GCSE MARKING SCHEME

SUMMER 2024

HISTORY
COMPONENT 1: BRITISH STUDY IN DEPTH
1A. CONFLICT AND UPHEAVAL: ENGLAND, 1337–1381
C100UA0-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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COMPONENT 1: BRITISH STUDY IN DEPTH

1A: CONFLICT AND UPHEAVAL: ENGLAND, 1337–1381

SUMMER 2024 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	*AO1*	*AO2*	*AO3 (a)*	*AO4*
4			**4**	

Question: e.g. **What can be learnt from Sources A and B about the significance of the Peasants' Revolt?** **[4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3(a) 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3-4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**	**1-2**

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers.

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Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources show varying aspects of the significance of the Peasants' Revolt;*
- *Source A shows the attitude of the King towards the peasants; it suggests that the peasants would be harshly treated as a result of their actions in the Peasants' Revolt;*
- *it suggests that their living and working conditions would remain difficult and that their oppression would continue;*
- *it shows how the Peasants' Revolt had failed and that as such, its significance was limited;*
- *Source B shows the Peasants' Revolt did have a significant impact;*
- *it shows how despite the failure of the Revolt, the peasants were moving manors and their bond to the land had been made weaker;*
- *it suggests that the King was now more reluctant to tax the poor and this implies a degree of success;*
- *both sources therefore show that the significance of the Peasants' Revolt is subjective in nature.*

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Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – **Deciding on the band**

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – **Deciding on the mark**

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.
Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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Question 1

Mark allocation:	*AO1*	*AO2*	*AO3 (a)*	*AO4*
4			**4**	

Question: **What can be learnt from Sources A and B about the significance of the Peasants' Revolt? [4]**

Band descriptors and mark allocations

	AO3(a) 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3-4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources show varying aspects of the significance of the Peasants' Revolt;*
- *Source A shows the attitude of the King towards the peasants; it suggests that the peasants would be harshly treated as a result of their actions in the Peasants' Revolt;*
- *it suggests that their living and working conditions would remain difficult and that their oppression would continue;*
- *it shows how the Peasants' Revolt had failed and that as such, its significance was limited;*
- *Source B shows the Peasants' Revolt did have a significant impact;*
- *it shows how despite the failure of the Revolt, the peasants were moving manors and their bond to the land had been made weaker;*
- *it suggests that the King was now more reluctant to tax the poor and this implies a degree of success;*
- *both sources therefore show that the significance of the Peasants' Revolt is subjective in nature.*

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Question 2

Mark allocation:	*AO1 (b)*	*AO2*	*AO3 (a+b)*	*AO4*
8	**2**		**6**	

Question: **To what extent does this source accurately reflect the longer-term consequences of the Black Death? [8]**

Band descriptors and mark allocations

	AO1(b) 2 marks			**AO3 (a+b) 6 marks**	
			BAND 3	**Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.**	**5-6**
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**2**	**BAND 2**	**Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.**	**3-4**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1**	**BAND 1**	**Very basic judgement reached about the source with little or no analysis or evaluation.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows the longer-term consequences of the Black Death in terms of its effects upon the attitudes of the labourers;*
- *it shows how the labourers were now expecting high wages and were questioning their position in society;*
- *it shows how the labouring class were blaming God and the monarchy, particularly in terms of the laws passed to make their lives worse;*
- *to an extent this source accurately reflects the longer-term consequences of the Black Death; as a result of the plague, labourers were in demand and as a result had seen an increase in their wages;*
- *it accurately reflects how the labourers were angry at the King and his Council for passing laws such as the Statute of Labourers, that were intended to restore pre-plague conditions for the labouring class;*
- *however, the source does have a somewhat narrow focus insomuch as it is from a poem and is thus partly fictional in nature;*
- *similarly, it does not fully reflect the longer-term consequences of the Black Death in terms of its impact on other aspects of labourers' lives such as rents paid and the gradual decline of labour service.*

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Question 3

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question: **Why did the tactics used by the English have a significant impact upon the course of the Hundred Years' War? [12]**

Band descriptors and mark allocations

	AO1(a+b) 4 marks		**AO2 8 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.**	**7-8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.**	**3-4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**A basic, unsupported explanation is provided regarding significance.**	**1-2**

Use 0 for incorrect or irrelevant answers.

