

## **GCSE (9-1)**

### **History B Schools History Project**

**J411/14: Crime and Punishment, c.1250 to present with The Norman Conquest, 1065-1087**

General Certificate of Secondary Education

**Mark Scheme for June 2024**

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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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## 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 **number of required** 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/PEs 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

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	3261	Tick 6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

## 12. Subject Specific Marking Instructions

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.

## Section A: Crime and Punishment, c.1250 to present

## Question 1–3 marks

(a) Name **one** way criminals could avoid being executed in the medieval period (1250–1500).

(b) Name **one** reason people made accusations of witchcraft in the early modern period (1500–1750).

(c) Name **one** development that improved policing in the **second half** of the 1800s.

## Guidance

1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)

1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)

1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)

## Indicative content

*For 1(a), likely valid responses include: by pardon from the King; by being pregnant; by claiming Benefit of Clergy; by being a King's Approver/ turning King's evidence. Allow trial by combat.*

*For 1(b), likely valid responses include: famine blamed on witchcraft; belief in magic and/or devil; quarrels with neighbours/ families; presence of 'familiar' animals; King James' book on witchcraft; Puritan beliefs; lack of scientific explanations for illness, etc.; unexplained deaths; misogyny/ women behaving in an 'unacceptable' manner; for money/ payment; moles/ birthmarks; to escape punishment themselves (i.e. accusing others).*

*Note: Do not allow 'Because people believed there were witches'.*

*For 1(c), likely valid responses include: introduction of nationwide police force (County and Borough Police Act); CID; crime scene photographs; telegraph; introduction of National Crime Records. Allow finger printing.*

*NOTE: Do not allow introduction of Metropolitan Police Force*

Any other historically valid response is acceptable and should be credited.



<b>Question 2–9 marks</b> <b>Write a clear and organised summary that analyses law enforcement between 1250 and 1750. Support your summary with examples.</b>	
<b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (7–9 marks)</b>  Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i>  <i>Answers may show use of second order concepts such as:</i>  <b>Continuity:</b> law enforcement voluntary e.g. constables, JPs, sheriffs; people helped keep law and order, e.g. hue and cry; use manorial courts, church courts (up to 1660) and assize courts (from 1293).
<b>Level 2 (4–6 marks)</b>  Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<b>Change:</b> role of JPS; quarter sessions; assize courts (from 1293); decline of church courts and manor courts after 1660; introduction of Bow Street Runners (1749).  <b>Causation/ consequence:</b> reasons for use of particular methods of law enforcement (e.g. use of community as a result of lack of professional police force); reasons for changes described above.
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i>
<b>0 marks</b>  No response or no response worthy of credit.	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

<b>Question 2–9 marks</b> <b>Write a clear and organised summary that analyses law enforcement between 1250 and 1750. Support your summary with examples.</b>	
<b>Guidance and indicative content</b>	
<b>Level 3</b> <b>(7–9 marks)</b>	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p><b>[Change]</b>  <i>At the <b>beginning of this period</b>, the law was enforced by the hundred courts, which only met twice a year and were run by the county sheriff. This <b>changed in 1361</b> when <b>Justices of the Peace</b> were introduced. They <b>met four times a year</b> in what were known as the ‘<b>quarter sessions</b>’.</i>  <i>There was <b>further change after 1660</b> when the <b>roles of the JPs were extended</b> in response to the decline of the manor and church courts. Now, <b>more criminals were dealt with by the JPs in the petty courts</b>. <b>[8]</b></i>  <b>NOTE: Change involves saying from what to what.</b></p> <p><b>[Change/continuity]</b>  <i>In some ways, law enforcement <b>changed little</b> in this period. For example, in 1250, local <b>communities policed themselves</b> because there was no professional police force. So, for example, if the constable raised the <b>hue and cry</b>, people were expected to turn out and search for a criminal. This was <b>still the case in the 1700s</b>.</i>  <i>However, there were <b>some changes</b> in this period. For example, <b>in 1250, local manor and church courts dealt with petty crime</b>. However, <b>by the 1600s, this had changed</b> because the government had <b>extended the role of the JPs</b>. Small groups of JPs met more regularly in their local areas in ‘petty sessions’. They <b>dealt with some types of petty crime</b> such as drunkenness. <b>[9]</b></i></p>
<b>Level 2</b> <b>(4–6 marks)</b>	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Continuity]</b>  <i>In the <b>Middle Ages</b>, there was no paid police force, so the local communities were essential in keeping law and order. When a crime took place, the victim had to call the <b>hue and cry</b>. This meant <b>everyone had to join in the hunt for the criminal</b> who had committed the crime. <b>The hue and cry carried onto into and throughout the Early Modern period</b> as there was still no paid police force and so communities were still relied on. <b>[6]</b></i></p> <p><b>[Continuity – THRESHOLD EXAMPLE with no separate reference to different periods]</b>  <i>Throughout this period, law enforcement <b>mostly stayed the same</b>. For example, communities used the <b>hue and cry</b> when a crime took place and <b>everyone had to join in the hunt for the criminal</b> who had committed the crime. <b>[4]</b></i></p> <p><b>[Change]</b>  <i>Assize courts were introduced by Edward I in 1293. <b>Before this, judges from Royal Courts had to travel to the counties</b> but this happened infrequently. Edward <b>established Assize courts in each county</b> and ordered the royal judges to visit each of them two or three times a year to try serious cases. <b>[5]</b></i></p>
<b>Level 1</b> <b>(1–3 marks)</b>	<p><b>Lists/ descriptions of law and order enforcement/ related developments with no clear organising concept, e.g.</b></p> <ul style="list-style-type: none"> <li>• People who were accused of not living according to Christian principles were tried in Church courts.</li> <li>• The hue and cry was when a victim of crime had to call for help and the community had to try to find the criminal.</li> </ul> <p><b>OR Statement(s) based on second order concept with no valid specific examples or development, e.g.</b></p> <ul style="list-style-type: none"> <li>• In both periods there was no paid police force.</li> </ul>
<b>0 marks</b>	

