
GCSE
HISTORY
8145/2C

Paper 2 Shaping the nation

2C Britain: migration, empires and the people
with British depth studies

Mark scheme

Specimen for 2018

0.1

Draft

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

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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.

Step 3 Spelling, punctuation, grammar and specialist terminology (SPGST)

Spelling, punctuation, grammar and specialist terminology will be assessed in question 06 in Section A.

| | Performance descriptor | Marks awarded |
|-----------------|---|----------------------|
| Level 3: | <p>High performance: In the context of the level of demand of the question, learners spell, punctuate and use grammar with consistent accuracy and also use specialist terminology with consistent accuracy.</p> | 4 marks |

2–3 marks

Level 2: Intermediate performance:

In the context of the level of demand of the question, learners spell, punctuate and use grammar with considerable accuracy and also use specialist terminology with considerable accuracy.

Level 1: Threshold performance:

In the context of the level of demand of the question, learners spell, punctuate and use grammar with reasonable accuracy and also use specialist terminology with reasonable accuracy; any errors do not hinder meaning in the response.

1 mark

Where a candidate writes nothing or fails to meet threshold performance they should receive 0 marks.

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Section A

| | | |
|----------------|---|------------|
| 01 | Study Sources A and B. What different relationship between Britain and the British Empire do these two sources suggest? | 4 |
| Target | An analysis of two sources for similarities and differences to show an understanding of the key features of the period(s) (AO3a:4) | |
| Level 2 | Answers that make inferences about the source(s) in the context of the period(s) eg The sources show a different relationship based on the resources of the Empire; in one it is the agricultural products in the other it is the skills of the people. | 3-4 |
| Level 1 | Answers that describe features of the source(s) eg The picture in Source A shows them cutting down the sugar cane. | 1-2 |
| | Candidates either submit no evidence or fail to address the question | 0 |

- 02** Why do these two sources show a different relationship between Britain and the British Empire? **4**

Explain your answer using the sources and your contextual knowledge.

Target An explanation of the reasons for the differences between contemporary sources from different periods (AO3a:4)

Level 2 Answers that give a developed explanation of the reasons for the differences between the source(s) in the context of the periods **3-4**

eg The relationships are different because the sugar plantations depended on slavery for their labour force, Britain had abolished slavery in the early 19th century, so by the time of Source B the colonial people were free. During both World Wars the Empire supplied soldiers and in Source B they supply skilled labour to rebuild Britain.

Level 1 Answers that give simple explanations of the reasons for the differences between the source(s) in the context of the periods **1-2**

eg Source B is after the Second World War when the National Health Service was starting and they needed nurses.

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

| | | |
|----------------|---|------------|
| 03 | Explain the significance of the Indian Rebellion in 1857. | 6 |
| Target | An understanding of the significance of an event/issue/person/date/idea or theory (AO1:2, AO2:4) | |
| Level 3 | Answers that give a developed explanation of several aspects of the significance of the feature eg Develops more than one of the aspects in Level 2. | 5-6 |
| Level 2 | Answers that give a developed explanation of one aspect of the significance of the feature eg It was significant that the British learned to respect Indian culture as a result of the Rebellion. They stopped support for Christian missionaries, backed local landlords, brought martial races into the native army and showed more respect for Indian tradition which showed a change in attitude to the government of India. Or Answers that briefly explain several aspects of the significance of the feature eg <ul style="list-style-type: none">• the Rebellion led to the British taking over the running of the country, for example the army and bureaucracy• the Rebellion was a major threat to the East India Company's control and power in India• different people view it as a war of independence from the British rather than a rebellion or revolt. Many in India regard the Rebellion's leaders as heroes and patriots• the number of Sikhs and Ghurkhas in the British native army in India increased and the numbers of Bengal natives decreased. | 3-4 |
| Level 1 | Answers that describe feature/briefly explain one aspect of the significance of the feature eg <ul style="list-style-type: none">• the Indian Rebellion led to the British Government taking over the running of India from the East India Company• it promoted nationalism in India. | 1-2 |
| | Candidates either submit no evidence or fail to address the question | 0 |

