



## **GCSE**

### **History B (Schools history project)**

Unit **J411/11**: The People's Health, c.1250 to present with The Norman Conquest, 1065-1087

General Certificate of Secondary Education

### **Mark Scheme for June 2018**

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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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J411/11

Mark Scheme

June 2018

## Annotations

<b>Stamp</b>	<b>Annotation Name</b>	<b>Description</b>
	Tick 1	Level 1
	Tick 2	Level 2
	Tick 3	Level 3
	Tick 4	Level 4
	Tick 5	Level 5
	Tick 6	Level 6
	SEEN	Noted but no credit given
	NAQ	Not answered question
	Wavy Line	Development / Evidence / Support of valid point
	BP	Blank page

## Section A: The People's Health, c.1250 to present

## Question 1–3 marks

(a) Give one example of what medieval people thought caused the Black Death.

(b) Name one response of the government to the gin craze in the period 1660-1751.

(c) Name one individual who had a positive impact on public health in the nineteenth century.

Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include: punishment from God; movement of planets; miasma; eye contact; humours out of balance</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: banned imports of gin; Gin Acts passed (1729, 1736, 1743, 1751); distillers had to pay a tax; sellers had to buy a licence; restricted sale of gin to only alehouses; imprisonment; whipping; transportation</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c) likely valid responses include: Edwin Chadwick; Dr. John Snow; Joseph Bazalgette; Louis Pasteur; Dr. Robert Baker; William Farr; Disraeli; John Simon</i>  Any other historically valid response is acceptable and should be credited.

## NOTES

1a Important to stress that question asks about what medieval people thought so 'modern' explanations not valid

1b To consider - *imprisonment; whipping; transportation* – are these specific to the gin craze?

1c Make clear that name only is required – also need to be consistent eg is 'Chadwick' acceptable?

<b>Question 2–9 marks</b> <b>Write a clear and organised summary that analyses people's lifestyles since 1900. Support your summary with examples.</b>	
Levels	Notes and guidance specific to the question set
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	
<b>Level 3 (7–9 marks)</b>  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).	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider aspects of one or more of: effects of the depression in the 30s; rationing and effect on diet during WW2; changes in lifestyles: inactivity caused by cars and transport, TV and tablets, remote controls, watching rather than doing sport, robots used in factories; quality of air affected by cars and exhaust fumes; improved standards of housing; changes in food and eating habits – tinning, supermarkets, refrigeration, foreign food, microwave food, processed food, less fresh food.</i></p> <p><i>Use of conceptual understanding to organise the response might in this case involve change, cause and consequence or consider different aspects of lifestyles in order to structure the response</i></p> <p><i>Answers may show use of second order concepts such as change and continuity; cause and consequence and significance</i></p> <p><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).</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>
<b>Level 2 (4–6 marks)</b>  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).	
<b>Level 1 (1–3 marks)</b>  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).	
<b>0 marks</b>  No response or no response worthy of credit.	

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<b>Question 2–9 marks</b> <b>Write a clear and organised summary that analyses people's lifestyles since 1900. Support your summary with examples.</b>	
<b>Guidance and indicative content</b> <b>General Note: No requirement to write a narrative which covers the 20<sup>th</sup> century comprehensively</b>	
<b>Level 3</b> <b>(7–9 marks)</b>	<p>Answers at L3 will typically be organised around a second order concept such as causes, effects, change/continuity, significance. Answers will be supported with <b>three</b> or more valid examples eg</p> <p>[Change]  <i>Since 1900 people's lifestyles have become more unhealthy in some ways. For example, they do less physical activity; they travel in vehicles rather than walking and tend to watch sport rather than playing. The jobs that people do now also tend to be more office based with hard physical jobs around the house being done by machinery. Food in some ways has also become unhealthy as people eat more processed and convenience food which isn't as fresh.</i>  [candidates may equally argue for positive change, or a mixture of both]</p> <p>[Cause and consequence]  <i>Since 1900 people have become more unhealthy. Technology has been a big reason for this. For example, many physical jobs like farming have been taken over by machinery and household appliances have become more affordable. This means that many tasks are now less physically demanding and people get less exercise. In addition, the invention of the microwave has led to over-reliance on convenience meals, leading to poor nutrition. The invention of the TV means that more of people's leisure time is spent on their sofas.</i></p> <p><b>Nutshell: Summary based on second order concept(s) with three or more valid supporting examples</b>  <i>Other areas to consider: improvements or otherwise in lifestyles relating to: housing; pollution; food and eating habits ; technology – see MS on previous page]</i></p>
<b>Level 2</b> <b>(4–6 marks)</b>	<p>Answers at L2 will typically be organised around a second order concept, supported with <b>two</b> valid examples eg</p> <p>[Change]  <i>Since 1900 people's lifestyles have become more unhealthy in some ways. For example, they do less physical activity; they travel in vehicles rather than walking and tend to watch sport rather than playing. Food in some ways has also become unhealthy as people eat more processed and convenience food which isn't as fresh.</i></p> <p><b>Nutshell: Summary based on a second order concept with two valid supporting examples</b></p>
<b>Level 1</b> <b>(1–3 marks)</b>	<p>Answers at L1 will typically be organised around a second order concept, supported with <b>one</b> valid example eg</p> <p>[Change]  <i>Since 1900 people's lifestyles have become more unhealthy in some ways. For example, food has become unhealthy as people eat more processed and convenience food.</i></p> <p><b>Nutshell: Summary based on a second order concept with one valid supporting example</b></p> <p>Alternatively, answers at L1 will list or describe relevant events or developments without organisation eg  <i>In the wars there was rationing. Lots of people used cars. In the 1990s there was a BSE scare.</i>  <b>Nutshell: List of events / developments with no organising concept.</b></p>
<b>0 marks</b>	

