Mark scheme

Summer 2018

Paper 2: Period study and British depth study (1HI0/22)

Part A: Period study option

Option 22: British America, 1713-83: empire and revolution

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Part A: Period study: British America, 1713-83: empire and revolution

Question		
1		Explain two consequences of the War of Independence for Native Americans. Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 4 marks. AO1: 4 marks. NB mark each consequence separately (2 x 4 marks).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	• Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The Native Americans were blamed for fighting alongside the British and had large areas of their land taken away and were denied rights of citizenship.
- Alliances between the various Native American tribes broke apart weakening their ability to resist further territorial settlements.
- The peace negotiations saw Britain grant the new American republic land, which had been largely unsettled by whites, resulting in the forced migration of Native Americans away from traditional lands to those outside the USA, e.g. Canada and Florida.
- The handing of new territory to the United States by the British led to greater expansion into Native American territory and an increase in conflict with white settlers.

Question		
2		Write a narrative account analysing the relations between the colonists and Native Americans in the years 1763-64. You may use the following in your answer: • Pontiac's alliance with northern tribes • Proclamation Act, 1763 You must also use information of your own. Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3–5	• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] *Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.*
3	6–8	• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] *No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The victory by the British in the French and Indian War in 1763 meant many Native Americans were now under British occupation after losing an important ally in the French.
- Pontiac, chief of the Ottawa, feared further encroachment by white settlers. He therefore set up an alliance between northern Native American tribes (April 1763).
- Pontiac's Rebellion (May 1763) saw the alliance rebel and destroy British posts, which caused panic amongst many colonists.
- In reaction to the rebellion the British issued the Royal Proclamation of 1763. This forbade white settlement west of the Appalachians causing further consternation amongst the colonists.

- Dissatisfied with the Proclamation restrictions a vigilante group, the Paxton Boys, massacred unarmed Native Americans and planned to attack any Native American who came to Philadelphia.
- By the end of 1764, the British colonial governors had brought the situation under control, however, unsettled relations continued between colonists and Native Americans.

Question		
3		Explain two of the following: • The importance of slavery for the development of plantations. • The importance of the Enlightenment for cultural development in British America. • The importance of the Stamp Act (1765) for relations between Britain and America. Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3–5	• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6–8	• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

The importance of slavery for the development of plantations.

Relevant points may include:

- The use of slave labour helped the Southern economy grow by keeping production costs down which created wealthy plantation owners in the South.
- The increase in slave labour reduced the need for paid workers and indentured servants. This was important as the economy of the plantations became dependent on the slave population.
- Slavery provided an effective workforce requiring little training; many slaves had previous experience of working with plantation crops or were born onto plantations.
- Slavery provided cheap labour for products such as tobacco and rice, thus increasing exports and the growth of plantations.

The importance of the Enlightenment for cultural development in British America

Relevant points may include:

- The encouragement of education led to an increase in the number of schools leading to a higher adult literacy rate than in England.

- The Enlightenment provided the opportunity for the sharing of ideas throughout the colonies; more than 30 newspapers were in circulation by 1763.
- The Enlightenment led to organisations such as the American Philosophical Society in 1743, whose founding members included Benjamin Franklin, which promoted belief in reason and human progress.
- The middle classes were able to access books on a wide variety of topics as the Enlightenment saw an increase in the number of public libraries.

The importance of the Stamp Act (1765) for relations between Britain and America.

Relevant points may include:

- The Stamp Act led to the establishment of opposition groups such as the Sons of Liberty, who organised effective demonstrations and boycotts against the British.
- The Stamp Tax raised the issue of taxation without representation. This was important in the establishment of the Stamp Act Congress uniting colonies in opposition to the British Parliament.
- The Stamp Act was the first direct tax levied on all the colonies as the British believed the colonies should contribute to the cost of defence, exacerbating tensions.
- Lack of co-operation on the part of the colonists with the British was evident when only £60,000 was raised in the first year.

B1: Anglo-Saxon and Norman England, c1060-88

Question	
4 (a)	Describe two features of the role of tenants-in-chief in Norman England. Target: Knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	

Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- *Tenants-in-chief had a military role to fight for the king (1), and lead a group of knights (1).*
- *Tenants-in-chief had a financial role to support the king (1), by giving the monarch a share of the money raised on their land (1).*
- *Tenants-in-chief had a role supporting knights (1), by providing weapons and horses for military service (1).*

Accept other appropriate features and supporting information.

Question		
4 (b)		Explain why Anglo-Saxon monarchs had so much power. You may use the following in your answer: • landholding • law-making You must also use information of your own. Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	7–9	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	10–12	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The monarch held huge areas of land and held immense power by using land to reward loyal supporters as well as taking land as punishment.
- The monarch had the power to make laws and travelled around the country to decide the outcome of legal cases.
- Monarchs were very powerful as people believed that monarchs were chosen by God and everyone had a duty to obey them.
- The monarch had power as the main decision-maker for both domestic and foreign policy.
- Monarchs had the power to raise a national army and were regarded as a vital aspect of the country's defence and ability to wage war.
- Monarchs had significant power over the economy by deciding the amount of silver pennies that were made and what taxation should be paid.

