



GCSE HISTORY 8145/2B/A

Paper 2 Section B/A Norman England, c1066–c1100

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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| 0 | 1 |
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How convincing is **Interpretation A** about the Domesday Book?

Explain your answer using **Interpretation A** and your contextual knowledge.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

**Analyse individual interpretations (AO4a)
Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)**

Level 4: Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding **7–8**

Extends Level 3.

Students may progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding.

For example, the interpretation is convincing because, although the reasons for it are unclear, it could be seen as a blueprint for a feudal society. It was really a picture of the new Anglo-Norman society and shows how little or how much had changed. It shows us a big change – that the Normans had conquered England. The country was still owned by about 250 people, it was just that now they were foreigners, not Anglo-Saxons.

Level 3: Developed evaluation of interpretation based on contextual knowledge/understanding **5–6**

Extends Level 2.

Students may progress from a simple evaluation of the interpretation by extended reasoning supported by factual knowledge and understanding of more than one aspect of the interpretation.

For example, the interpretation is convincing because, in 1085, William needed money to resist a threatened invasion by Vikings and the Count of Flanders. As well as knowing how much he could raise in taxes, the Survey also told him what military service was owed.

Level 2: Simple evaluation of interpretation based on contextual knowledge/understanding **3–4**

Students may progress from a basic analysis of interpretation by reasoning supported with factual knowledge and understanding based on one aspect of the interpretation.

For example, William wanted to reward his followers with land. The Domesday

Book showed who had received what. About 170 of William's nobles gained 30% of the land in England.

William demanded that everyone give his commissioners honest answers under oath about what they owned and therefore the taxes he could expect to collect from them.

Level 1: Basic analysis of interpretation based on contextual knowledge/understanding **1–2**

Answers may show understanding/support for interpretation, but the case is made by assertion/recognition of agreement.

For example, the Domesday Book was a great list of everything in England that William owned.

Students either submit no evidence or fail to address the question **0**

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| 0 | 2 |
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Explain what was important about the relationship between the Norman Kings and the Church.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of consequences** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation by extended analysis of the consequences of the stated development (relations between the King and the Church) in the broader historical context (Norman England). This is supported by factual knowledge and understanding.

For example, the relationship between the King and the Church was important because the Church was powerful and wealthy. The relationship changed. William I sent the wealth of the English Church back to Normandy as a reward for their prayers and support during the Conquest but also spent large amounts of money rebuilding the Cathedrals of England after the Conquest. Later Norman Kings clashed with the Church over who had more power. The superiority of church or state was at issue in the Investiture controversy and the Norman kings expected newly appointed bishops to pay homage to them. Archbishop Anselm refused this in 1103 and was exiled. The threat of excommunication forced the King to agree in 1107 but Norman Kings were determined to keep the national church under their control and not subject to external Papal control.

Level 3: **Developed explanation of consequences** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the relationship was important because of the power of the

Church they did not get on. William II fell out with the Church in Rome and the Pope over the appointment of bishops. When Lanfranc, the Archbishop of Canterbury, died in 1089, William II did not replace him. He wanted the income for the church lands. But after a serious illness, he relented and appointed Anselm, a pupil of Lanfranc, in 1093. The King had a turbulent relationship with him until 1097, when he exiled him. They disagreed over other things such as the return and use of income from Church lands, royal moral behaviour, and the appointment of bishops to vacant sees.

William the Conqueror had a good relationship with the Pope which was important. The Pope had supported his invasion and conquest of England. William introduced, 'Peter's pence', a tax of one pence pay to the Pope for every household. William supported church reforms. He helped Lanfranc get rid of simony, pluralism, and married clergy in the English Church. But relations with the Pope did deteriorate with the arrival of Pope Gregory VII in 1073. Fortunately for William, the Archbishop of Canterbury, Lanfranc resisted Pope Gregory's insistence that the Church had a superior power to William's.

Level 2: Simple explanation of one consequence **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation by simple reasoning of **one** of the identified consequences, supporting by factual knowledge and understanding.

For example, the Norman kings took a lot of money out the English Church and sent it back to Normandy. William I and William II used the Church as a way to reward loyal followers. This brought the King into disagreement with the Church led by the Pope in Rome.

Level 1: Basic explanation of consequence(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify consequence(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, William the Conqueror was very religious and the Pope supported his claim to the throne of England.

Students either submit no evidence or fail to address the question **0**

0 3

Write an account of how towns changed under the Normans.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target Explain and analyse historical events and periods studied using second-order concepts (AO2:4)
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

Level 4: Complex analysis of changes

7–8

Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed narrative of change(s) with complex reasoning supported by a range of accurate and detailed factual knowledge and understanding. For example, an explanation of different impacts/ consequences of change in the broader historical context.