<b>Question 3–10 marks</b> <b>Why were the authorities slow in reforming public health in Industrial Britain? Explain your answer.</b> <b>Support your answer with examples.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> 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).	<i>Explanations could consider: laissez-faire policy of government; lack of understanding of what caused disease prior to germ theory in 1861; cost of reform; ruling classes weren't affected immediately</i>  <i>Explanations are most likely to show understanding of the second order concept of causation and consequence but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply describe some of the features of Industrial Britain cannot reach beyond Level 1.</i>
<b>Level 4 (7–8 marks)</b> 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).	
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of 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).	
<b>Level 2 (3–4 marks)</b> 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).	
<b>Level 1 (1–2 marks)</b> 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).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 3–10 marks Why were the authorities slow in reforming public health in Industrial Britain? Explain your answer.	
Guidance and indicative content	
<b>Level 5 (9-10 marks)</b>	<p>Level 5 answers will typically identify at least <b>three</b> reasons why reform was slow and explain them fully e.g.</p> <p><i>There were several reasons why public health reform was slow in industrial Britain. One reason was that disease was not well understood until the after the 1860s with the work of Louis Pasteur. Before this it was believed that disease was carried in smells or miasmas. This meant the actions to reform health could sometimes take the wrong approach such as barrels of acid to clear smells and not focus on important measures such as providing clean water which would have improved health. Another reason was that for much of the industrial period there was a strong belief in the idea of laissez faire. This meant that people believed it was not the responsibility of the government to provide clean water, good housing etc; it was the responsibility of individuals to stay clean and avoid disease. As a result governments were reluctant to take measures to improve health. Finally, no working class people had the vote until 1867 so politicians listened more to richer middle and upper class men who would vote them out of power. Richer people were not as affected by overcrowding and lack of clean water like the poor were.</i></p> <p><b>Nutshell: Three or more reasons identified with explanation of how each meant that reform was slow</b></p>
<b>Level 4 (7-8 marks)</b>	<p>Level 4 answers will typically identify at least two reasons why reform was slow and explain them fully e.g.</p> <p><i>One reason was that disease was not well understood until the after the 1860s with the work of Louis Pasteur. Before this it was believed that disease was carried in smells or miasmas. This meant the actions to reform health could sometimes take the wrong approach such as barrels of acid to clear smells and not focus on important measures such as providing clean water which would have improved health. Another reason was that for much of the industrial period there was a strong belief in the idea of laissez faire. This meant that people believed it was not the responsibility of the government to provide clean water, good housing etc; it was the responsibility of individuals to stay clean and avoid disease. As a result governments were reluctant to take measures to improve health.</i></p> <p><b>Nutshell: Two reasons identified with explanation of how they meant that reform was slow</b>  <b>NOTE Answers at L4 will often identify and describe several reasons but only fully explain two of them.</b></p>
<b>Level 3 (5-6 marks)</b>	<p>Level 3 answers will typically identify and fully explain one reason why reform was slow <b>AND</b> identify/describe another reason(s) without full explanation e.g.</p> <p><i>One reason was that disease was not well understood until the after the 1860s with the work of Louis Pasteur. Before this it was believed that disease was carried in smells or miasmas. This meant the actions to reform health could sometimes take the wrong approach such as barrels of acid to clear smells and not focus on important measures such as providing clean water which would have improved health. Also, there was a strong belief in laissez-faire which means they didn't think the government should interfere in people's lives.</i></p> <p><b>Nutshell: One reason identified with explanation of how it meant that reform was slow PLUS at least one more identified/described</b></p>
<b>Level 2 (3-4 marks)</b>	<p>Level 2 answers will typically identify and fully explain one reason why reform was slow e.g.</p> <p><i>One reason was that disease was not well understood until the after the 1860s with the work of Louis Pasteur. Before this it was believed that disease was carried in smells or miasmas. This meant the actions to reform health could sometimes take the wrong approach such as barrels of acid to clear smells and not focus on important measures such as providing clean water which would have improved health.</i></p> <p><b>Nutshell: One reason identified with explanation of how it meant that reform was slow</b></p>
<b>Level 1 (1–2 marks)</b>	<p>Level 1 answers will typically identify/describe reason(s) why reform was slow without full explanation e.g.</p> <p><i>There was a strong belief in laissez-faire.</i></p> <p><b>Nutshell: Identification/description of reason(s) without full explanation</b></p> <p>Alternatively, L1 answers will contain correct description of conditions at the time or actions of the authorities e.g.</p> <p><i>The towns were really dirty. Local councils flushed rubbish and waste into the river. In 1875 the Public Health Act was passed.</i></p> <p><b>Nutshell: Describes conditions or actions of authorities or other relevant events</b></p>
<b>0 marks</b>	



<b>Question 4*–18 marks</b> <b>'The creation of the NHS was the most significant improvement in public health in the twentieth century.' How far do you agree? Give reasons for your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> 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 may be awarded some marks at Level 1 if they demonstrate knowledge of public health in any period. 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 the top two levels answers must consider other improvements in public health as well as the NHS.</i>  <i>Answers are most likely to show understanding of the second order concepts of similarity and difference and significance but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: it was a marked improvement on what had gone before – the comparison between before and after; free medical care for everyone; no distinction between rich and poor; improved life expectancy; immediacy of impact (particularly compared with things like anti-smoking campaigns);</i>  <i>Grounds for disagreeing include: Liberal Welfare reforms started the ball rolling; improvements to living conditions, particularly in first half of century made vast improvements; immunisation programme started in 1940; Clean Air Act; healthy living campaigns</i>
<b>Level 5 (13–15 marks)</b> 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>	
<b>Level 4 (10–12 marks)</b> 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>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of 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>	
<b>Level 2 (4–6 marks)</b> 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>	
<b>Level 1 (1–3 marks)</b> 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>	
<b>0 marks</b> No response or no response worthy of credit.	

