GCSE (9–1)

History B (Schools History Project)

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 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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Annotations

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

Subject Specific Marking Instructions

Mark scheme

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

Question 1–3 marks **(a) Name one way people in towns obtained water in the period 1250-1500.** **(b) Give one example of what people in the first half of the nineteenth century believed caused cholera.** **(c) Give one example of how people responded to Spanish Flu 1918-1919.**	
Guidance	**Indicative content**
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	*For 1(a), likely valid responses include: conduit; well; water seller; river/stream.* *For 1(b), likely valid responses include: miasma; God; transmitted by touch.* *For 1(c,) likely valid responses include: use of air filter/face mask; isolation flu advice leaflets; films shown in cinemas; closure of some public institutions; health visitors sent door to door* Any other historically valid response is acceptable and should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

<table>
<tr><td colspan="2">Question 2–9 marks

Write a clear and organised summary that analyses people’s lives in Britain in the period 1750-1900. Support your summary with examples.</td></tr>
<tr><td>Levels

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks

AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>Level 3 (7–9 marks)

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).</td><td rowspan="4">Answers should show connections in the situation defined in the question and use these to organise the answer logically.

Answers could consider aspects of one or more of: aspects of living conditions such as the urban environment (e.g. the growth of major cities and industrialisation), housing (e.g. new buildings, back to backs, draughty and damp, overcrowding), the quality of food, the provision of clean water, the disposal of waste. Urbanisation; getting the vote and the impact on public health policies; working conditions; class divisions; impact of new scientific discoveries

Use of conceptual understanding to organise the response might in this case involve the concept of change within the period. Or it may involve using significance of different aspects of their lives.

Answers may show use of second order concepts such as causation (why their lives changed), consequence (the impact of changes to their lives), diversity 9the differences between the lives of people in different classes or town/country.

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).
No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</td></tr>
<tr><td>Level 2 (4–6 marks)

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).</td></tr>
<tr><td>Level 1 (1–3 marks)
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).</td></tr>
<tr><td>0 marks

No response or no response worthy of credit.</td></tr>
</table>

Question 2–9 marks **Write a clear and organised summary that analyses people's lives in Britain in the period 1750-1900. Support your summary with examples.**	
Guidance and indicative content	
Level 3 (7–9 marks)	Answers at L3 will typically be organised around a second order concept such as causes/ consequences, change/continuity, diversity. Answers will be supported with two or more valid examples e.g. [Causation/consequence] *Between 1750 and 1900 people's lives could be very unhealthy. Partly this was because towns and cities had grown incredibly quickly during the Industrial Revolution, when people poured into the urban areas. This meant that many people lived in back-to-back housing, which was difficult to ventilate and people who lived in them often suffered diseases like tuberculosis. Another impact of the Industrial Revolution was that sewers were not geared up to carry away so much human waste. People in back-to-back housing shared privies, which often overflowed into the streets and courts, spreading disease.* *[Change]* *There were lots of improvements to people's lives between 1750 and 1900.Up until the mid-1800s town and cities suffered from a lack of sanitation, with things like lack of proper sewers. There were epidemics of cholera, caused by contaminated water. But by 1900 things were improving. For example, Joseph Bazalgette's new sewer system in London meant that fewer people died from a cholera outbreak in 1866. Also, the Public Health of 1875 made it compulsory for towns to take responsibility for things like water supplies and rubbish collection.* **Nutshell: Summary based on second order concept(s) with two or more valid supporting examples** *Other valid areas might include: Causation – reasons why things improved; causation – other reasons for unhealthy lives, e.g. lack of understanding, laissez-faire attitude, etc.; diversity – different lives of different groups of people.*
Level 2 (4–6 marks)	Answers at L2 will typically be organised around a second order concept, supported with a valid example e.g. [Causation] *Between 1750 and 1900 people's lives were unhealthy. One reason for this was there was a lack of understanding of what caused disease. The most popular view was the miasma theory – the belief about 'bad air'. This meant that when there were cholera epidemics, the authorities did not know that the cholera germ was in infected water. So they only took action like burning barrels of tar in the streets.* **Nutshell: Summary based on a second order concept with one valid supporting example**
Level 1 (1–3 marks)	Answers at L1 will typically list or describe relevant events or developments with no **clear** organisation around a second order concept e.g. *Between 1750 and 1900 people's lives were really bad. Water was dirty, housing was cramped and the towns were overcrowded. Joseph Bazalgette built new sewers.* *OR* *In terms of housing, people lived in cramped back-to-back houses where typhus was common. For water, whole streets commonly shared a single pump and it was often contaminated. Waste was a problem …. Food …* **Nutshell: List of events / developments with no clear organising concept.**
0 marks	

<table>
<tr><td colspan="2">Question 3–10 marks
Why did living conditions in medieval towns have such an important impact on people’s health? Explain your answer.</td></tr>
<tr><td>Levels
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>Level 5 (9–10 marks)
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).</td><td rowspan="6">Explanations could consider: health was dependent on living conditions in houses (people often worked in homes so spent a lot of time there which would impact on health), the condition of streets and markets, very difficult to access clean water and remove waste safely; the impact of trades, especially the waste - the impact of these aspects on health. The contrast between rich and poor - merchants houses.