Question		
4 (c) (i)		'The main reason for William's victory at the Battle of Hastings was the tactics used by the Normans.' How far do you agree? Explain your answer. You may use the following in your answer: • mounted Norman knights • the march from Stamford Bridge You must also use information of your own. Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- The use of mounted knights enabled successful Norman charges against the Saxon soldiers.
- Norman tactics were planned using scouts who informed them about the advance of Harold's army.
- The Normans' flexible force of foot-soldiers, horsemen and archers enabled a range of tactics to be used against the Saxons.
- The tactical use of feigned retreat by the Normans tricked the Saxons into chasing them, which broke the shield-wall.

Relevant points which counter the statement may include:

- Norman victory was helped by their advantage over Harold's army which was tired after having fought at Stamford Bridge and then marching 300 miles south.
- Norman victory was helped by the Saxon army being less experienced and made up of many men who had only been called up to fight on Harold's march south.
- The Normans were helped to victory by William's strong leadership and speeches that convinced his soldiers to fight.
- The Normans fought with determination because they believed the Pope was on their side.

Question		
4 (c) (ii)		'The destruction of lives and property was the main consequence of the Harrying of the North.' How far do you agree? Explain your answer. You may use the following in your answer: • farmland • threats of invasion from Denmark You must also use information of your own. Target: Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

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- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

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Relevant points which support the statement may include:

- A large area of northern England was destroyed; homes were burnt and livestock killed.
- The violence and widespread destruction during the Harrying of the North led to an estimated 100,000 people being killed.
- The destruction of farmland meant that there would be no crops and some people became cannibals.
- The Domesday Book in the 1080s showed that many parts of northern England remained uncultivated and depopulated as a result of the destruction during the Harrying of the North.

Relevant points which that counter the statement may include:

- Norman control was established in a part of the country that had severely threatened William's authority.
- The Harrying of the North included the removal of Anglo-Danes from the area and made invasion from Denmark against William much less likely.
- Having established control William no longer had to try to gain support from Anglo-Saxon leaders.
- The Harrying of the North led to widespread criticism of William by the Church.

B2: The reigns of King Richard I and King John, 1189-1216

Question	
5 (a)	Describe two features of life in medieval towns. Target: Knowledge of key features and characteristics of the period. AO1: 4 marks.
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. • *In towns people were employed in many different occupations (1), such as builders, blacksmiths, shopkeepers, innkeepers (1).* • *Towns were crowded and not very clean (1), and sewage in the streets meant disease spread easily.* • *Towns were often seen by people as safe and secure (1), and they were protected by strong walls (1).* Accept other appropriate features and supporting information.	

Question		
5 (b)		Explain why the Interdict had such an impact on ordinary people's lives. You may use the following in your answer: • burials • Holy Days You must also use information of your own. Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	7–9	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	10–12	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

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Indicative content guidance

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Relevant points may include:

- Funeral services could not be held, which meant that bodies had to be buried in unconsecrated ground and so people feared their souls could not get to heaven.
- Important events in the year, such as Christmas, Easter and parish Holy Days could not be celebrated properly.
- People could not attend regular services such as Mass which were regarded as an essential part of daily lives.
- Even though baptisms and confessions were still allowed, these were sometimes not possible when local churches were closed or sealed off.
- Marriage services could not be held, which meant that the marriage was not legal and any children were illegitimate.

Question		
5 (c) (i)		'Richard's poor leadership was the main reason for the failure to recapture Jerusalem.' How far do you agree? Explain your answer. You may use the following in your answer: • orders to retreat • Saladin's forces You must also use information of your own. Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*

Marking instructions

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- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- On the first march (1191-92), Richard ordered the Crusaders to retreat before reaching Jerusalem.
- On the second march, in mid-1192, it was Richard's decision to end the march to recapture Jerusalem.
- Richard's disagreements with Philip II led to the French king abandoning the Crusade, which damaged Richard's chances of recapturing Jerusalem.
- Richard's decision to prioritise protecting his throne and return to England, due to news that John was plotting against him, led him to abandon plans to recapture Jerusalem.

Relevant points which counter the statement may include:

- Saladin's powerful army and the heavily-defended forts made it very difficult for the Crusaders to recapture Jerusalem.
- Richard's army was suffering from exhaustion and some were dying from disease whereas Saladin could get reinforcements easily from Egypt.
- There would have been problems of water supply if the army had continued further inland.
- Richard was aware few men would be willing to remain and defend Jerusalem even if it were recaptured.

Question		
5 (c) (ii)		'The main problem facing King John, after Magna Carta had been signed, was the invasion by Prince Louis.' How far do you agree? Explain your answer. You may use the following in your answer: • the French army • the succession You must also use information of your own. Target: Analysis and evaluation of second order concepts: significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] *No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.*
Marking instructions Markers must apply the descriptors above in line with the general marking guidance. Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot		

be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points which support the statement may include:

- King John feared a conflict against Louis' large and experienced French army.
- In 1216, Louis' supporters recaptured the castle at Rochester and were welcomed by large crowds in London making him a significant threat to King John.
- Prince Louis was gaining support from barons who had switched sides, such as the Earl of Salisbury.

Relevant points which counter the statement may include:

- John's son was very young and rival claimants to the throne made the succession very uncertain.
- King John's position was uncertain as the barons had control of London and many parts of the north and east of England.
- King John feared invasion from Scotland as the barons had gained the support of the Scottish king by promising him land in the north.
- The brutality of, and plundering, by King John's army in the North had lost him the support of many people.