GCSE (9–1)

History B (Schools History Project)

J411/14: Crime and Punishment, 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

Section A: Crime and Punishment, c.1250 to present

Question 1–3 marks

(a) Name one type of capital punishment used in the period 1250–1500. **[1]**

(b) Give one example of an organized crime in the period 1500 -1750. **[1]**

(c) Identify one example of a new crime since 1950. **[1]**

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: burning, hanging, beheading.*
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	*For 1(b), likely valid responses include: smuggling, highway robbery, poaching, heresy and treason.*
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	*For 1(c), likely valid responses include: racial crime, car crime (compulsory seatbelts, drink driving, joy-riding), cybercrime, illegal drugs.* Any other historically valid response is acceptable and should be credited.

<table>
<tr><td colspan="2">Question 2–9 marks
Write a clear and organized summary that analyses the nature of crime during the Medieval period (1250– 1500). 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: serious and petty crimes such as homicide or stealing goods worth less than 12d; the crimes of the poor or the crimes of the rich and the nobility such as burglary or treason. New crimes emerging because of the Black Death e.g. vagrancy. The emerging problem of private armies towards the end of the fifteenth century.

Use of conceptual understanding to organise the response might in this case involve the concept of change and continuity within the period. Or it may involve using significance of different types of crime from serious to petty crimes.

Answers may show use of second order concepts such as causation (e.g. why the types of crime changed or why there were different types of crime), diversity (rich and poor, local and national, petty and serious) and significance in how the type of crime led to different punishments.

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 the nature of crime during the Medieval period (1250– 1500). 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. [Diversity] *In the medieval period the nature of crime varied greatly. There were serious crimes (felonies), which led to severe punishments. People might be hanged for things like homicide and stealing more than 12d worth of goods. Less serious crime, or 'petty' crime, involved theft of goods worth less than this, getting into debt, or doing limited harm to people or property. 7 marks* *[Causation]* *People committed crime in the medieval period for a variety of reasons. Anger was one reason – over half of homicides stemmed from simple arguments, and this may have been because the system of strip farming meant that peasants had to work very close to each other, often when sharp tools were nearby. Hunger was another reason people committed crime. Crime such as theft rose when harvests failed and people found themselves in debt and in need.* **Nutshell: Summary based on second order concept(s) with two or more valid supporting examples** *Other valid areas might include: Change – new crimes which had appeared by 1400 such as vagrancy, scolding, gangs of robbers, religious crimes, treason and the building up of private armies/retainers; causation – reasons why new crimes had appeared; causation – why homicide rates were so high in this period; diversity – different crimes associated with different groups of people, e.g. rich and poor.*
Level 2 (4–6 marks)	Answers at L2 will typically be organised around a second order concept, supported with a valid example e.g. [Change] *At the start of the medieval period, crime tended to revolve around theft and harm to people. However, by 1400, several new types of crime had emerged. For example, 'vagrancy' became a problem after the Black Death. Workers wandered the country looking for better pay because they were in demand, but Parliament passed a law saying all able-bodied men had to stay and work in their home village.* **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 erg *There were lots of different crimes in this period. Larceny, homicide, vagrancy. Homicide didn't just include murder but also things like accidental killing.* **Nutshell: List of events / developments with no organising concept.**
0 marks	

Question 3–10 marks
To what extent did the enforcement of law and order change in the Early Modern period (1500–1750)? Explain your answer.

Levels	**Notes and guidance specific to the question set**
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**	
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).	*Explanations could consider similarities - still no effective police force (personal freedom, cost), army put down any protests, riots or capture of gangs and was unpopular as unfairly brutal. Tithings and hue and cry continued to be the principal way of catching criminals.* *Differences – use of watchmen, more criminals dealt with by JPs and the influence of manorial courts and church courts declined.* *Explanations are most likely to show understanding of the second order concept of continuity and change but reward appropriate understanding of any other second order concept such as diversity or significance.*
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).	
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).	
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).	
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).	
0 marks No response or no response worthy of credit.	