<b>Question 3–10 marks</b> <b>Why did transportation to Australia become a common punishment in the period 1750-1900? Explain your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	Explanations are most likely to show understanding of the second order concepts of causation and consequence and but reward appropriate understanding of any other second order concept.  Valid answers could consider: <i>America declared independence so Britain needed a new colony to transport to; Australia was unknown and far way so it was believed that this would deter criminals; there was a belief that transportation could get rid of people from 'criminal classes' and so reduce crime; convicts could build new territory; hanging was becoming seen as too extreme; judges were unwilling to implement the Bloody Code; reforming criminals was seen as more humane; prisons were too expensive/ overcrowded.</i>
<b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
<b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 3–10 marks	
Why did transportation to Australia become a common punishment in the period 1750-1900? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons identified and fully explained, e.g.</p> <p><i>Firstly, attitudes were changing in this period. <b>Hanging was becoming widely viewed as too extreme</b>, and courts were reluctant to hand out that punishment. Therefore, transportation was seen as a good alternative, particularly since <b>courts were more prepared to use it</b>. So its use <b>became more common because</b> humanitarians thought that it was a <b>good opportunity for reforming criminals</b> who could learn new skills which would help them once they were freed.</i></p> <p><i>Another reason was that the <b>British government needed a workforce to establish and build the new colonies</b> in Eastern Australia. Convicts were transported for either seven years, fourteen years or a lifetime. They <b>worked in gangs on building roads and buildings</b>, felling trees, digging ditches and planting crops. <b>So transportation became more common because it was a good way to gather a workforce</b> to build the new British colony. <b>[10]</b></i></p>
Level 4 (7-8 marks)	<p>One reason identified and fully explained, e.g.</p> <p><i>Transportation to <b>Australia</b> became more common <b>because in 1776, America declared independence from Britain</b>, meaning that it was no longer possible to transport criminals there. <b>Eastern Australia was claimed for Britain by Captain Cook in 1770</b>, so transportation to Australia became more common <b>because the British government sent convicts there instead</b>. <b>[7]</b></i></p>
Level 3 (5-6 marks)	<p>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> <li><i>Some judges and juries were unwilling to use capital punishment so transportation became more common because it was seen as a good alternative.</i></li> </ul> <p>OR Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</p> <ul style="list-style-type: none"> <li><i>Britain needed a workforce for the new colonies in Australia. There was lots of hard labour to complete, such building roads and buildings, felling trees, digging ditches and planting crops.</i></li> </ul> <p><b>NOTE:</b>  <b>One L3 = 5–6 marks</b>  <b>Two L3s = 6 marks</b></p>
Level 2 (3-4 marks)	<p>Identifies one or more reason but with <b>neither</b> of the following:</p> <ul style="list-style-type: none"> <li>support from precise evidence</li> <li>explaining <b>why</b> it became a common punishment in this period, e.g.</li> </ul> <ul style="list-style-type: none"> <li><i>Some judges and juries were unwilling to use capital punishment.</i></li> <li><i>Britain needed a workforce for the new colonies in Australia.</i></li> <li><i>Hanging was seen as too extreme.</i></li> <li><i>Prisons were too expensive/ overcrowded.</i></li> <li><i>People wanted to completely get rid of criminals from Britain.</i></li> </ul> <p>OR Describes transportation, e.g.</p> <ul style="list-style-type: none"> <li><i>Transportation was when convicts were taken on prison ships to Australia.</i></li> </ul>

	<ul style="list-style-type: none"><li>• <i>The convicts had to do hard labour such as digging ditches.</i></li><li>• <i>Conditions on the ships were poor.</i></li></ul>
Level 1 (1–2 marks)	<b>Valid but general assertion(s), e.g.</b> <ul style="list-style-type: none"><li>• <i>Australia was an unknown place.</i></li></ul>
0 marks	

Question 4*–18 marks 'By 1750, punishments for committing crimes were harsher than they had been in 1500.' How far do you agree? Give reasons for your answer.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>  <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of punishment in this period. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i>  <i>Answers are most likely to show understanding of the second order concepts of change and continuity but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: new public humiliations introduced such as scold's bridle/ ducking stool which could result in drowning; vagrants treated more harshly from 1572 as branding and mutilation used (hot iron through ear); Houses of Correction used to punish vagabonds; Bloody Code from 1688; 1723 Black Act; transportation to America (not Australia).</i>  <i>Grounds for disagreeing include: fines for minor offences; prisons used mainly to hold prisoners who were awaiting their main punishment/ for debtors; public humiliation such as cucking stools, stocks, pillory, public penance; Bridewells/Houses of Correction a type of prison introduced to punish vagrants.</i>  <b>NOTE:</b> There is no requirement for candidates to examine punishments pre-1500 in order to compare to punishments 1500–1750 (although this may be a valid approach)
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

