

GCSE (9-1)

History B (Schools History Project)

J411/17: Migrants to Britain, 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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

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

Mark scheme

Section A: Migrants to Britain, c.1250 to present

Question 1–3 marks	
<p>(a) Give one way in which medieval kings tried to encourage migrants to come to Britain after 1250.</p> <p>(b) Identify one contribution made by Huguenot migrants to early modern Britain (1500–1750).</p> <p>(c) Identify one business typically set up by Chinese migrants during the period 1750 to 1900.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>For 1(a), likely valid responses include: Gave them special privileges; examples of migrants who were offered privileges, e.g. Italian bankers gained rights to trade in English wool; Henry III invited Flemings who worked in the cloth industry to live and work in England; Edward III promised to help and protect Flemish weavers; he let the Flemish set up their own weavers' guild; he allowed them to them work wherever they wanted to; he banned the export of English raw wool for a short time so that they had to come to England to weave.</p> <p>NOTE 1: Responses do not need to identify a specific king. NOTE 2: Do not credit overly generic responses which could apply to migrants from any period (e.g. 'job opportunities') or reference to pre-1250 (e.g. 'protection for Jewish migrants').</p> <p>For 1(b), likely valid responses include: Skilled craftsmanship/ new techniques in silk industry/ clock making; employed hundreds of refugees; financial backing for Bank of England; setting up new churches</p> <p>For 1(c,) likely valid responses include: laundries; lodging houses; restaurants; opium dens; tobacconists</p> <p>Any other historically valid response is acceptable and should be credited.</p>
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)	

Question 2–9 marks Write a clear and organised summary that analyses Irish migration to Britain in the 1800s. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set <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> Causation (reasons for migration), e.g. poverty; unemployment; slow Irish industrialisation; Irish Famine from 1845/46; financial incentives from landlords to leave Ireland in order to reduce the poor law burden on ratepayers; land clearance policies; violence during the Land Wars; seasonal migration to England during harvest; improved connections with Britain such as the cheap packet boat from Dublin to Liverpool; industrialisation and economic opportunities on mainland, e.g. employment in the construction of roads, canals and railways; growth of cities and ports. Consequence for the migrants themselves, e.g. Overcrowded living and poor sanitary conditions in port cities; religious and racial prejudice, poverty, employment as navvies. Consequence (impact on Britain), e.g. growth of Irish communities in port cities; revival of Catholic Church; development of Irish culture/art in cities such as Liverpool and Glasgow. Diversity (similarity and difference): e.g. comparison between positive and negative experiences of Irish migrants. <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). No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 3 (7–9 marks) 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).	
Level 2 (4–6 marks) 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).	
Level 1 (1–3 marks) 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).	
0 marks No response or no response worthy of credit.	

Question 2–9 marks Write a clear and organised summary that analyses Irish migration to Britain in the 1800s. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Causation] <i>One reason for Irish migration in this period was the Irish Famine, which hit after the failure of the potato crop in 1845 and 1846, when it was hit by a disease. In Ireland, millions of poor people relied on potatoes as their main food source. Food prices rose and people could no longer afford to pay their rents. This meant that hundreds of thousands came to Britain to find work or escape hunger.</i></p> <p><i>Another reason was that Britain was undergoing a process of industrialisation, which generated jobs for dock labourers, diggers, factory workers and builders. For example, the boom in the building of railways and canals meant that many Irish migrants were employed as ‘navvies’. So Irish migrants were pulled towards Britain because there were plenty of jobs available in the new industries. [9]</i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Consequence] <i>Irish migration often resulted in prejudice and conflict in Britain. For example, in 1848 there were riots in Cardiff following a fight between an Irish migrant and a Welshman which had ended in the stabbing of the Welshman. An angry anti-Irish mob took to the streets and there were attacks on Irish people and property. [5]</i></p>
Level 1 (1–3 marks)	<p>Lists/descriptions of Irish migration / related developments with no organising concept, e.g. <i>Thousands of Irish migrants came to Britain via the Western port cities of Liverpool, Cardiff and Glasgow, with many choosing to settle in those communities. The Irish lived in poor conditions and worked as navvies, which was a dangerous job. They dug tunnels by hand with the help of gunpowder. Many were killed and injured. [3]</i></p> <p>OR Statements based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> • (Diversity) <i>Many Irish migrants experienced prejudice and discrimination but others had a much more positive experience. [1]</i> • (Consequence) <i>Irish migrants helped revive the Catholic Church in England. [1]</i>
0 marks	