| | | |
|----------------|---|-------------|
| 04 | Which of these wars had the greater impact on Britain: | 10 |
| | <ul style="list-style-type: none">• The Hundred Years' War (1337–1453)• The American War of Independence (1775–1783)? | |
| | Explain your answer with reference to both wars. | |
| Target | A comparative evaluation of two factors or events or periods relating to consequences or cause (AO1:4, AO2:6) | |
| Level 5 | Answers that show a structured explanation and argument relating to both bullet points and reach a sustained judgement | 9-10 |
| | <p>eg Candidates may argue that the Hundred Years' War directly affected the English people very little, although it created an English nationalist awareness and rivalry with France. Battles such as Crecy and Agincourt instilled patriotism and it was at this time that St George was adopted as England's warrior patron saint.</p> <p>The American War of Independence was a shock to the British Government although it had little effect on the British people. Following the loss Britain turned to India and thought of the empire in terms of conquest and annexation rather than colonies of white settlers.</p> <p>Candidates may conclude that the both were a shock at the time, but the American War brought about a new era of British imperialism and in the long run had more of a material effect.</p> | |
| Level 4 | Answers that show a structured explanation and argument relating to one bullet point | 7-8 |
| | Answers may refer to the other bullet point, but develop simply. | |
| | <p>eg Candidates may argue that the Hundred Years' War directly affected the English people very little, although it created an English nationalist awareness and rivalry with France. Battles such as Crecy and Agincourt instilled patriotism and it was at this time that St George was adopted as England's warrior patron saint.</p> | |
| Level 3 | Answers that provide simple development or explanation of both bullet points | 5-6 |
| | eg the Hundred Years' War had a great effect on England's interest and capacity for wars, especially foreign ones. The American War of Independence lost the North American colonies for Britain. | |
| Level 2 | Answers that provide simple development or explanation of one bullet point | 3-4 |
| | eg the Hundred Years' War had a great effect on England's interest and capacity for wars, especially foreign ones. | |

| | | |
|----------------|--|------------|
| Level 1 | Answers that show basic description and/or some basic reasoning eg in the war of American Independence we lost the American colonies. The Hundred Years' War lasted longer. | 1-2 |
| | Candidates either submit no evidence or fail to address the question | 0 |

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| | | |
|----------------|---|--------------|
| 05 | Has religion been the main factor in causing migration to and from Britain? Explain your answer with reference to religion and other factors. | 16 |
| Target | An analysis of an identified factor, compared with other factors, involved in change and/or consequence based on historical knowledge and understanding (AO1:8, AO2:8) | |
| Level 4 | Answers that develop out of Level 3 and evaluate the relative merits of the stated factor The answer demonstrates a balanced integrated assessment or judgement about the merits of the issue posed in the question supported by sustained reasoning and evidence eg Candidates may argue that religion was an important reason why people have moved to other parts of the world, such as the Pilgrims, but also a reason why people have moved to Britain to escape religious persecution; however, economic factors have been more important in the modern era in light of a global economy and agreements with Europe promote freedom of movement for European citizens. | 13-16 |
| Level 3 | Answers that argue a detailed case for the identified factor and alternative factor(s) eg Religion was an important reason why the Pilgrims moved away from Britain to North America as they feared that Britain was becoming more ungodly. It was also the important reason why the French Huguenots, who were Protestants, came to live in Britain and why many Jews in the 19th and 20th centuries came from Eastern Europe to escape persecution. Economic reasons forced the Scots out of the much of the Highlands. They moved to the lowlands and North America and Australia in the late 18th century and 19th century because of enclosures and increases in sheep farming. Economic motives have been behind movements of peoples throughout History. Whilst curiosity and admiration for Britain contributed to many migrants coming to Britain from the West Indies after the Second World War, there was a strong economic move because of unemployment in the Caribbean and the offers of work in Britain. | 9-12 |
| Level 2 | Answers that argue the case for the identified factor or alternative factor that shows detailed understanding and support Religion was the main reason why the Pilgrims moved away from Britain to North America as they feared that Britain was becoming more ungodly. It was also the main reason why the French Huguenots, who were Protestants, came to live in Britain and why many Jews in the 19th and 20th came from Eastern Europe to escape persecution. | 5-8 |

Or

Answers that argue simply for several factors

eg

- religion explained the movement of the Pilgrims away from Britain to North America
- economic motives inspired movements to Australia such as to mine gold, or farm in the late 19th century
- economic changes lay behind rural to urban migration in the late 18th century as the Industrial Revolution began
- political and religious persecution caused many Jews to come to England in the late 19th century from Eastern Europe....

Level 1 **Answers that have basic description and/or some basic reasoning** **1-4**

eg The French Huguenots were Protestants who felt threatened in France in the late 17th century.

Candidates either submit no evidence or fail to address the question **0****SPGST****Level 3: High performance:** **4**

In the context of the level of demand of the question, learners spell, punctuate and use grammar with consistent accuracy and also use specialist terminology with consistent accuracy.

Level 2: Intermediate performance: **2-3**

In the context of the level of demand of the question, learners spell, punctuate and use grammar with considerable accuracy and also use specialist terminology with considerable accuracy.

Level 1: Threshold performance: **1**

In the context of the level of demand of the question, learners spell, punctuate and use grammar with reasonable accuracy and also use specialist terminology with reasonable accuracy; any errors do not hinder meaning in the response.

