by reasoning supported with factual knowledge and understanding.

For example...the desire to earn a better wage, make money and enjoy a better standard of living has been a powerful factor in causing people to move. The Irish migration in the 19<sup>th</sup> century is a good example because it shows what poor prospects they had after 1846 because of the 'potato blight' which meant many thousands starved, yet there was work in England as 'navvies' building new canals, roads, and then the railways.

**Level 1 Basic explanation of one or more factors Answer demonstrates basic knowledge and understanding that is relevant to the question 1–4**

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 which is relevant to one or more factor.

For example, students may offer a basic explanation of the stated factor such as...many people left England in the 17<sup>th</sup> century for a better life in North America – they have been told there was land there.

Students may offer a basic explanation of another factor, such as sometimes people left Britain to fight such as in the Hundred Years War.

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

## Spelling, punctuation and grammar

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner’s response does not relate to the question</li> <li>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks

**Section B**  
**Norman England, 1066–c1100**

- 05** How convincing is **Interpretation A** about the impact of the Normans on English monasteries? **8**

Explain your answer using **Interpretation A** and your contextual knowledge?

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...I think it is very convincing because the new Norman abbots had a great impact and brought reform. England was a little bit behind continental church reform led by the Papacy. But some change was structural rather than intellectual like more use of Latin. The Norman Archbishop Lanfranc held several church councils in England to encourage reform and tried to stop the marriage of priests, and the selling of church offices. Whilst the Pope had supported William's invasion there was some tension between Pope Gregory VII over his claims to overlordship of England.

**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...I think this is convincing because they did change things, it says that the monks had to accept 'new superiors' and I know that the Abbots of Canterbury, Glastonbury, Tavistock, and Winchester were all removed because William the Conqueror could not rely on their loyalty. By 1072 men from Normandy had replaced them.

I think it is convincing because it says that they 'built new monasteries' and I know that monks were sent over from Normandy and William de Warenne set up a Cluniac Priory near his Castle at Lewes, by the end of the 11<sup>th</sup> century there were 36 Cluniac houses or monasteries.

**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, I think it is quite convincing because it says they had 'new superiors' and the new Norman abbots spoke Norman French which the Anglo-Saxon monks would not understand. The new abbots did not like or respect the old English saints.

**Level 1 Basic analysis of interpretation based on contextual knowledge/understanding 1–2**

Answers show understanding/support for interpretation but the case is made by assertion/recognition of agreement.

For example, answers stating it is convincing because it shows... The Normans built many new monasteries. They brought over monks from Normandy for these monasteries.

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

**06** Explain what was important about land holding and lordship in Norman England. **8**

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 (changes to landholding) in the broader historical context (Norman England). This is supported by factual knowledge and understanding.

For example...although William's distribution of land made lordships more compact the impact of this would have been affected by nobles who then granted out pieces of land to their followers. When there were revolts by nobles William broke up the compact lordships such as with the Earl of Shrewsbury, who controlled most of Shropshire.

**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...land was shared out amongst the 200 or so tenants in chief. The Anglo-Saxons had a half a dozen very wealthy earls, some wealthy thanes, and then many minor landholders. But it was important that William had changed the balance of land holding between the king and the nobility. There were now 200 or so who were not as rich as an earl in Edward the Confessor's time but much wealthier than an Anglo-Saxon thane.

For example...what was important about landholding was William gave out more consolidated, compact lordships such as were common in Normandy. Sometimes he just dispossessed in English noble and gave one of his followers their land, sometimes he gave big blocks of land in areas that were militarily sensitive, like Cheshire. Sometimes he lumped together bits of land from many minor landowners. Sometimes the local Norman Lord took land because on the ground it made geographical sense and they could do it. This was a major change in the pattern of landholding.



**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, it was important that the king gave out land to his followers it was given out in much more compact units rather than the old Anglo-Saxon estates which tend to be more widely scattered. William would lump together the lands of small landholders and give them to a single new Norman Lord. This was important because it would have been a big change.

