

GCSE  
HISTORY  
8145/2A

Paper 2 Shaping the nation

2A Britain: health and the people: c1000 to the present day  
with British depth studies

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Mark scheme

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)

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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.

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.

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.

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.

## 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.

	Performance descriptor	Marks awarded
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.

**Section A**

- 01** Study **Source A**. **8**  
How useful is **Source A** to a historian studying vaccination?

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, candidates 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.

Candidates 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, challenging its usefulness...as we now know Woodville's patients died because of contaminated equipment and vaccination went on to become widely accepted and was a major cause of the fall in mortality in the late nineteenth century; but before vaccination became accepted it was treated with fear and deep mistrust.

**Level 3: Developed evaluation of source based on content and/or provenance** **5-6**

Extends Level 2.

Candidates 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... it is useful because at the time it shows that Gillray is playing on people's fear of a new treatment. Gillray may know that Woodville's patients died and wants to discredit vaccination in favour of the inoculators.

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

Candidates may progress from a basic analysis of the source by reasoning

supported with factual knowledge and understanding.

For example, it is useful because it shows that at this point in time people were frightened because they did not understand that vaccination was based on scientific observation and therefore could be trusted.

**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

Candidates identify basic features which are valid about the source related to the enquiry point, for example, it is useful because it shows at the time they thought cows would grow out of you if you were vaccinated.

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

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<b>02</b>	Explain the significance of anaesthetics in the development of medicine.	<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: 6) Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:2)</b>	
<b>Level 4</b>	<b>Complex explanation of aspects of significance Answer demonstrates specific knowledge and understanding that is relevant to the question.</b>	<b>7-8</b>
	Extends Level 3.  Candidates 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.  For example... anaesthetics were significant in the 19 <sup>th</sup> century as it meant that patients no longer suffered pain and died of shock. This enabled surgeons to begin to develop more complicated procedures. Today modern anaesthesia is significant as it uses a mixture of chemicals to produce gradual loss of pain and consciousness, thus modern anaesthetics allow brain surgery with consciousness, which in turn enables doctors to gain knowledge about the body.	
<b>Level 3</b>	<b>Developed explanation of aspects of significance Answer demonstrates specific knowledge and understanding that is relevant to the question.</b>	<b>5-6</b>
	Extends Level 2.  Candidates 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.  In addition to a Level 2 response, candidates make additional developed point(s).  For example...anaesthetics were also significant because they enabled more complex surgery such as operations on the eye to be carried out because the surgeons had more time to develop and perform more complicated surgery because the patients were unconscious.  For example...anaesthetics such as chloroform were easy for surgeons to handle and less explosive and inflammable than ether so they could be used during difficult labours, which meant that women did not have to suffer pain when giving birth.	

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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>Candidates 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, anaesthetics were significant because they meant that since James Simpson started using chloroform in 1847, patients no longer were conscious during the operation, so they weren't at risk of dying from shock of the pain.</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>Candidates 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, patients under chloroform no longer suffered pain during operations.</p>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>



- 03** Compare the Black Death in the Middle Ages with the cholera epidemics in the 19<sup>th</sup> century. **8**  
 In what ways were they similar?  
 Explain your answer with reference to both epidemics.

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.

Candidates 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... both Black Death and Cholera had consequences for society and those in power. In the late medieval period the landowning classes had to concede to the labouring class, wages and more freedom because their manual work was in demand. In the nineteenth century the aristocracy and middle classes had to improve conditions for the working class.

**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.

Candidates 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, candidates make additional developed point(s).

For example...both the Black Death and Cholera led to changes in the lives of those people who survived it. Cholera drew attention to the conditions in which many lived and contributed to better sanitation through legislation, whereas the wages of labourers in Medieval times increased in the following decades after the Black Death.

For example...in both times and epidemics people did not know the real cause of the disease and had many theories. The Black Death was thought to be a punishment from God or the result of Jewish poisoning, Cholera was either caused by poison in the air – miasma or contagion – spread by touch.

None of these theories was right.

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

Candidates 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, no one knew at the time what really caused either epidemic. In Medieval times people thought the Black Death was a punishment from God, in the 19th century people thought that Cholera was caused by miasma.

