



**GCSE (9–1)**

**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 2019**

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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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## Annotations

<b>Stamp</b>	<b>Ref No.</b>	<b>Annotation Name</b>	<b>Description</b>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line

## 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 claims to the English throne in 1066.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4]
<b>Additional Guidance</b>	All content is indicative only and any other correct examples of claims to the throne in 1066 should be credited.

Levels	Indicative content	Marks
Points marking	<p><i>One claim to the throne in 1066 came from Harald Hardrada of Norway. (1) He claimed that the English throne should be his because previous kings of Norway had also ruled England (2). He was persuaded to claim the English throne by Tostig Godwinson. (2)</i></p> <p><i>One claim to the throne was that of William of Normandy. (1) His claim was based on the idea that Edward the Confessor had promised him the throne in 1051,(2) which was further supported by a promise from Harold Godwinson in 1064. (2)</i></p>	<b>4</b>

Explain reasons for the growth of the Labour Party between the late 1880s and 1914.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [4] 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.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<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>	<i>See following page for exemplar content and guidance</i>	<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> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>		<b>5–6</b>
<b>Level 2</b> <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>		<b>3–4</b>
<b>Level 1</b> <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>		<b>1–2</b>
<b>Level 0</b>  No response or no response worthy of credit.		<b>0</b>

Explain reasons for the growth of the Labour Party between the late 1880s and 1914.

Levels	Indicative content	Marks
<b>Level 4</b>	<p>Level 4 answers will typically <b>identify two or more reasons</b> for the growth of the Labour Party between the late 1880s and 1914 and <b>explain them fully</b> e.g.</p> <p><i>One reason for the development of the Labour Party in the late 1800s and early 1900s was the growth of new Trades Unions to represent the industrial workforce in Britain. Limits to the rights of workers after the Taff Vale strike meant that it was difficult for workers to go on strike. The Independent Labour Party was formed to give a political voice to the rights of workers.</i></p> <p><i>The extension of the right to vote to roughly 60% of men by 1884 meant that working class people could vote. Things that were important to working men, such as a reduction in working hours, better pay and working conditions could now become a political issue. The Labour Party promised to improve pay and conditions for working men and women, which is why the number of MPs elected to Parliament increased from 2 seats in 1901 to 42 in 1910.</i></p> <p><b>THRESHOLD ANSWERS:</b></p> <p><i>One reason was the growth of new Trades Unions. Limits to the rights of workers after Taff Vale meant it was difficult for workers to go on strike. The Independent Labour Party was formed to give a political voice to workers.</i></p> <p><i>Another reason was that more working men could vote. By 1884, 60% of working men could vote, and as the Labour Party offered policies that were attractive to them, like improving pay and conditions for men and women, it increased the number of seats it had in Parliament in every election after 1900.</i></p>	<b>7–8</b>
<b>Level 3</b>	<p>Level 3 answers will typically identify one or more reasons for the growth of the Labour Party between the late 1880s and 1914 and <b>explain one of them</b> e.g.</p> <p><i>One reason for the development of the Labour Party was the increase in the number of people who were allowed to vote in elections. After 1884, roughly 60% of the men in England could now vote, which meant that some working class men could now choose their local MP. Working men now wanted their own political party to represent them and their causes in Parliament. This saw the creation of the Independent Labour Party in 1899 and this became the Labour Representative Committee in 1900. It gained seats in every election.</i></p> <p><i>Another reason for the development of the Labour Party was the support and backing of the Trades Union Congress, which supported the rights of workers.</i></p>	<b>5–6</b>
<b>Level 2</b>	<p>Level 2 answers will typically <b>identify or describe reasons without explaining</b> e.g.</p> <p><i>At this time, the TUC, which worked with trades unions around the country to help working class men and women, was developing.</i></p>	<b>3–4</b>

	<i>After 1884 there was also an increase in the number of working class men who could vote.</i>	
<b>Level 1</b>	Level 1 answers will typically contain <b>description of events linked to</b> the growth of the Labour Party or <b>unspecific points</b> e.g  <i>There were many people who wanted a Labour Party and this is why it developed at this time.</i>	<b>1–2</b>



Explain the significance of the 1832 Reform Act.

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [10] 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.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<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>	<i>See following page for exemplar content and guidance</i>	<b>11–14</b>
<b>Level 3</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>		<b>7–10</b>
<b>Level 2</b> <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>		<b>4–6</b>
<b>Level 1</b> <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>		<b>1–3</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

Explain the significance of the 1832 Reform Act.