Question 3–10 marks **To what extent did the enforcement of law and order change in the Early Modern period (1500–1750)? Explain your answer.**	
NOTE: ALLOW CHANGE(S) / CONTINUITIES IN PUNISHMENT ONLY WHERE IT IS CLEARLY LINKED TO ENFORECEMTN/ DETERRENT	
Guidance and indicative content	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least two changes/continuities in the enforcement of law and order 1500–1750 and explain them fully e.g. *In some ways, law enforcement changed little in the Early Modern period. Most of the methods were the same as the ones used in the medieval period. For example, local communities continued to police themselves because there was still no professional police force. So, for example, if the constable raised the hue and cry, people were expected to turn out and search for a criminal, and unpaid officials like JPs and churchwardens continued to play an important role.* *However, there were some changes to law enforcement in this period. For example, the nature of the court system changed. In the medieval period, it had been the local manor and church courts that dealt with petty crime. However, in the Early Modern period this was different because the government had extended the role of the JPs. By the 1600s their volume of work had increased and so small groups of JPs met more regularly in their local areas in 'petty sessions'. They dealt with some types of petty crime such as drunkenness or minor forms of violence.* **Nutshell: Two or more methods of law enforcement 1500–1750 identified, with full explanation of how these were changes/continuities.** **NOTE: Some responses may take the approach of comparing the medieval and Early Modern periods. If they make a valid argument about change / continuity these can be credited.**
Level 4 (7-8 marks)	Level 4 answers will typically identify one change/continuity in the enforcement of law and order 1500–1750 and explain it fully e.g. *Some aspects of medieval law enforcement continued in this period. For example, local communities continued to police themselves because there was still no professional police force. So, for example, if the constable raised the hue and cry, people were expected to turn out and search for a criminal, and unpaid officials like JPs and churchwardens continued to play an important role.* **Nutshell: One method of law enforcement 1500–1750 identified, with full explanation of how it was a change/continuity.** **NOTE Answers at L4 will often identify and describe several methods but only fully explain one of them.**
Level 3 (5-6 marks)	Level 3 answers will typically identify at least one valid change/continuity e.g. • *In the medieval period, there was the use of the hue and cry and this continued after 1500.* **Nutshell: Identifies one or more valid change/continuity but no supporting evidence.** **NOTE: 5 marks for one change/continuity identified; 6 marks for two or more**
Level 2 (3-4 marks)	Level 2 answers will typically contain correct descriptions of Early Modern law enforcement or related events without relating this to change or continuity, e.g. • *In this period local communities policed themselves because there was no police force. So, for example, if the constable raised the hue and cry, people were expected to turn out and search for a criminal.* • *The assizes dealt with serious offences.* **Nutshell: Describes methods of law enforcement or other relevant events without addressing the question of change/continuity.**
Level 1 (1–2 marks)	Level 1 answers will typically contain general points or unsupported assertions e.g. *A variety of people were involved in the law enforcement system.* **Nutshell: Assertion(s)**
0 marks	

<table>
<tr><td colspan="2">Question 4*–18 marks
‘There was little change in the punishments used in the period 1250 – 1750’. How far do you agree with this statement? Give reasons for your answer</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 analyses historical events and periods studied using second-order historical concepts.
Maximum 12 marks</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>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.</td><td rowspan="4">Answers may be awarded some marks at Level 1 if they demonstrate knowledge of types of punishment in the period.

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 identify and consider the alternative point of view.

Answers are most likely to show understanding of the second order concepts of change, continuity and significance but reward appropriate understanding of any other second order concept.

Grounds for agreeing include: the continuation of punishments from Medieval times such as fines, pillory, whipping and branding, ducking stools, the fact prisons were little used as a punishment, the use of hanging as a punishment.

Grounds for disagreeing include: arguing that the introduction of the bridewell was important, the increase in use of both the Bloody Code and capital punishment in the period, the use of transportation to the Americas from the early 1600s onwards.</td></tr>
<tr><td>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.</td></tr>
<tr><td>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.</td></tr>
<tr><td>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.</td></tr>
</table>

