GCSE (9–1)

History B (Schools History Project)

J411/31: Viking Expansion, c.750-c.1050 with The First Crusade, c.1070-1100

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

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for ‘what must be a good answer’ would lead to a distorted assessment.

3 Candidates’ answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate’s thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Section A: Viking Expansion, c.750–c.1050

Question 1 – 3 marks

(a) Give one example of a group that traded with the Volga Vikings.

(b) Identify one reason why Vikings left their homelands.

(c) Name one feature of Harald Bluetooth's rule.

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:* ***Arabs, Abbasids, Byzantines, Slavs, Franks***
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:* ***population pressure, social structures and younger sons, searching for more fertile lands, wealth, fame, adventure, invasion, trade, finding new items to bring back, raiding***
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:* ***communication, connecting up his kingdom, bridge-building, moving his capital to Roskilde; defence through forts like Trelleborg and ramparts such as the Danevirke system; Christianisation; expansion into parts of Norway; defeat by his own son and subsequent death, improved trade*** Any other historically valid response is acceptable and should be credited.

<table>
<tr><td colspan="2">Question 2 – 9 marks
Write a clear and organised summary that analyses the trading activities of the Volga Vikings. 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 the following: trade, settling and ruling, raids. Trade is likely to feature prominently and may include: the establishment of a base at Staraya Ladoga from which to trade; the development of trade routes along the Volga, Dnieper and Don. Consequent growth and development of Novgorod and Kiev. Importance of these settlements and of rulers such as Rurik, Oleg and Vladimir. Answers are likely to focus on the areas reached at the end of the trade routes, namely Constantinople and across the Caspian Sea to Baghdad. Reference may be made to the raids on Constantinople and the role played by the Varangian guard, but also to specific items traded there and in the Arab world: items brought from Scandinavia (such as honey, wax, furs, slaves, walrus ivory) and those brought back (such as amber, silk, olive oil, wine, spices, semi-precious stones….). Specific mention may also be made of the importance of silver to the Vikings. The ‘extent’ or reach of Viking trade, the success and duration of settlement and rule in the east may also be addressed.

Use of conceptual understanding to organise the response might in this case involve diversity, e.g. distinguishing by geographical regions – Russia, Byzantium or the Arab World.

Answers may show understanding of second order concepts such as diversity (e.g. not just traders but raiders, setters and rulers, difference in impact between different geographical areas, different types of items traded); similarity and difference within situations (e.g. between the Rus and Constantinople); significance – influential were the Vikings were in the east.

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 trading activities of the Volga Vikings. 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. *[Significance]* *The Volga Vikings were effective traders who created a trading network which gave them access to new products. For example, they established trading with Constantinople where the Volga Vikings were able to exchange timber, furs and slaves for items such as spices, silk, fruit and wine. The Volga Vikings became richer as a result and this allowed them to build a powerful trading network). In addition, the Volga Vikings were also able to use their trading routes to form new relationships and to gain influence in the East. They became the Varangian guard to the Byzantine emperor due to the ferocious way that they fought in battle and this afforded them more power and wealth in this region.* **Nutshell: Summary based on second order concept(s) with two or more valid supporting examples** ***Other valid areas might include:*** *Diversity (e.g. not just traders but raiders, setters and rulers, difference in impact between different geographical areas, different types of items traded); similarity and difference within situations (e.g. between the Rus and Constantinople); significance – influential were the Vikings were in the east.*
Level 2 (4–6 marks)	Answers at L2 will typically be organised around a second order concept, **supported with one valid example**, e.g. *[Significance]* *The Volga Vikings were effective traders who created a trading network which gave them access to new products. For example, they established trading with Constantinople where the Volga Vikings were able to exchange timber, furs and slaves for items such as spices, silk, fruit and wine. The Volga Vikings became richer as a result and this allowed them to build a powerful trading network.* **Nutshell: Summary based on a second order concept with one valid supporting example** **NOTE: Answers which consist of a list of examples and a disconnected/weak concept will be awarded at 4 marks**
Level 1 (1–3 marks)	Answers at L1 will typically **list relevant events or developments,** e.g. *The Volga Vikings developed trading routes such as Staraya Ladoga. They built trading routes along the Volga river. They were involved in settlement and raids.* **Nutshell: List of events / developments with no organising concept.**
0 marks	

