

## **GCSE**

### **History A Explaining the Modern World**

#### **J410/09: Power: Monarchy and Democracy in Britain c.1000 to 2014**

General Certificate of Secondary Education

#### **Mark Scheme for June 2022**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

## Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

## Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

## Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

## Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

## Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*









10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following:

| Descriptor  | Award mark         |
|---|--------------------|
| On the borderline of this level and the one below | At bottom of level |

|   |   |
|---|---|
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level   |

**11. Annotations**

| Annotation  | Meaning                         |
|---|---------------------------------|
|  1 | Level 1                         |
|  2 | Level 2                         |
|  3 | Level 3                         |
|  4 | Level 4                         |
|  5 | Level 5                         |
|    | Noted but no credit given       |
|  | Not answered question           |
|  | Extendable horizontal wavy line |

## 1. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.



1. Describe **two** ways in which Parliament challenged the monarchy in the Tudor period, 1485 to 1603.

|                              |   |
|------------------------------|---|
| <b>Assessment Objectives</b> | AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]  |
| <b>Additional Guidance</b>   | <p>One mark for identification of challenge. A second mark can be awarded for descriptive detail for each challenge.</p> <p>All content is indicative only and any other correct examples of challenges posed by Parliament during this period should be credited..</p> |

| <b>Levels</b>   | <b>Indicative content</b>  | <b>Marks</b> |
|---|--|--------------|
| <p>Points marking</p> <p><i>One mark only in question 1 can be awarded for a general point (e.g. Parliament didn't always agree with Tudor monarchs.)</i></p> | <p><i>One way in which Parliament challenged Elizabeth I was over religion[1]. For example, Walter Strickland, an MP, wanted Elizabeth to introduce much stricter control over religion in England [2].</i></p> <p><i>Another way in which Parliament challenged Elizabeth was over the succession [3]. For example, William Cecil and other MPs put pressure on Elizabeth to marry and to secure an heir to the throne [4].</i></p> <p><i>One way in Parliament challenged Elizabeth I was over the fate of Mary, Queen of Scots [1]. Following the numerous plots involving Mary, MPs put pressure on Elizabeth to execute her cousin [2].</i></p> <p><i>Parliament challenged Tudor monarchs by refusing to grant taxes [1] for example when they rejected Wolsey's request for money to fight a war in France [2].</i></p> | <b>4</b>     |

2. Explain why the barons forced King John to agree to Magna Carta in 1215.

|                              |   |
|------------------------------|---|
| <b>Assessment Objectives</b> | AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]<br><br>AO2: Explain and analyse historical events and periods studied using second order historical concepts. [4]  |
| <b>Additional Guidance</b>   | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.<br><br>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.<br><br>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. |

| Levels  | Indicative content   | Marks      |
|---|--|------------|
| <b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul> | <p>Level 4 answers will typically identify <b>two or more</b> reasons why the barons forced John to agree to Magna Carta <b>and explain them fully</b> e.g.</p> <p><i>One reason why the barons forced John to agree to Magna Carta was because he had angered them over poor treatment. An example of this would be his punishment of Matilda de Braose, who he had imprisoned over an apparent debt from her dead husband. John said that she should pay him £25 000. When she refused, she was left to starve to death. This was an horrific act that angered the nobles and made them determined to demand that the king respected the law of the land.</i></p> <p><i>Another reason why the barons forced John to agree to Magna Carta was because he abused the legal system. He insisted that all legal cases to be heard by his judges as he travelled the country. This allowed for considerable corruption, as John sold justice to the highest bidder. This meant that the wealthy were often found innocent of crimes that they had clearly committed. Many barons were against this abuse of legal power and influence. This was another reason why they were keen to control the power and influence of the monarch.</i></p> | <b>7–8</b> |
| <b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> </ul>   | <p>Level 3 answers will typically identify at least one reason why the barons forced John to agree to Magna Carta <b>and explain one of them</b> e.g.</p> <p><i>One reason why the barons forced John to agree to Magna Carta was because he abused his position as monarch. He introduced changes which upset many people,</i></p>  | <b>5–6</b> |