Explanations are most likely to show understanding of the second order concepts of consequence and significance but reward appropriate understanding of any other second order concept.

Answers which simply describe some of the features of medieval towns cannot reach beyond Level 1.</td></tr>
<tr><td>Level 4 (7–8 marks)
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).</td></tr>
<tr><td>Level 3 (5–6 marks)
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).</td></tr>
<tr><td>Level 2 (3–4 marks)
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).</td></tr>
<tr><td>Level 1 (1–2 marks)
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).</td></tr>
<tr><td>0 marks
No response or no response worthy of credit.</td></tr>
</table>

Question 3–10 marks Why did living conditions in medieval towns have such an important impact on people's health? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least two reasons why living conditions in medieval towns have such an important impact on people's health and explain them fully e.g. *Living conditions in towns were important because they had a very negative impact on people's health. Firstly, waste was not properly disposed of; for example, butchers and fishmongers made a terrible mess and there was dung from animals in the streets. Although gongfermers emptied latrines at night, sometimes waste was just emptied into streams. This kind of pollution meant that disease was easily spread around the town.* *Food supply also had an important impact on health. For example, the carts which brought in fresh produce for people to eat were often the same carts which had been used to empty middens in the villages. Sometimes vendors made pies from old or rancid meat. So there were lots of hazards to people's health no matter how they got their food.* **Nutshell: Two or more reasons that living conditions were important identified, with the impact on people's health explained.**
Level 4 (7-8 marks)	Level 4 answers will typically identify at least one reasons why living conditions in medieval towns have such an important impact on people's health and explain it fully e.g. *Living conditions in towns were important because they had a very negative impact on people's health. Firstly, waste was not properly disposed of; for example, butchers and fishmongers made a terrible mess and there was dung from animals in the streets. Although gongfermers emptied latrines at night, sometimes waste was just emptied into streams. This kind of pollution meant that disease was easily spread around the town.* **Nutshell: One reason that living conditions were important identified, with the impact on people's health explained.** **NOTE Answers at L4 will often identify and describe several reasons but only fully explain one of them.**
Level 3 (5-6 marks)	Level 3 answers will typically identify at least one valid reason and its impact e.g. • *Living conditions in towns were important because waste was not properly disposed of so people got ill.* • *Living conditions were terrible with dirt everywhere and this caused illness.* **Nutshell: Identifies one or more valid reason(s) and impact but no supporting evidence** **NOTE: 5 marks for one reason identified; 6 marks for two or more**
Level 2 (3-4 marks)	Level 2 answers will typically contain correct general descriptions of living conditions in medieval towns or descriptions of people's health without linking these to the question, e.g. • *People used to throw waste into the streets.* • *It was almost impossible to get clean water.* **Nutshell: Describes conditions in towns or health or other relevant events**
Level 1 (1–2 marks)	Level 1 answers will typically contain general points or unsupported assertions e.g. *The towns were really unhealthy places to live.* *They had an important impact because hygiene was bad.* **Nutshell: Assertion(s)**
0 marks	

Question 4*–18 marks **How far do you agree that government responses to plague were more effective in the period 1500-1750 than the period 1250-1500? Give reasons for your answer.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
Level 6 (16–18 marks) 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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*Answers may be awarded some marks at Level 1 if they demonstrate knowledge of responses to the plague in the 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 highest levels, answers must identify and consider the alternative point of view and both time periods.* *Answers are most likely to show understanding of the second order concepts of change and continuity and similarity and difference but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: plague orders were issued which would indicate it was being taken seriously, the policy of isolation was relatively successful (certainly in comparison to not being used in earlier period); in the Middle Ages the King did little more than write a letter; nationally more successful than locally.* *Grounds for disagreeing include: the plague still couldn't be explained therefore they couldn't prevent or treat it; local government tried to e.g. mayors and councils tried to keep their streets clean.*
Level 5 (13–15 marks) 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). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
Level 4 (10–12 marks) 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). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (7–9 marks) 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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (4–6 marks) 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). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
Level 1 (1–3 marks) 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). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 4* – 18 marks How far do you agree that government responses to plague were more effective in the period 1500-1750 than the period 1250-1500? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out an argument which compares **government** responses in both periods. Arguments will be explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *Overall, I do agree with the statement. Government responses to plague were limited in the medieval period. For example, King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets. This was not effective because it was based on a belief that the Plague was caused by miasma. The king also ordered bishops to parade through cities, confessing the nation's sins and praying the plague would disappear. Again, this was ineffective due to a lack of understanding of how the plague was really spread.* *On the other hand the government responses to plague after 1500 did have some impact. For example, in 1518 Henry VIII introduced the policy of isolation which caused houses infected with plague to be identified clearly. Mayors in all English towns followed this example and shut up infected houses. This was more effective because pneumonic plague spread by coughing. Elizabeth's Plague Orders of 1578 continued to enforce isolation, although they also took some ineffective measures, such as ordering special prayers to be said in church and the burning of barrels of tar in the streets. These were not effective as still nobody understood how rats and fleas spread bubonic plague.* *On the whole, I agree with the statement. There was still a lack understanding of what really caused the disease after 1500, and therefore lots of ineffective action. However, the policy of isolation was significant because although it would not have stopped bubonic plague, it did help to stop pneumonic plague. Whereas government action in the medieval period would have stopped neither.* **Nutshell: Balanced argument; two valid supporting examples from each period OR three from one period and one on the other. Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument which compares government responses in both periods. Arguments will be explicitly supported by at least three valid examples, e.g. *Overall, I do agree with the statement. Government responses to plague were limited in the medieval period. For example, King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets. This was not effective because it was based on a belief that the Plague was caused by miasma. The king also ordered bishops to parade through cities, confessing the nation's sins and praying the plague would disappear. Again, this was ineffective due to a lack of understanding of how the plague was really spread.* *On the other hand the government responses to plague after 1500 did have some impact. For example, in 1518 Henry VIII introduced the policy of isolation which caused houses infected with plague to be identified clearly. Mayors in all English towns followed this example and shut up infected houses. This was more effective because pneumonic plague spread by coughing.* **Nutshell: Balanced argument supported by three valid supporting examples (i.e. two from one period and one from the other)**
Level 4 (10-12 marks)	Level 4 answers will typically set out an argument based on government responses in only one period, supported by two valid examples from that period, e.g. *I agree with the statement. Government responses to plague were limited in the medieval period. For example, King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets. This was not effective because it was based on a belief that the Plague was caused by miasma. The king also ordered bishops to parade through cities, confessing the nation's sins and praying the plague would disappear. Again, this was ineffective due to a lack of understanding of how the plague was really spread.* **Nutshell: One period explained, supported by two examples**

