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# GCSE History

8145/2B/A – Paper 2: Section B/A

Norman England, c1066-1100

Mark scheme

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June 2018

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Version/Stage: 1.0 Final

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

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

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

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

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

### Step 1 Determine a level

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

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

In many of our mark schemes we use the following terms to describe the qualities and levels of reasoning of an answer:

**Complex:** Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.

**Developed:** Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.

**Simple:** Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.

**Basic:** Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.

When a question tests AO1 and AO2 in conjunction, the AO2 element of the level descriptor always is the first statement in the descriptor and the AO1 element is the second statement in the descriptor. It is also important to remember that the 'indicative' content', which accompanies the level descriptors, is designed to exemplify the qualities expected at each level and is not a full exemplar answer. Other historically accurate and valid answers should be credited.

## Step 2 Determine a mark

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

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

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

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

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How convincing is **Interpretation A** about William the Conqueror and the Battle of Hastings?

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

**[8 marks]**

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

**Target**

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

**Level 4:**

**Complex evaluation of interpretation with sustained judgement based on contextual knowledge/understanding**

**7-8**

Extends Level 3.

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

For example, the interpretation is convincing because it acknowledges Harold's possibly daring brilliance as a commander. To have beaten off the first invasion at Stamford Bridge and then taken up a good defensive position on Senlac Hill blocking the road to London. He had roughly the same number of troops as William and deployed them with a shield wall. His troops lasted nearly the whole day to hold their position and beat off the Normans.

**Level 3:**

**Developed evaluation of interpretation based on contextual knowledge/understanding**

**5-6**

Extends Level 2.

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

For example, it is also convincing because it suggests William was a better general and there is some evidence that he had skill. William chose the site of the battleground, with marshy ground that slowed the Anglo-Saxons down when they followed the Normans feigned retreat. The Norman troops were very organised and disciplined to attack them at the bottom of the hill. This was a tactic he had used before in Sicily.

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

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

For example, the interpretation is convincing because it refers to William being a better general than Harold which might be because he feigned retreat.

It says chance played a part and William gambled. William was lucky that Harold had to deal with two invasions. Harold's men were tired from marching and fighting at Stamford Bridge.

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

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

For example, answers stating it is convincing because the Normans ran away and the Anglo-Saxons chased them and then they were killed.

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

**0 2** Explain what was important about the Norman reform of the English legal system. **[8 marks]**

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

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

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

Extends Level 3.

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

For example, Norman reforms of the legal system preserved a lot of the Anglo-Saxon law and order system. The Normans use the best of both systems to keep control of both Normandy and England. The biggest change they introduced was probably to do with inheritance and the principle of primogeniture. Most upsetting for Anglo-Saxons might have been the introduction of forest laws to stop them hunting as they were used to.

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

Extends Level 2.

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

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

For example, the Normans introduced many more and smaller earldoms than the Anglo-Saxons had. The legal system saw more cases dealt with in honorial courts where tenants could appeal to their Lord for a judgement rather than in the Shire courts.

For example, the Normans ended the practice of criminals paying compensation to the families of their victims and wanted fines paid to the government. It introduced murdrum fines to punish an area for an attack on a Norman by an Anglo-Saxon.

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

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

For example, the Normans modernised the law. The Normans introduced fines rather than brutal punishments. More laws were written down and in Latin.

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

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

For example, the Normans brought in trial by combat where the winner of the fight was thought to be right.

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

**0 3**

Write an account of the problems caused by the death of Edward the Confessor in 1066.

**[8 marks]**

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

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

**Level 4: Complex analysis of changes 7-8  
Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3.

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

For example, the death of Edward the Confessor in 1066 caused problems because there was no single way to pass on the Crown when Edward the confessor died. The rules of inheritance were varied. The son of a king could inherit but not necessarily the eldest son. A male relative could be chosen or nominated by the Witan or chosen by the King as his heir. Of course the claimants could just fight it out and the winner be crowned which is what happened with the Norman conquest. William the Conqueror conquered England because Harald Hardrada was killed at Stamford Bridge and then Harold was killed at Hastings.

**Level 3: Developed analysis of change(s) 5-6  
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple narrative of change(s) with extended reasoning supported by a range of factual knowledge and understanding. For example, one consequence or impact of the ways in which the feudal system changed.

For example, the death of Edward the Confessor in 1066 caused problems because William expected to be King and was determined, organised and powerful enough to enforce his claim successfully. He got the Pope's backing, assembled a fleet, recruited soldiers and secured his French provinces.

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

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

For example, the Norman conquest happened because Harold Godwinson took the crown after Edward promised it to him on his death bed and he was supported by the English nobles. William said that Edward had promised him the throne earlier in his reign in 1051.

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

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

For example, the Norman conquest happened because Edward the Confessor died and he had no children.

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

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

**0 4**

'The main change that Norman cathedrals built in Britain demonstrated was a new architectural style.'

How far does a study of **Durham Cathedral** support this statement?

Explain your answer.

You should refer to **Durham Cathedral** and your contextual knowledge.

**[16 marks]**

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

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

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

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

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

Extends Level 3.

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

For example, although Durham Cathedral is a very clear Norman building in some ways it was less of a change and more of the further integration of European and Anglo-Saxon life and culture. For example in art and architecture the capitals in the castle chapel are similar to those found in Normandy. There were influences of St Peter's basilica in the spiral columns at Durham and the intersecting arches may have been inspired by Islamic Spain. Some of the elaborate carving suggests a more Anglo-Saxon style of decoration. The conquest accelerated European influences but did not

completely remove the Anglo-Saxon influence. For the Benedictine monks who took over in Durham and had a devotion to saints, to preserve the Anglo-Saxon veneration of St Cuthbert in Durham was easy and then the Normans added their own Saints and relics.

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

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

Extends Level 2.

Answers may suggest that one change has greater merit.

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

For example, another change was that cathedrals like Durham became part of the Norman government and helped pacify and conquer England. Cathedrals were placed near centres of population. Bishops were given wide powers and had great revenue. Durham had a Prince Bishop from 1075. He defended the borders of England in the north and lived in a Castle next door to the Cathedral located on a defensible bend in the river and towering above the surrounding countryside. This sent a clear message from the Norman conquerors to the Anglo-Saxons.

For example, the main change that Norman Cathedral showed was a more religious group of Benedictine monks were introduced by Bishop William St Calais which was designed to catch up with the continental clergy who had become more disciplined and pious in their services, worship, and lifestyle.

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

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Students may progress from a basic explanation to a simple explanation of change(s) by simple reasoning supported with factual knowledge and understanding of the site.

For example, the European architectural style is shown at Durham Cathedral with wide aisles, and transepts, inside it would have round columns with symmetrical patterns, capitals, with rounded arches and high ceilings. Technically Durham Cathedral shows the introduction of rib vaulting that allows a great span.

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| <b>Level 1:</b> | <b>Basic explanation of one or more factors</b>   | <b>1-4</b> |
|                 | <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>   |            |
|                 | Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit. |            |
|                 | Students recognise and provide a basic explanation of change(s).  |            |
|                 | For example, the Norman cathedrals like Durham were a Romanesque style with rounded arches and a quire where the monks sat.             |            |
|                 | <b>Students either submit no evidence or fail to address the question</b>   | <b>0</b>   |