Question 4*–18 marks	
'The creation of the NHS was the most significant improvement in public health in the twentieth century.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
<b>Level 6 (16-18 marks)</b>	<p>Level 6 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples (or three on one side and one on the other) and a <b>clinching argument</b> e.g.</p> <p><i>Overall I agree with the statement. First of all the NHS was so significant because it was such a huge improvement on what had been available before for most people. Until 1948, about 8 million people had never seen a doctor because they could not afford it. By making health care free to all the NHS massively improved life for thousands of people. Another way in which it was significant is the range of services it provided – not just doctors. The NHS gave things such as hospital care, family doctors, vaccinations and maternity care to everyone for free. This had had a big impact on increasing life expectancy, particularly in reducing the numbers of women dying after childbirth.</i></p> <p><i>On the other hand it could be argued that other developments were more important. For example the introduction of Old Age Pensions in 1909 transformed the lives of thousands of pensioners by giving them a regular income after the age of 70. For many of them they would have had to go to the workhouse if not for pensions. Another factor which could be seen as more significant than the NHS is the government's housebuilding programmes after the First and Second World Wars. These programmes took thousands of people out of unhealthy inner city slums and gave them homes on housing estates with proper heating, ventilation, water and sanitation.</i></p> <p><i>Overall, however, I believe that the NHS was the most significant development because of its immediate and comprehensive nature. The pensions were a good first step but the amount paid was quite low, and the housebuilding programmes also had negative consequences such as people living in tower blocks. The sheer number of people and range of services that the NHS provides who would otherwise have not been helped makes it the most significant development.</i></p> <p><b>Nutshell Balanced argument, two valid supporting examples each side (or three on one side and one on the other), plus a clinching argument</b>  <b>NOTE: It is unlikely but candidates could focus entirely on the NHS i.e. ways in which it was / was not significant.</b></p>
<b>Level 5 (13-15 marks)</b>	<p>Level 5 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples (or three on one side and one on the other) e.g.</p> <p><i>[As Level 6 but without clinching argument, or with a summary/assertion instead e.g. Overall, I think the NHS was more of a significant development because it helped so many people who otherwise could not have afforded medical care.]</i></p> <p><b>Nutshell: Balanced argument with two explained points on each side (or three on one side and one on the other)</b>  <b>NOTE: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</b></p>

<b>Guidance and indicative content</b>	
<b>Level 4 (10-12 marks)</b>	<p>Level 4 answers will typically construct a one-sided answer explicitly supported by three valid examples e.g.</p> <p><i>I disagree with the statement because it could be argued that other developments were more important. For example the introduction of Old Age Pensions in 1909 transformed the lives of thousands of pensioners by giving them a regular income after the age of 70. For many of them they would have had to go to the workhouse if not for pensions. Another factor which could be seen as more significant than the NHS is the government's housebuilding programmes after the First and Second World Wars. These programmes took thousands of people out of unhealthy inner city slums and gave them homes on housing estates with proper heating, ventilation, water and sanitation. Alternatively, the Clean Air Act of 1956 was really important. Burning coal led to thick blankets of smog in cities like London. The smog of 1952 killed about 12,000 people in London, The Clean Air Act required factories and homes in specified areas to burn special types of 'smokeless' fuel. Slowly these smokeless zones grew and by the 1980s smog from coal was no longer a problem.</i></p> <p><b>Nutshell One sided argument; three explained points of support</b></p> <p><b>Alternatively</b>, Level 4 answers will construct a balanced argument with two explained points on one side and one explained point on the other side e.g.</p> <p><i>Overall I agree with the statement. First of all the NHS was so significant because it was such a huge improvement on what had been available before for most people. Until 1948, about 8 million people had never seen a doctor because they could not afford it. By making health care free to all the NHS massively improved life for thousands of people. Another way in which it was significant is the range of services it provided – not just doctors. The NHS gave things such hospital care, family doctors, vaccinations and maternity care to everyone for free. This had had a big impact on increasing life expectancy, particularly in reducing the numbers of women dying after childbirth. However, the introduction of Old Age Pensions in 1909 also transformed the lives of thousands of pensioners by giving them a regular income after the age of 70. For many of them they would have had to go to the workhouse if not for pensions.</i></p> <p><b>Nutshell: Balanced argument; two explained point on one side and one explained point on the other side.</b></p>
<b>Level 3 (7-9 marks)</b>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>I agree with the statement. First of all the NHS was so significant because it was such a huge improvement on what had been available before for most people. Until 1948, about 8 million people had never seen a doctor because they could not afford it. By making health care free to all the NHS massively improved life for thousands of people. Another way in which it was significant is the range of services it provided – not just doctors. The NHS gave things such hospital care, family doctors, vaccinations and maternity care to everyone for free. This had had a big impact on increasing life expectancy, particularly in reducing the numbers of women dying after childbirth.</i></p> <p><b>Nutshell One sided argument; two explained points of support</b></p> <p><b>Alternatively</b>, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>I agree the NHS was so significant because it was such a huge improvement on what had been available before for most people. Until 1948, about 8 million people had never seen a doctor because they could not afford it. By making health care free to all the NHS massively improved life for thousands of people. However, the introduction of Old Age Pensions in 1909 also transformed the lives of thousands of pensioners by giving them a regular income after the age of 70. For many of them they would have had to go to the workhouse if not for pensions.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p>
<b>Level 2 (4-6 marks)</b>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example e.g.</p> <p><i>I agree the NHS was so significant because it was such a huge improvement on what had been available before for most people. Until 1948, about 8 million people had never seen a doctor because they could not afford it. By making health care free to all the NHS massively improved life for thousands of people.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p>

Guidance and indicative content	
<b>Level 1 (1-3 marks)</b>	<p>Level 1 answers will typically identify improvements brought by the NHS <b>OR</b> identify other significant improvements without full explanation, e.g.  <i>I agree because the NHS gave people free medical care OR I disagree because actually Old Age Pensions was a more significant improvement.</i>  <b>Nutshell: Identification of NHS improvements or other significant improvements without explanation</b></p> <p>Alternatively, Level 1 answers will typically describe relevant events or make general, unsupported assertions, e.g.  <i>The NHS was set up by the Labour government in 1948. / I agree the NHS was the most significant because so many people benefitted.</i>  <b>Nutshell: Description of relevant events or developments with no explanation OR general assertions</b></p>
<b>0 marks</b>	

**NOTE:** At each level, many candidates will attempt to more explained points, but only fully/successfully explained points should be credited. eg at L2, many answers will attempt a balanced answer but only achieve one valid explanation.