	Alternatively, Level 4 answers will typically set out a balanced argument which compares government responses in both periods, supported by one example from each period, e.g. *Overall, I do agree with the statement. Government responses to plague were limited in the medieval period. For example, King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets. This was not effective because it was based on a belief that the Plague was caused by miasma. On the other hand the government responses to plague after 1500 did have some impact. For example, in 1518 Henry VIII introduced the policy of isolation which caused houses infected with plague to be identified clearly. Mayors in all English towns followed this example and shut up infected houses. This was more effective because pneumonic plague spread by coughing.* **Nutshell: Both periods explained, supported by one example from each period** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically set out an argument based on government responses in only one period, supported by one valid example from that period, e.g. *I agree. Government responses to plague were limited in the medieval period. For example, King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets. This was not effective because it was based on a belief that the Plague was caused by miasma.* **Nutshell: One period explained, supported by one example** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. *Yes, I agree because Henry VIII's policy of isolation was effective.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe responses/plague/relevant events without addressing the question of impact/effectiveness, e.g. • *Henry VIII introduced isolation. This meant shutting up houses where there was plague.* • *The Black Death arrived in England in 1348. People did not know what caused the disease and it killed up to 60% of the population.* **Nutshell: Description of responses/ plague/ related events without linking this to the question or without full explanation.** ***NOTE: Responses which describe/explain the impact of responses of the population generally (as opposed to the government responses) should be credited at Level 2 only, e.g. In the medieval period, some people carried around posies of flowers to protect them and this was not effective because plague was not caused by bad smells. / There were Plague Doctors who wore beaks with herbs inside.***
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *No, there were responses that were the same in both periods and they were both ineffective.* **Nutshell General/ unsupported assertion(s)**
0 marks	

Question 5*–18 marks **'National government has done more to improve people's health since 1900 than it did during the Industrial Age of 1750-1900'. How far do you agree? Give reasons for your answer.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks**	**Notes and guidance specific to the question set**
Level 6 (16–18 marks) 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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*Answers may be awarded some marks at Level 1 if they demonstrate knowledge of public health or government action in the 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 the alternative point of view and both time periods.* *Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: legislation in 20th century (e.g NHS, immunisation programme, Clean Air Act etc); anti-smoking measures; Housing (e.g Housing Act 1919, demolition of slum housing, introduction of council housing; the laissez-faire attitude of government in 19th century* *Grounds for disagreeing include: without 19th century legislation there would have been nothing to build on in the 20th century; Bazalgette's sewer system had an immediate impact and is still in use today; late 20th century/early 21st century governments have been slow to tackle consequences of increasingly sedentary lifestyles/obesity*
Level 5 (13–15 marks) 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). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
Level 4 (10–12 marks) 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). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (7–9 marks) 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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (4–6 marks) 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). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
Level 1 (1–3 marks) 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). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 5* – 18 marks **'National government has done more to improve people's health since 1900 than it did during the Industrial Age of 1750-1900'. How far do you agree? Give reasons for your answer.**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out an argument which compares government action in both periods. Arguments will be explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *It's true that governments in the 20th century have taken crucial steps to improving people's health. For example, in the early 1900s, the Liberal Party passed a series of laws to tackle poverty, such as National Insurance. This gave certain workers sickness benefits and free medical care if they became ill. These were important because until then, workers would have had to carry on working through illness, or get no pay, which meant they had no chance of affording medical help. Another improvement was the NHS, set up in 1948. This was 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 people's health for millions of people.* *However, there were also important improvements before 1900. For example, in 1858, in response to 'the Great Stink', the government ordered Joseph Bazalgette to build 1300 miles of new sewers across London. This had an important impact on people's health because in the next cholera epidemic, fewer people died. The government's 1875 Public Health Act was also important because it forced local councils to clean up the towns providing clean water and collecting rubbish. New houses had to have piped water and sewers. This was a big improvement because before this date, local towns were not compelled to do these things, and most chose not to because they involved raising taxes.* *On the whole, I don't quite agree with the statement. Twentieth century governments were dealing with different problems. National insurance and the NHS may have had a bigger impact overall, and in a shorter period of time, but the government only had the luxury of turning to those problems once the more acute challenges of water supply and waste had been dealt with in the earlier period.* **Nutshell: Balanced argument; two valid supporting examples from each period OR three from one period and one on the other. Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument which compares government action in both periods. Arguments will be explicitly supported by at least three valid examples, e.g. *It's true that governments in the 20th century have taken crucial steps to improving people's health. For example, in the early 1900s, the Liberal Party passed a series of laws to tackle poverty, such as National Insurance. This gave certain workers sickness benefits and free medical care if they became ill. These were important because until then, workers would have had to carry on working through illness, or get no pay, which meant they had no chance of affording medical help. Another improvement was the NHS, set up in 1948. This was 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 people's health for millions of people.* *However, there were also important improvements before 1900. For example, in 1858, in response to 'the Great Stink', the government ordered Joseph Bazalgette to build 1300 miles of new sewers across London. This had an important impact on people's health because in the next cholera epidemic, fewer people died.* **Nutshell: Balanced argument supported by three valid supporting examples (i.e. two from one period and one from the other)**
Level 4 (10-12 marks)	Level 4 answers will typically set out an argument based on government action in only one period, supported by two valid examples from that period, e.g. *It's true that governments in the 20th century have taken crucial steps to improving people's health. For example, in the early 1900s, the Liberal Party passed a series of laws to tackle poverty, such as National Insurance. This gave certain workers sickness benefits and free medical care if they became ill. These were important because until then, workers would have had to carry on working through illness, or get no pay, which meant they had no chance of affording medical help. Another improvement was the NHS, set up in 1948. This was 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 people's health for millions of people.* **Nutshell: One period explained, supported by two examples**