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

Section B
Norman England, 1066–c1100

| | | |
|----------------|--|------------|
| 06 | What features of the Interpretations A and B make them convincing? | 6 |
| | Explain your answer using Interpretations A and B and your contextual knowledge. | |
| Target | Evaluate, question and make substantiated judgement about an interpretation of a key feature of the period (AO4d) | |
| Level 2 | Answers that use contextual knowledge of the type of historic environment or the site to support the accuracy of the interpretations eg The interpretations are good because you can see the Motte and Bailey design which the Normans used and how it was constructed quickly by using local woodlands. | 4-6 |
| Level 1 | Answers that identify and describe relevant features of the interpretations Answers that provide simple statements in support of the interpretation, describe single aspects or factual details. Answers may suggest generic points about the interpretation for the lower part of the level. eg <ul style="list-style-type: none">• in Interpretation A you can see a raised mound• In Interpretation B you can see the wooden walls• You can see it is a military base. | 1-3 |
| | Candidates either submit no evidence or fail to address the question | 0 |

| | | |
|----------------|---|-------------|
| 07 | How does a study of Pickering Castle help you to understand how the Normans controlled England? | 10 |
| | Explain your answer. | |
| | You should refer to Pickering Castle and your contextual knowledge. | |
| Target | An understanding of the historic environment (a key event, building or location) in relation to its historical context (AO1:4, AO2:6) | |
| | Answers may include reference to examples of Norman castle building other than Pickering Castle as part of the wider historical context. | |
| Level 5 | Answers that give a developed explanation of several aspects of the historic environment and how they contribute to an understanding of its historical context | 9-10 |
| | eg The north rebelled against the Norman aristocracy getting the best jobs. This castle is in Yorkshire and was used as a base for the harrying and domination of the North so that the Anglo-Saxons accepted Norman rule. There were relatively few castles in England before the Norman Conquest, so Pickering Castle was seen as a symbol of Norman oppression and control. | |
| Level 4 | Answers that give a developed explanation of one aspect of the historic environment and how it contributes to an understanding of its historical context | 7-8 |
| | eg The north rebelled against the Norman aristocracy getting the best jobs. This castle is in Yorkshire and was used as a base for the harrying and domination of the North so that the Anglo-Saxons accepted Norman rule. | |
| Level 3 | Answers that give a brief explanation of several aspects of the historic environment and how they contribute to an understanding of its historical context | 5-6 |
| | Pickering Castle can be seen to help Norman control: <ul style="list-style-type: none">• it provided a safe base for Norman forces• it dominated the countryside• it had a strategic location. | |
| Level 2 | Answers that give a brief explanation of one aspect of the historic environment and how it contributes to an understanding of its historical context | 3-4 |
| | eg Pickering Castle was a safe place for Norman soldiers because they were needed as the Anglo-Saxon population in the north were hostile to their conquerors. | |

| | | |
|----------------|--|------------|
| Level 1 | Answers that describe one aspect of the historic environment. Answers that provide general statement(s) or factual details about the Historic Environment | 1-2 |
| | eg Norman castles were a safe place for the Norman soldiers. | |
| | Candidates either submit no evidence or fail to address the question | 0 |

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| | | |
|-----------|---|------------|
| 08 | Explain why the death of Edward the Confessor was important for England in 1066. | 8 |
| | Target An understanding of a key feature of the period (AO1:4, AO2:4) | |
| | Level 4 Developed explanation of importance(s) of the key historical feature | 7-8 |
| | eg When Edward died he did not have an heir. This was important because who should be king was disputed between several claimants, Harold, Earl of Wessex, Harald, the King of Norway, and Duke William of Normandy. England was attractive as a kingdom and powerful neighbours like William and Harold had the resources to mount military campaigns which if successful could change the future government of England. | |
| | Level 3 Simple explanation of importance(s) of the key historical feature | 5-6 |
| | eg When Edward died he did not have an heir. This was important because who should be king was disputed between the two main claimants, Harold, earl of Wessex and Duke William of Normandy. | |
| | Level 2 Simple descriptive answer about the key historical feature | 3-4 |
| | Answers treat 'importance' implicitly. | |
| | eg When Edward died he did not have an heir. He had promised the throne to William Duke of Normandy but then said Harold Godwinson, Earl of Wessex should be king. | |
| | Level 1 Identifies aspects of the key historical feature | 1-2 |
| | eg When Edward died Harold Godwinson took over. | |
| | Candidates either submit no evidence or fail to address the question | 0 |