**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, the king owned all of the land because he had conquered it.

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

<b>07</b>	Write an account of the ways in which the lives of Anglo-Saxon villagers stayed the same under the Normans.	<b>8</b>
	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>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)</b>	
<b>Level 4</b>	<b>Complex analysis of change/continuity(s/ies) 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</b>	<b>7–8</b>
	Extends Level 3.	
	Students may progress from a developed narrative of change/continuity(s/ies) with complex reasoning supported by a range of accurate and detailed factual knowledge and understanding. For example, an explanation of different impacts/ consequences of change in the broader historical context.	
	For example...90% of the population lived in the countryside. Little changed unless you lived near a forest. There was no new manorial system imposed on England after the conquest the traditions and organisation stayed the same. Danelaw custom survived in the North and East of England. Usually several villages were grouped together under a lordship which was a manor. In the centre of every village is a large house occupied by the Lord or his bailiff...	
<b>Level 3</b>	<b>Developed analysis of change/continuity(s/ies) 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</b>	<b>5–6</b>
	Extends Level 2.	
	Students may progress from a simple narrative of change/continuity(s/ies) with extended reasoning supported by a range of factual knowledge and understanding.	
	For example, one continuity that changed little was the relationship of the villein to his land as well as working for the Lord, he could not leave his land and he paid a fine – the ‘merchet’ when his daughter married and ‘heriot’ when he took over the land from his father. The villein could be taxed by his Lord...	
	For example...although the Normans made great changes to the aristocracy and the upper levels of the English church, but for most ordinary peasants the structure of their village remain the same, they would see the same people doing their jobs around the village – the bailiff, the reeve, the miller, the parish priest. If they were villeins then there may be some free tenants who paid money for their property, and below them would be cottars who had smallholdings of about 2 hectares who worked on the Lord’s land one day a week and provided hired labour.	

<b>Level 2</b>	<b>Simple analysis of change/continuity(s/ies)</b> <b>Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<p>Students may progress from a basic narrative of change/continuity(ies/s) by showing a simple understanding of consequence(s) with supported with factual knowledge and understanding.</p> <p>For example, things stay the same for the villeins who made up most of the medieval village. They had to work their holdings in the open field and on certain days of the week work for the Lord on his land which was ‘week work’ and then at busy times like harvest do ‘boon-work’.</p>	
<b>Level 1</b>	<b>Basic analysis of change/continuity(s/ies)</b> <b>Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify a basic narrative of change/continuity, which is relevant to the question.</p> <p>For example, the lives of many ordinary people did not greatly change after the conquest. The name of the Lord of the Manor may have changed but that did not change the everyday farming work that most villeins did.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

Question 08 enables students to produce an extended response. Students have the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

**08** ‘Luck was the main reason for the outcome of battles in this period.’ **16**

How far does a study of the battle of Stamford Bridge support this statement?

Explain your answer.

You should refer to Stamford Bridge and your contextual knowledge.

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...I would disagree that luck was the main reason in most medieval battles because leadership was an important cause of victory or defeat. Harold showed himself to be an able commander whereas Hardrada and Tostig made mistakes and poor decisions. When they were killed their soldiers were split into smaller groups that were easily surrounded and killed. The choice of battleground seems decisive – why didn't the Norwegians defend the river crossing or bridge on the west side of the River Derwent?

**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 change has greater merit.

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

For example...there was bad luck that influenced the way the battle went at Stamford Bridge because the Norwegians did not have their full army with them and had to send back to the fleet for reinforcements and they had made the poor decision in the warm sun not to bring the chainmail which they had to fetch. Although the reinforcements did temporarily hold up the English advance they were too little and too late to change the outcome of the battle. But you could say that the skill of their leaders was a reason because the Norwegians did not post advanced guards and so were surprised at Harold's army. They did not recognise the shimmering being sunlight reflecting from the English chainmail and shields as they advanced towards them.