	Alternatively, Level 4 answers will typically set out a balanced argument which compares government responses in both periods, supported by one example from each period, e.g. *It's true that governments in the 20th century have taken crucial steps to improving people's health. For example, the NHS was set up in 1948. This was 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 people's health for millions of people.However, there were also important improvements before 1900. For example, in 1858, in response to 'the Great Stink', the government ordered Joseph Bazalgette to build 1300 miles of new sewers across London. This had an important impact on people's health because in the next cholera epidemic, fewer people died.* **Nutshell: Both periods explained, supported by one example from each period** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically set out an argument based on government action in only one period, supported by one valid example from that period, e.g. *I agree.the NHS was set up in 1948. This was 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 people's health for millions.* **Nutshell: One period explained, supported by one example** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. *Yes, I agree because the NHS improved the health of millions of people.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe government action /relevant events without addressing the question of improvements, e.g. • *The NHS was introduced in 1948 by the Labour government. It gave free medical care.* • *In the 1800s governments were reluctant to take action because people believed it was up to people to look after themselves.* **Nutshell: Description of government action/ related events without linking this to the question or without full explanation.**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *No, governments in both periods tried to help people's health and both led to some improvements.* **Nutshell General/ unsupported assertion(s)**
0 marks	

Section B: The Norman Conquest, 1065–1087

Question 6a – 3 marks
In Interpretation A, historian David Howarth argues that life in England just before the Norman Conquest was pleasant. 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 illustrator portrays wealth and comfort + 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 is relation to the issue in the question. The explanation of how the historian argues that life in Anglo Saxon England was pleasant may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the 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 interpretation and develop the explanation by making two points about it;**
- **OR give 2 examples relating to a more general feature.**
- **DO NOT AWARD SEPARATE MARKS FOR SEPARATE FEATURES.**

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

- *The author uses language and choice of words to make Anglo Saxon England seem idyllic. (1) For example, he says that 'crops flourished' and everyone had plenty of everything. (1) This makes it seem like life was perfect – he is making us imagine a picturesque village (1).*
- *The author uses language and choice of words to make Anglo Saxon England seem idyllic. (1) For example, he describes how England was 'at peace' and the weather was 'warm and sunny'.(1) This gives us the impression of serenity and calm (1).*
- *The author downplays the parts of Anglo Saxon life which were not ideal. (1) For example, he acknowledges that there was 'endless labour' but softens this by saying 'as any simple life must be.' (1) This gives the impression that hard work was a positive thing because life was uncomplicated – modern people would 'envy' it. (1)*

<table>
<tr><td colspan="2">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 life in England on the eve of the conquest.</td></tr>
<tr><td>Levels
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks
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.</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>Level 3 (5 marks)
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).</td><td rowspan="4">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.
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.
Examples of areas for further research include: comparison of the experiences of different groups of people in Anglo Saxon England, eg ceorls, thralls, thegns, women (diversity/similarity & difference); reasons for prosperity in Anglo Saxon England or reasons that peace has led to lower taxes (causation).

