



GCSE

HISTORY

8145/2B/A

Paper 2B/A Norman England, c1066-c1100

Mark scheme

Specimen Material

Version E1.2

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.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	4 marks
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2–3 marks
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1 mark
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1
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Study **Interpretation A** in the Interpretations Booklet.

How convincing is **Interpretation A** about the Norman legal system?

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.

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 paradox of the Norman legal system may be seen to be well reflected in this visual interpretation, in which many of the traits of a modern legal system, such as an emphasis on the presentation of evidence before a judge and trial by jury, sat alongside a brutal, violent and arbitrary system characterised by trial by combat and ordeals.

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, it is also convincing because it depicts a formal law court system at work – there were many different types of court in Norman England, not only the royal court, but also the various feudal and manorial courts

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, the interpretation is convincing because it depicts trial by battle. The Normans introduced the duellum, which was used to resolve both criminal and civil cases. This was an alternative to some of the established 'ordeals' such as ordeal by water.

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, answers stating it is convincing because it shows people fighting to resolve a legal dispute.

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

0 2 Explain what was important about the reforms of the monasteries for 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 (reforms of the monasteries) in the broader historical context (Norman England). This is supported by factual knowledge and understanding.

For example, the reforms were important because they changed England both spiritually and politically. The great abbeys and monasteries were not only symbols of Norman power, but they helped consolidate power both within and outside the monasteries. The reforms changed the way the monasteries operated and established Norman influence over the English monks. The reforms were also responsible for shaping the way the people viewed the Church because the clergy were more pious because they had to observe their vows properly.

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 Normans brought over their own religious people and put them in positions of power, this helped the Normans consolidate their power within the English monasteries.

For example, the Normans introduced new monastic orders notably the Cluniac. Influence from new monastic orders exposed English monasticism to continental practices.

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 Normans built new abbeys and monasteries which were made of stone and bigger than the previous Anglo-Saxon ones and these were important because they symbolised Norman power.

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, when the Normans arrived they started to build new abbeys such as Whitby.

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

0	3
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Write an account of the ways in which the feudal system 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 change/continuity(s/ies)** **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/continuity(s/ies) 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, William replaced the Anglo-Saxon nobles with his loyal Norman supporters. Many of the lesser English nobles were allowed to recover some of their lands and did deals with the King or the new French Lord. Although their holding may have been reduced, and they had to pay for the privilege, if they showed loyalty, they could recover some of their wealth and position. There was a 'feudal' system before the Normans and it could be argued that for the majority of the ordinary peasants there was little change in their everyday lives after the Normans took over.

Level 3: **Developed analysis of change/continuity(s/ies)** **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/continuity(s/ies) with extended reasoning supported by a range of factual knowledge and understanding.

For example, the Normans changed the basis of land-holding and military service. William took all the ownership of the land and replaced the aristocracy of England with his Norman followers. After 1075 all the Earldoms were held by Normans and by 1096 all the bishoprics were held by Normans.

Level 2: Simple analysis of change(s) 3–4
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question.

Candidates 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, William took all the ownership of the land and replaced the aristocracy of England with his Norman followers. This was their reward for supporting him in the Conquest and meant that his followers, not the Anglo-Saxon nobles, held the positions of power.

Level 1: Basic analysis of change(s) 1–2
Answer is presented in a straightforward account that demonstrates basic knowledge and understanding that is relevant to the question.

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

For example, after William conquered England, he took the land from the Anglo-Saxon nobles and gave it to his loyal followers.

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.

0	4
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'The main change that Norman castles brought about was that they allowed the Normans to defend their new lands.'

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

Explain your answer.

You should refer to **Pickering 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 causes 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 causes by analysis of the relationship between them supported by factual knowledge and understanding of the site.

For example, Although Pickering was used for defence for the local population and Scottish and Viking raids, the main change was actually how the castle was used by William to anchor his personal authority in the North. It was so important to William's plans he actually retained control of the castle until his death. Often when William first built his castles the standard procedure was to hand over control of the castle to a loyal and trusted follower, who would then have the incentive to extend the area of control and revenues. Pickering so vital that William did not do this. His plan was all about building and expanding Norman rule in the North.

Level 3: Developed explanation of causes **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 cause(s) to a developed explanation of causes by extended reasoning supported by factual knowledge and understanding of the site.

For example, another change was that Pickering Castle enabled the Normans to establish long-term control over the local population. Pickering was built as a result of the rebellion in the North in 1069, which caused the Harrying of the North. Following the construction of Pickering Castle rebellion in Yorkshire died down. This was partly due to the imposing structure of the castle, which consisted of twin baileys and a motte. It was a powerful symbol of Norman power which deterred rebellion.

For example, another change was that the Anglo-Saxons had used fortifications for mainly defence. They were called burhs. They were used a safe place to retreat to when attacked. The Normans quickly constructed castles like Pickering, using materials such as timber, to provide a safe base from which they could launch attacks as well as defend.

Level 2: Simple explanation of cause(s) **5–8**
Answer demonstrates specific knowledge and understanding that is relevant to the question

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 cause(s) by simple reasoning supported with factual knowledge and understanding of the site.

For example, a change was that by building Pickering Castle the Normans could defend east Yorkshire from Scottish and Viking attacks. This was because Pickering was located on the junction between the Whitby to Malton road and the road from Thirsk to Scarborough, providing a link between York, Hemsley and Scarborough castles, which allowed Norman troops to respond to attacks quickly.

Level 1:	Basic explanation of cause(s)	1–4
	Answer demonstrates basic knowledge and understanding that is relevant to the question	
	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 cause(s)	
	For example, Pickering Castle was built quickly, using the Norman motte and bailey design so that William could defend the North from rebellions.	
	Students either submit no evidence or fail to address the question	0