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 **'There was little change in the punishments used in the period 1250 – 1750'. How far do you agree with this statement? Give reasons for your answer.**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *There is a great deal of evidence which can support the statement. For example, there were many Early Modern punishments which were intended to cause humiliation and physical pain. These punishments had survived since the Medieval period. One example is the use of the stocks where heavy pieces of wood were placed around the offender's ankles and their feet were locked in place. Secondly, capital offences were punished by hanging, just as they had been in the Middle Ages. Hangings were often watched by large crowds. The condemned person was taken to the gallows where a noose was placed around their neck. It often took a long time for them to die as their neck wasn't broken by a drop.* *On the other hand there was some change in punishment by 1750. For example, even though the number of crimes for which you could be hanged increased, the actual levels of execution had dropped by 1750. Judges and juries often reduced the value of goods stolen to below that of a capital crime.or acquitted defendants due to lack of evidence. Transportation to North America or the West Indies started to replace hanging. In addition to this, the bridewell or 'house of correction' was a new type of punishment where vagrants were forced to work. Those who refused faced physical punishment. This was different to medieval gaols which were mainly used to hold temporarily hold prisoners who were awaiting other punishments.* *Overall, I think that there was actually more change than continuity. Even though some traditional punishments like the stocks continued, the beginning of a change in attitude is more significant in this period – both the use of a 'correction house' and the less frequent use of capital punishment marks the beginning of a belief that the purpose of a punishment was to change people's behaviour rather than to deter via harsh punishment.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g. *There is a great deal of evidence which can support the statement. For example, there were many Early Modern punishments which were intended to cause humiliation and physical pain. These punishments had survived since the Medieval period. One example is the use of the stocks where heavy pieces of wood were placed around the offender's ankles and their feet were locked in place. Secondly, capital offences were punished by hanging, just as they had been in the Middle Ages. Hangings were often watched by large crowds. The condemned person was taken to the gallows where a noose was placed around their neck. It often took a long time for them to die as their neck wasn't broken by a drop.* *On the other hand there was some change in punishment by 1750. For example, even though the number of crimes for which you could be hanged increased, the actual levels of execution had dropped by 1750. Judges and juries often reduced the value of goods stolen to below that of a capital crime.or acquitted defendants due to lack of evidence. Transportation to North America or the West Indies started to replace hanging.* **Nutshell: Balanced argument; three explained points of support (i.e. two on one side and one on the other)**
Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g. *There is a great deal of evidence which can support the statement. For example, there were many Early Modern punishments which were intended to cause humiliation and physical pain. These punishments had survived since the Medieval period. One example is the use of the stocks where heavy pieces of wood were placed around the offender's ankles and their feet were locked in place. Secondly, capital offences were punished by hanging, just as they had been in the Middle Ages. Hangings were often watched by large crowds. The condemned person was taken to the gallows where a noose was placed around their neck. It often took a long time for them to die as their neck wasn't broken by a drop.* **Nutshell: One sided argument, two explained points of support** Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.

	There is a great deal of evidence which can support the statement. For example, there were many Early Modern punishments which were intended to cause humiliation and physical pain. These punishments had survived since the Medieval period. One example is the use of the stocks where heavy pieces of wood were placed around the offender's ankles and their feet were locked in place. On the other hand there was some change in punishment by 1750. For example, even though the number of crimes for which you could be hanged increased, the actual levels of execution had dropped by 1750. Judges and juries often reduced the value of goods stolen to below that of a capital crime.or acquitted defendants due to lack of evidence. Transportation to North America or the West Indies started to replace hanging. **Nutshell: Balanced argument; one explained point on each side** **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 construct a one-sided argument explicitly supported by one valid example, e.g. *There is a great deal of evidence which can support the statement. For example, there were many Early Modern punishments which were intended to cause humiliation and physical pain. These punishments had survived since the Medieval period. One example is the use of the stocks where heavy pieces of wood were placed around the offender's ankles and their feet were locked in place.* **Nutshell: One sided argument; one explained point of support** **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. *No, I agree because bridewells were new.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe punishments in one or both periods, without addressing the question of change/continuity e.g. • *In the medieval period people fines were a usual form of punishment. For example, fines were used by church courts to punish gambling.* • *By 1750 some people were being transported to British colonies as a form of punishment.* **Nutshell: Description of punishments in one/both periods without linking to change/continuity**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *No, there were many areas where punishments changed. Some of the old punishments died out.* **Nutshell General/ unsupported assertion(s)**
0 marks	