NOTE: The questions asks about an enquiry which would help us to analyse and understand England on the eve of conquest so responses which (for example) ask about change after the Norman Conquest should not be credited.</td></tr>
<tr><td>Level 2 (3–4 marks)
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).</td></tr>
<tr><td>Level 1 (1–2 mark)
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).</td></tr>
<tr><td>0 marks
No response or no response worthy of credit.</td></tr>
</table>

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 life in England on the eve of the conquest.**	
Guidance and indicative content	
NOTE: The questions asks about an enquiry which would help us to analyse and understand <u>life in England on the eve of the conquest</u> so responses which (for example) ask about change after the Norman Conquest should not be credited.	
Level 3 (5 marks)	Answers at L3 will typically identify an impression given in Interpretation A and suggest a valid line of enquiry based on a second order concept into this area. They will explain how this enquiry would increase understanding of life in England on the eve of the conquest e.g. *[Diversity]* *Interpretation A suggests that life was really good for everyone on the eve of the conquest. I would investigate whether this was the case for all different types of people who lived in Anglo Saxon England. This would help us to understand whether the prosperity was shared by people like thralls and ceorls just as much as by richer people.* **Nutshell: Valid line of enquiry based on second order concept to compare to an impression given by Interpretation. Indication of how this would improve understanding of life on the eve of conquest.**
Level 2 (3-4 marks)	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 life in England on the eve of the conquest e.g. *[Diversity]* *I would investigate whether life was the same for all types of people in Anglo Saxon England. This would allow us to see how much difference there was between the lives of poorer people like ceorls and richer people like thegns.* *[Causation]* *I would look at the reasons for prosperity in Anglo Saxon England. This would allow us to understand whether it was because the country was being governed efficiently or whether it was down to things like good harvests and lack of wars.* **Nutshell: Valid line of enquiry based on second order concept with indication of how this would improve understanding of life on the eve of conquest**
Level 1 (1–2 marks)	Answers at L1 will identify a valid line of enquiry based on a second order concept (2 marks) eg *[Diversity]* *I would investigate whether life was the same for all types of people in Anglo Saxon England.* **Nutshell: Valid line of enquiry about England on the eve of Conquest based on second-order concept** Alternatively, L1 answers may identify details from Interpretation A and suggest further investigation into them (1-2 marks) eg *I would look for more information about the types of work that people did at the time. It would be interesting to know whether it really was 'endless labour'. [2 marks]* *OR* *Interpretation A suggests life was really good in Anglo Saxon England and I would investigate if this is accurate.* (1 mark) **Nutshell: Find out more about people / events / objects in Interpretation A – not based on second-order concept**
Question 7–12 marks	

Interpretations B and C both focus on the impact of the Norman Conquest on English society by 1087. How far do they differ and what might explain any differences?	
Levels **AO4** Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. **Maximum 12 marks**	**Notes and guidance specific to the question set**
Level 4 (10–12 marks) 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).	*Answers could consider:* • *Comparison provenance and source type alone, eg B is from 2015, C from 2013; C is from a promotional film, B is from a children's TV programme.* • *Individual points of similarity/difference in content: B sees the Conquest as a negative thing and C agrees that most people see it a 'a bad thing; both sources imply that the Conquest brought about important changes in England; B says that the Conquest made the English 'angry' and C agrees that English people at the time saw it as 'a bad thing'; B talks about changes in land and power but C is talking about slavery and chivalry; B discusses the more immediate consequences of the Conquest, eg dealing with rebellions ('burning stuff down') but C focuses on the longer-term impact; B talks about the impact on landowners whereas C discusses the impact on 'the very bottom of society.'* • *Differences in the overall message about or portrayal of: the impact of: the Conquest, William the Conqueror, or the Normans generally.eg B argues that the Conquest had entirely negative consequences such as the loss power to the Normans. It portrays William as a 'wicked' foreign invader who 'dedicated his rule to turning Saxon England into Norman England.' The Anglo-Saxons therefore are seen as being oppressed by the Normans. Whereas C argues that the Conquest also had some longer-term positive impact. William and the Normans come across as compassionate because they got rid of slavery and spared the lives of their opponents. It is the Anglo-Saxons who by comparison sound quite brutal with their slavery and political murders.* • *Developed reasons for differences – purpose and audience, eg B is aimed at children so is trying to make the content quite dramatic yet with a clear and simple narrative – hence the title 'Wicked William the Conqueror'. Such a programme is unlikely to show nuance. C is trying to debunk the popular view of the Normans and this original view has been selected for the film in order to highlight the fresh arguments made in the new book. Alternatively, C is trying to make the*
Level 3 (7–9 marks) 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).	
Level 2 (4–6 marks) 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).	
Level 1 (1–3 marks) 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).	
0 marks No response or no response worthy of credit.	

	book seem more controversial because that is likely to generate more publicity / sales. *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.* *No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*