<p>Question 4* – 18 marks</p> <p>'By 1750, punishments for committing crimes were harsher than they had been in 1500.' How far do you agree? Give reasons for your answer.</p>	
Guidance and indicative content	
<p>Level 6 (16-18 marks)</p>	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>In some ways I agree. Firstly, the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. From <b>1609, JPs were required to build 'Bridewells'</b> in every county. These were 'houses of correction' where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><i>Furthermore, I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><i>However, there is also evidence to challenge the statement. For example, the <b>impact of the Bloody code was limited because the actual number of hangings fell</b> from the middle of the 1600s onwards because judges and juries in the assizes were reluctant to send people to their deaths for minor crimes. As a result, they did things such as <b>acquitting the accused person due to lack of evidence</b>. This shows that although punishment got harsher in theory, this was not reflected in practice.</i></p> <p><i>Furthermore, <b>less harsh punishments, such as public shaming, became more commonly used after 1500</b> as a deterrent. For example, cucking stools, stocks and the pillory were used routinely for things like unfair trading. In the pillory, people would have their head and arms in a wooden frame and have rotten food or animal excrement thrown at them. <b>Although humiliating, these punishments were less harsh than execution or mutilation.</b></i></p> <p><i>Overall, I think punishments did become harsher by 1750 because although juries were reluctant to make full use of capital punishment in the Bloody Code, the other physical punishments in use became more common as a result.</i></p> <p><b>NOTE: Candidates may argue that punishments (e.g. shaming/humiliation) were 'harsh' or 'not harsh' – allow either as long as they make a valid argument. However, they must make <u>separate</u> points to be credited for each level. e.g. an explanation of the cucking stool as a less harsh punishment which then tags onto the end 'but in some ways this can be seen as harsh because it was still a physical punishment' cannot then be credited for a separate explanation.</b></p>
<p>Level 5 (13-15 marks)</p>	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>I agree with this statement because the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. From <b>1609, JPs were required to build 'Bridewells'</b> in every county. These were 'houses of correction' where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><i>Furthermore, I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><i>However, there is also evidence which challenges this statement. For example, the <b>impact of the Bloody code was limited because the actual number of hangings fell</b> from the middle of the 1600s onwards because some judges and juries in the assizes were reluctant to send people to their deaths for minor crimes. As a result, they did things such as <b>acquitting the accused person due to lack of evidence</b>. This shows that although punishment got harsher in theory, this was not reflected in practice.</i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I agree with this statement because the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. <b>From 1609, JPs were required to build ‘Bridewells’</b> in every county. These were ‘houses of correction’ where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><i>Furthermore, I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><i>However, there is also evidence which challenges this statement. For example, the <b>impact of the Bloody code was limited because the actual number of hangings fell</b> from the middle of the 1600s onwards because some judges and juries in the assizes were reluctant to send people to their deaths for minor crimes. As a result, they did things such as <b>acquitting the accused person due to lack of evidence</b>. <b>This shows that although punishment got harsher in theory, this was not reflected in practice.</b></i></p>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I agree with this statement because the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. <b>From 1609, JPs were required to build ‘Bridewells’</b> in every county. These were ‘houses of correction’ where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>I agree because the Bloody Code was introduced in 1688.</i></li> <li>• <i>I disagree because fines were used for minor offences.</i></li> </ul> <p><b>1 identifications = 4-5 marks</b>  <b>2 identifications = 5-6 marks</b>  <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, description of punishments/ relevant events, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Prisons were used for debtors or people awaiting execution. (4)</i></li> <li>• <i>The Bloody Code was introduced in 1688. (4) It made poaching fish, deer and rabbit a capital offence. (5) Anyone who was found disguised in a hunting area could be executed as well. (5)</i></li> </ul>
Level 1 (1-3 marks) 0 marks	<p><b>Valid but general assertion(s), e.g.</b>  <i>I disagree because people were executed throughout the period.</i></p>



<b>Question 5*–18 marks</b> <b>'The main reason crime changed between 1900 and c.2015 was the emergence of new technology.' How far do you agree? Give reasons for your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b> <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of crime in this period. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i>  <i>Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: After 1990, the growth of the internet enabled more people to commit crime because cyber crime such as downloading films or music from illegal websites didn't seem like theft; fraud-related crimes such as 'phishing' emails (tricking people into paying money or sharing confidential details) were possible due to technology; access to drugs was made easier because of internet dealing and organised crime groups; new laws relating to car ownership were introduced as cars became more popular so more motorists caught committing crime (alcohol limit in 1967, drivers to wear seatbelts in 1983, all passengers to wear them in 1991, speed cameras introduced 1992).</i>  <i>Grounds for disagreeing include: looting increased because of WWII air raids; drugs crimes were already growing and causing serious problems by 1960s; drug use was linked to popular music; immigrants to Britain from Commonwealth after end of WWII led to increase in race crime and prejudice and introduction of new legislation, e.g. Race Relations Acts were passed in 1965, 1968 and 1976, making discrimination a crime.</i>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

Question 5* – 18 marks 'The main reason crime changed between 1900 and c.2015 was the emergence of new technology.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>I agree because as <b>car ownership</b> became more popular, many <b>more laws relating to cars</b> were passed. For example, in 1983 it became <b>illegal for the driver not to wear a seatbelt</b> and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. <b>As more laws were passed, more people were convicted.</b></i></p> <p><i>Furthermore, I agree because <b>technology has turned some people into criminals</b> who might not have broken the law otherwise. Since more people have had access to the internet, it has become <b>easier to commit crimes such as downloading films and music</b> from illegal websites. People commit <b>crimes like these without realising it is illegal or without feeling as guilty</b> as it doesn't seem like they are stealing.</i></p> <p><i>Additionally, the <b>internet has made it easier for people to commit fraud</b>. They can hack into banks' computers and steal money by paying it to themselves or they can <b>steal from people by sending 'phishing emails'</b> that trick people into giving them their credit card details. This can happen on a huge scale: criminals have broken into the systems of businesses, threatening to crash the whole system if they are not paid large sums of money.</i></p> <p><i>However, to some extent, I disagree because some changes have happened for other reasons. For example, after the Second World War, people responded to the arrival of immigrants from Commonwealth countries with prejudice and violence. This led to a number of <b>Race Relations Acts being passed, making it illegal to discriminate</b> against someone because of their race. Later, a <b>new category called 'hate crime'</b> was created, making the <b>punishment for racially-motivated crimes more severe.</b></i></p> <p><i>Overall, I would say that the main reason for changes in crime was technology. In addition to all the new crimes such as internet-based fraud and theft, it could also be argued that the crimes that existed before the internet, such as hate crimes, have been made worse by technology. Social media makes it easier for people to spread misinformation and encourage hatred, and it is more difficult to catch these criminals as they can hide their identity more easily over the internet.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>I agree because as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</i></p> <p><i>Furthermore, I agree because technology has turned some people into criminals who might not have broken the law otherwise. Since more people have had access to the internet, it has become easier to commit crimes such as downloading films and music from illegal websites. People commit crimes like these without realising it is illegal or without feeling as guilty as it doesn't seem like they are stealing.</i></p> <p><i>However, to some extent, I disagree because some changes have happened for other reasons. For example, after the Second World War, people responded to the arrival of immigrants from Commonwealth countries with prejudice and violence. This led to a number of Race Relations Acts being passed, making it illegal to discriminate against someone because of their race. Later, a new category called 'hate crime' was created, making the punishment for racially-motivated crimes more severe.</i></p>