| | | |
|----------------|--|--------------|
| 09 | <p>'The changes to the feudal system were the greatest change the Normans made after the Conquest.'</p> <p>How far do you agree with this statement?</p> <p>Explain your answer</p> | 16 |
| Target | Evaluate key feature and make substantiated judgement in respect of the period (AO1:8, AO2:8) | |
| Level 4 | <p>Answers that develop out of level 3 and evaluate the relative merits of judgement in the 'Statement'</p> <p>The answer demonstrates a balanced, integrated summary assessment or judgement about the merits of the issue posed in the question, supported by sustained reasoning and evidence.</p> <p>eg The link with Normandy rather than Denmark and Norway was to have profound effects for the future of England. However it could be argued that for the majority of the ordinary peasants there was little change in their everyday lives after the Normans took over.</p> | 13-16 |
| Level 3 | <p>Answers that argue a detailed case for the 'Statement' given and an alternative judgement(s)</p> <p>Answers may suggest that one assessment has greater merit.</p> <p>eg Both examples in Level 2.</p> | 9-12 |
| Level 2 | <p>Answers that argue the case for the 'Statement' or another judgement that shows detailed understanding and support</p> <p>Answers stating a preference for one judgement but with only simple development of another view will be marked at this level.</p> <p>eg Changes to the feudal system were the greatest change. William took all the ownership of the land and replaced the aristocracy of England with his Norman followers. After 1075 all the Earldoms were held by Normans and by 1096 all the bishoprics were held by Normans. The wealth of the country and the relationship to power was based on the Norman feudal system after 1066.</p> <p>eg The Normans introduced a number of important changes to the Church and built new churches. Lanfranc completely reformed the organisation of the Church.</p> | 5-8 |

Or **Answers that argue simply for several points of view about the ‘Statement’**

Answers demonstrate a simple understanding.

eg:

- the Normans introduced Forest Law which altered the way the English forest had been used by people
- they introduced Norman French as the main language of government.
- all the important jobs were given to Normans in the government and the Church
- the Normans held all the land that William conquered
- towns grew and law and order improved.

Level 1 **Answers that describe the ‘Statement’ using basic knowledge**

1-4

Answers that provide simple points or knowledge / statements in support of the assessment or another view, describe single aspects or factual details in relation to the Statement.

eg

- the Normans took all the land from the Anglo-Saxons
- William had conquered the country.

Candidates either submit no evidence or fail to address the question

0

Draft

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

10 What features of the **Interpretations C** and **D** make them convincing? **6**

Explain your answer using **Interpretations C** and **D** and your contextual knowledge.

Target Evaluate, question and make substantiated judgement about an interpretation of a key feature of the period (AO4d)

Level 2 Answers that use contextual knowledge of the type of historic environment or the site to support the accuracy of the interpretations **4-6**

eg Interpretation A is a good one because you can see the layout of the whole castle and the design which was very strong for defenders with rings of defence of different heights. Interpretation B shows the hierarchy with the top table, but also the importance of communal areas for heating and meals.

Level 1 Answers that identify and describe relevant features of the interpretations **1-3**

Answers that provide simple statements in support of the interpretation, describe single aspects or factual details. Answers may suggest generic points about the interpretation for the lower part of the level.

eg

- in Interpretation C shows the high towers
- Interpretation D shows a great big hall for getting together
- They show the size of the castle.

Candidates either submit no evidence or fail to address the question

| | | |
|----------------|---|-------------|
| 11 | How does a study of Conwy Castle help you to understand how Edward I controlled Wales? | 10 |
| | Explain your answer. | |
| | You should refer to Conwy Castle and your contextual knowledge. | |
| Target | An understanding of the historic environment (a key event, building or location) in relation to its historical context. (AO1:4, AO2:6) | |
| Level 5 | Answers that give a developed explanation of several aspects of the historic environment and how they contribute to an understanding of its historical context | 9-10 |
| | eg the Castle was a secure base in North Wales that could be supplied by sea from England, hence the harbour at Conwy. That meant that siege was unlikely to succeed which was the favoured way of taking a stronghold at this time. Conwy was one of Edward's more sophisticated castles. It could be resupplied by sea quickly from Ireland or Chester. Overland travel would take days and risk ambush and thus supplying the enemy. | |
| | eg Conwy Castle with its 22 towers and commanding position on top of a rocky outcrop physically dominated the landscape and impressed the local population of the power and resources that Edward had at his disposal. It was symbolic of his power. | |
| Level 4 | Answers that give a developed explanation of one aspect of the historic environment and how it contributes to an understanding of its historical context | 7-8 |
| | eg the Castle was a secure base in North Wales that could be supplied by sea from England, hence the harbour at Conwy. That meant that siege was unlikely to succeed which was the favoured way of taking a stronghold at this time. Conwy was one of Edward's more sophisticated castles. It could be resupplied by sea quickly from Ireland or Chester. Overland travel would take days and risk ambush and thus supplying the enemy. | |
| Level 3 | Answers that give a brief explanation of several aspects of the historic environment and how they contribute to an understanding of its historical context | 5-6 |
| | Conwy Castle helpful eg: <ul style="list-style-type: none"> • it was a fortified village for the purposes of trade • a cheaper option than invasion, more predictable than military campaigns • secured control, provided a safe base, dominated the countryside • reflected 'state of the art' military defence design. | |