Question 3–10 marks To what extent were African migrants welcomed and accepted in British society between 1500 and c.1800? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set <i>Explanations could consider:</i> <i>Yes, they were accepted, as shown through: the presence of Africans throughout Tudor society, e.g. John Blanke (Henry VIII's trumpeter) and in London parish records; large numbers of Black people in parish registers indicates they were accepted members of communities; Elizabeth I refused to expel Africans in return for a German merchant giving her English prisoners of war; some African servants did very well for themselves and it was clearly possible for Africans to live independent lives, e.g. 1667 an African servant called Mingo inherited a lighthouse from Sir William Batten; despite slave trade, the ruling of Lord Chief Justice in 1706 declared that there was no such thing as a slave in England; during the Napoleonic Wars a large number of Black men joined Britain's army and navy; Africans in Britain such as Olaudah Equiano, Mary Prince and Ottobah Cugoana worked alongside British abolitionists to campaign for the abolition of the slave trade.</i> <i>No, they were not accepted: as Britain's role in the slave trade developed, the position of Africans deteriorated, with 'race' developing as a defining feature of status; more Africans arrived in Britain and their legal status was uncertain – there were many Africans being sold in coffee shops and the evidence of advertisements about runaways show that some owners saw the Africans who worked for them as their property; the end of the American War of Independence led to Black British soldiers arriving as refugees and the Committee for the Relief of the Black Poor tried to forcibly organise their 'resettlement' to Sierra Leone.</i> <i>Explanations are most likely to show understanding of the second order concepts of causation, consequence and diversity, but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply provide general descriptions of the period cannot reach beyond Level 1.</i>
Level 5 (9–10 marks) 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).	
Level 4 (7–8 marks) 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).	
Level 3 (5–6 marks) 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).	
Level 2 (3–4 marks) 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).	
Level 1 (1–2 marks) 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).	
0 marks No response or no response worthy of credit.	

Question 3–10 marks To what extent were African migrants welcomed and accepted in British society between 1500 and c.1800? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more arguments for <u>and/or</u> against African migrants being welcomed and accepted in British society between 1500 and c.1800, identified and fully explained, e.g.</p> <p><i>To some extent Africans were welcomed and accepted in this period. For example, parish registers, tax returns and court records from this period demonstrate that Africans inter-married with the local population and served in a range of positions and received different levels of wages just like British people did. For example, the African trumpeter John Blanke was a servant of Henry VIII was granted a pay rise after his written request to the king, revealing a high degree of acceptance and integration with court life.</i></p> <p><i>However, as the slave trade boomed in the 1700s, some historians think new ideas about ‘race’ developed, in order to justify the huge amounts of profit involved in enslaving Africans. More Africans arrived in Britain as the enslaved property of ships’ captains, or of planters spending time in England. Court records and advertisements about runaways show that some owners saw the Africans who worked for them as their property, which is clear evidence they were not welcomed or accepted. [10]</i></p> <p>NOTE: Candidates may cover two arguments for African migrants being accepted; or two arguments for them not being accepted; or one of each.</p>
Level 4 (7-8 marks)	<p>One argument for <u>or</u> against African migrants being welcomed and accepted in British society between 1500 and c.1800, identified and fully explained, e.g.</p> <p><i>They were not always accepted. When ‘Black Loyalist’ soldiers who had been fighting on Britain’s side in the American War of Independence came to Britain, they couldn’t find work and became beggars on the streets of London. A group of wealthy people set up a committee to give out food and clothing to the ex-soldiers but also began rounding them up for a scheme to send them to Sierra Leone. This does not show that they were accepted in British society. [7]</i></p>
Level 3 (5-6 marks)	<p>Identifies an argument and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> Until the mid-17th century, people’s social status was more about wealth and family rather than skin-colour, so Africans were accepted because they tended to be living alongside the wider population. <p>OR</p> <p>Identifies an argument 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"> Yes, they were definitely welcomed in this period because I know that Africans were employed in a range of occupations. For example, Cesar Picton ran a pub in Doncaster. <p>NOTE: One L3 = 5–6 marks Two L3s = 6 marks</p>