Question 7–12 marks Interpretations B and C both focus on the impact of the Norman Conquest on English society by 1087. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10-12 marks)	Answers at L4 will typically compare the overall portrayal of the impact of the Norman Conquest, William I, or the Normans generally. They will support this with relevant reference to the content of the interpretations. They will use the **purpose/audience** of one or both of the interpretations to explain reasons for different portrayals, e.g. *As L3, plus:* *I think the reason that B is more negative is that B is aimed at children so is trying to make the content quite dramatic yet with a clear and simple narrative – hence the title 'Wicked William the Conqueror'. [10 marks] But the film in C is trying to debunk the popular view of the Normans and this original view has been selected for the film in order to highlight the fresh arguments made in the new book. [12 marks]* ***[Alternatively, C is trying to make the book seem more controversial because that is likely to generate more publicity / sales.]*** **Nutshell: Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose/audience of B or C** **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. Do NOT allow undeveloped comments about provenance at this level, e.g. *B is negative because it's a children's TV programme trying to be funny / provide entertainment / educate children / engage children OR C is positive because it is a historian who has done more research.***
Level 3 (7-9 marks)	Answers at L3 will typically compare the overall portrayal of the impact of the Norman Conquest, William I, or the Normans generally. They will 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. *B argues that the Conquest had entirely negative consequences such as the loss of power to the Normans. It portrays William as a 'wicked' foreign invader who 'dedicated his rule to turning Saxon England into Norman England.' The Anglo-Saxons therefore are seen as being oppressed by the Normans. Whereas C argues that the Conquest also had some longer-term positive impact. William and the Normans come across as compassionate because they got rid of slavery and spared the lives of their opponents. It is the Anglo-Saxons who by comparison sound quite brutal with their slavery and political murders.* **Nutshell: Valid comparison of portrayals in B and C with support from one or both interpretations.** **NOTE: Answers with support from only one interpretation award 7 marks**
Level 2 (4-6 marks)	Answers at L2 will typically use the content of the interpretations to compare individual points of similarity and/or difference e.g. *Both sources imply that the Conquest brought about important changes in England.* *B talks about changes in land and power but C is talking about slavery and chivalry;* *B discusses the more immediate consequences of the Conquest, eg dealing with rebellions ('burning stuff down') but C focuses on the longer-term impact.* **Nutshell: Selects individual points of similarity or difference** Answers at L2 will typically make a valid comparison of the overall portrayal of the Normans/William/Conquest but fail to develop this with relevant support, e.g. *Interpretation B suggests that the Conquest was entirely bad thing but C gives the impression there were positive aspects as well.* **Nutshell: Valid comparison of portrayals with no support** Alternatively, L2 answers will use the purpose of one interpretation to explain its portrayal of the Normans/William/Conquest but fail to compare to the other interpretation, e.g.

	I think the reason that B is negative about William is that B is aimed at children so is trying to make the content quite dramatic yet with a clear and simple narrative – hence the title 'Wicked William the Conqueror'. **Nutshell: Purpose of one interpretation used to explain its portrayal of William/Normans/Conquest – no comparison.**
Level 1 (1–3 marks)	Answers at L1 will typically make simplistic comments about provenance e.g. *They are different because C is from a promotional film but B is from a children's TV programme.* *They are different because B is from a funny children's TV programme produced to entertain but C is a proper historian who has done lots of research.* . **Nutshell: Comparison of simplistic provenance** Alternatively, answers will explain or paraphrase the portrayal of the Normans/William/Conquest in one interpretation only, with no valid comparison e.g. *B argues that the Conquest had entirely negative consequences such as the loss of power to the Normans. It portrays William as a 'wicked' foreign invader'.* **Nutshell: Portrayal of the Normans/William/Conquest in one interpretation explained with no valid comparison**
0 marks	

Question 8*–20 marks **In his 1979 article *Medieval Castle Architecture*, historian Charles Coulson argues that the construction of a castle 'was intended as a symbol of lordly status, rather than a response to military insecurity.' How far do you agree with this view of Norman castles in England between 1066 and 1087?**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks** **AO4** Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 10 marks**	**Notes and guidance specific to the question set**
Level 5 (17–20 marks) 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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature and purpose of Norman castles in England to 1087.* *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 Levels 4 and 5, this must involve considering both the issue of castles as military responses and as status symbols.* *Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of different castles); change (how castle-building changed 1066-1087); and causation and consequence (what created the variety in castle-building) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: Many castles were more centres of administration to manage the land. After 1071 were nearly all castles were built in the countryside rather than in the towns. These rural sites were not well defended or in a good place for military defence. For example, William de Warenne's Castle Acre in Norfolk was merely a two-storeyed house built in the centre of a ringwork. Norman lords often changed the landscape around their castle to make them look more impressive. For example, at Castle Acre, William de Warenne created a deer park and even diverted a road in order to give a more impressive view of the castle. This shows his castle was more of a symbol of his wealth and*
Level 4 (13–16 marks) 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). *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (9–12 marks) 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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (5–8 marks) 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).	