<b>Question 5*–18 marks</b> <b>How far do you agree that living conditions in towns during the Early Modern period (1500-1750) were no better than during the Middle Ages? Give reasons for your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> 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 may be awarded some marks at Level 1 if they demonstrate any knowledge of public health during these periods. 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 consider both sides of the argument before reaching a conclusion.</i> <i>Answers are most likely to show understanding of the second order concepts of similarity and difference and causation but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: streets were still unpaved and dirty in lots of towns; animal excrement still a problem; overhanging houses made it dark; in towns where some improvements were made, poorer neighbourhoods were not improved; cleanliness of water still a problem; link between dirt and disease still not made</i>  <i>Grounds for disagreeing include: towards the end of the period local authorities made big improvements such as paved streets, squares with terraced houses etc although often these changes only benefitted the wealthy; oil burning street lamps were introduced; after the end of the plague epidemics towns were able to concentrate on improving living conditions; by 1750 in London there were several water companies that would pipe water into homes of those who could afford it</i>
<b>Level 5 (13–15 marks)</b> 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>	
<b>Level 4 (10–12 marks)</b> 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>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of 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>	
<b>Level 2 (4–6 marks)</b> 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>	
<b>Level 1 (1–3 marks)</b> 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>	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 5*–18 marks</b> <b>How far do you agree that living conditions in towns during the Early Modern period (1500-1750) were no better than during the Middle Ages? Give reasons for your answer.</b>	
<b>Guidance and indicative content</b>	
<b>Level 6 (16-18 marks)</b>	<p>Level 6 answers will typically set out an argument which compares the conditions in both periods. Arguments will be explicitly supported by at least two examples of living conditions from each of the two periods (or three from one period and one from the other), plus a <b>clinching argument</b> e.g.</p> <p><i>Overall I think that the statement is correct. Living conditions in towns in the medieval period were very poor for most people. Waste was a real problem. At the end of a market day, the streets were full of waste from food and animals. Many toilets had no lining and excrement leaked into other houses' cellars. Another problem was the lack of a clean water supply. No-one had pipes to bring clean water to their house and some gongfarmers simply emptied waste into the stream so living conditions were very unhealthy and disease was common.</i></p> <p><i>There were some improvements in the early modern period. By the 1700s, towns were improving. For example, many towns also introduced oil-burning lamps on the streets and footways for pedestrians. There was some better quality terraced housing and some streets were paved with stone. By 1750 in London there were several water companies that would pipe water into homes of those who could afford it.</i></p> <p><i>Overall, even though there were some improvements in the 1700s this was only the end of the period and many were only superficial changes such as lighting. The changes which were more substantial like clean water only affected the wealthy, so I would say that for the majority of people and most of the period the statement is correct.</i></p> <p><b>Nutshell Valid comparison of periods; two explained points each period (or three from one period and two from the other) plus a clinching argument</b>  <b>NOTE: The 2 different periods must be covered but it would be possible for candidates to agree/disagree entirely with the statement (eg 2 points on poor conditions in medieval towns plus 2 points on continuation of poor conditions in EM towns)</b></p>
<b>Level 5 (13-15 marks)</b>	<p>Level 5 answers will typically set out an argument which compares the two periods, supported by at least two examples of living conditions from each of the two periods (or three from one period and one from the other) e.g.</p> <p><i>[As Level 6 but without clinching argument, or with a summary/assertion instead eg Overall, I think that the statement is true because there were still lots of problems which remained in the Early Modern period and not much had changed at all.]</i></p> <p><b>Nutshell: Valid comparison of periods; two explained points for each period (or three from one period and one from the other)</b>  <b>NOTE: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</b></p>
<b>Level 4 (10-12 marks)</b>	<p>Level 4 answers will typically set out an argument based on living conditions in only one period, supported by three examples of living conditions in that period, e.g.</p> <p><i>I don't agree because there were some improvements in the early modern period. In the 1500s, towns like York were already makes efforts to clean up the town – for example, they fined people for throwing urine and excrement into the street at night. By the 1700s, towns were improving more. For example, many towns introduced oil-burning lamps on the streets and footways for pedestrians. There was some better quality terraced housing and some streets were paved with stone. By 1750 in London there were several water companies that would pipe water into homes of those who could afford it.</i></p> <p><b>Nutshell One period explained, supported by three examples</b></p>

Guidance and indicative content	
	<p>Alternatively, Level 4 answers will typically set out an argument based on living conditions in both periods, supported by two examples of living conditions in one period and one example from the other period, e.g.</p> <p><i>I think the statement is correct. Living conditions in towns in the medieval period were very poor for most people. Waste was a real problem. At the end of a market day, the streets were full of waste from food and animals. Many toilets had no lining and excrement leaked into other houses' cellars. Another problem was the lack of a clean water supply. No-one had pipes to bring clean water to their house and some gongfarmers simply emptied waste into the stream so living conditions were very unhealthy and disease was common. However, there were some improvements in the early modern period. By the 1700s, towns were improving. For example, many towns also introduced oil-burning lamps on the streets and footways for pedestrians.</i></p> <p><b>Nutshell: Both periods explained, supported by two examples from one period and one from the other period</b></p>
<b>Level 3 (7-9 marks)</b>	<p>Level 3 answers will typically set out an argument based on living conditions in only one period, supported by two examples of living conditions in that period eg</p> <p><i>I think the statement is correct. Living conditions in towns in the medieval period were very poor for most people. Waste was a real problem. At the end of a market day, the streets were full of waste from food and animals. Many toilets had no lining and excrement leaked into other houses' cellars. Another problem was the lack of a clean water supply. No-one had pipes to bring clean water to their house and some gongfarmers simply emptied waste into the stream so living conditions were very unhealthy and disease was common</i></p> <p><b>Nutshell: One period explained, supported by two examples</b></p> <p>Alternatively, Level 3 answers will set out an argument based on living conditions in both periods, supported by one example from each period, e.g.</p> <p><i>I think the statement is correct. Living conditions in towns in the medieval period were very poor for most people. Waste was a real problem. At the end of a market day, the streets were full of waste from food and animals. Many toilets had no lining and excrement leaked into other houses' cellars. However, there were some improvements in the early modern period. By the 1700s, towns were improving. For example, many towns also introduced oil-burning lamps on the streets and footways for pedestrians.</i></p> <p><b>Nutshell: Both period explained, supported by one example from each period</b></p>
<b>Level 2 (4-6 marks)</b>	<p>Level 2 answers will typically set out an argument based on living conditions in only one period, supported by one examples of living conditions in that period eg</p> <p><i>I think the statement is correct. Living conditions in towns in the medieval period were very poor for most people. Waste was a real problem. At the end of a market day, the streets were full of waste from food and animals. Many toilets had no lining and excrement leaked into other houses' cellars.</i></p> <p><b>Nutshell: One period explained, supported by one example</b></p>
<b>Level 1 (1-3 marks)</b>	<p>Level 1 answers will typically describe living conditions in one or both periods without full explanation, e.g.</p> <p><i>I agree because people still didn't have clean water in 1750.</i></p> <p><b>Nutshell: Identification of living conditions without explanation</b></p> <p>Alternatively, Level 1 answers will typically describe relevant events or make general, unsupported assertions,, e.g.</p> <p><i>In the medieval period there was the problem of plague in towns./ I agree because the level of hygiene was just the same in both periods.</i></p> <p><b>Nutshell: Description of relevant events or developments with no explanation OR general assertions</b></p>
<b>0 marks</b>	

**NOTE:** At each level, many candidates will attempt to more explained points, but only fully/successfully explained points should be credited. eg at L2, many answers will attempt a balanced answer but only achieve one valid explanation.