Level 2 (3-4 marks)	<p>Identifies one or more arguments but with neither of the following:</p> <ul style="list-style-type: none"> • support from precise evidence • explaining how/why the argument shows that African migrants were/were not welcomed and accepted, e.g. <ul style="list-style-type: none"> • <i>We know they were accepted because they were found at all levels of Tudor society.</i> • <i>No, because wealthy people only saw African servants as status symbols.</i> <p>OR Describes African migrants or related events in this period, e.g.</p> <ul style="list-style-type: none"> • <i>The Court of Henry VIII had strong connections with Spain through his marriage to Catherine of Aragon. This led to Blackamoors from North Africa travelling to England.</i> • <i>By the late eighteenth-century it was fashionable for wealthy people to have Black servants. The status of their freedom was challenged in the courts.</i> <p>Note: Answers which discuss transatlantic slavery in isolation (or discuss treatment of Africans on plantations) rather than African migrants in Britain = L2</p>
Level 1 (1-2 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>No, they weren't accepted because people were racist.</i> • <i>Yes, they were accepted because they did lots of jobs.</i>
0 marks	

Question 4*–18 marks 'Britain was a hostile place for Jewish migrants between 1250 and 1900.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of Jewish migrants 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>
Level 6 (16–18 marks) 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>	<i>Answers are most likely to show understanding of the second order concept of consequence and change over time but reward appropriate understanding of any other second order concept.</i>
Level 5 (13–15 marks) 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>	<i>Grounds for agreeing include: By 1250 Henry III was no-longer keeping royal promises to protect Jewish people; there was frequent violence against Jewish people (e.g. in Lincoln 1255; in various town 1263-4, e.g. 400 murdered in London on Palm Sunday 1263; in 1290 when Jewish people being expelled were deliberately drowned); in 1275, Edward I passed the Statute of Jewry which passed laws against Jewish people (e.g. had to wear yellow badges and they were only allowed to live in a few towns); in 1290, they were expelled from England altogether; when Cromwell allowed Jewish people back into England, they still faced restrictions (e.g. they were not allowed to serve in the army, attend university or become lawyers); Jewish migrants from Eastern European in late 1800s had to tolerate cramped living and working conditions (e.g. working in clothing sweatshops), which could be considered a hostile environment; the reaction of some middle-class Jewish people already living in Britain could be considered hostile, e.g. Chief Rabbi wrote to European rabbis asking them to persuade their people not to come.</i>
Level 4 (10–12 marks) 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>	
Level 3 (7–9 marks) 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>	
Level 2 (4–6 marks) 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>	
Level 1 (1–3 marks) 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>	
0 marks No response or no response worthy of credit.	<i>Grounds for disagreeing include: Jewish moneylenders were valued in c.1250 as they provided finances for the castles, cathedrals and churches; in 1250, they were still treated as royal property, which had some advantages because they enjoyed the protection of the crown (e.g. in times of crisis, Jewish people were allowed to seek shelter in any of the king's castles); Cromwell invited Jewish people back into England in 1655; in the late 1600s, newly-admitted Jewish migrants who worked as financiers and traders benefited from the expansion of banking (e.g. Moses Hart, made a fortune by trading at London's Royal Exchange); after 1750, Jewish people from all social classes became more assimilated into British society and restrictions on Jewish people were lifted (e.g. from 1833 they could serve on juries and work as lawyers; Cambridge and Oxford Universities began to admit Jewish students); poor Jewish refugees in late 1800s were offered help and support by Jewish people already here, e.g. they set up soup kitchens and formed the Board of Guardians for the Jewish Poor.</i>