There is a line of reasoning which has some relevance and which is presented with limited structure.	*power. Only 35 castles had been built in places where rebellions occurred or to secure the Normans' victory by 1071. The majority of castles were built after 1071, when English resistance had ended and castle-building entered a new phase of settling the land. The design of some castles like the one at Castle Acre certainly show that they were more status symbols.* *Grounds for disagreeing include: In the autumn of 1066, castles played a vital role in helping the Normans to secure the south-east of the country. Following the Battle of Hastings, William built castles at Pevensey, Hastings and Dover. William's army then marched through Kent and the Thames Valley, building castles at Canterbury, Wallingford and Berkhamsted and, eventually, London. Also, there is a lot of evidence that castles were military fortresses. Marc Morris has argued that early Norman castles were heavily-defended sites containing garrisons of Norman cavalry which could have inflicted great damage on the English populations. For example, research at Hen Domen on the English-Welsh border has revealed evidence of a large tower on top of the motte, double ramparts and deep ditches. This would have made it difficult to attack. The fact that very few luxury items have been uncovered here suggests it was an important military site, manned by knights and soldiers who lived in rough conditions, not a castle built to reflect status.*
Level 1 (1–4 marks) 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. *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 8*–20 marks In his 1979 article Medieval Castle Architecture, historian Charles Coulson argues that the construction of a castle 'was intended as a symbol of lordly status, rather than a response to military insecurity.' How far do you agree with this view of Norman castles in England between 1066 and 1087?	
Guidance and indicative content	
Level 5 (17-20 marks)	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 **clinching argument** e.g. *There is a lot evidence that goes against the interpretation. For example, in the autumn of 1066, castles played a vital military role in helping the Normans to secure the south-east of the country. Following the Battle of Hastings, castles were built on the route to London to secure the Normans' victory and in the years which followed, in places where rebellions occurred, such as York. In addition, archeological research suggests that many castles were heavily defended sites. For example, Hen Domen had a large tower on top of the motte, double ramparts and deep ditches. This would have made it difficult to attack.* *However, there is also some evidence to support this interpretation. After 1071 were nearly all castles were built in the countryside rather than in the towns. These rural sites were not well defended or in a good place for military defence. For example, William de Warenne's Castle Acre in Norfolk was a two-storeyed house built in a ringwork. Secondly, Norman lords often changed the landscape around their castle to make them look more impressive. At Castle Acre, William de Warenne created a deer park and diverted a road in order to give a more impressive view of the castle. This shows his castle was more of a symbol of his wealth and power.* *Overall I think the interpretation is too simplistic to be applied to the whole period at once. It's true that after 1071, when most of the castle-building occurred, castles were more lordly status symbols. However, the castles built before then – albeit only around 35 – played an important military role.* **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**
Level 4 (13-16 marks)	Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g. *In some ways I don't agree with this. In the autumn of 1066, castles played a vital military role in helping the Normans to secure the south-east of the country. Castles were built on the route to London to secure the Normans' victory and in places where rebellions occurred, such as York. In addition, archeological research suggests that many castles were heavily defended sites. For example, Hen Domen had a large tower on top of the motte, double ramparts and deep ditches. However, there is also some evidence to support this interpretation. After 1071 were nearly all castles were built in the countryside rather than in the towns. These rural sites were not well defended or in a good place for military defence. For example, William de Warenne's Castle Acre in Norfolk was a two-storeyed house built in a ringwork.* **Nutshell: Balanced or one-sided argument; three explained points of support** **NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three.** **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.**
Level 3 (9-12 marks)	Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g. *In some ways I don't agree with this. In the autumn of 1066, castles played a vital military role in helping the Normans to secure the south-east of the country. Castles were built on the route to London to secure the Normans' victory and in places where rebellions occurred, such as York. In addition, archeological research suggests that many castles were heavily defended sites. For example, Hen Domen had a large tower on top of the motte, double ramparts and deep ditches.* **Nutshell: One sided argument, two explained points of support** Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g. *In some ways I don't agree with this. In the autumn of 1066, castles played a vital military role in helping the Normans to secure the south-east of the country. Castles*

	were built on the route to London to secure the Normans' victory and in places where rebellions occurred, such as York. However, there is also some evidence to support this interpretation. After 1071 were nearly all castles were built in the countryside rather than in the towns. These rural sites were not well defended or in a good place for military defence. For example, William de Warenne's Castle Acre in Norfolk was a two-storeyed house built in a ringwork. **Nutshell: Balanced argument; one explained point on each side** **NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two**
Level 2 (5-8 marks)	Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g. *I don't agree; in the autumn of 1066, castles played a vital military role in helping the Normans to secure the south-east of the country. Castles were built on the route to London to secure the Normans' victory and in places where rebellions occurred, such as York.* **Nutshell: One sided argument; one explained point of support** **NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one**
Level 1 (1-4 marks)	Level 1 answers will typically identify valid reason(s) to support and/or challenge the interpretation but without full explanation or supporting evidence, e.g. *No, I don't agree because castles were a vital way that the Normans were able to put down the English rebellions.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 1 answers will typically describe Norman castles/relevant events OR make general, unsupported assertions e.g. *The Normans generally built motte and bailey castles which consisted of a mound of earth topped with a wooden tower and palisade.* *Yes, the castles were an important way that a Norman Lord could show off and intimidate the population.* **Nutshell: Description of castles or related events without linking this to the question OR general, unsupported assertions.**
0 marks	