<b>Level 4 (10-12 marks)</b>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I agree because as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</i></p> <p><i>Additionally, the internet has made it easier for people to commit fraud. They can hack into banks' computers and steal money by paying it to themselves or they can steal from people by sending 'phishing emails' that trick people into giving them their credit card details. This can happen on a huge scale: criminals have broken into the systems of businesses, threatening to crash the whole system if they are not paid large sums of money.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>I agree because as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</i></p> <p><i>However, to some extent, I disagree because some changes have happened for other reasons. For example, after the Second World War, people responded to the arrival of immigrants from Commonwealth countries with prejudice and violence. This led to a number of Race Relations Acts being passed, making it illegal to discriminate against someone because of their race. Later, a new category called 'hate crime' was created, making the punishment for racially-motivated crimes more severe.</i></p>
<b>Level 3 (7-9 marks)</b>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I agree because as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<b>Level 2 (4-6 marks)</b>	<p><b>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>I agree because cyber crime has emerged.</i></li> <li>• <i>I agree because now there are speed cameras.</i></li> <li>• <i>I disagree because it was more to do with the introduction of new laws like the Race Relations Act.</i></li> </ul> <p><b>1 identifications = 4-5 marks</b>  <b>2 identifications = 5-6 marks</b>  <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, description of crimes/ crime rates / relevant events, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>During the Second World War, criminals started looting from people's homes in the air raids. (4)</i></li> <li>• <i>Lots of people took drugs in the 1960s. (4) They were often associated with music (5) In the 1970s, there were divided into A, B and C categories. (6)</i></li> </ul>
<b>Level 1 (1-3 marks)</b>	<p><b>Valid but general assertion(s)</b></p> <ul style="list-style-type: none"> <li>• <i>Yes, I agree because technology makes it easier to commit crime.</i></li> </ul>
<b>0 marks</b>	

## Section B: The Norman Conquest, 1065–1087

**Question 6a – 3 marks**

**In Interpretation A, the website portrays Anglo-Saxon culture as spectacular. Identify and explain one way in which it does this.**

**Notes and guidance specific to the question set**

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the website portrays Anglo-Saxon culture as spectacular + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

*Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question. The explanation of how the website gives the impression that early Anglo-Saxon culture was spectacular may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the website. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

*The following answers are indicative. Other appropriate ways and appropriate and accurate explanation should also be credited:*

**NOTE: For three marks, candidates may either:**

**Start with a very specific feature (1) and then make two points of development (2) about their feature, e.g.**

- The website tells people that the exhibition contains books 'intricately decorated with rich colours and gold.' (1) This makes the books sound really vibrant and beautiful. (1) This gives the impression that Anglo-Saxon culture was spectacular because it makes it sound like they were very skilled artists using luxury materials. (1)*

**OR**

**Begin with a more general point (1), then go on to give an example of this (1), and then say how this gives the impression that Anglo-Saxon culture was spectacular (1), e.g.**

- The website uses lots of dramatic and lavish adjectives to describe the culture. (1) For example, it says things like 'rich colours', and 'stunning discoveries'. (1) This makes it seem like the items made by the Anglo-Saxons were really beautiful to look at (1).*
- The website makes it seem like the Anglo-Saxons were clever and skilled. (1) For example, it describes the metalwork as 'finely crafted' and the books as 'intricately decorated'. (1) This gives us the impression that Anglo-Saxon culture was sophisticated and advanced (1).*
- The website makes the items from Anglo-Saxon culture seem like rare items, discovered in a dramatic way. (1) For example, it describes the objects as 'stunning discoveries' which have been 'unearthed' and the objects as 'magnificent' (1). This makes it seem like Anglo-Saxon culture is impressive and exciting.*
- The website repeatedly uses positive verbs to describe the actions of visitors at the exhibition (1). For instance, visitors will 'marvel', 'discover', 'encounter'. They will 'come face-to-face' and 'marvel' at the items and manuscripts (1). This implies that the visitors will be amazed and stunned at Anglo-Saxon culture (1).*
- The website presents the connections between Anglo-Saxon culture and present-day England (1). For example, it mentions the 'beginnings of the English language and English literature' lie in this period (1). This gives the impression that the culture is modern and civilised and connected to the present day (1).*

<b>Question 6b – 5 marks</b> If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the culture of late Anglo-Saxon England.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b> <b>Please note that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (5 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Answers may choose to put forward lines of investigation by framing specific enquiry questions, but it is possible to achieve full marks without doing this.</i>
<b>Level 2 (3–4 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i>
<b>Level 1 (1–2 mark)</b> The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Examples of areas for further research include: whether Anglo-Saxon culture was the same in 1065 as it had been earlier in the period (change and continuity); the impact of poetry and the Bible on the lives/ culture/ religion of ordinary people (consequence/ diversity); whether Anglo-Saxon culture was influenced by other cultures, e.g. Vikings, Celts, other Europeans (consequence); why the Anglo-Saxons had become Christians (causation); comparison between Anglo-Saxon culture and other cultures, e.g. Norman culture (diversity).</i>
<b>0 marks</b> No response or no response worthy of credit.	<p><b>NOTE: Allow at L2 enquiries which ask about the impact of the Norman Conquest on Anglo-Saxon culture (consequence). BUT these enquiries are <u>unlikely to meet the L3 criteria of a 'clear explanation' of how this would 'improve understanding of the culture of late Anglo-Saxon England.'</u></b></p>

