



---

# **GCSE MARKING SCHEME**

---

**SUMMER 2025**

**HISTORY**

**COMPONENT 1: BRITISH STUDY IN DEPTH**

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

**C100UA0-1**

---

## About this marking scheme

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

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

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

---

## COMPONENT 1: BRITISH STUDY IN DEPTH

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

#### SUMMER 2025 MARK SCHEME

#### Instructions for examiners of GCSE History when applying the mark scheme

##### Positive marking

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

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

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

| Mark allocation: | AO1 | AO2 | AO3 (a) | AO4 |
|------------------|-----|-----|---------|-----|
| 4                |     |     | 4       |     |

Question: e.g. **What can be learnt from Sources A and B about the tactics used during the Hundred Years War?** [4]

This is the question and its mark tariff.

##### Band descriptors and mark allocations

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

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

Use 0 for incorrect or irrelevant answers.

### ***Indicative content***

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

- *both sources show varying aspects of the tactics used during the Hundred Years' War;*
- *Source A shows that at the Battle of Crecy, the French tactic was initially to use crossbowmen, but this failed with the bolts falling short;*
- *it shows the English archers were effective, suggesting there was a considerable barrage of arrows fired at the French;*
- *it shows how the English also used defensive tactics in terms of digging trenches to prevent the French cavalry from advancing;*
- *Source B shows how the English used the tactic of chevauchee;*
- *it suggests the tactic caused fear in the town of Carcassonne, with the inhabitants leaving the town; only the monks remained;*
- *it shows how the tactic involved destroying the town, despite financial offers to prevent it; it shows how the religious houses were spared and that the chevauchee continued;*
- *both sources therefore show there were a variety of tactics used during the Hundred Years' War of varying effectiveness.*

## **Banded mark schemes**

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

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

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

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

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

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

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

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

**Question 1**

|                         |     |     |          |     |
|-------------------------|-----|-----|----------|-----|
| <i>Mark allocation:</i> | AO1 | AO2 | AO3 (a)  | AO4 |
| <b>4</b>                |     |     | <b>4</b> |     |

Question: **What can be learnt from Sources A and B about the tactics used during the Hundred Years' War?** [4]

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

**Indicative content**

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

- *both sources show varying aspects of the tactics used during the Hundred Years' War;*
- *Source A shows that at the Battle of Crecy, the French tactic was initially to use crossbowmen, but this failed with the bolts falling short;*
- *it shows the English archers were effective, suggesting there was a considerable barrage of arrows fired at the French;*
- *it shows how the English also used defensive tactics in terms of digging trenches to prevent the French cavalry from advancing;*
- *Source B shows how the English used the tactic of chevauchee;*
- *it suggests the tactic caused fear in the town of Carcassonne, with the inhabitants leaving the town; only the monks remained;*
- *it shows how the tactic involved destroying the town, despite financial offers to prevent it; it shows how the religious houses were spared and that the chevauchee continued;*
- *both sources therefore show there were a variety of tactics used during the Hundred Years' War of varying effectiveness.*

**Question 2**

|                         |                |            |                  |            |
|-------------------------|----------------|------------|------------------|------------|
| <i>Mark allocation:</i> | <i>AO1 (b)</i> | <i>AO2</i> | <i>AO3 (a+b)</i> | <i>AO4</i> |
| <b>8</b>                | <b>2</b>       |            | <b>6</b>         |            |

Question: **To what extent does this source accurately reflect the factors that led to the Peasants' Revolt of 1381?** [8]

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

### **Indicative content**

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

- *the source reflects the factors that led to the Peasants' Revolt of 1381, in terms of how John Ball was preaching to the multitudes and spreading discontent;*
- *it shows how effective he was in terms of criticising the Church and attracting the attention of the peasants;*
- *it shows how the author viewed John Ball in a derogatory light and considered him a threat to the existing order;*
- *to an extent the source accurately reflects the factors that led to the outbreak of the Peasants' Revolt in 1381; John Ball played a significant role in criticising the issue of serfdom and fomented discontent amongst the peasants;*
- *it accurately reflects how he sought to criticise the Church and the control it had over the peasants; this was a factor that led to the Peasants' Revolt;*
- *however, the source is narrow in its focus, insomuch as it focuses on the role played by John Ball; similarly, the fact that it was written by the Archbishop of Canterbury reflects the fact that it is very subjective in its tone; its audience also reflects the narrow focus of the source;*
- *similarly, it does not fully reflect the wider factors that led to the outbreak of the Peasants' Revolt, in terms of the cost of the wars with France, the introduction of the Poll Tax and the longer-term effects of the Black Death;*

**Question 3**

|                         |                  |            |            |            |
|-------------------------|------------------|------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 (a+b)</i> | <i>AO2</i> | <i>AO3</i> | <i>AO4</i> |
| <b>12</b>               | <b>4</b>         | <b>8</b>   |            |            |

Question: **Why did relations between England and France play a significant role in contributing to the outbreak of the Hundred Years' War?** [12]