Question 9*–20 marks **In his 2004 book *The Penguin history of Britain: The struggle for Mastery, Britain 1066 – 1284*, historian David Carpenter argues that the main reason why the Normans were successful before 1066 was because of 'their use of cavalry and fast-moving warfare.' How far do you agree with this view of Norman society, culture and warfare before 1066?**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks** **AO4** Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 10 marks**	**Notes and guidance specific to the question set**
Level 5 (17–20 marks) 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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Norman society, culture and warfare pre-1066.* *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 Levels 4 and 5, this must involve considering both the issue of c responses and cavalry/fast-moving warfare and another reason for Norman success.* *Answers are most likely to show understanding of causation (ie which factors led to success) and consequence (ie how these factors impacted upon Norman success) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: There were private armies in France. Dukes and had started to provide loyal supporters with armour and weapons and to keep them as full-time soldiers. They had chainmail, swords and shields, and had mastered the art of fighting on horseback. ie they were knights. The invention and spread of the stirrup allowed knights to charge their enemies on horseback and to remain on the horse leaning out and swinging their swords while still fixed firmly in the saddle. To fight this way needed years of training. William of Normandy had grown up among men who had mastered the technique. This gave the Normans an advantage over people the Anglo-Saxons who had never taken to this way of fighting.* *Grounds for disagreeing include: The feudal system allowed the Normans to build up their own army and gain considerable independence. There was also their use of castles – ringworks*
Level 4 (13–16 marks) 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). *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	
Level 3 (9–12 marks) 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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	
Level 2 (5–8 marks) 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). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	*and motte and baileys – which helped to keep their knights safe and provide a hub from which to ride out and dominate the area. Both types of castles could be built with great speed. William of Normandy's personal attributes could also be taken into account, ie he skilfully negotiated with the King of the Franks who helped him crush rebellions in Normandy. In battle he was a good tactician and fearless soldier. He made a very useful marriage alliance by marrying Matilda of Flanders.*
Level 1 (1–4 marks) 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. *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

Question 9*–20 marks **In his 2004 book The Penguin history of Britain: The struggle for Mastery, Britain 1066 – 1284, historian David Carpenter argues that the main reason why the Normans were successful before 1066 was because of 'their use of cavalry and fast-moving warfare.' How far do you agree with this view of Norman society, culture and warfare before 1066?**	
Guidance and indicative content	
Level 5 (17-20 marks)	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 **clinching argument** e.g. *There is a lot evidence that to support the interpretation. The Normans had chainmail, swords and shields, and had mastered the art of fighting on horseback. Their knights could charge their enemies on horseback and to remain on the horse leaning out and swinging their swords while still fixed firmly in the saddle. This was effective and gave the Normans an advantage in war.* *However, there are many other reasons that the Normans were successful in Normandy. For example, the use of the feudal system allowed the Normans to maintain their own armies. Dukes and had started to provide loyal supporters with armour and weapons and to keep them as full-time soldiers. There was also their use of castles – ringworks and motte and baileys – which helped to keep their knights safe and provide a hub from which to ride out and dominate the area, collecting tax and rent. Finally, William of Normandy's personal attributes were also important to the Normans' success. For example, he skilfully negotiated with the King of the Franks who helped him crush rebellions in Normandy. In battle he was a good tactician and fearless soldier.* *Overall I think the Normans' style of warfare was the most important thing but it is very closely linked to other factors. For example, they would not have been able to maintain and train full-time soldiers without their use of the feudal system or the ability to dominate the local area and collect taxes, for which they needed castles.* **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**
Level 4 (13-16 marks)	Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g. *There is a lot evidence that to support the interpretation. The Normans had chainmail, swords and shields, and had mastered the art of fighting on horseback. Their knights could charge their enemies on horseback and to remain on the horse leaning out and swinging their swords while still fixed firmly in the saddle. This gave the Normans an advantage in war. However, there are other reasons that the Normans were successful. For example, the use of the feudal system allowed the Normans to maintain their own armies. Dukes and had started to provide loyal supporters with armour and weapons and to keep them as full-time soldiers. There was also their use of castles which helped to keep their knights safe and provide a hub from which to ride out and dominate the area, collecting tax and rent.* **Nutshell: Balanced or one-sided argument; three explained points of support** **NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three.** **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.**
Level 3 (9-12 marks)	Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g. *I don't agree because it was more to do with other things. For example, the use of the feudal system allowed the Normans to maintain their own armies. Dukes and had started to provide loyal supporters with armour and weapons and to keep them as full-time soldiers. There was also their use of castles which helped to keep their knights safe and provide a hub from which to ride out and dominate the area, collecting tax and rent.* **Nutshell: One sided argument, two explained points of support** Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.

	There is a lot evidence that to support the interpretation. The Normans had chainmail, swords and shields, and had mastered the art of fighting on horseback. Their knights could charge their enemies on horseback and to remain on the horse leaning out and swinging their swords while still fixed firmly in the saddle. This gave the Normans an advantage in war. However, there are other reasons that the Normans were successful. For example, the use of the feudal system allowed the Normans to maintain their own armies. Dukes and had started to provide loyal supporters with armour and weapons and to keep them as full-time soldiers. **Nutshell: Balanced argument; one explained point on each side** **NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two**
Level 2 (5-8 marks)	Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g. *I agree because the Normans had chainmail, swords and shields, and had mastered the art of fighting on horseback. Their knights could charge their enemies on horseback and to remain on the horse leaning out and swinging their swords while still fixed firmly in the saddle. This gave the Normans an advantage in war.* **Nutshell: One sided argument; one explained point of support** **NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one**
Level 1 (1-4 marks)	Level 1 answers will typically identify valid reason(s) to support and/or challenge the interpretation but without full explanation or supporting evidence, e.g. *No, I don't agree because castles were also a vital reason for the Normans' success before 1066.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 1 answers will typically describe Norman warfare/relevant events OR make general, unsupported assertions e.g. *The Normans had descended from the Vikings and ruled used the feudal system. William faced many rebellions in Normandy before 1066.* *No, it was not just cavalry and there were more important reasons for their success.* **Nutshell: Description of warfare or related events without linking this to the question OR general, unsupported assertions.**
0 marks	

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