<table>
<tr><td colspan="2">Question 3 – 10 marks
What was the impact of the Great Heathen Army’s invasion of England? Explain your answer with examples.</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: the first full invasion of the country by Vikings; over-wintering had occurred before but the purpose in 865 was entirely clear. The army remained for fourteen years focusing on different areas and shoring up their gains: references will be made to the impact felt across different parts of the country from the invasion: the capture of York and establishment of a Northumbrian kingdom; base at Thetford and subsequent success in East Anglia; over-wintering in Repton and taking of parts of Mercia in 873-4. Therefore the army conquered parts of three of the four kingdoms. Attempts to conquer Wessex in 870-1 and 875-8 and consequent treaty made between Alfred and Guthrum – displays impact in terms of permanence of the invasion but also that England was not completely conquered. Establishment of the Danelaw area formally dividing the country and the significant impact afterwards, through settlement and adoption of Danish laws.

Explanations are most likely to show understanding of the second order concept of consequence and significance (extent of conquest, significance of changes to settlement, laws and customs) but reward appropriate understanding of any other second order concept. Candidates may explore the idea of the limitations of the invasion – for example not taking all four kingdoms, the defence of Wessex, the integration of Viking settlers into Anglo-Saxon society. They may also focus for a significant part of the response on the longer-term impact of the invasion, in terms of the features of the Danelaw and how long it lasted.

Answers which simply describe the Great Heathen Army 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 **What was the impact of the Great Heathen Army's invasion of England? Explain your answer with examples.**	
Guidance and indicative content	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least **two examples of impact that the Great Heathen Army had on England and explain these fully** e.g. *The impact of the Great Heathen Army's invasion was the establishment of the Danelaw in central and eastern England where the Danes were able to rule according to their own laws. This was important because it created an area of territory for the Vikings in England where their laws were upheld and whilst this eventually led to King Athelstan driving them out, the changes to customs and practices had already been established in this part of England.* *Another impact of the Great Heathen Army's invasion was the organisation of settlements which led to cultural assimilation. This began with a practice of over-wintering which led to the invaders focusing on different areas to take over longer term. For example, the capture of York, Thetford and Repton led to the Vikings settling in larger parts of England. As a result of all this activity, the impact of Old Norse on the Old English dialects being spoken by the native population was significant and had far-reaching implications. It was the interaction between the Viking settlers and their English neighbours, their trading and farming activities and their eventual intermarriage and assimilation that helped to create the melting pot of two languages.* **Nutshell: Two or more examples of impact explained**
Level 4 (7-8 marks)	Level 4 answers will typically identify **one examples of impact that the Great Heathen Army had on England and explain this fully** e.g. *The impact of the Great Heathen Army's invasion was the establishment of the Danelaw in central and eastern England where the Danes were able to rule according to their own laws. This was important because it created an area of territory for the Vikings in England where their laws were upheld and whilst this eventually led to King Athelstan driving them out, the changes to customs and practices had already been established in this part of England.* **Nutshell: One example of impact explained** **NOTE: Answers at L4 will often identify and describe several reasons but only fully explain one of them** **NOTE: Allow examples of change as impact**
Level 3 (5-6 marks)	Level 3 answers will typically **identify at least one valid impact** e.g. • *The Great Heathen Army established the Danelaw in central and eastern England* • *The Great Heathen Army organised settlements in England over time* **Nutshell: Identifies one or more valid reason(s) but no supporting evidence OR no full explanation of impact** **NOTE: 5 marks for one impact identified; 6 marks for two or more** **NOTE: Allow examples of change as impact**
Level 2 (3-4 marks)	Level 2 answers will typically contain correct general **descriptions of the invasion of the Great Heathen Army**. e.g. • *The Great Heathen Army invaded England in 865* • *The Great Heathen Army landed on the Isle of Thanet used East Anglia as their starting point for invasion* **Nutshell: Describes features of the invasion**