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

## **Indicative content**

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

- *relations between England and France played a significant role in contributing to the outbreak of the Hundred Years' War;*
- *one of the main factors that played a significant role in the contributing to the outbreak of the Hundred Years' War, were the overseas possessions of the English kings; these had a significant impact on the relations between England and France;*
- *the area of Gascony, part of Aquitaine in southern France, had been held by the English since the thirteenth century; the giving of homage by the English kings to the French kings was considered a humiliation and played a significant role in contributing to deteriorating relations between the two countries;*
- *similarly, the growth of national spirit impacted upon the relations between England and France and played a significant role in increasing tension;*
- *the relationship between France and England's traditional enemy, Scotland, also had a significant role in affecting relations between England and France; French support for David Bruce contributed to the breakdown of relations between England and France;*
- *relations between England and France also played a significant role in causing war in terms of the problem of the succession to the French throne; King Edward's claim to the French throne through his mother Isabella, complicated relations between the English and French thrones and would play a significant role in causing the outbreak of the Hundred Years' War;*
- *these factors combined to worsen relations between England and France and led to the short-term factors that led to war; worsening relations were compounded by Edward offering refuge to Robert, Count of Artois, an enemy of Philip of France;*
- *this significantly impacted relations between England and France and led to the confiscation of Aquitaine in 1337; this precipitated the further worsening of relations that in turn led to Edward asserting his claim to the French throne, formally assuming the title King of France in 1340;*
- *therefore, the relations between England and France during this period played a significant role in contributing to the outbreak of the Hundred years' War.*

**Question 4**

|                         |                  |            |            |            |
|-------------------------|------------------|------------|------------|------------|
| <i>Mark allocation:</i> | <i>AO1 (a+b)</i> | <i>AO2</i> | <i>AO3</i> | <i>AO4</i> |
| <b>10</b>               | <b>2</b>         | <b>8</b>   |            |            |

Question: **Explain the connections between TWO of the following that are to do with the short-term impact of the Black Death upon society.** [10]

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

### **Indicative content**

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

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

- *to a certain extent, the chosen issues relating to the short-term impact of the Black Death upon society, are all interconnected;*
- *the varying strains of plague had an enormous short-term impact upon society; the spread of bubonic plague was exacerbated by its secondary effects in leading to pneumonic plague, which had a far increased mortality rate;*
- *the strains of plague are connected to the contemporary views of the plague inasmuch as both strains were met with confusion and bewilderment by the population of thirteenth century England; the disgust at the nature of the disease, reflected in contemporary accounts, was compounded by the recognition, to a certain extent, that there were varying symptoms of both plagues;*
- *the strains of plague and contemporary views are connected to the factors aiding the spread of the plague; the ignorance of the period was exacerbated by the prevailing living conditions; the conditions in the towns greatly aided the spread of bubonic plague, with the general filth being a fertile ground for rat infestation; similarly, the fact that in towns and villages, inhabitants would be crowded together, sleeping in the same rooms, aided the rapid spread of pneumonic plague;*
- *the above are all connected to the arrival of the Black Death; its arrival in 1348 was further facilitated by the factors that would aid its spread; these in turn are connected to contemporary views and strains of plague and are all intrinsic to the short-term impact of the Black Death upon society;*
- *the issues are therefore all interconnected in terms of explaining the short-term impact of the Black Death upon society.*

**Question 5**

|                         |                |            |            |                 |             |
|-------------------------|----------------|------------|------------|-----------------|-------------|
| <i>Mark allocation:</i> | <i>AO1 (b)</i> | <i>AO2</i> | <i>AO3</i> | <i>AO4(a-d)</i> | <i>SPaG</i> |
| <b>19</b>               | <b>4</b>       |            |            | <b>12</b>       | <b>3</b>    |

Question: **How far do you agree with this interpretation of the longer-term consequences of the Black Death?** **[16+3]**

**Band descriptors and mark allocations**

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

Use 0 for incorrect or irrelevant answers.

## **Indicative content**

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

- *the interpretation states that when the pandemic died down, there was a considerable impact in terms of villages being uninhabited and fields being left to rot; the lack of serfs and peasants to do the work was the most important consequence of the Black Death;*
- *the interpretation is accurate to a certain extent; the Black Death had a devastating impact upon the rural communities of England, as well as on the economic basis of feudalism;*
- *the shortage of farm labourers led to the number of days being worked falling considerably; the lack of growing and harvesting was matched by the fall in demand emanating from the much-decreased population; the resulting economic impact in terms of demographic change and its effects on agriculture were extremely important consequences of the Black Death;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that although the longer-term consequences of the Black Death upon the land were important, there were other important longer-term consequences;*
- *candidates may assert the interpretation fails to mention the other significant economic consequences of the Black Death;*
- *candidates may assert that the decrease in population resulted in labourers being in greater demand; this in turn led to an increase in the bargaining power of the peasants, which despite the Ordinance and Statute of Labourers, did lead to an increase in wages for labourers;*
- *candidates may comment upon the increased mobility of the peasantry, which fostered a greater sense of freedom; in the longer term this would help create the conditions that led to the decrease of serfdom and the eventual demise of the feudal system;*
- *candidates may assert that historians and commentators in different fields might consider the cultural longer-term consequences of the Black Death, in terms of its impact upon art and architecture, for example, to be of greater importance;*
- *candidates may comment upon the fact that the author is writing from a very particular perspective; the interpretation may have been influenced by the interests and predilections of the author and more importantly, by the nature of its medium and the audience it is aimed at, which would be more science, as opposed to historical, based;*
- *appropriate research may have taken place, but the interpretation is based upon a limited perspective, which is rather narrow and subjective in focus;*
- *it should be viewed as part of a wider historical debate over the issue which includes a range of different interpretations of the longer-term consequences of the Black Death.*

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

In applying these performance descriptors:

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

| <b>Band</b>                | <b>Marks</b> | <b>Performance descriptions</b>                                                                                                                                                                                                                                                                                               |
|----------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>High</i></b>         | <b>3</b>     | <ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>                                                          |
| <b><i>Intermediate</i></b> | <b>2</b>     | <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>                                                          |
| <b><i>Threshold</i></b>    | <b>1</b>     | <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>         |
|                            | <b>0</b>     | <ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul> |