Question 6b – 5 marks	
If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the culture of late Anglo-Saxon England.	
Guidance and indicative content	
Level 3 (5 marks)	<p>Valid line of enquiry based on second order concept with <u>clear explanation</u> of how the enquiry would improve understanding of the culture of late Anglo-Saxon England, e.g.</p> <p><i>[Change/ continuity]</i>  <i>I would investigate whether the culture was the same in 1065 as it had been since the beginning of the Anglo-Saxon period. This would enable us to understand how much English culture had been affected by developments such as the conversion to Christianity, and whether art and literature continued to have pagan influences.</i></p> <p>Alternatively, valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of the culture of late Anglo-Saxon England.</p> <p><i>[Diversity/ consequence]</i>  <i>Interpretation A presents these spectacular books and works of art as the culture of 'the people of Anglo-Saxon England'. I would like to investigate how far these things affected the everyday culture of people like the ceorls. We could therefore see whether they only reflect the culture of the thegns and earls.</i></p> <p><i>[Diversity]</i>  <i>Interpretation A suggests that Anglo-Saxon culture was unique and special. I would like to find out whether there were actually similarities between their culture and the culture of other groups like the Vikings and Normans. This might help us to understand how much things like travel and trade had influenced Anglo-Saxon culture.</i></p>
Level 2 (3-4 marks)	<p>Valid line of enquiry based on second order concept, with <u>no clear explanation</u> of how the enquiry would increase understanding of the culture of late Anglo-Saxon England. e.g.</p> <p><i>[Change/ continuity]</i>  <i>I would investigate whether the culture was the same in 1065 as it had been since the beginning of the Anglo-Saxon period. [3]</i></p> <p><i>[Diversity]</i>  <i>I would find out if culture was different amongst different social groups. [3] I'd like to know if it was just thegns who would read or listen to poetry, or if ceorls did too. [4]</i></p> <p><i>[Consequence]</i>  <i>I would look at the impact of the Anglo-Saxon conversion to Christianity [3] and whether this affected things like art and literature. [4]</i></p>
Level 1 (1-2 marks)	<p>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1-2 marks), e.g.</p> <p><i>I would try to find out what kinds of things were discovered in Suffolk and Staffordshire, and whether there was any gold.</i></p> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g.</p> <p><i>The website says there were 'magnificent objects' produced in this period but I'd like to find out if that's true or if they are just exaggerating.</i></p> <p><b>NOTE 1:</b> Credit at L1 ONLY questions which use the language of second order concepts, but are clearly not a <b>valid historical enquiry</b>, e.g.</p> <p><i>I want to know <u>why</u> the bible was so big.</i></p> <p><b>NOTE 2:</b> No credit for answers which do not identify a question or something they would like to find out, e.g. <i>I would investigate the giant bible.</i> (0)</p>
0	

<b>Question 7–12 marks</b> <b>Interpretations B and C both focus on the Battle of Stamford Bridge. How far do they differ and what might explain any differences?</b>	
<b>Levels</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 4 (10–12 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> <li><i>Comparison of provenance and source type alone, e.g. B is from 1230, C is recent; C is from a TV documentary, B is from an Icelandic saga.</i></li> <li><i>Individual points of similarity/difference in content:: both interpretations say the Norwegians lost and the leaders died; both say the Norwegians didn't have their armour on; B says the English very nearly gave up but C doesn't mention that; C says the Vikings were panic-stricken but B says they held back the English.</i></li> <li><i>Differences in the overall focus of the interpretations; or differences in the overall portrayal of the battle, the English, or the Norwegians, or their leaders: e.g. B focuses on the bravery of the Norwegians and Harald Hardrada during the battle ('great man', 'noble appearance', 'bravely held back the attack', 'chopped down Englishmen with both hands') and emphasises the reason they did not have armour on was the weather. Whereas C portrays the battle as much more one-sided (the Vikings were annihilated, 'slaughtered without mercy') and presents the Vikings as badly prepared ('completely unprepared', 'panic-stricken', 'desperate'). It focuses not so much on Hardrada's role but Godwinson's victory ('amazing military victory').</i></li> <li><i>Developed reasons for differences – purpose and nature of B, i.e. as a saga of Norwegian kings, it is focussing on the personal story and courage of King Harald, and trying to make him seem like a leader who fought bravely and died a hero's death. It therefore emphasises things like his courage in the face of the 'great' Saxon army (some of whom seem to fight on horses).</i></li> </ul> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<b>Level 3 (7–9 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 2 (4–6 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 1 (1–3 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 7–12 marks	
Interpretations B and C both focus on the Battle of Stamford Bridge. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10–12 marks)	<p>Valid comparison of <b>message/ impression/ portrayal in B and C. Difference</b> (typically) <b>explained</b> with specific purpose/nature of B as a saga, e.g.</p> <p><b>As L3, plus:</b> <i>I think B is more sympathetic towards the Norwegians because Snorri is writing a saga of the Norwegian kings [not L4 yet], so he focuses on the personal story and courage of King Harald to glorify his achievements. (10) It's trying to make him seem like he died a hero's death. (11) That's why it emphasises things like his bravery in the face of the 'great' Saxon army (who seem to be fighting on horseback) as he 'rode out in front'. (12)</i></p> <p><b>NOTE 1: Max 10 marks</b> for responses which <b>explain the impact</b> that Snorri's <b>relationship with Norway</b> had on his portrayal (as opposed to explicitly explaining his purpose in writing Harald's saga). e.g. <i>B focuses on Harald's bravery and the Norwegians' courage because Snorri had links to the Norwegian royal family [not L4 yet] so he wants to make the King of Norway seem like a hero. [10]</i></p> <p><b>NOTE 2:</b> Do NOT allow undeveloped comments about provenance at this level, e.g. <i>B was written by a poet so he just wants to make the events look dramatic</i>, etc.</p>
Level 3 (7–9 marks)	<p>Valid comparison of <b>message/ impression/ portrayal</b> (of the battle or the Norwegians/English or their leaders); or the <b>focus</b> in B and C, e.g.</p> <ul style="list-style-type: none"> <li><i>Interpretation B is <b>very sympathetic towards the Norwegians</b> and Hardrada. it describes how the Norwegians 'bravely held back the attack' by the English and how Harald 'chopped down Englishmen with both hands'. Whereas C is <b>quite critical of their army</b>, mentioning how they were just 'lazing about in the sun', and 'completely unprepared'. When it describes how they 'tried to escape', this almost suggests they were quite <b>cowardly</b>. (9)</i></li> <li><i>Interpretation C makes it sound like the Norwegians were <b>just completely destroyed</b>. It says they were 'slaughtered' and describes how the English cut through them 'like knives through butter'. But B gives the impression the <b>battle was much more two sided</b>. It gives details about Hardrada's bravery in 'chopping down' the English, who 'very nearly took flight'. (9)</i></li> </ul> <p><b>NOTE: Answers with no support from either interpretation = 7 marks, e.g.</b></p> <ul style="list-style-type: none"> <li><i>Interpretation B is much more focussed on the bravery of the Norwegians and Harald Hardrada, but C tells us more about what a victory it was for the English. (7)</i></li> </ul>
Level 2 (4–6 marks)	<p><b>Selects individual points of similarity or difference, e.g.</b></p> <ul style="list-style-type: none"> <li><i>Both interpretations say the Norwegians didn't have their armour on.</i></li> <li><i>B says the Norwegians didn't have their armour on because it was hot, but C just says they were unprepared.</i></li> <li><i>C says the Norwegians were panic-stricken but B says they held back the English.</i></li> </ul> <p><b>Alternatively, purpose of (typically) B used to explain its portrayal – no comparison, e.g.</b></p> <p><i>I think B is more sympathetic towards the Norwegians because Snorri was writing a collection of sagas, which focus on heroic achievements. So he has chosen to focus on Hardrada's bravery and personal story in the battle. He would not mention how they were caught unprepared.</i></p>
Level 1 (1–3 marks)	<p><b>Comparison of simplistic provenance, e.g.</b></p> <ul style="list-style-type: none"> <li><i>I think they are different because B is a saga c.1230 and C is a recent TV documentary.</i></li> </ul> <p><b>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</b></p> <p><i>B says the Norwegians fought bravely but ultimately lost. In C, it talks about how both armies formed a shield wall.</i></p>
0 marks	