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

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

For example, both the Black Death and Cholera killed large numbers of people.

**Candidates 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** Has religion been the main factor in the development of medicine in Britain since Medieval times? **16**  
**4 [SPaG]**

Explain your answer with reference to religion and other factors.

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.

Candidates may progress from a developed explanation of factors by analysis of the relationship between factors supported by factual knowledge and understanding.

For example...in Medieval times, religious belief was a powerful factor determining medical treatments and understanding of illness, but over time the influence has diminished and scientific discoveries and the state have become more important. The role of the state has changed from one of changing public health infrastructure to communication and providing individuals with information about their health.

**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.

Candidates 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...religion was an important factor because it helped people explain illness. Medieval Christians believed that God caused illness and prayer would make them better. The early hospitals were religious foundations and became centres for expertise. Religion has also hindered progress as science became more widely understood.

Governments have also brought in major changes that have changed a nation's health. The Liberal social reforms (1906-1911) and the NHS from 1948 improved the health of millions. This was done through legislation: governments have money from taxation so they can make changes.

**Level 2 Simple explanation of the stated factor or other factor(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.

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

For example...over time different factors have been more important. In the Medieval period religion explained illness and suggested treatments based on faith. Later on science explained and could prove the causes of illness based on observable evidence. Another factor has been changes in communication for example in the 16<sup>th</sup> century printing allowed new ideas to spread, such as 'The Fabric of the Human Body' in 1543.

**Level 1 Basic explanation of one or more factors** **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.

Candidates recognise and provide a basic explanation which is relevant to one or more factor.

For example, candidates may offer a basic explanation stating that religion was important because in Medieval monasteries monks were herbalists who could heal the sick.

Candidates may offer a basic explanation of another factor, such as the government was important because it could pass laws that improved the public's health.

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

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**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**

<b>05</b>	How convincing is Interpretation A about the Norman legal system?	<b>8</b>
	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.	
<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>	
<b>Level 4:</b>	<b>Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding.</b>	<b>7-8</b>
	Extends Level 3.	
	Candidates may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.	
	For example... the paradox of the Norman legal system may be seen to be well reflected in this visual interpretation, in which many of the traits of a modern legal system, such as an emphasis on the presentation of evidence before a judge and trial by jury, sat alongside a brutal, violent and arbitrary system characterised by trial by combat and ordeals.	
<b>Level 3:</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding.</b>	<b>5-6</b>
	Extends Level 2.	
	Candidates 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 also convincing because it depicts a formal law court system at work - there were many different types of court in Norman England, not only the royal court, but also the various feudal and manorial courts.	
<b>Level 2</b>	<b>Simple evaluation of interpretation based on contextual knowledge/understanding</b>	<b>3-4</b>
	Candidates 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 because it depicts trial by battle. The Normans introduced the duellum, which was used to resolve both	

criminal and civil cases. This was an alternative to some of the established 'ordeals' such as ordeal by water.

**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 people fighting to resolve a legal dispute

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

**06** Explain what was important about the reforms of the monasteries for 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.

Candidates may progress from a developed explanation by extended analysis of the consequences of the stated development (reforms of the monasteries) in the broader historical context (Norman England). This is supported by factual knowledge and understanding.

For example... the reforms were important because they changed England both spiritually and politically. The great abbeys and monasteries were not only symbols of Norman power, but they helped consolidate power both within and outside the monasteries. The reforms changed the way the monasteries operated and established Norman influence over the English monks. The reforms were also responsible for shaping the way the people viewed the Church because the clergy were more pious because they had to observe their vows properly.

**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.

Candidates 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, candidates make additional developed point(s).

For example...the Normans brought over their own religious people and put them in positions of power, this helped the Normans consolidate their power within the English monasteries.

For example...the Normans introduced new monastic orders notably the Cluniac. Influence from new monastic orders exposed English monasticism to continental practices.