Levels	Indicative content	Marks
Level 4	<p>Level 4 answers will typically <b>identify and explain two or more examples of change</b> or lack of as a result of the Great Reform Act of 1832 and make a valid <b>assessment of the significance</b> of at least one of them e.g</p> <p><i>The 1832 Reform Act was significant because it removed rotten boroughs from the electoral system. Rotten boroughs were areas of the country that had very few people living there, yet had representation in Parliament through an MP. This was a problem, because areas of the country with large numbers of people, for example Manchester, had no Members of Parliament. The Reform Act was turning point, because as a result there was a much fairer system of representation of the country in Parliament and it was very popular.</i></p> <p><i>The 1832 Reform Act was also significant for what it did not change. The working classes in Britain were still denied the right to vote as one of the conditions for the franchise was that a man needed to own property that was worth at least £10, which was a significant sum of money in those days and was out of the reach of most working class men. The failure of the Reform Act to give them the votes was a reason why the Chartists grew in popularity in the late 1830s, and this would lead to growing demands for reform that in the long term led to more widespread reform, such as the 1867 and 1884 Acts.</i></p> <p><b>Nutshell: One or more explanations of significance</b>            NOTE: Two explanations of significance 13-14 marks            One explanation of significance 11-12 marks</p>	11–14
Level 3	<p>Level 3 answers will typically <b>identify and explain one or more examples of change</b> or lack of as a result of the 1832 Reform Act, e.g.</p> <p><i>The 1832 Reform Act was significant because it removed rotten boroughs from the electoral system. Rotten boroughs were areas of the country that had very few people living there, yet had representation in Parliament through an MP. This changed had solved a problem, because areas of the country with large numbers of people, for example Manchester, had no Members of Parliament.</i></p> <p><i>The 1832 Reform Act was also limited it what it changed. The working classes in Britain were still denied the right to vote as one of the conditions for the franchise was that a man needed to own property that was worth at least £10, which was a significant sum of money in those days and was out of the reach of most working class men.</i></p> <p><b>Nutshell: One or more examples of change explained but not addressing significance successfully</b>            Two changes explained 8-10 marks            One change explained 7-8 marks</p>	7–10
Level 2	<p>Level 2 answers will <b>identify changes but not explain</b> them e.g.</p> <p><i>The 1832 Reform Act brought in many changes in Britain. One of the things that it did was to get rid of rotten boroughs.            The Reform Act also gave more men the right to vote.            Large towns were given two MPs in Parliament.</i></p>	4–6

	<p><b>Nutshell: Identifies change(s) but fails to explain it or identifies significant event(s) but fails to explain significance</b></p> <p>NOTE: Some may look like significance but are actually making unsupported statements about the significance of the changes</p> <p>NOTE 2: For candidates who identify a change and make a valid comment about the significance without development award 6 marks</p>	
<b>Level 1</b>	<p>Level 1 answers will typically contain description of events or describes unspecifically, e.g.</p> <p><i>The 1832 Reform Act was a change to life in Britain. It was supposed to make the country a fairer place to live and gave more rights to people.</i></p> <p><b>Nutshell: Describes relevant events but does not explain change or address issue of significance.</b></p>	<b>1–3</b>

'The main limitation on the power of the monarchy between 1000 and 1715 was the nobility.' How far do you agree with this statement?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second order historical concepts. [16] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<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. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
<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><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></li> </ul>	See following page for exemplar content and guidance	<b>19–24</b>
<b>Level 4</b> <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>		<b>14–18</b>
<b>Level 3</b> <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> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>		<b>10–13</b>
<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><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>		<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><i>The information is communicated in a basic/unstructured way.</i></li> </ul>		<b>1–5</b>
<b>Level 0</b> No response or no response worthy of credit.		<b>0</b>

'The main limitation on the power of the monarchy between 1000 and 1715 was the nobility.' How far do you agree with this statement?

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will construct an answer to the question which <b>explains fully three or more examples</b> which support AND contradict the statement from across <b>both periods</b> (medieval and early modern) e.g.</p> <p><i>The nobility proved to be a significant limit on the power of the monarch between 1000 and 1715. An example of this would be the signing of Magna Carta in 1215. This came about because of a rebellion by the barons, who were angry at King John's abuse of his power as king. They forced John to sign Magna Carta and he had to agree to limit his own power as king by not abusing the justice system and accepting that a council of nobles had to ensure that he respected the new laws. This made the monarch answerable to the nobility on certain points of law including taxation and established the basis of the monarch having to abide by the law, enforced by the nobility.</i></p> <p><i>However, the limiting power of nobility was not the only way in which a monarch could be prevented from using his or her power and influence. Another limit on their power was the Church, particularly in the medieval period. The Church was very powerful and at times even more powerful than the monarchy. The Church claimed to act on God's behalf on earth and this could bring them into conflict with the king. An example of this was Archbishop Anselm, who argued that William II was taking too much tax from the Church and choosing his own people as bishops. The King agreed that he would consult with the Church about changes he planned to make. By doing so, the king was accepting limitations of his own power to decide what to do in his country.</i></p> <p><i>Furthermore, in the Early Modern period, the limiting power of Parliament over the monarch's actions was represented through the English Civil War (1642-9). Charles I's actions of applying 'ship money' taxation during peacetime and refusing to call Parliament unless it suited his needs meant that Parliament felt it needed to take control from the monarch. The movement was led by Parliamentary radicals such as John Pym and Oliver Cromwell whose victory over the Royalists in the Civil War led to Charles' trial and eventual execution. This action dissolved the monarchy and all of its power with it, and established a Republican 'protectorate' for the next ten years, showing the strength and power of Parliament over the monarchy. Even when the monarchy was re-established under Charles II in 1660, he had to agree to the Declaration of Breda which pardoned Parliamentarians involved in war against his father and showed that Charles would have to abide by their terms to remain as monarch.</i></p> <p><b>Nutshell:</b> Argument with three or more examples balanced by both period and by nobles/other factors  <b>NOTE: 24 marks</b> = 4+ examples plus a clinching argument.  <b>21-23 marks</b> = 4+ examples  <b>19-21 marks</b> = 3 examples</p>	19–24