<p><b>Question 8*–20 marks</b>  <b>According to the website ‘worldhistory.org’, northern resistance was ‘the most serious threat to William’s rule in England’ in the years 1067 to 1071.</b>  <b>How far do you agree with this view? Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p> <p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of resistance/ threats to William’s rule.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i></p> <p><i>Answers are most likely to show understanding of consequence (impact of rebellions and reaction from William/ Normans); and diversity (similarity and difference in seriousness of rebellions) but reward appropriate understanding of any other second order concept.</i></p> <p><b>Grounds for agreeing include:</b> northern rebels were supported by Edgar Aetheling and Danes who arrived with fleet of over 250 ships; impact on York – plundering, destruction, etc; William could not capture them as they kept avoiding pitched battles and retreating into the marshes; invasion sparked off other rebellions, e.g. in Devon/ Cornwall/ Stafford/ second one by Edric the Wild on Welsh border; the ‘seriousness’ of the threat of this resistance/invasion can be seen in the harsh response by William, i.e. the Harrying of the North; it could be argued that William did not adequately deal with the threat because the Danes returned the following year to Ely.  <b>NOTE: Candidates may also argue that other rebellions (see below) were less of a ‘serious threat’ to William’s rule and these can be credited.</b></p> <p><b>Grounds for disagreeing include:</b> Actually William dealt with the Vikings well enough by paying them to leave so this did not turn out to be so ‘serious’ a threat after all, and his ‘Harrying of the North’ put an end to further rebellion in the North; other events/ rebellions/ individuals in this period could be seen as a more ‘serious’ threat to William’s rule, e.g. Gytha in Exeter and Harold’s sons invading from Ireland; rebels repeatedly gathered under the leadership of Edgar, Edwin &amp; Morcar, Hereward the Wake/ Danes in Ely; an argument could be made that it was actually the Danish invasion aspect to the northern problem which was the most serious threat (as opposed to ‘resistance’ by the English in the north).</p>
<p><b>Level 5 (17–20 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p><b>Level 4 (13–16 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p><b>Level 3 (9–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1).  Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (5–8 marks)</b>  Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation</p>	