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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>Candidates 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 Normans built new abbeys and monasteries which were made of stone and bigger than the previous Anglo-Saxon ones and these were important because they symbolised Norman power.</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>Candidates 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, when the Normans arrived they started to build new abbeys such as Whitby.</p>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>

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<b>07</b>	Write an account of the ways in which the feudal system changed 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)</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 analysis of changes</b> <b>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.	
	Candidates may progress from a developed narrative of change(s) with complex reasoning supported by a range of accurate and detailed factual knowledge and understanding. For example, an explanation of different impacts/ consequences of change in the broader historical context.	
	For example...William replaced the Anglo-Saxon nobles with his loyal Norman supporters. Many of the lesser English nobles were allowed to recover some of their lands and did deals with the King or the new French Lord. Although their holding may have been reduced, and they had to pay for the privilege, if they showed loyalty, they could recover some of their wealth and position. There was a 'feudal' system before the Normans and 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.	
<b>Level 3</b>	<b>Developed analysis of change(s)</b> <b>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.	
	Candidates may progress from a simple narrative of change(s) with extended reasoning supported by a range of factual knowledge and understanding. For example, one consequence or impact of the ways in which the feudal system changed.	
	For example...the Normans changed the basis of land-holding and military service. 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.	
<b>Level 2</b>	<b>Simple analysis of change(s)</b> <b>Answer is presented in a structured account that demonstrates specific</b>	<b>3-4</b>

**knowledge and understanding that is relevant to the question.**

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

For example, William took all the ownership of the land and replaced the aristocracy of England with his Norman followers. This was their reward for supporting him in the Conquest and meant that his followers, not the Anglo-Saxon nobles, held the positions of power.

<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>
	Candidates identify a basic narrative of change, which is relevant to the question.  For example, after William conquered England, he took the land from the Anglo-Saxon nobles and gave it to his loyal followers.	
	<b>Candidates 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** ‘The main change that Norman castles brought about was that they allowed the Normans to defend their new lands.’ **16**

How far does a study of Pickering Castle support this statement?

Explain your answer.

You should refer to Pickering Castle 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 candidates 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  
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question. 13-16**

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.

Candidates 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...Although Pickering was used for defence for the local population and Scottish and Viking raids, the main change was actually how the castle was used by William to anchor his personal authority in the North. It was so important to William’s plans he actually retained control of the castle until his death. Often when William first built his castles the standard procedure was to hand over control of the castle to a loyal and trusted follower, who would then have the incentive to extend the area of control and revenues. Pickering so vital that William did not do this. His plan was all about building and expanding Norman rule in the North.

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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.

Candidates 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...another change was that Pickering Castle enabled the Normans to establish long-term control over the local population. Pickering was built as a result of the rebellion in the North in 1069, which caused the Harrying of the North. Following the construction of Pickering Castle rebellion in Yorkshire died down. This was partly due to the imposing structure of the castle, which consisted of twin baileys and a motte. It was a powerful symbol of Norman power which deterred rebellion.

For example...another change was that the Anglo-Saxons had used fortifications for mainly defence. They were called burhs. They were used a safe place to retreat to when attacked. The Normans quickly constructed castles like Pickering, using materials such as timber, to provide a safe base from which they could launch attacks as well as defend.

**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.

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

For example...a change was that by building Pickering Castle the Normans could defend east Yorkshire from Scottish and Viking attacks. This was because Pickering was located on the junction between the Whitby to Malton road and the road from Thirsk to Scarborough, providing a link between York, Hemsley and Scarborough castles, which allowed Norman troops to respond to attacks quickly.

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

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

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

For example, Pickering Castle was built quickly, using the Norman motte and bailey design so that William could defend the North from rebellions.

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

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

<b>09</b>	How convincing is <b>Interpretation B</b> about William Wallace’s career? Explain your answer using <b>Interpretation B</b> and your contextual knowledge.	<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>Analyse individual interpretations (AO4a)</b> <b>Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>	
<b>Level 4</b>	<b>Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding.</b>	<b>7-8</b>
	Extends Level 3.	
	Candidates may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding	
	For example... the interpretation may be seen to be convincing up to a point in that it captures both the highs and lows of Wallace’s career, although the detail within the interpretation may be seen to be unconvincing – for example the picture focuses on the bridge rather than the ground just on the Scots side where Wallace killed the English cavalry. Both parts of the visual interpretation may be seen to convey Wallace’s importance as a Scottish leader.	
<b>Level 3</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding.</b>	<b>5-6</b>
	Extends Level 2.	
	Candidates 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 also convincing because it depicts Wallace’s eventual capture in 1305 which serves to illustrate his longer term failure. After Stirling Bridge, Wallace failed to follow up his victory and was heavily defeated at Falkirk. His capture in 1305 was as a result of him being betrayed by a Scottish knight.	
<b>Level 2</b>	<b>Simple evaluation of interpretation based on contextual knowledge/understanding</b>	<b>3-4</b>
	Candidates 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 because it depicts Wallace's famous victory at Stirling Bridge, where Wallace although vastly outnumbered, secured his most important victory over the English in 1297 and a landmark in the First War of Scottish Independence.

