1. **Match the following events with the dates: On your answer paper write the timeline out correctly with the events in chronological order and their dates next to them. (9 marks)**

1558-1603

1215

1534

1348-50

1066

1170

1455-1487

1085-86

1199-1216

The Black Death

King John

Magna Carta

The Battle of Hastings

Henry VIII Break with Rome

Thomas Becket’s death

The Domesday Book

The Wars of the Roses

Elizabeth I



A Procession of Flagellants in the Netherlands, 1350

1. **What can this source teach us about the causes of the Black Death? Use the source and your knowledge to explain your answer (7 marks) 2017 – NEEDS WORK, SOURCE AND QUESTION NOT QUITE RIGHT AND MARKSCHEME NOT QUITE RIGHT**
2. **Choose ONE of the questions below to answer; (18 marks)**
3. “The most important reason Henry VIII broke with Rome was love” How far do you agree with this opinion? Explain your answer

OR

1. “The Black Death completely destroyed people’s lives in England” How far do you agree with this opinion? Explain your answer

**QUESTION ONE - 9 marks:** 1 mark for every correctly identified date.

The Battle of Hastings 1066

The Domesday Book 1085-86

Thomas Becket’s death 1170

Could have Magna Carta and King John the other way round as they are concurrent.

King John 1199-1216

Magna Carta 1215

The Black Death 1348-50

The Wars of the Roses 1455-1487

Henry VIII Break with Rome 1534

Elizabeth I 1558-1603

**QUESTION TWO – 7 marks**

**6-7 marks**

* Addresses what information the source can give us (*e.g. people whipped themselves, they did processions)*
* MUST ALSO address how the source is LIMITED either by information *(e.g. only shows us what they believed caused it at the time, not what we know caused it - fleas on rats, only shows one aspect of what they believed caused it, they also believed it was bad air)* or provenance *(e.g. it only shows the Netherlands so doesn’t give us an indication of causes in England, it can only tell us causes of the time as it was produced at the time so can’t tell us later scientific understanding)*
* Uses own knowledge somewhere to explain *information (e.g. they believed it was God that caused the BD and that’s why they whipped themselves to show God they were punishing themselves to avoid the BD; they did processions to churches to pray*) and/or limitations

**3-5marks**

* Addresses what information the source can give us (*e.g. people whipped themselves, they did processions)*
* Makes some link to own knowledge in what the source can tell us *(e.g. they believed it was God that caused the BD and that’s why they whipped themselves to show God they were punishing themselves to avoid the BD; they did processions to churches to pray)*
* MAY ALSO address how the source is LIMITED either by information or provenance *(see above)*

**1-2 marks**

* Identifies/lists features of the source. (*e.g. people whipped themselves, they did processions)*
* May not address limitations or use any own knowledge.

**QUESTION THREE 18 marks**

**13-18 marks**

*Knowledge* – range of detailed specific examples, perhaps a few accurate dates included. Shows a secure understanding of the topic. Knowledge is selected and organised relevantly.

*Skills* – answer is balanced, addresses the issue in the question and at least one other issue, for top of band at least two other issues. (*e.g. religion, money, power, a son OR didn’t destroy, actually made better, rich/poor had different outcomes)*

Reaches some sort of conclusion that makes a judgement – top of band for more developed judgements. Top of band - May also introduce their argument.

**7-12 marks**

*Knowledge* – specific examples. Shows a strong understanding of the topic. Knowledge is organised relevantly.

*Skills* – answer is balanced, addresses the issue in the question and at least one other issue. (*e.g. religion, money, power, a son OR didn’t destroy, actually made better, rich/poor had different outcomes)*

Reaches some sort of conclusion that makes a judgement – top of band for more developed judgements.

**1-6 marks**

*Knowledge* – a few examples, top of band for more detailed/slightly broader range. Shows some/little understanding of the topic.

*Skills* – answer may not be balanced, addresses the issue in the question and may cover another issue. *(e.g. religion, money, power, a son OR didn’t destroy, actually made better, rich/poor had different outcomes*)No obvious conclusion.

* Source A
* The death of Thomas Becket
* Painted on the wall of a church
* Painted in the year of Becket’s death