| | | |
|----------------|--|------------|
| Level 2 | Answers that give a brief explanation of one aspect of the historic environment and how it contributes to an understanding of its historical context | 3-4 |
| | eg Conwy Castle was strategically placed to control the rebels in Snowdonia. | |
| Level 1 | Answers that describe one aspect of the historic environment. Answers that provide general statement(s) or factual details about the historic environment | 1-2 |
| | eg Edwardian Castles were surrounded by water. | |
| | Candidates either submit no evidence or fail to address the question | 0 |

Draft

| | | |
|----------------|---|------------|
| 12 | Explain why the wool trade was important during the reign of Edward I. | 8 |
| Target | An understanding of a key feature of the period (AO1:4, AO2:4) | |
| Level 4 | Developed explanation of importance(s) of the key historical feature eg In Edward I's time raw wool was exported to Flanders to be made into cloth and it became the back bone of English medieval economy. Edward I was the first king to tax the wool trade and the income helped pay for his wars. | 7-8 |
| Level 3 | Simple explanation of importance(s) of the key historical feature eg In Edward I's time raw wool was exported to Flanders to be made into cloth and this was important because it made a lot of money for the country. | 5-6 |
| Level 2 | Simple descriptive answer about the key historical feature Answers treat 'importance' implicitly. eg In Edward I's time raw wool was exported to Flanders to be made into cloth. The farmers liked to keep sheep because they provided meat and wool. | 3-4 |
| Level 1 | Identifies aspects of the key historical feature eg In Edward I's time raw wool was exported to Flanders to be made into cloth. | 1-2 |
| | Candidates either submit no evidence or fail to address the question | 0 |

| | | |
|----------------|---|--------------|
| 13 | ‘Edward I’s greatest achievement was the changes he made to the English legal system.’ | 16 |
| | How far do you agree with this statement? | |
| | Explain your answer. | |
| Target | Evaluate key feature and make substantiated judgement in respect of the period (AO1:8, AO2:8) | |
| Level 4 | <p>Answers that develop out of level 4 and evaluate the relative merits of judgement in the ‘Statement’</p> <p>The answer demonstrates a balanced, integrated summary assessment or judgement about the merits of the issue posed in the question, supported by sustained reasoning and evidence.</p> <p>eg The greatest achievement of Edward was to restore the respect to the monarchy after the divisive and weak rule of his father, Henry III. Edward re-established the rights of the crown and redefined the relationship with the nobility and the rights of his people in law and in parliament. His conquest of Wales was a major gain...</p> | 13-16 |
| Level 3 | <p>Answers that argue a detailed case for the ‘Statement’ given and an alternative judgement(s)</p> <p>Answers may suggest that one assessment has greater merit.</p> <p>eg Both examples in Level 2.</p> | 9-12 |
| Level 2 | <p>Answers that argue the case for the ‘Statement’ or another judgement that shows detailed understanding and support</p> <p>Answers stating a preference for one judgement but with only simple development of another view will be marked at this level.</p> <p>eg Edward made a great contribution to the English legal system because the Statute of Gloucester challenged the rights of nobles to hold courts and dispense justice.</p> <p>eg The greatest achievement of Edward I was in making Parliament meet more regularly. It became accepted in his reign that the Commons should be present and this was to approve taxation. This happened with the model parliament of 1295 Edward wanted all who contributed to taxes to have a say in agreeing to pay them. This is a basic principle of democracy.</p> | 5-8 |

Or **Answers that argue simply for several points of view about the ‘Statement’**

Answers demonstrate a simple understanding.

eg

- Edward reformed the law of England
- Edward conquered Wales and he built castles there
- he added new sources of royal revenue
- he regained the power and rights that his father, Henry III, had lost to the nobility
- under Edward the Commons became a part of Parliament in their own right after 1295

Level 1 **Answers that describe the ‘Statement’ using basic knowledge**

1-4

Answers that provide simple points or knowledge/statements in support of the assessment or another view, describe single aspects or factual details in relation to the Statement.

eg

- Edward conquered Wales
- he reformed the law.