For example, with the growth of towns the townsfolk grew in number and were led by burgesses. Lincoln, for example, had 970 burgesses. These were the merchants and craftsmen who made a living from business. They set up guilds to ensure high standards of work and protect their livelihood and reputation. Citizens had legal protections and freedom of movement unlike villeins. So a social hierarchy started in towns, with merchants and lawyers at the top and craftsmen in the middle. Towns under the Normans became more of a very different social and economic unit compared with Anglo-Saxon villages.

Level 3: Developed analysis of change(s)

5–6

Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of change(s) with extended reasoning supported by a range of factual knowledge and understanding.

For example, between 1066 and 1100, 21 new towns were built around England. The Normans encouraged town growth by building new cathedrals such as Durham or Ely, and castles in the centre of town. This attracted people and made the towns more peaceful. The King encouraged markets and fairs by granting permission, William gave out around 2800 grants. Trade increased because the Normans had even stronger links than the Anglo-Saxons with mainland Europe. So, for example, the wool trade made coastal towns centres

of international trade eg Boston, London and Southampton.

Level 2: Simple explanation of one change **3–4**
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of change(s) by showing a simple understanding of consequence(s) with supported with factual knowledge and understanding.

For example, towns grew and there were more of them under the Normans because trade increased. Towns grew around cathedrals and the Normans built castles in towns. Towns grew because of the wool trade.

Level 1: Basic explanation of change **1–2**
Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question

Students identify a basic narrative of change, which is relevant to the question.

For example, towns got bigger and there were more of them.

Students either submit no evidence or fail to address the question **0**

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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'During the Norman period, the main consequences of castle building were military'.

How far does a study of **Pevensey Castle** support this statement?

Explain your answer.

You should refer to **Pevensey Castle** and your contextual knowledge.

[16 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

To support their answer students could include aspects of the site such as: location, function, structure, design, people connected with the site, how the site reflects culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

Level 4: **Complex explanation of consequences leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of consequences by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, although Pevensey Castle, like so many Norman castles has a clear military purpose over time the castle became a symbol of political control. The consequences of castle construction by the Normans over time gained a different importance. At Pevensey the castle brought in great wealth to the area. Whereas Pevensey had 24 burgesses under Edward in 1066, by 1086 Robert of Mortain had 60. Castle building led to security which led to economic development. Pevensey became a flourishing local trading centre. It is not possible to see castles as purely military; they were used to stimulate trade, and reshape the urban landscape.

Level 3: Developed explanation of consequences 9–12
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answers may suggest that one factor has greater merit.

Students may progress from a simple explanation of consequences(s) to a developed explanation of consequences by extended reasoning supported by factual knowledge and understanding of the site.

For example, castles provided many military results for the Normans. They intimidated the local population to prevent rebellion. This was important in the North of England, such as Durham or York, where castles could defend against the Scots or Danes. It allowed the Normans to garrison troops in a hostile area to provide information and early warning of discontent. Castles were simple to build and as they were not as usual in Anglo-Saxon England as William's native Normandy, clearly announced his authority. They had a symbolic and practical use in securing the Conquest. Militarily castles had a strategic value when they controlled river crossings or main route. Pevensey secured the route to Normandy as did the castles of the Sussex Rapes. Castles were an investment in permanence.

For example, the consequences of Norman Castles was to show the power of the Conquerors symbolically. As at Pevensey and Colchester the Normans built castles on the site of former Roman forts which spoke of the continuity with former conquerors. They destroyed large areas of towns to build stone castles and three quarters of English towns founded between 1066 and 1150 were next to castles. Castles were a part of the new Norman urban landscape. Castle building could secure political change, as Pevensey was in the middle of the traditional support for Harold and Godwin. Changing the Anglo-Saxon distribution of titles and land, William divided the territories up as initially military districts in a different pattern, each rape had a castle and the area was shared amongst five of his trusted followers.

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| Level 2: | <p>Simple explanation of consequence(s) Answer demonstrates specific knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.</p> <p>Students may progress from a basic explanation to a simple explanation of consequences(s) by simple reasoning supported with factual knowledge and understanding of the site.</p> <p>For example, the main consequence of Castle building was military because everywhere the Normans went after 1066, they built castles to hold onto what they had gained and dominate the area around. At Pevensey they dominated an area traditionally supportive of the Godwins and Harold. The castle was a base for troops. In 1068 William built castles as he travelled north at Warwick, Nottingham and York.</p> | 5–8 |
| Level 1: | <p>Basic explanation of consequence(s) Answer demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p> <p>Students recognise and provide a basic explanation of consequence(s)</p> <p>For example, the Norman Castles were useful for military purposes. It gave the soldiers protection. At Pevensey they had just landed and brought a wooden fort with them, part-assembled in case they were attacked.</p> | 1–4 |
| | <p>Students either submit no evidence or fail to address the question</p> | 0 |