For example...however the reason for the outcome of medieval battles can sometimes be put down to bad tactics so it was a good decision to form a shield to respond to mounted troops and allow the rest of the Norwegian army to prepare itself on the east side of the river. It has been suggested that the decision not to fight and defend the river crossing was based on the boggy ground that would not be firm enough for the use of a proper shield wall. There are doubts whether there was actually a bridge or a ford at Stamford Bridge which was defensible. The rest of the English army did not try to go across the river perhaps because it was too deep for men in armour so the single Norwegian defender with the axe could have held them up.

**Level 2 Simple explanation of cause(s)** **5–8**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

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

For example...there was some luck involved in causing defeat in the battle but quite simply King Harold had more men than the Norwegians. Being outnumbered they were at a disadvantage from the start. This is what probably caused their shield wall to collapse on the flat land to the east of the river.

**Level 1 Basic explanation of cause(s)** **1–4**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of cause(s).

For example, the Norwegian army under Hardrada and Tostig were surprised by Harold's army approaching from the higher ground to the west from York.

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

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

**09** How convincing is **Interpretation B** about Edward I’s use of castles in Wales? **8**

Explain your answer using **Interpretation B** and your contextual knowledge.

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... Interpretation B is very convincing because Wales had land borders with England. Edward knew castles in Wales could make England more secure from external invasion if he could push the English border to the sea. It would also stop the troublesome Welsh who might interfere, as Llewellyn did during Edward’s father’s reign, in English politics. This was an expensive but long-term plan to pacify, colonise, and incorporate Wales into his English kingdom and protect England. That he took the title of ‘Prince of Wales’ for his eldest son indicates this intention.

**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 it was not just a military operation but it was an attempt to colonise them. So each castle had a town with English settlers in it and a harbour so that it could be resupplied from England with weapons, troops, food. Caernarfon Castle was going to be the centre of administration for the English in North Wales. The towns brought trade, wealth and the new English ruling class.

**Level 2 Simple evaluation of interpretation based on contextual knowledge/understanding 3–4**

Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.

For example, the interpretation is convincing, Edward used castles which are very permanent and send a message to the Welsh. The castles were designed using the latest thinking as Concentric fortresses which would withstand the fiercest of attacks using what were the latest technology in the C13th. This said Edward was serious.

**Level 1      Analysis of interpretation based on contextual knowledge/understanding      1–2**

Answers show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, it is convincing because it says Edward wanted to use castles to get permanent control of Wales, the English treated it like a foreign country, and the Welsh were hostile.

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



10 Explain what was important about relations between Edward I and the church in England. 8

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 (about relations between Edward I in the church in England) in the broader historical context (Medieval England). This is supported by factual knowledge and understanding.

For example...what was important about Edward's relations with the church was that there were disputes about taxation, privileges and jurisdiction. The reason Edward fell out with Peckham was because by attacking pluralities he hindered Edward's main method of adding to the incomes of some of his civil servants. But generally Peckham was loyal and the worst dispute was with Winchelsea who threatened with the spiritual weapon of excommunication. Edward's anger was probably because it coincided with his troubles in 1297 with the nobility which forced him to back down – a humiliation he never forgave Winchelsea.

**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 that Edward I clashed with his Archbishop John Peckham over whether priests should be allowed to hold more than one job within the church. This was known as plurality. Some priests never visited their parishes although they were paid by them. Although Edward agreed in principle, he did not want Peckham to get too powerful. He passed laws such as the 1279 Statute of Mortmain which limited the amount of land the church could have.

For example...it was important that when Robert Winchelsea became archbishop in 1293 he clashed with Edward over the amount of money the church would give the king. Winchelsea followed the Pope's orders in 1296 and would not let the church pay any money to Edward. 1297 was a terrible year for Edward and he needed money for French, Welsh and Scottish wars. Eventually Winchelsea allowed other bishops to pay money to Edward but Edward never forgot or forgave the Archbishop and eventually accused him of rebellion and forced him into exile in 1306.

**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, generally Edward had good relations with the church but he didn't always get his own way – he wanted Robert Burnell as the new Archbishop of Canterbury but he had to accept John Peckham who became Archbishop of Canterbury in 1279.

**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 I was a devout Christian. He had fought in the Crusades for the Christian faith he spent a lot of money on new religious buildings and monuments.