Question 4*–18 marks 'Britain was a hostile place for Jewish migrants between 1250 and 1900.' 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 OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.</p> <p><i>There is a great deal of evidence to support this statement. Firstly, medieval Britain was quite a hostile place for Jewish people on the whole. For example, they were often accused of crimes such as coin clipping or murder, as in the 'blood libel' case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob. This shows how Britain was a hostile place for them because they often faced suspicion and sometimes violence.</i></p> <p><i>However, the statement can be challenged because, under Cromwell, Jewish migrants were allowed back into Britain after 1655. Cromwell was not hostile to Jewish migrants because he believed that Jewish merchants would be beneficial to the economy. Many Jewish families prospered in London, as financiers and traders, and also did well in other trading ports like Liverpool and Hull. So Britain seemed to be less hostile to these Jewish migrants and, by 1700, there were around 8,000 in England.</i></p> <p><i>Furthermore, in the 1800s, restrictions on Jewish migrants were lifted. For example, from 1833 they could serve on juries and work as lawyers. The universities of Cambridge and Oxford also started to allow the entrance of Jewish students. Jewish people became more assimilated into British society – there was even a Jewish Lord Mayor of London in 1855. This shows that Britain was becoming a less hostile place for Jewish migrants, who were granted more freedom and equality.</i></p> <p><i>Yet Britain was still a hostile place for Jewish people who arrived in Britain at the end of the 1800s, fleeing persecution in the Russian Empire. These refugees were often forced to live in overcrowded lodging houses in areas such as Whitechapel in London. They struggled to find employment and mostly ended up working in clothing sweatshops, working long hours for very low wages. So Britain was a hostile place for them because they had to tolerate poor living and working conditions.</i></p> <p><i>Overall, I would say that the level of hostility decreased over time – in the 13th century, there was a huge amount of hostility towards all Jewish people of all backgrounds, ending in their wholesale expulsion. However, by 1900, although Jewish people were still having to put up with appalling living conditions, this was in line with the experiences of many poor people in British cities – from all sorts of backgrounds – at this time.</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>There is a great deal of evidence to support this statement. Firstly, medieval Britain was quite a hostile place for Jewish people on the whole. For example, they were often accused of crimes such as coin clipping or murder, as in the 'blood libel' case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob. This shows how Britain was a hostile place for them because they often faced suspicion and sometimes violence.</i></p> <p><i>However, the statement can be challenged because, under Cromwell, Jewish migrants were allowed back into Britain after 1655. Cromwell was not hostile to Jewish migrants because he believed that Jewish merchants would be beneficial to the economy. Many Jewish families prospered in London, as financiers and traders, and also did well in other trading ports like Liverpool and Hull. So Britain seemed to be less hostile to these Jewish migrants and, by 1700, there were around 8,000 in England.</i></p> <p><i>Yet Britain was still a hostile place for Jewish people who arrived in Britain at the end of the 1800s, fleeing persecution in the Russian Empire. These refugees were often forced to live in overcrowded lodging houses in areas such as Whitechapel in London. They struggled to find employment and mostly ended up working in clothing sweatshops, working long hours for very low wages. So Britain was a hostile place for them because they had to tolerate poor living and working conditions.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, medieval Britain was quite a hostile place for Jewish people on the whole. For example, they were often accused of crimes such as coin clipping or murder, as in the 'blood libel' case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob. This shows how Britain was a hostile place for them because they often faced suspicion and sometimes violence.</i></p> <p><i>Furthermore, in the 1800s, restrictions on Jewish migrants were lifted. For example, from 1833 they could serve on juries and work as lawyers. The universities of Cambridge and Oxford also started to allow the entrance of Jewish students. Jewish people became more assimilated into British society – there was even a Jewish Lord Mayor of London in 1855. This shows that Britain was becoming a less hostile place for Jewish migrants, who were granted more freedom and equality.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>There is a great deal of evidence to support this statement. Firstly, medieval Britain was quite a hostile place for Jewish people on the whole. For example, they were often accused of crimes such as coin clipping or murder, as in the 'blood libel' case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob. This shows how Britain was a hostile place for them because they often faced suspicion and sometimes violence.</i></p> <p><i>However, the statement can be challenged because, under Cromwell, Jewish migrants were allowed back into Britain after 1655. Cromwell was not hostile to Jewish migrants because he believed that Jewish merchants would be beneficial to the economy. Many Jewish families prospered in London, as financiers and traders, and also did well in other trading ports like Liverpool and Hull. So Britain seemed to be less hostile to these Jewish migrants and, by 1700, there were around 8,000 in England.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. Firstly, medieval Britain was quite a hostile place for Jewish people on the whole. For example, they were often accused of crimes such as coin clipping or murder, as in the 'blood libel' case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob. This shows how Britain was a hostile place for them because they often faced suspicion and sometimes violence.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • <i>I disagree because, in 1655, Cromwell invited Jewish people back into Britain. (4)</i> • <i>I agree because Edward I expelled Jewish people altogether in 1290. (4)</i> • <i>I agree because Jewish people were often wrongly accused of ritual murder. (4) For example, in 1255, a Jewish man in Lincoln was accused killing a young boy. (5)</i> <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description(s) of Jewish migration/ relevant events <i>At the end of the 1800s, many Jewish refugees arrived in Britain because they were fleeing from persecution in the Russian Empire. (4) Over 200 pogroms took place between 1881 and 1884. (5) A large Jewish community developed in the Spitalfields area in London. (6)</i></p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g. ' </p> <ul style="list-style-type: none"> • <i>I agree because there was often violence towards Jewish people in the late 13th century.</i>
0 marks	

