



Specimen assessment materials for
first teaching September 2016

Paper 2: Period study **and British depth
study** (1HI0/20, 22, 24, 26 and 28)

Part B: Medieval depth options

**B1: Anglo-Saxon and Norman England,
c1060–88**

**B2: The reigns of King Richard I and
King John, 1189–1216**

B1: Anglo-Saxon and Norman England, c1060–1088

Question	
4 (a)	Describe two features of the Domesday Book. Target: Knowledge of key features and characteristics of the period. AO1: 4 marks
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"> • <i>It was ordered by King William (1) to discover who owned what in England (1).</i> • <i>It was a formal record of possessions and tax criteria (1) e.g. it recorded landholdings before and after the reign of Edward the Confessor (1).</i> • <i>It covered most of England (1) except, e.g. London and the extreme North (1).</i> Accept other appropriate features and supporting information.	

Question		
4 (b)		<p>Explain why William I established the Marcher earldoms.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • William's supporters • borderlands <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks AO1: 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The borderlands with Wales had been unstable pre-1066 and continued to be so after Hastings – William needed stability.
- William's supporters had been promised land during William's preparations for going to England.
- The borderlands had to be secured to prevent rebels and new opponents from congregating.
- William did not have the military means to subdue the area on his own.
- Marcher earls were given great autonomy and would control the land in his name but at their expense because William did not have the financial means to subdue the Marcher lands.

Question		
4 (c) (i)		<p>'The main consequence of William I's policy of Normanisation was increased control of the Church in England.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • bishops • landholding <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
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Relevant points that support the statement may include:

- William replaced Englishmen with Norman bishops and this strengthened his control over the church.
- William's control of ecclesiastical elections and presence at Church councils ensured he had his way in most cases.
- The placing of the Church within the system of military feudalism benefited his political control over England, and bishops became part of the feudal military structure, adding to his security and control.
- The appointment of Lanfranc as Archbishop of Canterbury showed that William was keen to determine his right to appoint senior positions in the church; Lanfranc proved a willing supporter of William, especially by excommunicating rebels.

Relevant points that counter the statement may include:

- A Norman governing class was established by William giving land to his key supporters; in many instances the land was in geographical areas crucial to securing permanent control of England e.g. the borderlands.
- Norman landowners collected taxes for William and also provided soldiers so securing his grip on England further.
- Increased Normanisation of Anglo-Saxon society was ensured by introducing aspects of Norman law and the Norman legal system.
- William secured control over the Anglo-Saxons by means of language; the language of the victor superseded Anglo-Saxon.

Question		
4 (c) (ii)		<p>'William I used the same methods to deal with the rebellions in the North (1069) and the rebellion of Hereward the Wake (1070-71).' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • leadership • punishment <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: similarity and difference [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks</p>
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1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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Relevant points which support the statement may include:

- In the early stages of the rebellions, William appointed Norman leaders in each area to attempt to bring the revolts under control.
- William successfully raised and led an army to put down both rebellions.
- There were severe punishments meted out to some prominent individuals in York and there were similar actions after the ending of Hereward's revolt.
- In both instances, the strength of the rebels was undermined by isolating them from their allies e.g. in the North by buying off the Danes and in the Ely area by bribing local church officials to reveal a passage through the Fens.

Relevant points which counter the statement may include:

- In his attack on Hereward, William not only used land forces but also raised a fleet.
- William laid waste to the North on the conclusion of the rebellion but did not repeat the method after Hereward disappeared; ordinary participants were hounded in the North but pardoned in the Ely area.
- Castles were built in York and across the north in response to the rebellion but this did not occur in the Ely area.
- William gave out some pardons to those leaders who surrendered in the North but made and broke promises of safe conduct on surrender to the leaders of Hereward's rebellions.

B2: The reigns of King Richard I and King John, 1189–1216

Question	
5 (a)	Describe two features of the role of William Marshal as Protector. Target: Knowledge of key features and characteristics of the period. AO1: 4 marks
Marking instructions	
Award one mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none"> • He was appointed Protector on the death of John (1) by the king's council (1). • Marshal had Henry III crowned and anointed promptly (1) giving legitimacy to Henry's position (1). • Marshal indicated Henry would rule according to the Magna Carta (1) securing support from the nobility (1). Accept other appropriate features and supporting information.	

Question		
5 (b)		<p>Explain why England became involved in the Third Crusade.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Jerusalem • the Pope <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks AO1: 6 marks</p>
Level	Mark	Descriptor
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1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	<ul style="list-style-type: none"> • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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Relevant points may include:

- The capture of Jerusalem was seen as crucial because it was the symbolic centre of the Christian church. Pope Clement III called for monarchs to recapture former Christian territory.
- Richard saw himself as a chivalrous king and took the mantle of crusader and having just become King of England vowed to win back Jerusalem.
- The Crusader knights had been defeated at the Battle of Hattin in 1187 and Saladin had captured territories that the earlier Crusaders had won.
- Islam was in possession of the city and most of the crusader Kingdom of Jerusalem.
- There was a popular demand for a crusade in England with many knights eagerly preparing for the crusade and Richard sought to be in the vanguard.

Question		
5 (c) (i)		<p>'The murder of Prince Arthur was the main reason why John was able to secure the throne of England.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Arthur's claim to the throne • the King of France <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks</p>
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Relevant points that support the statement may include:

- Arthur's claim was well known but disputed between the English and continental camps. John needed to remove any threat.
- Any direct blood claim to the throne was removed with Arthur's disappearance and then death, which again strengthened John's claim.
- Arthur had led an army in France and thus the connection with France was dangerous for John in terms of security, finance and international standing.

Relevant points that counter the statement may include:

- John was supported by most of the nobility in England and this strengthened his position.
- Richard had proclaimed John as heir on his death bed, which gave John a very strong claim.
- Philip of France, in the Treaty of Le Goulet, recognised John as King of England and John accepted Philip's right as the legitimate feudal overlord of his lands in France.
- Philip agreed not to support Arthur and accepted John's key role in Brittany, thus diluting Arthur's power base further.
- John's marriage to Isabella of Angoulême had won over more of the English nobility and the marriage looked to guarantee the nobles' lands in France, which won favour for John.

Question		
5 (c) (ii)		<p>'The most important consequence of King John's dispute with the Papacy was the Interdict.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the excommunication of King John • Archbishop of Canterbury. <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks</p>
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Relevant points that support the statement may include:

- The Interdict had an impact on all levels of society in England, increasing John's unpopularity.
- The Interdict affected the lives of ordinary people throughout England by banning Church services and ceremonies, such as, the right to a Christian burial.
- Many clerics objected to the fines and imprisonment employed by John in order to weaken the effects of the Interdict.

Relevant points that counter the statement may include:

- The dispute led to King John's excommunication by the Pope which had the effect of challenging his legitimacy as king: any opponents, such as the barons, could claim that he was not the rightful ruler of England.
- The dispute had the effect of threatening the security of England as the Pope had stated that he would look favourably on anyone who sought to remove John; in 1213 it appeared that Phillip II of France was preparing to invade.
- To help bring the dispute to an end King John had to accept that the Pope could choose the Archbishop of Canterbury meaning that the power of the English king to choose Church appointments was diminished.
- The dispute undermined the power of the king: to end the dispute John agreed that England would become a papal fief which meant that John, and future English rulers, would have to do homage to the Pope and pay feudal taxes to Rome.