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

- 11** Write an account of the work of Robert Burnell and the way in which government changed under Edward I. **8**

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 changes** **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, to an explanation of different impacts/ consequences of change in the broader historical context.

Such as...so much of Edward's changes in government were to establish the power of the crown and to diminish the power of the nobility and in some cases the church. In this Edward was seeking power and money and make sure that he was never placed in the position that his father was in relation to the nobility.

- Level 3** **Developed analysis of change(s)** **5–6**  
**Answer is presented in a structured and well-ordered narrative/account 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 accurate factual knowledge and understanding, which might be related to one consequence or impact of the identified changes.

For example...one way in which government changed under Edward was to try to define and protect Royal justice such as in the Statute of Gloucester 1278. Local feudal lords administered justice and the king wanted to limit this power unless the person using it had it from 'time immemorial' ie 1189. The king also tried to allow people to inherit their estates in the Second Statute of Westminster, 1285. Again this affected the nobility who stood to gain if land reverted to them. Similarly the Third Statute of Westminster in 1290 tried to stop subinfeudation.

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<b>Level 2</b>	<b>Simple analysis of change(s)</b> <b>Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<p>Students may progress from a basic narrative of change(s) showing a simple understanding of consequences of change supported with factual knowledge and understanding.</p> <p>For example, one of the first things that Burnell did was to start an investigation into local government. This was the Hundred Rolls. They wanted to find out what the king owned but it soon turned into an investigation of local incompetence, corruption and crime. This resulted in the First Statute of Westminster in 1275 which gathered together many previous laws and tried to bring about some uniformity.</p>	
<b>Level 1</b>	<b>Basic analysis of change(s)</b> <b>Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify a basic narrative of change(s), which is relevant to the question.</p> <p>For example, Robert Burnell, Edward's Chancellor, helped make many new laws.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

Question 12 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.

**12** 'Trade was the main reason towns grew in Edward I's reign.' **16**

How far does a study of Hull in the reign of Edward I support this statement?

Explain your answer.

You should refer to Hull in the reign of Edward I and your contextual knowledge.

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 changes 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 changes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example...trade was a powerful reason why towns were founded. After 1290 Edward I was frequently journeying into the North. In 1292 while he was deciding between the claims of Robert Bruce and John Balliol, he surveyed the area. Looking over the land that the Abbey of Meaux might sell to him to boost the trade and port, as he said 'to increase the fitness of the port for ships and traffic'. Edward used Hull on the east coast of England as a supply port for his armies in Scotland. Men and food could be quickly transported by ship from Hull for his campaigns in Scotland. So towns were also founded not just for trade but for strategic reasons as Edward had done in Wales.

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<b>Level 3</b>	<b>Developed explanation of changes</b> <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>	<b>9–12</b>
	<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 change has greater merit.</p> <p>Students may progress from a simple explanation of change(s) to a developed explanation of changes by extended reasoning supported by factual knowledge and understanding of the site.</p> <p>For example...Edward encouraged to trade around the town of Hull by granting a Royal Charter on 1 April 1299. The warden of Kingston upon Hull was appointed by the Crown and he was given the right to a court for non-criminal cases. The burgesses were given privileges and freedoms from tolls, they could hold markets and have a fair for 30 days starting on May 26.</p> <p>For example...the towns were important for the finances of the government that is a reason why they grew. Taxes could be collected in towns as they were focal points for finance and trade. Edward borrowed money from the Italians and Edward's Italian merchants from Lucca and Florence were based in Hull. In the 1290s the Frescobaldi families controlled the Hull wool exchange, along with those of Newcastle and Exeter, and collected customs in return for money they had lent the king. Edward allowed a Mint to be set up in Hull on 29 March 1300. It was one of only six in England and a Hull merchant, John De Lincoln was to supervise and catch coin clippers nationwide.</p>	
<b>Level 2</b>	<b>Simple explanation of change(s)</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>5–8</b>
	<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 changes by simple reasoning supported with factual knowledge and understanding of the site.</p> <p>For example...trade was a very important reason for the growth of towns in Edward I's reign Hull shows this well. Edward recognised the value of the land around Hull so in 1293 he bought the land of Wyke from the Abbot of Meaux. The king encouraged trade because it meant he got more money from taxes. In 1303 he ordered that new roads be made to help trade.</p>	