## Section B: The Norman Conquest, 1065–1087

**Question 6a – 3 marks**

**In Interpretation A the artist portrays early Norman castles as a means of control. Identify and explain one way in which he 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 historian argues early Norman castles were built as a way to control the English + 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 artist portrays that early Norman castles were built as a way to control the English may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of historical events portrayed and / or to the method or approach used by the artist/historian. 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.*

**NOTE:**

- **One mark is for correct identification of a feature in the interpretation that relates to the question.**
- **For the second 2 marks, the candidate must either: pick out a specific feature in the image and develop the explanation by making two points about it;**
- **OR give 2 examples relating to a more general feature.**

*The following answers are indicative. Other appropriate ways and appropriate and accurate explanation should also be credited:*

*For example:*

- *The artist shows a dark sky which suggests this is a time of trouble and violence which is why the castle is there (1). The Norman soldiers and the defensive features of the castle are shown in light to make them stand out as formidable and in control. (1) The castle's dominating position and the fact that light is used to make it stand out against the dark to make it appear to be even more formidable and dominating. (1)*
- *The artist shows that the castle is built from wood. This is because William had to build castles quickly to be able to assert his authority over the English when he first took control of England. (1) It was quicker to build castles from wood than stone and speed was essential if William was to control the English when he first took control. (1) The artist shows that the castle isn't even complete yet but already there are soldiers there to defend the castle from the English. (1)*



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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 first motte and bailey castles built by the Normans.	
Levels	Notes and guidance specific to the question set
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b> <b>Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b>	
<b>Level 3 (5 marks)</b> 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> <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> <i>Examples of areas for further research include:</i> <i>Reasons for early motte and bailey castles being built (including the relative insecurity of the Normans immediately after the initial conquest (causation), whether all early Norman motte and bailey castles were built to the same design (diversity), the impact the building of the castles had on the areas where they were built (change/continuity, consequence, significance) how effective were they (consequence), who controlled the castles, how many soldiers were garrisoned there, where did they live?</i>
<b>Level 2 (3–4 marks)</b> 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).	
<b>Level 1 (1–2 mark)</b> 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).	
<b>0 marks</b> No response or no response worthy of credit.	

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June 2018

<b>Question 6b – 5 marks</b> <b>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 first motte and bailey castles built by the Normans.</b>	
<b>Guidance and indicative content</b>	
<b>Level 3</b> <b>(5 marks)</b>	<p>Answers at L3 will typically identify one or more valid lines of enquiry based on a second order concept and explain specifically how this enquiry would increase understanding of a specific aspect of Interpretation A e.g.</p> <p><i>[Significance / Diversity]</i>  <i>Interpretation A suggests that the use of castles and troops were very important in allowing the Normans to keep control of England. I would investigate what other methods the Normans used to control the population. This would enable me to see whether armed force or other methods were more important or whether they worked together.</i></p> <p><b>Nutshell: Valid line of enquiry with explanation of how this would improve understanding, using Interpretation A</b></p>
<b>Level 2</b> <b>(3-4 marks)</b>	<p>Answers at L2 will typically identify one or more valid lines of enquiry based on a second order concept and explain how this enquiry would increase understanding of some aspect(s) of the topic / issue e.g.</p> <p><i>[Causation]</i>  <i>I would look at why the Normans continued to use wooden castles even after rebellions had died down and William's position was more secure. This would allow us to understand the benefits of motte and bailey castles and the other reasons they were used apart from being able to construct castles quickly.</i></p> <p><b>Nutshell: Valid line of enquiry with explanation of how this would improve understanding</b></p>
<b>Level 1</b> <b>(1-2 marks)</b>	<p>Answers at L1 will identify a valid line of enquiry based on a second order concept (2 marks) eg</p> <p><i>I would investigate whether all castles were the same.</i></p> <p><b>Nutshell: Valid line of enquiry</b></p> <p>Alternatively, L1 answers may identify details from Interpretation A and suggest further investigation into them (1-2 marks) eg  <i>I would look for more information about the troops shown in Interpretation A. It would be interesting to know where they came from or how much they got paid.</i>  OR  <i>I would find out more about what the soldiers did.[1 mark]</i></p> <p><b>Nutshell: Find out more about people / events / objects in Interpretation A</b></p>
<b>0 marks</b>	

<b>Levels</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 4 (10–12 marks)</b> 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"> <li>• <i>The overall portrayal of each extract (B explains the relative freedoms a woman in Anglo-Saxon society had, C argues that there was no such thing as a golden age for Anglo-Saxon women, B gives specific examples of what a woman had the freedom to do but C is more a general description of how women didn't have equality.</i></li> <li>• <i>C talks about the myth of a golden age whereas B suggests that whilst it wasn't amazing women did have some freedoms.</i></li> <li>• <i>B is more focused on life in Anglo-Saxon times and says that things got worse under the Normans whereas C is saying that neither time was good for women.</i></li> <li>• <i>The style and tone of the extracts (e.g. simpler language in B, the reference to historical debate in C). The author of B is clearly in favour of rights for women and this may have coloured her writing.</i></li> <li>• <i>The nature and purpose of the extracts e.g. the audience for which the interpretations were made and how this affects the content and style (e.g. B was made for a website for her readers who might be girls and so focuses on defending her books and her portrayal of life at the time for women whereas C is written by an historian who is keen to dispel ideas that he thinks are unjustified e.g. the golden age in England before the Conquest').</i></li> <li>• <i>The authors themselves e.g. B was written by an author who wants her books to be exciting, C is written by an historian who has researched the topic in great detail and is keen to put his ideas forward and show how he reached these ideas - however B has also researched the period</i></li> <li>• <i>Some hints of agreement e.g. they do not disagree that women had rights over their property</i></li> </ul> <p><i>Understanding of the period and relevant historical issues may be shown through the language and terminology used or through reference to life for Anglo-Saxon women and the historical debate that exists over whether women experienced a 'golden age' being able to own property</i></p>
<b>Level 3 (7–9 marks)</b> 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).	
<b>Level 2 (4–6 marks)</b> 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).	
<b>Level 1 (1–3 marks)</b> 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).	
<b>0 marks</b> No response or no response worthy of credit.	