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Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the tactics used by the English had a significant impact upon the course of the Hundred Years' War in many ways;*
- *the first significant engagement was during the Battle of Sluys, 1340, when Edward established control over the Channel by using longbowmen and soldiers to overwhelm the French fleet; this was significant as it effectively destroyed the French fleet;*
- *on land, the English adopted the tactic of chevauchee, which involved the widespread destruction of property and the theft of livestock in order to financially weaken the enemy and break the morale of enemy peasants; this was significant as it proved to be an effective tactic during the early stages of the Hundred Years' War;*
- *the use of grand chevauchees was significant in terms of how the Black Prince used them to great effect in the mid-1350s; these helped the English to gain the ascendency during this period;*
- *English tactics were also a significant factor in terms of their use of the longbow as a means to dominate battles;*
- *the superiority of the longbow to the crossbow would prove a significant factor in the major battles that were fought during this period;*
- *the effectiveness of the English tactics would be first seen at the Battle of Crecy, 1346, where successful English defensive tactics, combined with an onslaught of longbow fire, resulted in an overwhelming and significant English victory;*
- *English tactics were also extremely effective in capturing Calais in 1347; the use of siege tactics enabled the English to capture the strategically important port and were a significant factor in the Hundred Years' War;*
- *the tactics of chevauchees, use of defensive positions and the effectiveness of the longbow were also significant in terms of how they enabled the English to emerge victorious at the Battle of Poitiers, 1356;*
- *the English tactics therefore had a significant impact upon the course of the Hundred Years' War.*

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Question 4

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
10	**2**	**8**		

Question: **Explain the connections between TWO of the following that are to do with the start of the Hundred Years' War. [10]**

- **Overseas Possessions of the English Kings**
- **The confiscation of Aquitaine**
- **Edward III's claim to the French throne**
- **Philip VI of France**

Band descriptors and mark allocations

	AO1(a+b) 2 marks		**AO2 8 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**7-8**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5-6**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Begins to explain the connections between the chosen features.**	**3-4**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**A basic, unsupported explanation of connections between the chosen features.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

All the historical features mentioned in the question are inter-related; connections identified may include:

- *to a certain extent, the chosen issues relating to the start of the Hundred Years' War are all interconnected;*
- *the overseas possessions of the English kings were a contributory factor to the start of the Hundred Years' War; the English king controlled a considerable area of France, but was required to pay homage to the French king as a vassal; this is connected to the confiscation of Aquitaine as French officials had been extending their influence there; arguments between Edward and Philip would lead to the confiscation of Aquitaine that would precipitate the start of the war;*
- *the overseas possessions of the English kings and the confiscation of Aquitaine are connected to Edward's claim to the throne; Edward's resurrection of his claim, through his mother Isabella, increased tensions; the confiscation of Aquitaine served as a clear challenge to Edward as part of a long-running dispute over the position of English monarchs in France;*
- *the above issues are all connected to Philip VI of France; Philip was determined to reassert the power of the French monarchy and weaken English control over their French possessions; Edward's sheltering of Robert, Count of Artois, led to the confiscation of Aquitaine, which precipitated Edward's claim to the French throne;*
- *the issues are therefore all interconnected in terms of explaining the factors that led to the start of the Hundred Years' War.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation of the causes of the Peasants' Revolt? [16+3]**

Band descriptors and mark allocations

	AO1(b) 4 marks		**AO4 (a-d) 12 marks**	
BAND 4	**Demonstrates very detailed understanding of the key feature in the question.**	**4**	**Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.**	**10-12**
BAND 3	**Demonstrates detailed understanding of the key feature in the question.**	**3**	**Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.**	**7-9**
BAND 2	**Demonstrates some understanding of the key feature in the question.**	**2**	**Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.**	**4-6**
BAND 1	**Demonstrates basic understanding of the key feature in the question.**	**1**	**Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.**	**1-3**

Use 0 for incorrect or irrelevant answers.

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Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation states that the monarchy needed money due to its wasteful lifestyle and implies that the poll tax was introduced as a consequence of this, sparking off the Peasants' Revolt;*
- *it asserts that the burden of the poll tax would have been enormous for English families and was therefore the main reason for the uprising;*
- *the interpretation is accurate to a certain extent; the Peasants' Revolt was triggered by the introduction of the poll tax; the monarchy's need for additional money had led to two poll taxes being implemented in the 1370s; by 1380 further financial demands led to the introduction of the third poll tax; the result was widespread evasion, to which the government responded by sending out commissioners; the arrival of tax collectors would spark the Peasants' Revolt;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that although the poll tax may have triggered the Peasants' Revolt, there were other, important factors that caused the rebellion;*
- *candidates may assert that the interpretation fails to mention the cost of the French Wars as a reason for the introduction of the poll tax;*
- *candidates may also assert that there were longer-term causes of the Peasants' Revolt; they may comment upon the fact that the legacy of the Black Death had resulted in an increase in peasant power and a decline in serfdom; they may assert that religious ideas fomented by people such as John Ball, created the conditions for rebellion;*
- *candidates may comment upon the fact that the author is writing from very particular perspective; the interpretation is influenced by the predilections of the author and more particularly, the audience it is aimed as, who would presumably be sympathetic to the interpretation put forward;*
- *appropriate research may have taken place, but the interpretation is based upon a limited perspective, which is rather narrow and subjective in focus;*
- *it should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the causes of the Peasants' Revolt.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

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In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	**3**	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	**2**	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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