<p>of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

<p><b>Question 8*–20 marks</b></p> <p>According to the website ‘worldhistory.org’, northern resistance was ‘the most serious threat to William’s rule in England’ in the years 1067 to 1071.</p> <p><b>How far do you agree with this view? Give reasons for your answer.</b></p> <p><b>Guidance and indicative content</b></p>	
<p><b>Level 5</b> <b>(17-20 marks)</b></p>	<p><b>Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.</b></p> <p><i>There is plenty of evidence to support this interpretation. Firstly, there was <b>the scale of the threat</b>. In 1069, northern rebels, <b>led by Edgar, joined forces with Danish</b> invaders, who landed off the coast of Yorkshire with <b>a fleet of over 250 ships</b> and an enormous army. They set fire to York and plundered the city. This northern resistance was a very <b>serious threat to William’s rule because it sparked off further rebellions</b> in places like Shrewsbury and Stafford.</i></p> <p><i>Secondly, the <b>response from William</b> demonstrates just how serious a threat it was. He struggled to capture the Danes and the rebels, as they skillfully avoided battles and kept disappearing into the marches. Eventually, <b>William had to pay the Danes a large sum of money</b> to leave. He also <b>ordered his men to harry the land in the north, destroying all crops and animals</b> so that no English or Danish army could survive there. These extreme measures demonstrate how serious the threat was.</i></p> <p><i>On the other hand, there is some evidence to challenge this interpretation. Firstly, the <b>threat in Exeter in 1068</b> was also very serious. Harold’s mother, <b>Gytha</b>, repaired the city’s defences and Harold’s sons plotted from Ireland to invade. Exeter’s <b>citizens refused to swear an oath</b> of loyalty to William. <b>William clearly believed this was a serious threat because he returned from Normandy</b> and led an army there in person. The city was <b>only brought into line after a siege</b> of 18 days.</i></p> <p><i>Furthermore, <b>the rebellion of 1071</b> was another serious threat. <b>Hereward the Wake and another Danish army</b> set up a base in <b>Ely</b> against the Normans. Although the Danes were once again paid off, the rebels attracted support from other English warriors and <b>remained there for almost a year</b>. Again, this was <b>seen as serious by William, who returned from Normandy</b> to deal with the revolt. He built a causeway to destroy the stronghold and punished the rebels harshly by cutting their hands off.</i></p> <p><i>Overall the interpretation is correct. The rebellions in Exeter and Ely were relatively isolated and easily dealt with by William once he arrived in England personally. However, the northern rebellion in 1069 (along with the Danish invasion) spread too far and fast for William to deal with without resorting to extreme measures.</i></p>
<p><b>Level 4</b> <b>(13-16 marks)</b></p>	<p><b>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</b></p> <p><i>There is plenty of evidence to support this interpretation. Firstly, there was the scale of the threat. In 1069, northern rebels, led by Edgar, joined forces with Danish invaders, who landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. They set fire to York and plundered the city. This northern resistance was a very serious threat to William’s rule because it sparked off further rebellions in places like Shrewsbury and Stafford.</i></p> <p><i>Secondly, the response from William demonstrates just how serious a threat it was. He struggled to capture the Danes and the rebels, as they skillfully avoided battles and kept disappearing into the marches. Eventually, William had to pay the Danes a large sum of money to leave. He also ordered his men to harry the land in the north, destroying all crops and animals so that no English or Danish army could survive there. These extreme measures demonstrate how serious the threat was.</i></p> <p><i>On the other hand, there is some evidence to challenge this interpretation. Firstly, the threat in Exeter in 1068 was also very serious. Harold’s mother, Gytha, repaired the city’s defences and Harold’s sons plotted from Ireland to invade. Exeter’s citizens refused to swear an oath of loyalty to William. William clearly believed this was a serious threat because he returned from Normandy and led an army there in person. The city was only brought into line after a siege of 18 days. .</i></p>

<p><b>Level 3</b> <b>(9-12 marks)</b></p>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I agree. Firstly, there was the scale of the threat. In 1069, northern rebels, led by Edgar, joined forces with Danish invaders, who landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. They set fire to York and plundered the city. This northern resistance was a very serious threat to William's rule because it sparked off further rebellions in places like Shrewsbury and Stafford.</i></p> <p><i>Secondly, the response from William demonstrates just how serious a threat it was. He struggled to capture the Danes and the rebels, as they skillfully avoided battles and kept disappearing into the marches. Eventually, William had to pay the Danes a large sum of money to leave. He also ordered his men to harry the land in the north, destroying all crops and animals so that no English or Danish army could survive there. These extreme measures demonstrate how serious the threat was.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>There is plenty of evidence to support this interpretation. Firstly, there was the scale of the threat. In 1069, northern rebels, led by Edgar, joined forces with Danish invaders, who landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. They set fire to York and plundered the city. This northern resistance was a very serious threat to William's rule because it sparked off further rebellions in places like Shrewsbury and Stafford.</i></p> <p><i>On the other hand, there is some evidence to challenge this interpretation. Firstly, the threat in Exeter in 1068 was also very serious. Harold's mother, Gytha, repaired the city's defences and Harold's sons plotted from Ireland to invade. Exeter's citizens refused to swear an oath of loyalty to William. William clearly believed this was a serious threat because he returned from Normandy and led an army there in person. The city was only brought into line after a siege of 18 days.</i></p>
<p><b>Level 2</b> <b>(5-8 marks)</b></p>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I agree because of the scale of the threat. In 1069, northern rebels, led by Edgar, joined forces with Danish invaders, who landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. They set fire to York and plundered the city. This northern resistance was a very serious threat to William's rule because it sparked off further rebellions in places like Shrewsbury and Stafford.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<p><b>Level 1</b> <b>(1-4 marks)</b></p>	<p><b>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.</b>  <i>Yes, I agree because the Danes brought over 250 ships so the threat was huge.</i>  <b>1 identifications = 2-3 marks</b>  <b>2 identifications = 3-4 marks</b>  <b>3+ identifications = 4 marks</b></p> <p><b>Alternatively, description of northern resistance or other threats without linking it/them to the question (2–4 marks), e.g.</b>  <i>In 1069, northern rebels, led by Edgar, joined forces with Danish invaders. (2) They landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. (3) They set fire to York and plundered the city. (4)</i></p> <p><b>Alternatively, valid but general assertions (1 mark), e.g.</b>  <i>I disagree because there were rebellions from the English in other parts of the country, not just in the north.</i></p>
<p><b>0 marks</b></p>	