	Notes and guidance specific to the question set
	<p><i>etc. or whether because it was only 5% who owned property in 1066 that doesn't really reflect a golden age for most women.</i></p> <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>

<b>Question 7–12 marks</b> <b>Interpretations B and C both focus on the position of women in Anglo-Saxon society. How far do they differ and what might explain any differences?</b>	
<b>Guidance and indicative content</b>	
<b>Level 4 (10–12 marks)</b>	<p>Answers at L4 will typically compare the overall portrayal of women in Anglo-Saxon society and support this with relevant reference to the content of the interpretations. They will use the <b>purpose</b> of one or both of the interpretations to explain reasons for different portrayals, e.g.</p> <p><i>These two interpretations give us very different views of the position of women in Anglo-Saxon society. From Interpretation B we get the impression that the Anglo-Saxon period was a 'Golden Age' where women had an important and equal role. The author says that women had many rights and freedoms, like the right to own land, which many would consider 'surprising'. However, Interpretation C argues that this is a 'myth' and that women were actually 'no better off' under the Anglo-Saxons than they were under the Normans. I think the reason that B is more positive about women's position is that the author is trying to justify the character she has included in her book. Her fifteen year old girl goes off and has 'adventures' so she's trying to defend the historical accuracy of giving her character those freedoms.</i></p> <p><b>[Other possible lines of argument might include: B is aiming at a female audience and the idea of freedoms would appeal to this audience. In C the author is trying to dispel or debunk a popular myth.]</b></p> <p><b>Nutshell: Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose of B or C</b></p> <p><b>NOTE: Award 10-11 marks for candidates who use the purpose of <u>one</u> interpretation to explain difference in portrayals. Award 12 marks for candidates which use the purpose of <u>both</u> interpretations to explain difference in portrayals.</b></p>
<b>Level 3 (7-9 marks)</b>	<p>Answers at L3 will typically compare the overall portrayal of women in Anglo-Saxon society and support this with relevant reference to the content of the interpretations. Answers at this level may attempt to explain differences using undeveloped comments about provenance e.g.</p> <p><i>These two interpretations give us very different views of the position of women in Anglo-Saxon society. From Interpretation B we get the impression that the Anglo-Saxon period was a 'Golden Age' where women had an important and equal role. The author says that women had many rights and freedoms, like the right to own land, which many would consider 'surprising'. However, Interpretation C argues that this is a 'myth' and that women were actually 'no better off' under the Anglo-Saxons than they were under the Normans. I think the reasons for differences are that B is about a fictional history book which wants to make the story exciting, and C is by a historian who has done lots of research and isn't biased.</i></p> <p><b>Nutshell: Valid comparison of portrayals in B and C with support from one or both interpretations.</b></p> <p><b>NOTE: Answers with support from only one interpretation award 7 marks</b></p>
<b>Level 2 (4-6 marks)</b>	<p>Answers at L2 will typically make a valid comparison of the overall portrayal of the position of women but fail to develop this with relevant support, e.g.</p> <p><i>Interpretation B makes it out as if women had an important and equal role in Anglo Saxon society whereas C argues that this is a myth.</i></p> <p><b>Nutshell: Valid comparison of portrayals with no support</b></p> <p>Alternatively, L2 answers will use the purpose of one interpretation to explain its portrayal of women but fail to compare to the other interpretation, e.g.</p> <p><i>I think that the reason Interpretation B is so positive about women is that the author is trying to justify the character she has included in her book. Her fifteen year old girl goes off and has 'adventures' so she's trying to defend the historical accuracy of giving her character those freedoms.</i></p> <p><b>Nutshell: Purpose of one interpretation used to explain its portrayal of women – no comparison.</b></p>
<b>Level 1 (1–3 marks)</b>	<p>Answers at L1 will typically make simplistic comments about provenance e.g.</p> <p><i>They are different because B is about a fictional book, and C is by a historian who has done lots of research and isn't biased.</i></p> <p><b>Nutshell: Comparison of simplistic provenance</b></p> <p>Alternatively, answers will explain or paraphrase the portrayal of women in one interpretation only, with no valid comparison e.g.</p> <p><i>From Interpretation B we get the impression that the Anglo-Saxon period was a 'Golden Age' where women had an important and equal role.</i></p> <p><b>Nutshell: Portrayal of women in one interpretation explained with no valid comparison</b></p>
<b>0 marks</b>	

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<b>Question 8*–20 marks</b> <b>In her blog <i>The death of Edward the Confessor and the conflicting claims to the English Crown</i> Dr Jessica Nelson argues that ‘Edward himself should shoulder some of the blame’ for the succession crisis. How far do you agree with this view?</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (17–20 marks)</b> 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>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the Succession crisis</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.</i> <i>Answers are most likely to show understanding of the second order concepts causation but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: Edward naming Edgar as well as William (1051) as successor at different times, on his deathbed saying he wanted Harold to protect the kingdom, no plans made with the Witan, sending Harold Godwinson to make an oath to William in 1064 whilst inviting Edgar's father to return from exile.</i> <i>Grounds for disagreeing include: William's ambition, the Norman Origin myth, Edward not having a son, strength of the Godwin family in England, role of the Witan, Harald Hardrada's ambition to follow up a promise made by Danish ancestors, Edgar not pushing his royal blood claim, succession criteria in place - not automatically going to nearest living relative.</i>
<b>Level 4 (13–16 marks)</b> 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>	
<b>Level 3 (9–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of 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>	
<b>Level 2 (5–8 marks)</b> 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>	
<b>Level 1 (1–4 marks)</b> 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 (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>	
<b>0 marks</b> No response worthy of credit.	