|  |   |            |
|--|---|------------|
| <ul style="list-style-type: none"> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>   | <p><i>especially his nobles. He forced them to pay an additional tax when they inherited, which upset them a great deal. He used the money to fund his war with France, which was a disaster. He also did not allow the nobles a say in how the country was organised, which is what had happened with previous monarchs. When Magna Carta was written, John was forced to give the nobles a say in the running of the country.</i></p>   |            |
| <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>   | <p>Level 2 answers will typically <b>identify at least one reason and describe it</b> e.g.</p> <p><i>John caused the barons many problems when he was king. He argued with the barons over their role in government, he argued with the Pope about the Archbishop of Canterbury and he made mistakes over the legal system.</i></p> <p><i>The barons forced John to agree to Magna Carta because of the unfair taxes they felt he was imposing on them.</i></p> <p><b>OTHER EXEMPLARS</b></p> | <b>3–4</b> |
| <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul> | <p>Level 1 answers will typically contain <b>description of events</b> linked to Magna Carta <b>OR</b> general descriptions of King John e.g.</p> <p><i>Magna Carta set up trials by jury and the king could no longer sell justice. The king also had to give the barons a say in running the country.</i></p> <p><i>John was considered a bad king at the time.</i></p>   | <b>1–2</b> |
| <p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>  |   | <b>0</b>   |

3. How significant were pressure groups such as CND and Greenpeace in the period 1980 to 2014?

|                              |   |
|------------------------------|---|
| <b>Assessment Objectives</b> | AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10]<br>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]   |
| <b>Additional Guidance</b>   | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.<br><br>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.<br><br>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. |

| Levels   | Indicative content  | Marks        |
|--|---|--------------|
| <b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full, well-developed explanation and thorough, convincing analysis of historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported with a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul> | <p>Level 4 answers will typically <b>identify and explain two or more examples</b> of pressure groups from the 1980s and make a valid <b>assessment of the significance</b> of at least one of them e.g.</p> <p><i>CND was a pressure group that was formed as a protest to Britain having nuclear weapons. They campaigned to get rid of American nuclear weapons from Britain. A quarter of a million people protested in London in 1981 and a group stayed at Greenham Common for almost 20 years. They were a significant pressure group because around a quarter of the population supported them. It was too large a number for the government to ignore and raised some important questions about whether Britain should be a nuclear country. CND was highly significant at the time because their protests were a factor in the removal of American nuclear weapons from the UK by 1991.</i></p> <p><i>Another pressure group that was significant from the period 1980 to 2014 was Greenpeace. This organisation focused on protests over environmental issues. Their main protest in the 1980s was over the Sellafield nuclear plant. They argued that Sellafield was dumping nuclear waste into the sea. This was showed that the government was ignoring environmental concerns and focusing on profit. The protests by Greenpeace were seen as an embarrassment to the Conservative government, and were significant because in the longer term it led to much wider public support for environmental causes; for example, by 2010 the Green Party had a Member of Parliament.</i></p> <p>NB: Two explanations of significance 13-14 marks;<br/>One explanation of significance 11-12 marks.<br/>NB: Alternatively, candidates may assess why example of change is of limited significance</p> <p><i>[...although CND's achievements were less significant than the group and its supporters had hoped for. Despite their widespread protests the UK remained a nuclear power throughout the period and still is today, so despite their popularity they failed to achieve their main aim.]</i></p> | <b>11–14</b> |
| <b>Level 3</b>   | <p>Level 3 answers will typically <b>identify and explain for one or more examples of change</b> from pressure groups from the period in the question e.g.</p>  | <b>7–10</b>  |