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<b>Level 1</b>	<b>Basic explanation of change(s)</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–4</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 change(s).	
	For example, Hull grew because of the wool trade in the area	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

**Elizabethan England, c1568–1603**

<b>13</b>	How convincing is <b>Interpretation C</b> about the motives for Drake's round the world voyage.	<b>8</b>
	Explain your answer using <b>Interpretation C</b> and your contextual knowledge.	
	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) Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>	
<b>Level 4</b>	<b>Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding.</b>	<b>7–8</b>
	Extends Level 3.	
	Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.	
	For example...I think it is very convincing because at the start Drake had mixed motives. Drake brought back about £140,000 worth of gold, silver and jewels, the fact that these had been taken from Spanish, Catholic ships and settlements suited Drake as a Puritan who wanted to damage Spain and also get revenge for a Spanish attack on Hawkin's Fleet in 1568. But it is also possible that Drake changed his intentions during the voyage.	
<b>Level 3</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding</b>	<b>5–6</b>
	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 there were many motives. He made £40 for each pound his investors lent him. And he claimed new land for England and made trade contacts with the spice Islands.	
<b>Level 2</b>	<b>Simple evaluation of interpretation based on contextual knowledge/understanding</b>	<b>3–4</b>
	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, it is convincing because he did want wealth, when he returned he had so much gold on board that the half he gave to Queen Elizabeth was more than the entire Royal income from the previous year.	



**Level 1      Analysis of interpretation based on contextual knowledge/understanding      1–2**

Answers show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, as several courtiers who paid for Drake’s voyage hoped he would, he came back with more gold and silver.

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

<b>14</b>	Explain what was important about the rebellion of the Earl of Essex for Elizabethan England.	<b>8</b>
	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>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)</b>	
<b>Level 4</b>	<b>Complex explanation of consequences Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b>	<b>7–8</b>
	Extends Level 3.	
	Students may progress from a developed explanation by extended analysis of the consequences of the stated development (Essex rebellion) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.	
	For example...the rebellion is important because it shows the power of the Cecil family in the Elizabethan Court. Essex saw William and his son Robert as an obstacle to his own rise. Essex's own mistakes and his ambition collided with the power of the Cecil's. There was only ever going to be one winner.	
<b>Level 3</b>	<b>Developed explanation of consequences Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>	<b>5–6</b>
	Extends Level 2.	
	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.	
	In addition to a Level 2 response, students make additional developed point(s).	
	For example...the rebellion was important because it shows how easy it was for someone to lose favour, for example through Essex's mistakes in Ireland, and how dangerous the politics of the Elizabethan court were for people who made mistakes.	
	For example...the importance of the rebellion was that it shows how much in control of her court Elizabeth was because when she stopped Essex's monopoly on sweet wines, his debts forced him to take drastic action.	

<b>Level 2</b>	<b>Simple explanation of one consequence</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<p>Students may progress from a basic explanation by simple reasoning of <b>one</b> of the identified consequences, supporting by factual knowledge and understanding.</p> <p>For example, the Essex rebellion was important because it shows that the Queen was very much in control even as late as 1601. The rebellion was easily put down.</p>	
<b>Level 1</b>	<b>Basic explanation of consequence(s)</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify consequences, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.</p> <p>For example, Essex was executed as a result of his rebellion failing.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

- 15** Write an account of the ways in which Queen Elizabeth dealt with the challenge of Puritanism. **8**

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 changes** **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. This might be related to an analysis of different impacts/consequences of change in the broader historical context.

Such as...Elizabeth was very determined to contain Puritanism. She would not accept any opposition so she suspended Edmund Grindal, the Archbishop of Canterbury, because he was a Puritan and liked Propheesyings. When she appointed Whitgift he took a hard line, punishing, imprisoning puritans. They got the message in the 1580s and after 1590 Puritanism declined as many of the leading puritans and their supporters had died, John Field, the Earl of Leicester, Sir Francis Walsingham.