Candidates either submit no evidence or fail to address the question 0

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Elizabethan England, c1568–1603

| | | |
|----------------|---|------------|
| 14 | What features of Interpretations E and F make them convincing? Explain your answer using Interpretations E and F and your contextual knowledge. | 6 |
| Target | Evaluate, question and make substantiated judgement about an interpretation of a key feature of the period (AO4d) | |
| Level 2 | Answers that use contextual knowledge of the type of historic environment or the site to support the accuracy of the interpretations eg Interpretation is a good one because you can see the warmth and luxury of the room which has a fireplace and big chimneys and this meant you didn't all need to be in one place but could have privacy and upstairs fires. Interpretation F is good because it shows that the houses were made of brick and that the hall had big windows allowing more light into the building. | 4-6 |
| Level 1 | Answers that identify and describe relevant features of the interpretations Answers that provide simple statements in support of the interpretation, describe single aspects or factual details. Answers may suggest generic points about the interpretation for the lower part of the level. eg <ul style="list-style-type: none"> • in Interpretation E it shows the carved wooden walls • in Interpretation F it shows a chimney. | 1-3 |
| | Candidates either submit no evidence or fail to address the question | 0 |

- 15** How does a study of Speke Hall show that Elizabethan manor houses demonstrate the prosperity and status of their owner? **10**

Explain your answer.

You should refer to Speke Hall and your contextual knowledge.

Target An understanding of the historic environment (a key event, building or location) in relation to its historical context (AO1:4, AO2:6)

Answers may include reference to examples of Elizabethan manor houses other than Speke Hall.

- Level 5** Answers that give a developed explanation of several aspects of the historic environment and how they contribute to an understanding of its historical context **9-10**

eg Elizabethan manor houses showed how the country had become more prosperous and stable. This is shown at Speke in the size of the house the number of rooms, the decoration and the gardens and grounds that no longer needed to have a care for defence.

Rather than designed to face an inner courtyard, Elizabethan manor houses faced outward - looking at the world through large glass windows, in much the same way their owners faced outward to discover their world and these houses would have been statements of wealth.

- Level 4** Answers that give a developed explanation of one aspect of the historic environment and how it contributes to an understanding of its historical context **7-8**

eg Elizabethan manor houses showed how the country had become more prosperous and stable. This is shown at Speke in the size of the house, the number of rooms, the decoration and the gardens and grounds that no longer needed to have a care for defence.

- Level 3** Answers that give a brief explanation of several aspects of the historic environment and how they contribute to an understanding of its historical context **5-6**

eg

- peaceful country, less defensive
- concerned to show off wealth in size of rooms, carvings
- more privacy for people, warmth and light inside, increased use
- cheapness, and availability of glass meant that houses could have more windows and thereby look more impressive
- ability to bring fireplaces upstairs, which meant greater privacy for the gentry

| | | |
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| Level 2 | Answers that give a brief explanation of one aspect of the historic environment and how it contributes to an understanding of its historical context | 3-4 |
| | eg Elizabethan manor houses showed how the wealth of the gentry had increased. They could afford larger houses with more rooms and an upstairs. | |
| Level 1 | Answers that describe one aspect of the historic environment. Answers that provide general statement(s) or factual details about the historic environment | 1-2 |
| | eg Elizabethan houses had great chimneys. | |
| | Candidates either submit no evidence or fail to address the question | 0 |

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| 16 | Explain what was important about the problem of poverty in Elizabethan England. | 8 |
| Target | An understanding of a key feature of the period (AO1:4, AO2:4) | |
| Level 4 | Developed explanation of importance(s) of the key historical feature (the problem of poverty in Elizabethan England) eg There were a lot of poor people in Elizabethan England and the government showed how important it was by passing laws as they feared the existing ways of dealing with the poor would not cope with the increased numbers. This could lead to crime and rebellion and the overthrow of Queen Elizabeth. | 7-8 |
| Level 3 | Simple explanation of importance(s) of the key historical feature (the problem of poverty in Elizabethan England) eg There were a lot of poor people in Elizabethan England and the government showed how important it was by passing laws as they feared the existing ways of dealing with the poor would not cope with the increased numbers. | 5-6 |
| Level 2 | Simple descriptive answer about the key historical feature (the problem of poverty in Elizabethan England) Answers treat 'importance' implicitly. eg There were a lot of poor people in Elizabethan England. It had been caused by inflation and population growth. | 3-4 |
| Level 1 | Identifies aspects of the key historical feature (the problem of poverty in Elizabethan England) eg There were a lot of poor people in Elizabethan England. | 1-2 |
| | Candidates either submit no evidence or fail to address the question | 0 |