**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 shows that Wallace was a military leader.

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



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<b>10</b>	Explain what was important about the wool trade during the reign of Edward I.	<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>Candidates may progress from a developed explanation by extended analysis of the consequences of the stated development (the wool trade) in the broader historical context (Medieval England). This is supported by factual knowledge and understanding.</p> <p>For example...the wool trade was important because it not only helped provide money and food for the people and meant that England was more stable, but meant it made enough money that Edward I could also tax the wool trade and this provided a steady income to help him fund his wars in Wales and Scotland.</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>Candidates 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, candidates make additional developed point(s).</p> <p>For example... the wool trade was also important for the farmers because it meant they could keep lots of sheep, which not only provided the wool, but also a steady supply of meat which would sustain the farmers and their community.</p> <p>For example...Edward always needed money and apart from wool taxation, the wool trade offered him the chance of a prise or seizure when he needed funds quickly. A prise was always unpopular but it produced ready cash such as in 1297 when he took 2,333 sacks.</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>Candidates 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 wool was exported to Flanders and this was important because this made a lot of money for the country and this meant the king could introduce a tax on the wool trade.</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>Candidates 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, raw wool was exported to Flanders, which made lots of money.</p>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>

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<b>11</b>	Write an account of the ways in which the legal system changed under Edward I.	<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 analysis of changes</b> <b>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>
	<p>Extends Level 3.</p> <p>Candidates 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.</p> <p>Such as...Edward I redefined the relationship with the nobility and the rights of his people in law and in parliament. He began a change in the way laws are made because he ensured Parliament would 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 and the law.</p>	
<b>Level 3</b>	<b>Developed analysis of change(s)</b> <b>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</b>	<b>5-6</b>
	<p>Extends Level 2.</p> <p>Candidates 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.</p> <p>For example... under Edward, the legal system was reformed to consolidate his authority; the Statute of Gloucester meant that nobles had to prove to the king's judges that they had the right to dispense justice. This was a way that Edward could regain royal authority by ensuring that existing franchises were under control and new ones could not be created.</p>	
<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>

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

For example, the fact that 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.

**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.**

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

For example, Edward gained more control by holding regular parliaments.

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

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** ‘The main change that Edward I’s Welsh castles brought about was that they allowed him to deal with the threat of rebellion.’ **16**

How far does a study of Conwy Castle support this statement?

Explain your answer.

You should refer to Conwy Castle 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 candidates 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.

Candidates 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...Conwy Castle with its 8 towns and commanding position on top of a rocky outcrop physically dominated the landscape and impressed the local population with the power and resources that Edward had at his disposal. It embodied the latest concentric military design and was meant to shock and awe the Welsh. It was symbolic of Edward’s power and this changed the way that the Welsh perceived the English king. This was the main change arising from the building of Conwy Castle.

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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.

Candidates 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... another change that Conwy brought about was that it enabled Edward to establish long-term control over local population because it was not just a castle, but also a fortified town or bastide. It was both a military and economic centre from which the control of the surrounding area could be consolidated and Beaumaris Castle, permanently control the northern end of the Menai Straits.

For example...another change was that the design of Conwy had none of the expected and traditional weaknesses of previous castles. Its new concentric design made it a more formidable structure and so could withstand possible attacks from the Welsh. The fortified harbour, for example meant that it could function independently of local support as supplies from England could be delivered from Bristol or Chester, therefore it could withstand a siege because it would never run out of supplies.