<p><b>Level 4</b></p>	<p>Level 4 answers will construct an answer to the question which <b>explains fully two or more examples</b> which EITHER support <b>and</b> contradict the statement across <b>one period</b> OR support <b>or</b> contradict the statement from across <b>both periods</b> (medieval and early modern) e.g.</p> <p><i>The nobility proved to be a significant limit on the power of the monarch between 1000 and 1715. An example of this would be the signing of Magna Carta in 1215. This came about because of a rebellion by the barons, who were angry at King John's abuse of his power as king. By forcing John to sign Magna Carta, he had to agree to limit his own power as king, by not abusing the justice system and accepting that a council of nobles had to ensure that he respected the new laws. This made the monarch answerable to the nobility on certain points of law including taxation and established the basis of the monarch having to abide by the law, enforced by the nobility.</i></p> <p><i>However, in the Early Modern period, the limiting power of Parliament over the monarch's actions was represented through the English Civil War (1642-9). Charles I's actions of applying ship money taxation during peacetime and refusing to call Parliament unless it suited his needs meant that Parliament felt it needed to take control from the monarch. The movement was led by Parliamentary radicals such as John Pym and Oliver Cromwell whose victory over the Royalists in the Civil War led to Charles' trial and eventual execution. This action dissolved the monarchy and all of its power with it, and established a Republican 'protectorate' for the next ten years, showing the strength and power of Parliament over the monarchy. Even when the monarchy was re-established under Charles II in 1660, he had to agree to the Declaration of Breda which pardoned Parliamentarians involved in war against his father and showed that Charles would have to abide by their terms to remain as monarch.</i></p> <p><b>Nutshell: Argument balanced either by period or by nobles/other factors</b>  <b>NOTE: 18 marks</b> reserved for answers with a clinching argument:  <b>17 marks</b> for three (or more) explanations.  <b>14-16 marks</b> for two explanations</p>	<p><b>14–18</b></p>
<p><b>Level 3</b></p>	<p>Level 3 answers will typically identify and explain <b>one or more examples</b> of the nobility <b>or</b> other factors limiting or not limiting the power of the monarchy in <b>either the medieval or the early modern period</b> e.g.</p> <p><i>The statement is not correct. In the medieval period there were limits put on the power of the king by the Church, not the nobility. For example, following the death of Thomas Becket, the king had to accept he was wrong in trying to control Archbishop Becket and control the church courts. He had to publically do penance for the murder of Becket and his attitude, showing the authority the church retained over the monarch.</i></p> <p><b>Nutshell:</b> One sided argument; one or more examples to support  The <b>quality of explanation</b> offered together with <b>additional identified examples</b> will <b>determine the overall mark</b> within the level</p>	<p><b>10–13</b></p>
<p><b>Level 2</b></p>	<p>Level 2 answers will typically <b>identify</b> examples of the nobility or other factors limiting or not limiting the power of the monarchy from either the medieval and/ or the early modern period e.g.</p> <p><i>In the early modern period Parliament limited the power of Charles I by defeating him in a civil war. The nobles also limited the monarch's power as in 1688 when they deposed James II.</i></p>	<p><b>6–9</b></p>

	<p>OR  <i>During this period there was also proof that the monarchy was still in control. In 1660 Charles II was invited to return to England and become King.</i>                  OR  <i>The statement is correct. Magna Carta showed that the king had to accept the power of the nobles in England.</i></p> <p><b>Nutshell:</b> Identification and/or description of relevant examples but not explaining                  Award <b>higher marks in the level for more examples</b></p>	
<p><b>Level 1</b></p>	<p>Level 1 answers will typically demonstrate simple knowledge e.g.</p> <p><i>During this time the King had most of the power in this country and he was able to do whatever he wanted. Sometimes there were people who tried to stop him from doing what he wanted.</i></p> <p><b>Nutshell:</b> General answers</p>	<p><b>1-5</b></p>

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