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|----|---|-------|
| 17 | <p>‘Mary, Queen of Scots was the greatest threat to Queen Elizabeth.’</p> <p>How far do you agree with this statement?</p> <p>Explain your answer.</p> | 16 |
| | <p>Target Evaluate key feature and make substantiated judgement in respect of the period (AO1:8, AO2:8)</p> | |
| | <p>Level 4 Answers that develop out of level 3 and evaluate the relative merits of judgement in the ‘Statement’</p> <p>The answer demonstrates a balanced, integrated summary assessment or judgement about the merits of the issue posed in the question, supported by sustained reasoning and evidence.</p> <p>eg ... the two pronged threat of a resurgent English Catholicism boosted by Seminary priests and the practical threat of a successful Spanish invasion were a danger Elizabeth had largely overcome by the end of the 1580s. English naval skill and technology, repressive laws, and Walsingham’s intelligence network saved Queen Elizabeth....</p> | 13-16 |
| | <p>Level 3 Answers that argue a detailed case for the ‘Statement’ given and an alternative judgement(s)</p> <p>Answers may suggest that one assessment has greater merit.</p> <p>Both examples in Level 2.</p> | 9-12 |
| | <p>Level 2 Answers that argue the case for the ‘Statement’ or another judgement that shows detailed understanding and support</p> <p>Answers stating a preference for one judgement but with only simple development of another view will be marked at this level.</p> <p>eg The biggest single and real threat was the Spanish Armada in 1588. Spain had the military resources to overthrow Elizabeth. The army in the Netherlands needed to be brought to England but the English navy stopped that. Had an army landed then many Catholics might have supported the Spanish. Spain would not wish to place Mary, with her French connections on the throne.</p> <p>eg Mary Queen of Scots was a serious threat to Elizabeth because she was seen as Catholic replacement. While Mary was alive she could be seen by Catholics as a viable alternative and therefore many plots centred around killed Elizabeth and using Mary instead.</p> | 5-8 |

Or **Answers that argue simply for several points of view about the ‘Statement’ (the greatest threat to Elizabeth)**

Answers demonstrate a simple understanding.

eg

- there were threats to Queen Elizabeth from Catholics in the form of plots to kill and replace her. Many of these involved using Mary, Queen of Scots when Elizabeth was removed
- there was the threat of invasion which appeared in 1588 with the Spanish Armada
- rebellions might have been backed by the common people who were suffering poverty and bad harvests
- the attempts to keep the Roman Catholic religion alive after 1580 with Jesuits and Seminary priests might have led to more Catholics joining the rebellions
- further danger existed from extreme Puritan and courtly faction fighting such as resulted in Essex’s rebellion.

Level 1 **Answers that describe the ‘Statement’ using basic knowledge**

1-4

Answers that provide simple points or knowledge / statements in support of the assessment or another view, describe single aspects or factual details in relation to the Statement.

eg Queen Elizabeth was threatened by many plots to replace her as Queen. Most were supported by Roman Catholics.

Candidates either submit no evidence or fail to address the question.

0

Restoration England, 1660–1685

18 What features of **Interpretations G** and **H** make them convincing? **6**

Explain your answer using **Interpretations G** and **H** and your contextual knowledge.

Target Evaluate, question and make substantiated judgement about an interpretation of a key feature of the period (AO4d)

Level 2 Answers that use contextual knowledge of the type of historic environment or the site to support the accuracy of the interpretations. **4-6**

eg Interpretation G is a good one because you can see the scale of the building and it has designer gardens. The whole building is meant to impress you with many room and levels.

Interpretation H is a good one because it shows how there were very large rooms, such as ballrooms, where people could get together for dances and formal dinners.

Level 1 Answers that identify and describe relevant features of the interpretations. **1-3**

Answers that provide simple statements in support of the interpretation, describe single aspects or factual details. Answers may suggest generic points about the interpretation for the lower part of the level.

eg in Interpretations G and H you can see the high painted ceilings and walls. It shows how big it was. **0**

Candidates either submit no evidence or fail to address the question

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| 19 | How does a study of Bolsover Castle show how stately homes reflected the fashions of the Restoration period? | 10 |
| | Explain your answer. | |
| | You should refer to Bolsover Castle and your contextual knowledge. | |
| Target | An understanding of the historic environment (a key event, building or location) in relation to its historical context (AO1:4, AO2:6) | |
| | Answers may include reference to examples of Restoration stately homes other than Bolsover Castle. | |
| Level 5 | Answers that give a developed explanation of several aspects of the historic environment and how they contribute to an understanding of its historical context | 9-10 |
| | eg Stately homes of the Restoration, such as Bolsover Castle, demonstrate the ornate and decorative style. They had many rooms, large sweeping staircases and large halls to demonstrate the owner's wealth and power. They cannot have been easy places to live in given their size but individual rooms could be warm and comfortable places. | |
| | The Restoration period shows the influence of the continental design that Charles II and his supporters had seen in France, and the Netherlands. Moreover Charles II was determined to match the French king, Louis XIV, so he built King's House in Winchester. | |
| Level 4 | Answers that give a developed explanation of one aspect of the historic environment and how it contributes to an understanding of its historical context | 7-8 |
| | eg Stately homes of the Restoration, such as Bolsover Castle, demonstrate the ornate and decorative style. They had many rooms, large sweeping staircases and large halls to demonstrate the owner's wealth and power. They cannot have been easy places to live in given their size but individual rooms could be warm and comfortable places. | |
| Level 3 | Answers that give a brief explanation of several aspects of the historic environment and how they contribute to an understanding of its historical context | 5-6 |
| | eg | |
| | <ul style="list-style-type: none">• demonstrate power and wealth of the new Restoration nobility• flamboyant, ornate design, large scale• French and European influence• use of landscaped gardens• use of brick and stone meant warm, comfort. | |