Level 1 (1–2 marks)	Level 1 answers will typically contain **general points, unsupported assertions or descriptions of the Great Heathen Army** e.g. *The 'Great Heathen Army' was a large force who were determined to pillage England. They were fierce warriors.* **Nutshell: Assertion(s) and/or descriptions of the Great Heathen Army**
0 marks	

Question 4* – 18 marks **'Religion was the most important factor in the lives of Vikings in their homelands'. How far do you agree with this statement? 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.*	*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 religion and at least one other factor e.g. landscape, trade, society and social structures. Considering more than one alternative factor may be a feature of highest level answers.* *Answers are most likely to show understanding of the second order concepts of significance (importance of religion and other factors in shaping everyday life), diversity (different factors involved in shaping everyday life) and potentially cause and consequence (how religion and other factors like landscape and trade led to Vikings behaving in particular ways and making decisions as a result of those factors). Reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: centrality of belief in Viking gods. Different gods with specific roles that had links to aspects of life e.g. Odin, God of War Thor, God of thunder and lightning, Baldur the god of summer sun, Freyr being the god of weather, linking to the need to produce a good annual harvest of crops. Vikings made offerings and sacrifices to the gods to ensure good harvests but also for rites of passage such as births and deaths. The tree Yggdrasil at the centre of the universe with gods living on Asgard and humans on Midgard, a different level. Role of Valhalla and Ragnarok in developing attitudes to fighting, war and having a glorious death.* *Grounds for disagreeing include: whilst belief in Viking gods was important, in itself it didn't shape everyday life so much as react to the nature of everyday life. The actual shaping was done by the particular demands of the Scandinavian landscape. Limited amounts of good farming land led to a reliance on the produce of forests and fjords. Harsh winters led to the preserving and pickling of foodstuffs. Many settlements were clustered around coastal inlets or fjords. Interaction (trading and raiding) with other countries also had an impact – the items brought back by the Volga Vikings, for example (such as spices) or the Vikings that raided Britain and brought back plunder and slaves. Social structures – from kings, to jarls, to the role of women and existence of Thralls (slaves), with limited movement occurring between groups, clearly shaped everyday life for Vikings to a large degree.*
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 worth of credit.	

Question 4* – 18 marks **'Religion was the most important factor in the lives of Vikings in their homelands'. 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 present a valid clinching argument** e.g. *Religion was an important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. Another element of religion which was important was the idea of Valhalla which the Vikings understood as an afterlife overseen by Odin (God of War) who would heal the wounds of fallen soldiers who had fought courageously. This idea was important as it influenced the Viking culture of waging war and pursuing battle to achieve glory.* *On the other hand the Vikings were also committed to practical farming and managing their harsh landscapes to stay alive in the real world. Vikings relied on the produce from forests, fjords and picking their food so that they could survive harsh winters. This was an equally important aspect of life in their homelands as it allowed them to survive. It is also important to note that settlements were based around coastal areas that allowed Vikings to trade and raid and the items brought back from other countries was also important. For example, the Vikings that invaded Britain brought back plunder and slaves. Therefore, these were equally important features to the Viking homelands.* *Overall, whilst the Vikings may have attributed many of their successes to religion and this clearly played a role in their cultural mindset, I believe that the most important aspect of their lives was their ingenuity and hardiness forged by their physical environment. The Vikings mastered their terrain, and this gave them the resources and skills to survive at home and thrive in their development of trading networks over time.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **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. *Religion was an important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. Another element of religion which was important was the idea of Valhalla which the Vikings understood as an afterlife overseen by Odin (God of War) who would heal the wounds of fallen soldiers who had fought courageously. This idea was important as it influenced the Viking culture of waging war and pursuing battle to achieve glory.* *On the other hand the Vikings were also committed to practical farming and managing their harsh landscapes to stay alive in the real world. Vikings relied on the produce from forests, fjords and picking their food so that they could survive harsh winters. This was an equally important aspect of life in their homelands as it allowed them to survive.*