Question 5*–18 marks 'Persecution in their home country was the main reason why migrants came to Britain in the period 1900 to 2015.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of migration 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 but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Jewish people from Germany and Austria fleeing Nazi persecution in the 1930s, including the Kindertransport; Kenyan Asians fleeing persecution from Kenyatta's regime; Ugandan Asians fleeing persecution from Idi Amin; Indians fleeing persecution following Partition in 1948.</i> NOTE: candidates may frame points from below (e.g. relating to war/ Communist control) as persecution. This is acceptable as long as the argument is valid. <i>Grounds for disagreeing include:</i> <ul style="list-style-type: none"> Impact of war/ conflict, e.g. Belgian refugees fleeing German invasion in 1914; Poles fleeing Nazi invasion in 1939; impact of Second World War (i.e. troops returning home after serving in the British Army/ being stationed in Britain led to post-war migration); refugees / asylum seekers fleeing conflicts in Europe, Africa and the Middle East. British government legislation, e.g. Polish Resettlement Act 1947; British Nationality Act 1948; signing 1951 UN Convention on Refugees; joining EEC 1973. Economic factors, e.g. Post-war British labour shortage/ rebuilding post-war economy (e.g. recruitment drives by NHS/ London Transport in Caribbean); unemployment at home (e.g. Jamaica). Other reasons, e.g. legacy of British Empire (admiration of the 'Mother Country' / shared education/ culture in Caribbean); Europeans fleeing Communist-controlled countries post-1945.
Level 6 (16–18 marks) 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>	
Level 5 (13–15 marks) 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>	
Level 4 (10–12 marks) 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>	
Level 3 (7–9 marks) 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>	
Level 2 (4–6 marks) 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>	
Level 1 (1–3 marks) 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>	
0 marks No response or no response worthy of credit.	