| | | |
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| Level 2 | Answers that give a brief explanation of one aspect of the historic environment and how it contributes to an understanding of its historical context | 3-4 |
| | eg Stately homes of the Restoration, such as Bolsover Castle, had many rooms and reflect the desire for symmetry and balance in the design. | |
| Level 1 | Answers that describe one aspect of the historic environment. Answers that provide general statement(s) or factual details about the historic environment | 1-2 |
| | eg Stately homes of the Restoration, such as Bolsover Castle, had many rooms. | |
| | Candidates either submit no evidence or fail to address the question | 0 |

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| 20 | Explain why the Navigation Acts were important in the Restoration period. | 8 |
| Target | An understanding of a key feature of the period (AO1:4, AO2:4) | |
| Level 4 | Developed explanation of importance(s) of the key historical feature | 7-8 |
| | eg The Navigation Acts were important because they led to the increased size of the Royal Navy, boosted the growth of London as a port, and created wealth in Britain. However they are important in causing war with the Dutch, resentment in the colonies, and ultimately contributing to the American Revolution. | |
| Level 3 | Simple explanation of importance(s) of the key historical feature | 5-6 |
| | eg The Navigation Acts were important because they led to the increased size of the Royal Navy, boosted the growth of London as a port, and created wealth in Britain. | |
| Level 2 | Simple descriptive answer about the key historical feature | 3-4 |
| | Answers treat 'importance' implicitly. | |
| | eg The original Navigation Act were passed by Cromwell's Parliament to ensure that trade with England came in English ships. The Act was aimed against the Dutch, and Charles II extended the idea to trade with British colonies. | |
| Level 1 | Identifies aspects of the key historical feature | 1-2 |
| | eg The original Navigation Act was passed by Cromwell's Parliament to ensure that trade with England came in English ships. | |
| | Candidates either submit no evidence or fail to address the question | 0 |

21 ‘The Great Plague was the most serious problem facing England at this time.’ 16

How far do you agree with this statement?

Explain your answer.

Target Evaluate key feature and make substantiated judgement in respect of the period (AO1:8, AO2:8)

Level 4 Answers that develop out of level 3 and evaluate the relative merits of judgement in the ‘Statement’ 13-16

The answer demonstrates a balanced, integrated summary assessment or judgement about the merits of the issue posed in the question, supported by sustained reasoning and evidence.

eg ... The attempt to take on the Dutch at the height of their power and the defeats of the English it caused might have led, after the Plague and Fire, to open revolt in London. Charles did well to sign a peace quickly in 1667.

Level 3 Answers that argue a detailed case for the ‘Statement’ given and an alternative judgement(s) 9-12

Answers may suggest that one assessment has greater merit.

eg (see level 2).

Level 2 Answers that argue the case for the ‘Statement’ or another judgement about shows detailed understanding and support 5-8

Answers stating a preference for one judgement but with only simple development of another view will be marked at this level.

eg The problem of epidemic diseases was endemic at this time and the Plague was an outburst of it which passed.

The Exclusion Crisis and the succession was the biggest problem faced by Restoration England. It had the power to raise the spectre of the Civil War from both Whig and Tory sides. It set king against the Parliaments between 1679 and 1681. It caused Charles to dissolve Parliaments.

Or Answers that argue simply for several points of view about the ‘Statement’

Answers demonstrate a simple understanding.

eg

- the Great Plague killed about 200,000 people
- the Great Fire did not pose so much of a threat to life
- the Dutch Wars threatened to destabilise the government and threatened wider rebellion
- there was a lot of anti-Catholic feeling which showed itself in plots against Charles II. The Exclusion Crisis shows the level of feeling about Catholicism in Parliament.

Level 1 **Answers that describe the ‘Statement’ using basic knowledge** **1-4**

Answers that provide simple points or knowledge/statements in support of the assessment or another view, describe single aspects or factual details in relation to the statement.

eg The Great Plague killed poor people and the rich left London.

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

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