- 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 accurate factual knowledge and understanding, which might be related to one consequence or impact of the identified changes.

Such as...Elizabeth used a number of different methods to control Puritanism and increase the pressure through her reign. She made her Archbishops of Canterbury like Matthew Parker take a strong line against puritans so in 1566 he told them what to wear and 30 ministers were expelled. She would also punish people like Stubbs for his Puritan writing in 1583. She had his hand cut off.

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

Students may progress from a basic narrative of change(s) by showing a simple understanding of consequences supported by factual knowledge and understanding.

For example, during her reign the Puritans demanded changes to the Elizabethan Church. In 1566 they wanted ministers to wear simple black clothes. Elizabeth made Matthew Parker issue rules for the church. In 1571 Walter Strickland wanted a new prayer book and changes to clothing. Elizabeth shocked Parliament before his ideas were discussed. In the 1580s Elizabeth put Puritans in prison.

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

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

For example, Puritans wanted things to be plain and simple. Elizabeth made the Archbishop of Canterbury lay down rules about what ministers should wear. She had Puritan meetings banned.

Question 16 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.

- 16** ‘The main reason for building a stately home in Elizabethan times was to demonstrate the successful career of its owner.’ **16**

How far does a study of Burghley House support this statement?

Explain your answer.

You should refer to Burghley House and your contextual knowledge.

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 changes 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 changes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example...the reason for building a stately home might be to give permanence to the wealth and position a courtier had attained. This is true of Burghley House. Geographically it was at the centre of a web of powerful people and communication. Burghley chose the site well to further his ambition and consolidate his position. He intended that his palace should be fit for a Queen, perhaps on one of her progresses and also be a place where diplomacy could be conducted. Burghley was built so it would help its owner as a political host. Built on the edge of the great North Road that ran from London to Scotland the area had many influential property owners such as Catherine, Duchess of Suffolk, Christopher Hatton and Lord Clinton. There were Royal properties like Fotheringhay close at hand and excellent hunting in the Royal Forest of Rockingham nearby.

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**Level 3    Developed explanation of changes** **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 change has greater merit.

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

For example...one reason for building Elizabethan stately homes like Burghley House was to have a pleasant and practical working home. So Burghley had functions in a practical way so it had areas designed for discourse and interaction. Burghley designed in a loggia which inspired many later Elizabethan house designs. These allowed the owner and his guests to survey the surrounding gardens and grounds. Although open to the atmosphere, it could be an area for exercise and socialising. Cecil took the lead in introducing this at Burghley in 1562. It has strong connections with Cicero and had a classical design. It sparked a fashion in other Elizabethan houses built in the 1560s and 1570s.

For example...Lord Burghley lived as he was expected to be living and built accordingly. Burghley House demonstrated his wealth and position. He took the name of his title from it so it was special to him. In the 1560s Cecil had worked for the powerful Duke of Somerset. His design of Somerset House may have inspired Cecil. One reason for building a stately home like this was certainly to impress people in a similar way with his new wealth and position. He chose windows as favoured by Somerset and which reflected a French design influence. Copying the look seemed to stress that he had equal status.

**Level 2    Simple explanation of change(s)** **5–8**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation to a simple explanation of changes by simple reasoning supported with factual knowledge and understanding of the site.

For example...the reason for building Burghley House was to show off Cecil's fortune and position. It contains a mixture of styles which suggest that William Cecil had a personal hand in its design. There are some traditional parts such as the large open timber work roof in the Great Hall built in 1578, this was like so many medieval halls. Perhaps Cecil wanted it to look very big and grand even though this was not fashionable because halls in the Elizabethan period were having the ceilings flat plastered and increasingly of only one storey.

