Mark scheme

Summer 2018

Paper 2: Period study and British depth study (1HI0/25)

Part A: Period study option

Option 24: The American West, c1835-c1895

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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: The American West, c1835-c1895

Question		
1		Explain two consequences of the Gold Rush (1849) for migration. 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 desire to get rich quickly acted as a 'pull' factor encouraging over 40,000 people to cross the Great Plains.
- San Francisco was transformed from a small settlement into a city by the number of miners arriving and settling.
- The need to provide services to miners led to increased migration and the founding of mining towns, such as Virginia City.
- Large numbers of people from around the world heading to California resulted in the non-Native American population rising to approximately 225,000.

Question		
2		Write a narrative account analysing the key events of the conflict with the Plains Indians in the years 1862-64. You may use the following in your answer: • Little Crow • Colonel Chivington 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

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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:

- By 1862 the Dakota Sioux tribe, led by Little Crow, was facing starvation due to failed crops and the compensation they had been promised by the government had not arrived.
- Little Crow led an attack on both the Agency responsible for running the reservation (August 1862) and a group of 45 US army soldiers, which ended in defeat.
- Black Kettle, the chief of the Cheyenne, started attacking wagon trains in order to seize food for starving Indians on the Sand Creek reservation in Colorado.
- Following three years of attacks, the government and army commanders reached an agreement to protect the travellers and a camp was set up at Sand Creek, which Black Kettle believed was under US army protection.
- In November 1864, Colonel Chivington led a dawn raid on Sand Creek and massacred approximately 150 men, women and children.
- News of the Sand Creek massacre was carried by Black Kettle to other tribes increasing attacks on white settlers, so the conflict had still not been resolved by the end of 1864.

Question		
3		Explain two of the following: • The importance of the Plains Indians' beliefs about land and nature for relations between Plains Indians and settlers. • The importance of the Timber Culture Act (1873) for the settlement of the Plains. • The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen. 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 **the Plains Indians' beliefs about land and nature** for relations between Plains Indians and settlers.

Relevant points may include:

- Native Americans believed the land was provided by the Great Spirit to share and could not be owned. This caused tension with settlers who would claim land as their own.
- Plains Indians did not cultivate the land, which led the white settlers to think that the Plains Indians were holding up progress and preventing the settlers from achieving Manifest Destiny.
- Areas such as the Black Hills of South Dakota were deemed sacred. The encroachment of the white settlers was seen as a threat by the Plains Indians.
- The Plains Indians believed nature and animals had spirits and all living things had to be treated with respect. This was not understood by the settlers and led to tension, e.g. buffalo.

The importance of the Timber Culture Act (1873) for the settlement of the Plains.

Relevant points may include:

- The Timber Culture Act allowed settlers to claim 160 acres of extra land at no cost, helping farmers produce enough food to feed a family, which had not been possible before.
- It was believed white settlements would become more permanent as planting more trees would provide settlers with fuel, timber for construction and shelter crops from the winds on the Great Plains.
- The Act was exploited by speculators who were hoping to sell it at a later date for a profit. This meant the government plan did not achieve the aim of increasing the number of trees in the west to help settlers.
- The offer of more land increased the number of settlers attempting to set up homesteads despite the unsuitable nature of the climate for the planting of trees.

The importance of the Johnson County War (1892) for relations between homesteaders and cattlemen.

Relevant points may include:

- The Johnson County War escalated the long-standing disputes during the range wars between cattle barons and homesteaders over issues, such as fencing of waterholes.
- The reaction of the homesteaders to the invasion of Johnson County created a newly found willingness to stand up to the powerful cattle ranchers.
- The willingness of cattlemen to take the law into their own hands during the Johnson County War increased the level of violence towards the homesteaders.
- In the longer term, the Johnson County War contributed to the end of the open range, nullifying the specific causes of the poor relations between the cattlemen and homesteaders.

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

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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

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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:

- 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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- 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.