Question 5*–18 marks 'Persecution in their home country was the main reason why migrants came to Britain in the period 1900 to 2015.' 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 OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.</p> <p><i>Persecution has been a major factor for migration to Britain in the 20th century. For example, in the 1930s, Nazi persecution of Jewish people in Germany and Austria intensified. This led to many Jewish people trying to seek safety elsewhere, and 60,000 had moved to Britain by 1938. This included 10,000 children who were rescued using the 'Kindertransport' programme. So for these Jewish refugees, fleeing persecution from Nazi Germany was the only reason for leaving.</i></p> <p><i>Additionally, many people of Asian origin came to Britain because of persecution in places like Kenya and Uganda. For example, in 1967, the Kenyan government gave all Kenyan Asians 2 years to become Kenyan or else leave. Around 20,000 left and used their British passports to come to Britain. In 1972, the President of Uganda, Idi Amin, simply expelled the country's 50,000 Asians and most came to Britain. So these people came to Britain because they felt driven out from their homes.</i></p> <p><i>However, another important reason was the labour shortage in Britain following the Second World War. Some British organisations such as the NHS and London Transport ran large recruiting campaigns in the Caribbean. They appealed particularly in areas like Jamaica, which was suffering from high levels of unemployment. The sugar trade had collapsed and hurricanes had devastated the country. So many people moved hoping to find better work and more opportunity.</i></p> <p><i>Finally, I think war has played a key role. For instance, over 250,000 Belgians fled to Britain when Germany invaded their county in 1914. There was a similar situation in 1939 when both German and the Soviet Union invaded Poland and the Polish community in Britain grew to around 160,000. When the war ended in 1945, and Poland fell under the control of communist forces, 120,000 stayed. So these people moved to Britain mainly because they were escaping from conflict.</i></p> <p><i>Overall, I think that escaping persecution has been the key reason for a wide range of migrants leaving their home country; even the Belgians and Poles who left because of war left because of fear of persecution under foreign rule. However, with respect to why they moved to Britain specifically, persecution has also been linked to other factors, such as the legacy of Britain's empire and the economic opportunities available here.</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>Persecution has been a major factor for migration to Britain in the 20th century. For example, in the 1930s, Nazi persecution of Jewish people in Germany and Austria intensified. This led to many Jewish people trying to seek safety elsewhere, and 60,000 had moved to Britain by 1938. This included 10,000 children who were rescued using the 'Kindertransport' programme. So for these Jewish refugees, fleeing persecution from Nazi Germany was the only reason for leaving.</i></p> <p><i>Additionally, many people of Asian origin came to Britain because of persecution in places like Kenya and Uganda. For example, in 1967, the Kenyan government gave all Kenyan Asians 2 years to become Kenyan or else leave. Around 20,000 left and used their British passports to come to Britain. In 1972, the President of Uganda, Idi Amin, simply expelled the country's 50,000 Asians and most came to Britain. So these people came to Britain because they felt driven out from their homes.</i></p> <p><i>However, another important reason was the labour shortage in Britain following the Second World War. Some British organisations such as the NHS and London Transport ran large recruiting campaigns in the Caribbean. They appealed particularly in areas like Jamaica, which was suffering from high levels of unemployment. The sugar trade had collapsed and hurricanes had devastated the country. So many people moved hoping to find better work and more opportunity.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. For example, in the 1930s, Nazi persecution of Jewish people in Germany and Austria intensified. This led to many Jewish people trying to seek safety elsewhere, and 60,000 had moved to Britain by 1938. This included 10,000 children who were rescued using the 'Kindertransport' programme. So for these Jewish refugees, fleeing persecution from Nazi Germany was the only reason for leaving.</i></p> <p><i>Additionally, many people of Asian origin came to Britain because of persecution in places like Kenya and Uganda. For example, in 1967, the Kenyan government gave all Kenyan Asians 2 years to become Kenyan or else leave. Around 20,000 left and used their British passports to come to Britain. In 1972, the President of Uganda, Idi Amin, simply expelled the country's 50,000 Asians and most came to Britain. So these people came to Britain because they felt driven out from their homes.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>Persecution has been a major factor for migration to Britain in the 20th century. For example, in the 1930s, Nazi persecution of Jewish people in Germany and Austria intensified. This led to many Jewish people trying to seek safety elsewhere, and 60,000 had moved to Britain by 1938. This included 10,000 children who were rescued using the 'Kindertransport' programme. So for these Jewish refugees, fleeing persecution from Nazi Germany was the only reason for leaving.</i></p> <p><i>However, another important reason was the labour shortage in Britain following the Second World War. Some British organisations such as the NHS and London Transport ran large recruiting campaigns in the Caribbean. They appealed particularly in areas like Jamaica, which was suffering from high levels of unemployment. The sugar trade had collapsed and hurricanes had devastated the country. So many people moved hoping to find better work and more opportunity.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. For example, in the 1930s, Nazi persecution of Jewish people in Germany and Austria intensified. This led to many Jewish people trying to seek safety elsewhere, and 60,000 had moved to Britain by 1938. This included 10,000 children who were rescued using the 'Kindertransport' programme. So for these Jewish refugees, fleeing persecution from Nazi Germany was the only reason for leaving.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • <i>I disagree because people like Caribbean migrants came as a result of the 1948 Nationality Act. (4)</i> • <i>I agree because German Jews came as refugees escaping persecution from the Nazi regime. (4) In 'Kristallnacht' in 1938, Jewish people were attacked in Germany. (5)</i> <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of migration to Britain between 1900 and 2015, e.g.</p> <ul style="list-style-type: none"> • <i>The Empire Windrush arrived from Jamaica in June 1948. (4) Commonwealth migrants also included people from India, Pakistan and Africa. (5)</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>I disagree because migrants came to Britain for jobs and a better life.</i> • <i>I agree because many people had to flee their homes because they were living in fear for their lives.</i>
0 marks	