<b>Level 1</b>	<b>Basic explanation of change(s)</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–4</b>
	<p>Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p> <p>Students recognise and provide a basic explanation of change(s).</p> <p>For example...William Cecil was Elizabeth’s Secretary of State. He became Lord Burghley and Lord Treasurer in 1572 – this meant he made a lot of money and he built two country houses, Burghley, and Theobalds.’</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>



**Restoration England, 1660–1685**

- 17** How convincing is **Interpretation D** about the growth in power of the East India Company? **8**

Explain your answer using **Interpretation D** and your contextual knowledge.

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 the interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.

For example... Interpretation D is correct because it says the company was involved in the 'war against the Dutch'. The East India Company were keen to gain government support against the Dutch who were their competitors. They repeatedly petitioned Parliament and the king to take aggressive action against the Dutch.

- 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 it says the company was more prosperous and the company did grow. Charles II himself benefited greatly from the profits of the East India Company between 1664 and 1667; the company lent the king almost a quarter of a million pound.

- 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, this does convince me because it was true that Bombay had many advantages for the headquarters of the East India company because it had a superb harbour and was a deep water port. Here they established a fortified trading post or 'factory' to go with the one at Madras.

**Level 1      Analysis of interpretation based on contextual knowledge/understanding      1–2**

Answers show understanding/support for interpretation but the case is made by assertion/recognition of agreement.

For example, the East India Company expanded and made lots of money during the reign of Charles II. In 1668 Charles sold it to Bombay for £10 in gold.

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

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<b>18</b>	Explain what was important about the theatre in Restoration England.	<b>8</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>	<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>	
<b>Level 4</b>	<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>	<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 (the theatre) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.</p> <p>For example...it was important because there were a number of tragedies and comedies in Restoration theatres. But there was a big boom in satire. These stories involved scandal or embarrassment and often made fun of upper-class people. The play ‘The Country Gentleman’ was a satire on Sir William Coventry, a contemporary politician, and it resulted in him challenging one of his rivals who had written it. But his reputation was severely damaged.</p>	
<b>Level 3</b>	<b>Developed explanation of consequences</b> <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>	<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...in the Restoration theatre it was an important change that women took on new roles. They could act in plays. It was even common for women to act in plays but dress and act as men. Nell Gwyn was a famous actress from the time. Women such as Aphra Behn also wrote plays.</p> <p>For example...the style of plays changed which was important because there were many comedies which were popular. They were fast paced and complicated, this seemed to copy how the royal court seemed to behave. The attitude of Charles II to a play often decided whether it would be successful. He gave exclusive rights to stage plays to two groups, the ‘Kings Company’ and the ‘Dukes Company’.</p>	

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<b>Level 2</b>	<b>Simple explanation of one consequence</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<p>Students may progress from a basic explanation by simple reasoning of <b>one</b> of the identified consequences, supporting by factual knowledge and understanding.</p> <p>For example...it was important that there were new, much larger capacity, grand theatres built in London designed by Christopher Wren. They had movable scenery and machinery to produce sound effects including thunder and lightning. At the Dorset Gardens Playhouse actors could even be flown in on wires.</p>	
<b>Level 1</b>	<b>Basic explanation of consequence(s)</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.</p> <p>For example, new theatres or playhouses were built in Restoration England.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

- 19** Write an account of the ways in which the English Civil War and Commonwealth affected the Restoration of the monarchy. **8**

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 changes 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** **7–8**

Extends Level 3.

Students may progress from a developed narrative of change with complex reasoning supported by a range of accurate and detailed knowledge and understanding. For example, an explanation of different impacts/ consequences of change in the broader historical context.

For example...the biggest issue that Charles faced when the monarchy was restored was the relationship he would have with Parliament who after all were his father's opponents during the war. But Parliament had restored him. After he was crowned he formed the Cavalier Parliament in May 1661. Although Charles had the support of much of this Parliament he still battled with it over his need for money, and the issues of religion, and foreign policy. These were very much the themes that had occupied Parliament and his father!

**Level 3 Developed analysis of change(s) 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** **5–6**

Extends from Level 2.

Students may progress from a simple narrative of change(s) with extended reasoning supported by factual knowledge and understanding, which might be related to one consequence or impact of the identified changes.