**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.

Candidates 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 location of Conwy Castle changed how Edward I was able to deal with the threat of Welsh rebellion because it was part of a new ring of castles in North Wales, which also included: Harlech, Caernarvon, Beaumaris and Rhuddlan. This ring of castles surrounded Snowdonia, where the Welsh rebels had their stronghold under Llewellyn ap Gryffud. Edward did have his supporters in South Wales, but the rebels in the North needed to be contained.

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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.	
	Candidates recognise and provide a basic explanation of change(s).	
	For example, the new concentric design used in building Conwy meant that it was an imposing structure which would put the Welsh off attacking.	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>

**Elizabethan England, c1568–1603**

<b>13</b>	How convincing is Interpretation C about the career of Sir Walter Raleigh?	<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.	
	Candidates may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.	
	For example...the interpretation projects Raleigh at the time of his fall in 1592 as a proud, confident and prestigious figure, hardly surprising given his celebrity and past achievements, but at the heart of the interpretation is the power of the Queen to make or break careers at court. Even Raleigh's reputation and status cannot survive her displeasure. In depicting Raleigh as leaving the court it might imply the end of his career, whereas he continued to be involved in politics, exploration and the navy for the remainder of Elizabeth's reign.	
<b>Level 3</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding.</b>	<b>5-6</b>
	Extends Level 2.	
	Candidates 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 also convincing because it shows that the Queen was surrounded by courtiers and that the rivalry and jealousy felt towards Raleigh as a favourite is implied. The evident wealth and status that Raleigh enjoyed is also conveyed by his representation in the drawing. However, this does not explain its foundation, nor reference his importance in the navy and in the colonisation of America.	
<b>Level 2</b>	<b>Simple evaluation of interpretation based on contextual knowledge/understanding</b>	<b>3-4</b>
	Candidates 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 it shows Raleigh to have fallen out of favour with Queen Elizabeth. He was dismissed from court in 1592 and imprisoned following a secret marriage to one of Elizabeth's ladies in waiting.

**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 shows him being sent away by the Queen.

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

<b>14</b>	Explain what was important about the problem of poverty in 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.	
	Candidates may progress from a developed explanation by extended analysis of the consequences of the stated development (problem of poverty) in the broader historical context (Elizabethan England). This is supported by factual knowledge and understanding.	
	For example...the problem of poverty was important because it could, if not dealt with, eventually lead to the overthrow of Queen Elizabeth. The government had to reform the Poor Law to cope with the growing numbers of poor people, who might resort to crime or even worse rebellion which would seriously threaten Elizabeth's rule.	
<b>Level 3</b>	<b>Developed explanation of consequences Answer demonstrates a range of accurate knowledge and understanding of the question</b>	<b>5-6</b>
	Extends Level 2.	
	Candidates 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, candidates make additional developed point(s).	
	For example...the problem of poverty was important because more people were desperate and this led to the fear amongst the upper classes that more crimes would be committed and there would be more violence.	
	For example...the problem of poverty was nationwide, so the Privy Council enquired of and researched amongst local JPs and town councils to see who had come up with effective methods for dealing with the problem.	
<b>Level 2</b>	<b>Simple explanation of one consequence Answer demonstrates specific knowledge and understanding that is relevant to the question.</b>	<b>3-4</b>

Candidates may progress from a basic explanation by simple reasoning of **one** of the identified consequences, supporting by factual knowledge and understanding.

For example, there were more poor people in England due to inflation and population growth and this was important because the government had to reform the Poor Law to cope with the problem.

<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> Candidates identify consequences, which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.  For example, in Elizabethan England, there was a surge in the numbers of poor people at this time which alarmed people.	<b>1-2</b>
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>

15	Write an account of the ways in which the Northern Rebellion affected Elizabethan 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.	
	<b>Target</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)	
Level 4	<b>Complex analysis of changes</b> <b>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>	7-8
	Extends Level 3.	
	Candidates 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... although the rebellion started as an attempt to assert traditional noble independence of the crown it actually resulted in a strengthening of the crown's position in the north because the lands of the rebels were confiscated and a new Council of the North was established to provide more centralised control.	
Level 3	<b>Developed analysis of change(s)</b> <b>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>	5-6
	Extends Level 2	
	Candidates 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...it was a Catholic rebellion so it fuelled anti-Catholic sentiment at court as it reinforced the message that English Catholics could not be trusted. Many of the rebels used emblems like the five wounds of Christ to symbolise their loyalty to the Catholic Church.	
Level 2	<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>	3-4

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

For example, in November 1569 the Catholic Earls of Northumberland and Westmorland seized control of Durham and then laid siege to Barnard Castle. These actions were an outright act of rebellion against the crown.