|   |   |            |
|---|---|------------|
| <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> </ul>                             | <p><i>One example of a pressure group from the 1980s was the Campaign for Nuclear Disarmament. This had been set up in the 1950s, after Britain had begun to develop atomic and nuclear weapons and energy. The CND did not want Britain to have nuclear weapons. The CND attracted people from all walks of life and at one point had the support of more than 25% of the population. It forced the government to think carefully about how nuclear weapons were perceived by the general public. Another group from this period was Greenpeace. This was an environmental pressure group that wanted to highlight the damage being done by humans to the natural world. Their main target in Britain was the Sellafield nuclear fuel plant, alleging that the plant was pumping radioactive material into the sea. Greenpeace was a challenge to the government, suggesting it was more in favour of working with big businesses than saving the planet.</i></p> <p>NB: Two changes explained 9-10 marks;<br/>One change explained 7-8 marks.</p> |            |
| <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response has an explanation and simple analysis of the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>This is supported by some knowledge and understanding that is mostly relevant to the question.</li> </ul> | <p>Level 2 answers will typically <b>identify valid examples but not explain it/them</b>, e.g.</p> <p><i>The Government faced challenges from pressure groups in this period. For example, CND was a popular movement with around 30% of the people in support of them. Greenpeace was a movement that took action to try and protect the environment from human impact.</i></p> <p>NB: Some may look like significance but are actually making unsupported statements about the significance of the changes</p>  | <b>4–6</b> |
| <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in terms of the second order historical concept(s) in the question.</li> <li>The response includes limited basic knowledge that is relevant to the topic of the question.</li> </ul>               | <p>Level 1 answers will typically contain <b>description of events</b>, e.g.</p> <p><i>Pressure groups like CND and Greenpeace disagreed with government policies and wanted them to change.</i></p>  | <b>1–3</b> |
| <p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>   |   | <b>0</b>   |

## 4. 'Between 1485 and 2014 governments became less powerful.' How far do you agree?

|                              |  |
|------------------------------|--|
| <b>Assessment Objectives</b> | AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16]<br>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]  |
| <b>Additional Guidance</b>   | <p>Candidates will be rewarded with extra marks within L4/5 for an effective conclusion or clinching argument but this is not necessary to reach L5.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. At Level 4, answers should select examples of support and non-support from both the early modern and modern periods.</p> |

| Levels   | Indicative content  | Marks        |
|--|---|--------------|
| <b>Level 5</b> <ul style="list-style-type: none"> <li>The response has a full explanation and thorough analysis of historical events and periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, appropriately selected from across the time period specified, that is fully relevant to the question.</li> <li>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</li> </ul> | <p>Level 5 answers will construct an answer to the question which explains <b>fully three or more examples</b> which <b>support AND contradict</b> the statement from <b>across both periods</b> e.g.</p> <p><i>I disagree that between 1485 and 2010 governments became less powerful. In the Tudor period, for example, both Henry VIII and Elizabeth I ruled without rarely being influenced by Parliament. Both monarchs relied on MPs for money through taxation, but rarely involved ministers in key decisions. Elizabeth, for example, only met with Parliament 18 times out of her 44 years as queen. This shows that the government (in this case the monarch) was powerful and was in control. Similarly, even in the two world wars of the 20<sup>th</sup> century, the government was able to exercise control over the country. For example, during the Great War, DORA was introduced, which allowed the British government to take control of industry, information to the public was both censored and loaded with propaganda. The fact that there were no significant protests against this shows that the government had the support of the people and that their control was powerful.</i></p> <p><i>However, there is a case to suggest that over time, the control of the government has weakened. For example, the idea of the Divine Right of Kings that Charles I believed in was one of the reasons why he clashed with his MPs. His autocratic rule brought him into conflict with Parliament, who wanted a greater say in the running of the country and was a key reason why a Civil War broke out between them in 1642. This shows that the government was less powerful, as Parliament was able to stand up to Charles and remove him from the throne.</i></p> <p><i>Also, throughout the 19<sup>th</sup> and 20<sup>th</sup> centuries, the extension of the right to vote, firstly to working class men and later women, extended the number of people able to vote and allowed for increased pressure on governments from people who had different ideas from those in power. The extension of the franchise coincided with the rise of the Labour party, which went against the political establishment. This rise in working class influence was a reason behind the General Strike in the 1920s and the Miners' Strike in the 1980s, which challenged the authority of the government.</i></p> | <b>19–24</b> |