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).*

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.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.	Notes and guidance specific to the question set
Level 3 (5 marks) 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>
Level 2 (3–4 marks) 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>
Level 1 (1–2 mark) 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>
0 marks No response or no response worthy of credit.	<p>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></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>NOTE 1: Credit at L1 ONLY questions which use the language of second order concepts, but are clearly not a valid historical enquiry, e.g.</p> <p><i>I want to know <u>why</u> the bible was so big.</i></p> <p>NOTE 2: 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. (0)</i></p>
0	

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?	
Levels AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Maximum 12 marks	Notes and guidance specific to the question set
Level 4 (10–12 marks) 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"> <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> <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> <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> <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> <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>
Level 3 (7–9 marks) 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).	
Level 2 (4–6 marks) 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).	
Level 1 (1–3 marks) 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).	
0 marks 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 message/ impression/ portrayal in B and C. Difference (typically) explained with specific purpose/nature of B as a saga, e.g.</p> <p>As L3, plus: <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>NOTE 1: Max 10 marks for responses which <u>explain the impact</u> that Snorri's <u>relationship with Norway</u> 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>NOTE 2: 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, etc.</i></p>
Level 3 (7-9 marks)	<p>Valid comparison of message/ impression/ portrayal (of the battle or the Norwegians/English or their leaders); or the focus in B and C, e.g.</p> <ul style="list-style-type: none"> <i>Interpretation B is very sympathetic towards the Norwegians 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 quite critical of their army, 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 cowardly. (9)</i> <i>Interpretation C makes it sound like the Norwegians were just completely destroyed. It says they were 'slaughtered' and describes how the English cut through them 'like knives through butter'. But B gives the impression the battle was much more two sided. It gives details about Hardrada's bravery in 'chopping down' the English, who 'very nearly took flight'. (9)</i> <p>NOTE: Answers with no support from either interpretation = 7 marks, e.g.</p> <ul style="list-style-type: none"> <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>
Level 2 (4-6 marks)	<p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <i>Both interpretations say the Norwegians didn't have their armour on.</i> <i>B says the Norwegians didn't have their armour on because it was hot, but C just says they were unprepared.</i> <i>C says the Norwegians were panic-stricken but B says they held back the English.</i> <p>Alternatively, purpose of (typically) B used to explain its portrayal – no comparison, e.g.</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. <u>So</u> 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>Comparison of simplistic provenance, e.g.</p> <ul style="list-style-type: none"> <i>I think they are different because B is a saga c.1230 and C is a recent TV documentary.</i> <p>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</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>Question 8*–20 marks</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>How far do you agree with this view? Give reasons for your answer.</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</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>Grounds for agreeing include: 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. <i>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.</i></p> <p>Grounds for disagreeing include: 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 & 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>Level 5 (17–20 marks)</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>Level 4 (13–16 marks)</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>Level 3 (9–12 marks)</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>Level 2 (5–8 marks)</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>Level 1 (1–4 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p>	

