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# GCSE HISTORY 8145/2B/A

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

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Mark scheme

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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 Examiner.

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.

0 1

How convincing is **Interpretation A** about the legal system under the Normans?

Explain your answer based on your contextual knowledge and what it says in **Interpretation A**.

[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.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>	
<b>Level 4:</b>	<b>Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding</b>	<b>7–8</b>
	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 the Anglo-Saxon system worked and symbolised continuity but the Normans did modernise some Anglo-Saxon practices. Mainly the Normans used the law to keep control of what they had conquered. They changed the way land is inherited because under the Anglo-Saxons it was common to divide up land amongst families. As the Normans wanted to keep estates intact and therefore continue to control an area after a death, the Normans introduced the idea of primogeniture by which the eldest son inherited the land or titles from his father. The Normans also increased their control and protected themselves by introducing murdrum fines to stop Anglo-Saxons killing Norman knights and earls.	
<b>Level 3:</b>	<b>Developed evaluation of interpretation based on contextual knowledge/understanding</b>	<b>5–6</b>
	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 much Anglo-Saxon law worked and the Normans wanted to be seen as respecting the old ways and to reinforce the idea that the Normans were legitimate rulers. But there were new laws, for example as they liked hunting and most of England was forested, the Normans introduced the Forest laws. The Normans created more forest areas like the New Forest. Previously poor people would enrich their diet by poaching. These laws were meant to stop this. Punishments if peasants were caught hunting were severe, you could be blinded.	

**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, it is true that the Normans continued to use ordeals such as ordeal by fire where you had to hold a red-hot iron bar and if the burn healed you were innocent. There was ordeal by water where if you drowned you were innocent and if you floated you were guilty.

**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 Normans introduced ordeal by combat where you had to prove that you were innocent by fighting.

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

0 2

Explain what was important about towns in Norman England.

[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 (the revolts and rebellions against Norman rule) in the broader historical context (Norman England). This is supported by factual knowledge and understanding.

For example, what was important about the towns was that 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 different social and economic unit compared with Anglo-Saxon villages.

**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, what was important about the towns was 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 e.g., Boston, London and Southampton.

For example, what was important was that 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 they knocked down buildings to erect castles in the centre of town. This attracted people and made the towns more peaceful.

**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, 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 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, towns got bigger and there were more of them.

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

0 3

Write an account of how the English Church was affected by 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 change(s)**      **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, the relationship between the King and the church was affected because the relationship changed. William I sent 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 an 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 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, the English church was affected by the Conquest because of the power and wealth of the church. English church leadership was affected by the king. 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 the return and use of income from Church lands, the king's behaviour, and the appointment of bishops to vacant sees.

**Level 2: Simple explanation of one change(s)** **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, 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 English Church as a way to reward loyal followers. This brought the king into disagreement with the Church led by the Pope in Rome. But the English church was reformed as Lanfranc tried to stop pluralism, nepotism and simony.

**Level 1: Basic explanation of change(s)** **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(s), which is relevant to the question.

For example, William the Conqueror was religious and the Pope supported his claim to the throne of England. William brought monks from Normandy to run abbeys in England.

**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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‘The main consequence of the Norman Conquest in Yorkshire was the devastation of the countryside.’

How far does a study of **Yorkshire after the Norman Conquest** support this statement?

Explain your answer.

You should refer to **Yorkshire after the Norman Conquest** 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 consequence 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 consequence by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, the main consequence of the Norman Conquest in Yorkshire was to secure what had been taken in England. After 1066 it was by no means secure and local resistance had not been completely removed. Norman control of England might be threatened in the south-west around Exeter with support from rebels in Ireland. In the North there was a threat from Scotland, and Denmark and the local loyalties to the Earls of Northumbria. William used the building of castles, and the Harrying of the population of Yorkshire to secure the northern border. He created a wasteland of no use to rebels or invaders by

the harrying and the devastation of the countryside. He placed loyal followers, like FitzOsbern in charge in York with a supporting network of middle ranking nobility. He enlisted the authority of the church by building abbeys and York Minster and tried to gain the endorsement of the tradition of the former Roman Empire by building within the old Roman settlement of York.

**Level 3: Developed explanation of consequence** **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 **consequence** to a developed explanation of consequences by extended reasoning supported by factual knowledge and understanding of the site.

For example, the main consequence of the Norman conquest in Yorkshire was to secure the North. The city of York lay on a crossing point of the River Ouse and one of the main routes north on the East Coast to Doncaster and Thirsk. There was further resistance from the Anglo-Saxon aristocracy in the years just after the Conquest. The Scottish nobility encouraged by Malcolm, the Scottish king, could join in as well with the Earls of Northumbria and the Danes. In 1068 Gospatric led a rebellion against William, after its defeat, William realised he had had to deal with three rebellions in 18 months and this led to the Harrying of the North.

For example, in Yorkshire the result of the Conquest was that William prevented further rebellion and threat to his control. He built castles and destroyed the ability of the area to support rebellion against him in the North and denying the resources of the North to any invader. Large areas of Yorkshire countryside were devastated and remained so for nearly 20 years as the Domesday book recorded. Other areas that had been subdued in 1068 had recovered their fertility by that time. The destruction of large parts of the city of York was needed to build castles on.

<b>Level 2:</b>	<b>Simple explanation of Consequence</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b> Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.  Students may progress from a basic explanation to a simple explanation of consequence(s) by simple reasoning supported with factual knowledge and understanding of the site.  For example, William was determined to prevent any further rebellion in the north because he had insecure borders with Wales and Scotland and had to worry about the threat of invasion from Denmark in the north and east. When William marched north in 1068 he took the city, and built and garrisoned a castle. He built a second castle on the opposite bank of the river Ouse.	<b>5–8</b>
<b>Level 1:</b>	<b>Basic explanation of Consequence</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b> Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.  Students recognise and provide a basic explanation of consequences(s)  For example, Yorkshire was badly affected by the Harrying of the North during the winter of 1069–1070. William’s soldiers killed and starved people in the North leaving much of the land waste.	<b>1–4</b>
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>