**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.**

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

For example, rebels seized control of Durham and then laid siege to Barnard Castle, so the Queen temporarily lost control of parts of northern England.

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 change that Elizabethan manor houses demonstrated was the greater prosperity of their owners.’ **16**

How far does a study of Speke Hall support this statement?

Explain your answer.

You should refer to Speke Hall 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 candidates 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.

Candidates 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...Elizabethan manor houses not only reflected how the country had become more prosperous, but the main change was how they demonstrated the new status of their owners. Owners like the Norris family wanted to show their new status and they used Speke Hall to announce this change in fortune. Design aspects at Speke reflect both their change in prosperity and the rise of the gentry class, showing that they were different from their servants, who were accommodated separately. This meant that the Norris' could enjoy a more private life. They could afford to break away from the medieval practice of all the servants sleeping in the Great Hall. This change happened at Speke Hall when, the owner Edward Norris completed the northern range to enclose the courtyard in 1598. He was able to build a bedroom for himself and rooms for the servants away from the family.

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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>Candidates 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...another change that demonstrated the wealth of the Norris' was the remodelling of the fireplace in the parlour. It became the central focus of the room and was no longer used for cooking on. Above the fireplace is an over-mantel which shows off three generations of the Norris family and how their fortunes had changed for the better during the period.</p> <p>For example...another change showed how the status of the Norris' had improved was the great number of glass windows at Speke. The use of glass, which was expensive, not only showed that Norris' were wealthy, but also showed their standing in society. For example, they installed heraldic glass in the Great Hall to show off the arms of the families to which they were related.</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>Candidates 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... the owners of Speke Hall showed how their wealth had increased by being able to afford to remodel the Great Hall, changing the decoration and moving on from the fashion for medieval plastering and tapestries to Renaissance influenced Flemish carvings. It is possible that Norris' wife, a member of the Smallwoods, a merchant family who had trading connections with the Low countries, might have imported the panels.</p>	
<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>	

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

For example... Elizabethan houses like Speke had great chimneys, which showed that the owners could now afford lots of heating. Speke has more small rooms that are easier to heat than medieval halls.

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

**0**



**Restoration England, 1660–1685**

<b>17</b>	How convincing is <b>Interpretation D</b> about the Restoration of Charles II?	<b>8</b>
	Explain your answer using <b>Interpretation D</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.	
	Candidates may progress from a developed evaluation of the interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.	
	For example...the interpretation correctly shows support for Charles in 1660, although whether people were enthusiastic towards the king as implied by the interpretation or simply just desperate to avoid a slide into anarchy after the failure of the Commonwealth is a matter of debate. The presence of soldiers represents his dependency on the support of the military and the looming image of the church highlights that religion was going to be a major issue he would have to confront.	
<b>Level 3</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding.</b>	<b>5-6</b>
	Extends Level 2.	
	Candidates 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 less convincing in that it suggests Charles II's Restoration was universally popular. In fact the country was divided politically, economically and around religion at the time of the Restoration. Charles actually owed his restoration to the advice and support of General Monck and the army.	
<b>Level 2</b>	<b>Simple evaluation of interpretation based on contextual knowledge/understanding</b>	<b>3-4</b>
	Candidates 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 it shows many people welcomed Charles in 1660. The election to the Convention Parliament in the spring of 1660 had seen a royalist majority elected and the republicans who had previously been in control were defeated.

**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, many people turned out to see Charles when he returned to England.