Question 5*–18 marks **How far do you agree that governments have been the most important factor influencing crime rates since 1750? 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 crime rates in the period.* *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 identify and consider the alternative point of view. OR answers may reach a judgment on how far the government has influenced the crime rate by comparison with other factors in the period 1750 – present* *Answers are most likely to show understanding of the second order concepts of significance, continuity and change but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: introduction of the Police Force; the increased government focus on winning votes; fear of popular revolts (eg French Revolution) made governments react; attempts by governments to reform the prison system over time* *Grounds for disagreeing include: Urbanisation; the reduction in chance; changing nature of beliefs in the period; the role of science and technology; the work of reformers*
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 **How far do you agree that governments have been the most important factor influencing crime rates since 1750? Give reasons for your answer.**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *There is some evidence which can support the statement. Firstly, it could be argued that the introduction of a professional police force under Robert Peel made a big contribution to the fall in crime in the second half of the nineteenth century. There were uniformed officers on the beat who tried to prevent theft and violence. They removed drunks, prostitutes and vagrants from the streets. Also, in the 20th Century, governments have become more involved in people's lives and introduced a range of new crimes including 'hate crime' after the murder of Stephen Lawrence. This meant that the crime rate has risen because there are now more laws to be broken.* *On the other hand there is a great deal of evidence against the statement. Industrialisation was a major reason that the crime rate rose until 1850. Theft from the workplace became much more common. Factories, warehouses and shops were full of goods which could be stolen. So industrialisation provided new opportunities for thieves. Poverty was another reason. The crime rate rose particularly sharply after 1815 when war with France ended and soldiers returned to Britain looking for work. There was low employment, high prices and falling wages. So many people turned to theft in desperation.* *Overall, I think that other factors had a much more significant impact than the government. There is no doubt there is a correlation between the introduction of the police and the fall in crime rates after 1850. However, the establishment of the police happened partly in response to the increasing crime anyway, which was still far higher in 1900 than it had been in 1750.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g. *There is some evidence which can support the statement. Firstly, it could be argued that the introduction of a professional police force under Robert Peel made a big contribution to the fall in crime in the second half of the nineteenth century. There were uniformed officers on the beat who tried to prevent theft and violence. They removed drunks, prostitutes and vagrants from the streets.* *On the other hand there is a great deal of evidence against the statement. Industrialisation was a major reason that the crime rate rose until 1850. Theft from the workplace became much more common. Factories, warehouses and shops were full of goods which could be stolen. So industrialisation provided new opportunities for thieves. Poverty was another reason. The crime rate rose particularly sharply after 1815 when war with France ended and soldiers returned to Britain looking for work. There was low employment, high prices and falling wages. So many people turned to theft in desperation.* **Nutshell: Balanced argument; three explained points of support (i.e. two on one side and one on the other)**
Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g. *There is a great deal of evidence against the statement. Industrialisation was a major reason that the crime rate rose until 1850. Theft from the workplace became much more common. Factories, warehouses and shops were full of goods which could be stolen. So industrialisation provided new opportunities for thieves. Poverty was another reason. The crime rate rose particularly sharply after 1815 when war with France ended and soldiers returned to Britain looking for work. There was low employment, high prices and falling wages. So many people turned to theft in desperation.* **Nutshell: One sided argument, two explained points of support** Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g. *There is some evidence which can support the statement. Firstly, it could be argued that the introduction of a professional police force under Robert Peel made a big contribution to the fall in crime in the second half of the nineteenth century. There were uniformed officers on the beat who tried to prevent theft and violence. They removed drunks, prostitutes and vagrants from the streets. On the other hand there is a great deal of evidence against the statement. Industrialisation was a major reason*

	that the crime rate rose until 1850. Theft from the workplace became much more common. Factories, warehouses and shops were full of goods which could be stolen. So industrialisation provided new opportunities for thieves. **Nutshell: Balanced argument; one explained point on each side** **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 construct a one-sided argument explicitly supported by one valid example, e.g. *There is some evidence which can support the statement. Firstly, it could be argued that the introduction of a professional police force under Robert Peel made a big contribution to the fall in crime in the second half of the nineteenth century. There were uniformed officers on the beat who tried to prevent theft and violence. They removed drunks, prostitutes and vagrants from the streets.* **Nutshell: One sided argument; one explained point of support** **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 of Peel's introduction of the police force.* *No, it was more to do with industrialisation.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe crime/related events, e.g. *Crime gradually increased between 1750 and 1810, then there was a sharp increase until 1820.* *Theft was still the most frequent crime. Murders were rare.* **Nutshell: Description of crime or related events without linking this to the question**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *No, there were many other reasons that the crime rate went up and dowm as the government impact was limited.* **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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