**Question 8\*–20 marks**

In her blog *The death of Edward the Confessor and the conflicting claims to the English Crown* Dr Jessica Nelson argues that ‘Edward himself should shoulder some of the blame’ for the succession crisis. How far do you agree with this view?

**Guidance and indicative content**

<b>Level 5 (17-20 marks)</b>	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid <b>clinching argument</b> e.g.</p> <p><i>There is evidence to support the statement. Norman sources say that Edward announced in 1051 that he wanted to pass the crown to William of Normandy. This seems likely as Edward had grown up in Normandy and had already appointed many of his Norman friends to key positions. However, some sources say that on his deathbed Edward appeared to contradict himself by reaching out to Harold Godwineson and leaving the kingdom in his protection. This led to the succession crisis as both Harold and William had a legitimate claim to the throne.</i></p> <p><i>Another reason why Edward the confessor should be blamed was that he did not have an heir. If he had then there probably would not have been a succession crisis because the witan would have appointed the child king and the Godwines would have supported him because his mother would have been a Godwine. However, for religious reasons Edward chose not to have children with his wife.</i></p> <p><i>On the other hand Harold Godwineson could be blamed. In 1064 or 1065 he took an oath in Normandy reaffirming Edward’s promise that William would be his successor. His claim to the throne seems a bit dubious, shown by the fact he rushed to have himself crowned within hours of Edward’s burial. There was also the Witan who might be blamed. They could have challenged Harold’s claim as he was not a blood relative of Edward’s, and Edgar Aetheling had a more solid claim. But they were persuaded by the power and force of Harold that Edward had granted him the throne.</i></p> <p><i>Overall I don’t think Edward was to blame. We have no evidence apart from Harold’s that he did grant Harold the crown on his deathbed; he may have only meant for Harold to guard the country and he may not have said anything at all.</i></p> <p><b>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</b></p>
<b>Level 4 (13-16 marks)</b>	<p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g.</p> <p><i>In some ways this is right. Edward the confessor should be blamed was that he did not have an heir. If he had then there probably would not have been a succession crisis because the witan would have appointed the child king and the Godwines would have supported him because his mother would have been a Godwine. However, for religious reasons Edward chose not to have children with his wife. On the other hand Harold Godwineson could be blamed. In 1064 or 1065 he took an oath in Normandy reaffirming Edward’s promise that William would be his successor. His claim to the throne seems a bit dubious, shown by the fact he rushed to have himself crowned within hours of Edward’s burial. There was also the Witan who might be blamed. They could have challenged Harold’s claim as he was not a blood relative of Edward’s, and Edgar Aetheling had a more solid claim. But they were persuaded by the power and force of Harold that Edward had granted him the throne.</i></p> <p><b>Nutshell: Balanced or one-sided argument; three explained points of support</b></p> <p><b>NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three.</b></p> <p><b>NOTE 2: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</b></p>

Guidance and indicative content	
<b>Level 3 (9-12 marks)</b>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>I don't agree; I think Harold Godwineson could be blamed. In 1064 or 1065 he took an oath in Normandy reaffirming Edward's promise that William would be his successor. His claim to the throne seems a bit dubious, shown by the fact he rushed to have himself crowned within hours of Edward's burial. There was also the Witan who might be blamed. They could have challenged Harold's claim as he was not a blood relative of Edward's, and Edgar Aetheling had a more solid claim. But they were persuaded by the power and force of Harold that Edward had granted him the throne.</i></p> <p><b>Nutshell: One sided argument, two explained points of support</b></p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is evidence to support the statement. Norman sources say that Edward announced in 1051 that he wanted to pass the crown to William of Normandy. However, some sources say that on his deathbed Edward appeared to contradict himself by reaching out to Harold Godwineson and leaving the kingdom in his protection. This led to the succession crisis as both Harold and William had a legitimate claim to the throne. Yet the Witan could also be blamed because they could have challenged Harold's claim as he was not a blood relative of Edward's, and Edgar Aetheling had a more solid claim. But they were persuaded by the power and force of Harold that Edward had granted him the throne.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p> <p><b>NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</b></p>
<b>Level 2 (5-8 marks)</b>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>I don't agree; I think the Witan could be blamed because they could have challenged Harold's claim as he was not a blood relative of Edward's, and Edgar Aetheling had a more solid claim. But they were persuaded by the power and force of Harold that Edward had granted him the throne.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p> <p><b>NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</b></p>
<b>Level 1 (1-4 marks)</b>	<p>Level 1 answers will typically identify reasons for the succession crisis (other than the one identified in the statement) without full explanation, e.g.</p> <p><i>No, the Witan was more to blame for not challenging Harold's claim.</i></p> <p><b>Nutshell: Identification of reason(s) without explanation</b></p> <p>Alternatively, Level 1 answers will typically describe relevant events OR make general, unsupported assertions e.g.</p> <p><i>In January 1066 Edward the Confessor died. He had no children and it was uncertain who would rule England after him. / No, Edward wasn't to blame because there were other things which were out of his control.</i></p> <p><b>Nutshell: Description of succession crisis without consideration of Edward's responsibility for it OR general, unsupported assertions.</b></p>
<b>0 marks</b>	



<p><b>Question 9*–20 marks</b>  <b>According to historian David Howarth in his book <i>1066 the Year of the Conquest</i>, “It took William five years of ruthless oppression to bring the country under his power.” How far do you agree with this view?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	Notes and guidance specific to the question set
<p><b>Level 5 (17–20 marks)</b>            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><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of early Norman England.</i>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description.</i>  <i>Answers are most likely to show understanding of the second order concepts of change and continuity (i.e. pace of change) and similarity and difference (diversity of experience across England) or causation (why and how William established control) but reward appropriate understanding of any other second order concept.</i>    <i>Grounds for agreeing include: William ‘laid waste’ Sussex, Kent etc. straight after Battle of Hastings, Battles against rebels in York, Exeter, Herefordshire, the Harrying of the North, siege of Ely, putting church leaders in prison</i>    <i>Grounds for disagreeing include: early tactics included negotiation with earls and thegns, pardoned rebels who then swore oath of loyalty e.g. in Exeter, used castles to scare English into submission rather than fighting, tried to respect English traditions.</i>    <i>Answers might explain that William tried to use less ruthless methods at first but as the threat from the rebels and invaders grew greater he became more ruthless, so it wasn’t 5 years of ruthless oppression but William did become ruthless when necessary to maintain his power.</i></p>
<p><b>Level 4 (13–16 marks)</b>            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><b>Level 3 (9–12 marks)</b>            Demonstrates sound knowledge of key features and characteristics of 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><b>Level 2 (5–8 marks)</b>            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>	

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	Notes and guidance specific to the question set
<p><b>Level 1 (1–4 marks)</b></p> <p>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 (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><b>0 marks</b></p> <p>No response or no response worthy of credit</p>	

**Question 9\*–20 marks**

According to historian David Howarth in his book 1066 the Year of the Conquest, “It took William five years of ruthless oppression to bring the country under his power.” How far do you agree with this view?