|   |   |              |
|---|---|--------------|
|   | <p><i>In conclusion, although there have been significant challenges to the government, I would still argue that governments have remained as powerful. For example, although the death of Charles I seemed to suggest the end of monarchy, the idea of a republic did not last long. Britain has not experienced revolutions like those that have happened in countries like Russia and France. This is because the government saw the mutual benefits of working with people, rather than against them, which is why governments in Britain have remained powerful.</i></p> <p>NB: 24 marks for two examples explained on each side, plus a clinching argument;<br/>22-23 marks for two explained examples on each side (2-2);<br/>19-21 marks for two explained examples on one side and one explained point on the other (2-1 or 1-2).</p>  |              |
| <p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical events and periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</li> <li>This is supported by a range of accurate knowledge and understanding, covering the time period specified, that is fully relevant to the question.</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul> | <p>Level 4 answers will construct an answer to the question which <b>explains fully two or more examples</b> which <b>EITHER</b> support <b>and</b> contradict the statement across <b>one</b> period <b>OR</b> support <b>or</b> contradict the statement from across <b>both</b> periods (early modern and modern).</p> <p><i>I disagree that between 1485 and 2010 governments became less powerful. In the Tudor period, for example, both Henry VIII and Elizabeth I ruled without rarely being influenced by Parliament. Both monarchs relied on MPs for money through taxation, but rarely involved ministers in key decisions. Elizabeth, for example, only met with Parliament 18 times out of her 44 years as queen. This shows that the government (in this case the monarch) was powerful and was in control. Similarly, even in the two world wars of the 20<sup>th</sup> century, the government was able to exercise control over the country. For example, during the Great War, DORA was introduced, which allowed the British government to take control of industry, information to the public was both censored and loaded with propaganda. The fact that there were no significant protests against this shows that the government had the support of the people and that their control was powerful.</i></p> <p>NB: 18 marks for a clinching argument;<br/>15 marks is the default for two explained examples; award extra marks for development.</p> | <b>14–18</b> |
| <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response has an analysis and explanation of the historical events and periods, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>This is supported by accurate knowledge and understanding, from the time period specified, that is relevant to the question.</li> </ul>  | <p>Level 3 answers will typically <b>identify and explain one or more example</b> of support (or not) from <u>one period</u> e.g.</p> <p><i>During the nineteenth century, the government became less powerful. For example, the Chartists were a group of working-class rebels who believed that everyone in the country should have the right to vote and that elections should be secret. Although the Chartists failed, they did have the support of over a million people, which shows that the government did not have the support of the people at that time. There was a growth in working-class movements as a result of the Chartists, which led to the development of the trades unions and the Labour Party in the late 1800s.</i></p> <p>NB: The default mark for one explanation is 11 marks.</p>   | <b>10–13</b> |

|   |  |            |
|---|--|------------|
| <ul style="list-style-type: none"> <li>There is a line of reasoning presented which is mostly relevant and which has some structure.</li> </ul>   |  |            |
| <b>Level 2</b> <ul style="list-style-type: none"> <li>The response has an explanation about the historical events and periods, which uses relevant second order historical concepts, and gives an answer to the question set.</li> <li>This is supported by some knowledge and understanding, from the time period specified, that is relevant to the question.</li> <li>There is a line of reasoning which has some relevance and which is presented with limited structure.</li> </ul>  | <p>Level 2 answers will typically identify examples of governmental power (or not) from either the early modern or the modern era e.g.</p> <p><i>The statement is incorrect. The government has always been powerful. In the First World War, men fought in the army, women worked in factories and people accepted that winning the war would involve sacrifices being made.</i></p> <p><i>OR</i></p> <p><i>This statement is not correct. People did not support the government. In the late 1800s and early 1900s there were campaigns for women to be given the right to vote. Working-class men also wanted the vote.</i></p> <p>NB: Award higher marks in the level for more examples.</p> | <b>6–9</b> |
| <b>Level 1</b> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events and periods in the question, though the specific question may be answered only partially or the answer may be close to assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>There is basic knowledge and understanding that is relevant to the time period specified and the topic of the question.</li> <li>The information is communicated in a basic/unstructured way.</li> </ul> | <p>Level 1 answers will typically demonstrate <b>simple knowledge or make assertions</b> e.g.</p> <p><i>Between 1485 and 2010 there were lots of problems in this country. Some of them were caused by wars, some were caused by religion and some were caused by poor leaders.</i></p>  | <b>1–5</b> |
| <b>Level 0</b><br>No response or no response worthy of credit.  |  | <b>0</b>   |



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