<p>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>0 marks</p> <p>No response or no response worthy of credit.</p>	

<p>Question 8*–20 marks</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>How far do you agree with this view? Give reasons for your answer.</p> <p>Guidance and indicative content</p>	
<p>Level 5 (17–20 marks)</p>	<p>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.</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><i>Furthermore, the rebellion of 1071 was another serious threat. Hereward the Wake and another Danish army set up a base in Ely against the Normans. Although the Danes were once again paid off, the rebels attracted support from other English warriors and remained there for almost a year. Again, this was seen as serious by William, who returned from Normandy 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>Level 4 (13–16 marks)</p>	<p>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</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>One sided argument, two explained points of support (2–0), e.g.</p>

Level 3 (9-12 marks)	<p><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>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <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>
Level 2 (5-8 marks)	<p>One sided argument; one explained point of support (1–0), e.g.</p> <p><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>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	<p>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. <i>Yes, I agree because the Danes brought over 250 ships so the threat was huge.</i> 1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks</p> <p>Alternatively, description of northern resistance or other threats without linking it/them to the question (2–4 marks), e.g. <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>Alternatively, valid but general assertions (1 mark), e.g. <i>I disagree because there were rebellions from the English in other parts of the country, not just in the north.</i></p>
0 marks	

<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.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</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>Grounds for agreeing include: 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>Grounds for disagreeing include: 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>Level 5 (17–20 marks) 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>Level 4 (13–16 marks) 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>Level 3 (9–12 marks) 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>Level 2 (5–8 marks) 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 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>Level 1 (1–4 marks) 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</p>	

<p>(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>0 marks 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>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.</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> <p><i>Added to this, the changes in spoken language were fairly minimal. Most Saxons continued to speak their own language and it was really only the ruling elite who spoke French as a sign of superiority. Gradually, French words were blended with English, but they did not replace English – the additions like ‘music’, ‘justice’ and ‘mutton’ just made it more varied.</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>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</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>
Level 3 (9-12)	<p>One sided argument, two explained points of support (2–0), e.g.</p> <p><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</i></p>

marks)	<p>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.</p> <p>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).</p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <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>
Level 2 (5–8 marks)	<p>One sided argument; one explained point of support (1–0), e.g.</p> <p><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>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1–4 marks)	<p>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. <i>Yes, I agree because the Domesday Book shows the English lost most of their land.</i></p> <p>1 identifications = 2–3 marks 2 identifications = 3–4 marks 3+ identifications = 4 marks</p> <p>Alternatively, description of events/ Conquest without linking this to the question of change (2–4 marks), e.g. <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>Alternatively, valid but general assertions (1 mark), e.g. <i>Yes, William made huge changes to the Church.</i></p>
0 marks	

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Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.