**Guidance and indicative content**

<p><b>Level 5 (17-20 marks)</b></p> <p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid <b>clinching argument</b> e.g.</p> <p><i>Ruthless oppression was certainly used in the weeks after William’s victory at the Battle of Hastings. When William could not take the city of London, his Norman knights torched all the houses outside the city walls and along London’s south bank. Then, he intimidated it into surrender by laying waste to the areas surrounding it like Sussex and Kent. Furthermore, William dealt with some of the rebellions against his invasion through ruthless oppression. In 1068-69, there were rebellions in the North of England. When the Danes aided the rebels and invaded England in 1069, William sent his troops to destroy land and root out the rebels who were hiding in the marshlands. This became known as the Harrying of the North and caused widespread famine. Whole areas of the north were depopulated.</i></p> <p><i>On the other hand William did not always use ruthless oppression. His tactics also included negotiation. For example, in 1067, William claimed all English lands as his own but allowed earls and thegns to buy their lands back from him. He also allowed English nobles to keep their positions if they formally submitted to him. He even allowed Stigand to remain as Archbishop of Canterbury to avoid unnecessary conflict. In addition to this, William’s response to the rebellions against his rule was very fair rather than ruthless. In Exeter, for example, he pardoned the rebels and in return for vows of loyalty he promised that the city would not be plundered or punished.</i></p> <p><i>Overall I think that William’s methods changed over time. Although he tried to use less ruthless methods at first, as the threat from the rebels and invaders grew greater he became more ruthless, so it wasn’t 5 years of ruthless oppression but William did become ruthless when necessary to maintain his power.</i></p> <p><b>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</b></p>	
<p><b>Level 4 (13-16 marks)</b></p> <p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by three valid examples e.g.</p> <p><i>Ruthless oppression was used in the weeks after William’s victory at the Battle of Hastings. When William could not take the city of London, his Norman knights torched all the houses outside the city walls and along London’s south bank. Then, he intimidated it into surrender by laying waste to the areas surrounding. Furthermore, William dealt with some of the rebellions through ruthless oppression. In 1068-69, there were rebellions in the North. When the Danes aided the rebels and invaded England, William sent his troops to destroy land and root out the rebels who were hiding in the marshlands. This became known as the Harrying of the North and caused widespread famine. Whole areas of the north were depopulated.</i></p> <p><i>On the other hand William did not always use ruthless oppression. His tactics also included negotiation. For example, in 1067, William claimed all English lands as his own but allowed earls and thegns to buy their lands back from him. He also allowed English nobles to keep their positions if they formally submitted to him. He even allowed Stigand to remain as Archbishop of Canterbury to avoid unnecessary conflict.</i></p> <p><b>Nutshell: Balanced or one-sided argument; three explained points of support</b>  <b>NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three</b>  <b>NOTE 2: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</b></p>	

<b>Guidance and indicative content</b>	
<b>Level 3 (9-12 marks)</b>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>Ruthless oppression was certainly used in the weeks after William's victory at the Battle of Hastings. When William could not take the city of London, his Norman knights torched all the houses outside the city walls and along London's south bank. Then, he intimidated it into surrender by laying waste to the areas surrounding it like Sussex and Kent. Furthermore, William dealt with some of the rebellions against his invasion through ruthless oppression. In 1068-69, there were rebellions in the North of England. When the Danes aided the rebels and invaded England in 1069, William sent his troops to destroy land and root out the rebels who were hiding in the marshlands. This became known as the Harrying of the North and caused widespread famine. Whole areas of the north were depopulated.</i></p> <p><b>Nutshell: One sided argument, two explained points of support</b></p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>Ruthless oppression was certainly used in the weeks after William's victory at the Battle of Hastings. When William could not take the city of London, his Norman knights torched all the houses outside the city walls and along London's south bank. Then, he intimidated it into surrender by laying waste to the areas surrounding it like Sussex and Kent. On the other hand William did not always use ruthless oppression. His tactics also included negotiation. For example, in 1067, William claimed all English lands as his own but allowed earls and thegns to buy their lands back from him. He also allowed English nobles to keep their positions if they formally submitted to him. He even allowed Stigand to remain as Archbishop of Canterbury to avoid unnecessary conflict.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p> <p><b>NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</b></p>
<b>Level 2 (5-8 marks)</b>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>Ruthless oppression was certainly used in the weeks after William's victory at the Battle of Hastings. When William could not take the city of London, his Norman knights torched all the houses outside the city walls and along London's south bank. Then, he intimidated it into surrender by laying waste to the areas surrounding it like Sussex and Kent.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p> <p><b>NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</b></p>
<b>Level 1 (1-4 marks)</b>	<p>Level 1 answers will typically identify evidence for/against ruthless oppression without full explanation, e.g.</p> <p><i>Yes, ruthless oppression was used during the Harrying of the North.</i></p> <p><b>Nutshell: Identification of evidence without explanation.</b></p> <p>Alternatively, Level 1 answers will typically describe William's actions or relevant events during the invasion/conquest but fail to explain how they address the question OR make general, unsupported assertions e.g.</p> <p><i>In the summer of 1068, Earls Edwine and Morcar sent a message to William saying they would fight against his rule. William marched North to face the rebellion and eventually Edwine and Morcar chose to surrender to William. / William was far more ruthless than patient against rebels.</i></p> <p><b>Nutshell: Description of events without consideration of methods used by William OR general, unsupported assertions</b></p>
<b>0 marks</b>	

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