<p><b>Question 9*–20 marks</b></p> <p><b>In the 2010 TV documentary ‘The Normans’, historian Robert Bartlett argued that the Norman Conquest ‘transformed England’ between 1066 and 1087. How far do you agree with this view of the impact of the Norman Conquest? Give reasons for your answer.</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b></p> <p><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p> <p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Anglo-Norman society, culture, politics, building etc.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i></p> <p><i>Answers are most likely to show understanding of change and continuity (i.e. type and extent of change) causation and similarity and difference (diversity of experience across England), but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 5 (17–20 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><b>Grounds for agreeing include:</b> Dispossession of land by English thegns – English left with 5% of land by 1087; Latin becoming the official written language; reorganisation of the Church: by 1080, only one of the sixteen English bishops remained in office; changes in spoken language; the number of free ceorls fell dramatically; changes to laws, e.g. Murdrum Fine and Forest Laws; financial impact, e.g. increases in the geld/taxation; loss of Anglo Saxon religious traditions/culture, e.g. saints of the Anglo-Saxons disappeared; the Normans started to get rid of slavery –by 1086 the number of slaves in England had fallen by 25%; expansion of Saxon towns / creation of new towns under the Normans; changes to architecture, e.g. castles, rebuilding of cathedrals, e.g. Canterbury, York and Durham – much larger and more beautiful than Saxon buildings; revived English monasteries after they had been ravaged by Viking invasions; introduction of chivalry; introduction of feudal system; devastating impact of Harrying of the North.</p>
<p><b>Level 4 (13–16 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><b>Grounds for disagreeing include:</b> there were some castles before 1066 (Norman influence but pre 1066); there was social hierarchy before 1066 and ceorls were becoming less free, so feudal system was not so different; survival of English language (just enriched with French); for some sections of society, daily life continued as usual: England continued to be a rural society with 90 percent of the population working in agriculture; similarities in laws (e.g. trial by combat similar to trial by ordeal) and government (e.g. Norman retention of the Saxon systems of law, administration and coinage).</p>
<p><b>Level 3 (9–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (5–8 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	

<p><b>Level 1 (1–4 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

Question 9*–20 marks	
In the 2010 TV documentary ‘The Normans’, historian Robert Bartlett argued that the Norman Conquest ‘transformed England’ between 1066 and 1087. How far do you agree with this view of the impact of the Norman Conquest? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p><b>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.</b></p> <p><i>There is a lot of evidence to support the interpretation. Firstly, following the rebellions, <b>William took land off English landowners</b> and gave it to his Norman followers. The <b>Domesday Book shows that in 1086, only 5% of English land</b> was in the hands of English landowners. This was a ‘transformation’ because it <b>wiped out England’s ruling elite</b>. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>Furthermore, there was a <b>radical change in architecture</b>. In late Anglo-Saxon England, many of <b>England’s churches were simple timber or stone shelters</b>. Many monasteries had been wiped out during Viking invasions. However, the Normans <b>revived England’s monasteries and built or rebuilt cathedrals</b> like Canterbury, York and Durham. These were <b>much larger and more beautiful</b> (built in a ‘Romanesque’ style).</i></p> <p><i>However, there were also some continuities. For example, in Anglo-Saxon England, <b>society was rigidly structured, with earls, thegns, ceorls and thralls</b>. by 1065, ceorls were far less independent than they had once been and were tightly bound to serve the thegn on whose land they lived and worked. This means that the <b>introduction of the Norman feudal system</b> where peasants were tied to their lord’s manor, <b>was not that big a change</b>.</i></p> <p><i>Added to this, the <b>changes in spoken language were fairly minimal</b>. Most Saxons continued to speak their own language and it was really only <b>the ruling elite</b> who spoke French as a sign of superiority. Gradually, <b>French words were blended with English</b>, but they did not replace English – the additions like ‘music’, ‘justice’ and ‘mutton’ <b>just made it more varied</b>.</i></p> <p><i>Overall, I think that there was a transformation in this period. People in England could physically see their buildings changing and their rulers being replaced. Although the English language eventually overruled French among the ruling elite, the Saxons before 1087 would not have known that.</i></p>
Level 4 (13-16 marks)	<p><b>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</b></p> <p><i>There is a lot of evidence to support the interpretation. Firstly, following the rebellions, William took land off English landowners and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a ‘transformation’ because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>Furthermore, there was a radical change in architecture. In late Anglo-Saxon England, many of England’s churches were simple timber or stone shelters. Many monasteries had been wiped out during Viking invasions. However, the Normans revived England’s monasteries and built or rebuilt cathedrals like Canterbury, York and Durham. These were much larger and more beautiful (built in a ‘Romanesque’ style).</i></p> <p><i>However, there were also some continuities. For example, in Anglo-Saxon England, society was rigidly structured, with earls, thegns, ceorls and thralls. By 1065, ceorls were far less independent than they had once been and were tightly bound to serve the thegn on whose land they lived and worked. This means that the introduction of the Norman feudal system where peasants were tied to their lord’s manor, was not that big a change.</i></p>



<b>Level 3</b> <b>(9-12 marks)</b>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I agree. Firstly, following the rebellions, William took land off English landowners and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a ‘transformation’ because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>Furthermore, there was a radical change in architecture. In late Anglo-Saxon England, many of England’s churches were simple timber or stone shelters. Many monasteries had been wiped out during Viking invasions. However, the Normans revived England’s monasteries and built or rebuilt cathedrals like Canterbury, York and Durham. These were much larger and more beautiful (built in a ‘Romanesque’ style).</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>There is a lot of evidence to support the interpretation. Firstly, following the rebellions, William took land off English landowners and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a ‘transformation’ because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>However, there were also some continuities. For example, in Anglo-Saxon England, society was rigidly structured, with earls, thegns, ceorls and thralls. By 1065, ceorls were far less independent than they had once been and were tightly bound to serve the thegn on whose land they lived and worked. This means that the introduction of the Norman feudal system where peasants were tied to their lord’s manor, was not that big a change.</i></p>
<b>Level 2</b> <b>(5-8 marks)</b>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I agree, because following the rebellions, William took land off English landowners and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a ‘transformation’ because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<b>Level 1</b> <b>(1-4 marks)</b>	<p><b>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.</b>  <i>Yes, I agree because the Domesday Book shows the English lost most of their land.</i></p> <p><b>1 identifications = 2-3 marks</b>  <b>2 identifications = 3-4 marks</b>  <b>3+ identifications = 4 marks</b></p> <p><b>Alternatively, description of events/ Conquest without linking this to the question of change (2–4 marks), e.g.</b>  <i>The Normans introduced the Feudal System. (2) This was where William gave areas of land to nobles to govern. (3) In return for the shire they swore loyalty to William, collected taxes and provided soldiers to fight when needed. (4)</i></p> <p><b>Alternatively, valid but general assertions (1 mark), e.g.</b>  <i>Yes, William made huge changes to the Church.</i></p>
<b>0 marks</b>	



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