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

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<b>18</b>	Explain what was important about the Navigation Acts for Restoration 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.  Candidates may progress from a developed explanation by extended analysis of the consequences of the stated development (the Navigation Acts) in the broader historical context (Restoration England). This is supported by factual knowledge and understanding.  For example...the Navigation Acts were not only important because they raised more for the government but because the Acts promoted the growth of the Royal Navy which secured Britain's sea power. This, however, created tension with the Dutch which lead to war.	
<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.  Candidates 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, candidates make additional developed point(s).  For example...the Navigation Acts were also important because they resulted in greater demand for a strong merchant navy, which in turn lead to the growth and quality of the Royal Navy.  For example...the Navigation Acts generated more money for the government because of the high duties on goods, such as sugar, tobacco and cotton from the colonies.	
<b>Level 2</b>	<b>Simple explanation of one consequence Answer demonstrates specific knowledge and understanding that is relevant to the question.</b>	<b>3-4</b>

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Candidates may progress from a basic explanation by simple reasoning of **one** of the identified consequences, supporting by factual knowledge and understanding.

For example the Navigation Acts of 1660 and 1663 were important because they restricted how the colonies traded, which meant that all the benefits of trade were kept within the empire.

**Level 1 Basic explanation of consequence(s) 1-2**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question.**

Candidates identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, the Navigation Acts restricted how the colonies could trade.

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

19 Write an account of the ways in which the Great Plague affected Restoration 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 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.

Candidates 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...in the short term, the plague made people's lives terrible as many died and those that remained had to cope with the loss of loved ones and food was scarce; however, in the long term the plague was not so destructive and the population recovered quickly. People who had fled came back to London and new people came to London to take the jobs of those who had died. There was a sudden rise in the number of marriages and births, which meant the population recovered.

**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.

Candidates 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... the fact that the plague made people's lives terrible. Many were shut in their homes and London became silent. Many people had to beg or steal food and money because the plague stopped trade. In most homes between one and three people died. Sometimes the whole family died. The plague destroyed the relationships within families because sick relatives, friends or servants were thrown onto the streets.

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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>Candidates 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 problem of epidemic diseases was endemic at this time and the Great Plague was an outburst of it which ravaged London in 1665. The court left London and trade between London and the rest of the country was suspended. About 200,000 died (including a quarter of the population of London).</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>Candidates identify a basic narrative of change(s), which is relevant to the question.</p> <p>For example, the Great Plague killed the poor people, but the rich people were able to leave infected cities, like London.</p>	
	<b>Candidates 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 change that stately homes demonstrated was the new fashions of the Restoration period.' **16**

How far does a study of Bolsover Castle support this statement?

Explain your answer.

You should refer to Bolsover Castle 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 candidates 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.

Candidates 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...Bolsover Castle did reflect the change in fashions of the Restoration period with its ornate and decorative style. The new Riding House and the rebuilding of the state apartments reflected both a change in culture and fashion. These new trends came over when Royalist supporters, like Cavendish returned to England. However, the rebuilding of parts of Bolsover Castle also reflected a more fundamental change. It was a way in which William Cavendish could emphasise his nobility and connections with the monarchy. The design of the new state apartments gave Cavendish the opportunity to display portraits of his ancestors. This was important because he, like other exiles, was asserting his political position.

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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.

**9-12**

Answers may suggest that one change has greater merit.

Candidates 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... another change that reflected Restoration fashion was that Cavendish also brought back with him the new tastes for Italian and French designs, as did many members of Charles' new court who also had been in exile. An example of this change in decoration was the interiors of the state apartments where the windows were inspired by vaulted rooms in Italian palaces.

For example...when they returned from exile in France with the king, courtiers like Cavendish wanted to show off their skill for *Ménage*. He built the Riding House with a viewing hall so that he could show off his skills to his guests. This change reflected the French influence on culture because *Ménage* was a popular French art of horsemanship, which was associated with strong leadership and nobility.

**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.

Candidates 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 remodelling of Bolsover Castle meant it now had many rooms which demonstrated the new trend for symmetry and balance. This was a feature of the Restoration style of building. William Cavendish built the new state apartments in a part of the castle that had been ruined in the English Civil War. They showed a clear view through all the rooms and were a change that was in tune with Restoration fashion.



**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, and which is coherent, structured with some substantiation; the relevance might be implicit.

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

For example, in the English Civil War Bolsover Castle was ruined deliberately by Cromwell's men, so the owner had the opportunity to rebuild the Terrace Range in the fashion of the Restoration period.

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