For example...one of the biggest problems on the Restoration was the religious differences that had been a major factor in causing the civil war. Charles always said he was a Protestant but many things suggested that he was really a Catholic. He had married a Catholic and decorated churches in a Roman Catholic way and his choice of people to hold important positions in the Church of England suggested Catholic preferences.

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<b>Level 2</b>	<b>Simple analysis of change(s)</b> <b>Answer is presented in a structured account that demonstrates specific but simple knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<p>Students may progress from a basic narrative of change(s) by simple understanding of consequences of change supported with factual knowledge and understanding.</p> <p>For example, the English Civil War had seen many deaths and caused religious and political divisions. These things would take a long time to get over. Homes had been destroyed, land confiscated. One of the first things Charles did was to return some of the land to Royalists which had been seized.</p>	
<b>Level 1</b>	<b>Basic analysis of change(s)</b> <b>Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify a basic narrative of change(s), which is relevant to the question.</p> <p>For example, as a result of the English Civil War at the Restoration, England had a powerful standing army.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

Question 20 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.

- 20** 'The main reason for design of Royal buildings was to demonstrate the new ideas and technology of the period.' **16**

How far does a study of Tilbury Fort, during the Restoration period, support this statement?

Explain your answer.

You should refer to Tilbury Fort, during the Restoration period, and your contextual knowledge.

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 changes 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 changes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example...the reason for some Royal buildings was to show off and for pride. Charles II as a king was very careful about projecting his public image. The king could see rebuilding Tilbury as an issue of national pride. This project had Charles' personal approval. Before the Restoration Tilbury had fallen into neglect. In 1667 the Dutch captured and sailed away the flagship of the king's navy, 'The Royal Charles'. Charles wanted to project his power and prestige with this new state of the art fort as demonstrated by the Watergate, elaborately faced in carved Portland stone with the inscription, 'Carolus Rex'.

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**Level 3      Developed explanation of changes      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 change has greater merit.

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

For example...Charles II was interested in science and new technology, but even more interested in money. He wanted to compete for wealth with the Dutch. For this, Britain's harbours and ports were vital, so the reason for Tilbury was economic. Before the Restoration Tilbury was neglected, in 1636 the outer defences were flooded at high tide and ferry passengers and animals regularly walked through the site. After the Dutch Raid on the Medway in 1667, Charles gained access to the money needed to rebuild Tilbury Fort and put that miserable episode behind him. The Dutch were trade rivals to the English as the Anglo Dutch Wars proved and London sought to rival Amsterdam as a financial centre.

For example...it is true that a reason for many new buildings was to demonstrate new ideas about design and technology. Tilbury Fort does this because it has the latest defensive design. Bernard de Gomme was the gifted Dutch-born engineer who became Charles' Surveyor General of the Ordnance. He had engineered the defence of Oxford during the Civil War and was employed to fortify Plymouth during the Second Dutch War but his irregular pentagon design of Tilbury Fort was his masterpiece. Tilbury Fort using the bastion system that began in early 16<sup>th</sup> century Italy. It had been used for complex defences of Dutch towns and employed water barriers in ditches that could be emptied if they iced over. Each Bastion overlooked another and protected it. Its low profile offered little for the enemy to aim at and protected the river with 14 revetted gun emplacements.

**Level 2      Simple explanation of change(s)      5–8**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation to a simple explanation of changes by simple reasoning supported with factual knowledge and understanding of the site.

For example, the reason for creating many Royal buildings in the Restoration period was because they had a very practical function to perform. Tilbury Fort rebuilt in 1670 was the first line of defence for London at the point where the



Thames narrows down to 800 yards. In 1667 the Dutch Raid on the Medway resulted in the sacking of the fort at Sheerness, leaving Chatham docks exposed. This was a humiliation for Charles II's Navy and the country. After that it was a priority to be able to defend the capital properly.

**Level 1 Basic explanation of change(s) 1–4**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of change(s).

For example, Tilbury Fort was designed to defend the entranceway to the Thames and the dockyards.

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