	Nutshell: Three explained points of support (i.e. two on one side and one on the other); clinching argument top of level. 2-1 OR 3-0
Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by **two valid examples** e.g. *Overall I agree with the statement. Religion was the most important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. Another element of religion which was important was the idea of Valhalla which the Vikings understood as an afterlife overseen by Odin (God of War) who would heal the wounds of fallen soldiers who had fought courageously. This idea was important as it influenced the Viking culture of waging war and pursuing battle to achieve glory.* **Nutshell: One sided argument, two explained points of support; clinching argument top of level 2-0** **Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.** *Religion was an important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world. On the other hand the Vikings were also committed to practical farming and managing their harsh landscapes to stay alive in the real world. Vikings relied on the produce from forests, fjords and picking their food so that they could survive harsh winters. This was an equally important aspect of life in their homelands as it allowed them to survive.* **Nutshell: Balanced argument; one explained point on each side; clinching argument top of level. 1-1** **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. *Overall I agree with the statement. Religion was the most important aspect of Viking life because gods such as Freyr (God of Weather) were a central feature of their customs and traditions. The Vikings made offerings and sacrifices to the gods to ensure good harvests and therefore this was a very important aspect of how they understood the world.* **Nutshell: One sided argument; one explained point of support 1-0** **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 agree or disagree** but without full explanation or supporting evidence, e.g. - *I agree that religion was the most important feature because Vikings had different gods such as Odin who was the God of War* - *I disagree because farming was more important as they had to grow their own food and survive harsh winters* **Nutshell: Identification of reason(s) to agree or disagree without full explanation. Description without explanation fits in this level.**

Level 1 (1-3 marks)	Level 1 answers will typically make general and **unsupported assertions** eg *I agree because religion was a very important part of Viking lives and how they lived* **Nutshell General/ unsupported assertion(s)**
0 marks	

Question 5* – 18 marks **'Harald Bluetooth was more important than Svein Forkbeard in the development of a Viking kingdom'. How far do you agree with this statement? 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.*	*It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.* *Answers that seek to agree or disagree strongly with the statement must show awareness of the different actions and achievements of the two kings. Candidates may choose to address each king in turn and assess their roles in developing the kingdom; it is equally valid to approach the question thematically or to contrast the importance of one with the weaknesses of the other, though only at the highest levels will this be done for both kings. To achieve Level 6, answers should be displaying 'very secure and thorough understanding' of the reigns and actions of BOTH kings.* *Answers are most likely to show understanding of the second order concepts of significance and consequence (significant achievements of each king and the impact that they had). They could also consider similarity and difference (comparing specific areas from each king's life and reign, such as religion and war).* *Grounds for agreeing include: Jelling and conversion of the Danes to Christianity, unifying the Danish kingdom (and ruling over part of Norway between 963 and 974); moving capital to Roskilde and connecting the kingdom*
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.*	*up through enhanced communications and building bridges. Enhancing the Danevirke ramparts, building of Trelleborg. Evidence for Forkbeard's limitations could include his focus on serially raiding England between 1003 and 1007, exploiting a weak English government under Ethelred, looting, burning and later extorting (which could be argued either way perhaps), his untimely death weeks after becoming king of England in 1014, making him England's shortest reigning king.* *Grounds for disagreeing include:* *Svein Forkbeard not only seized Denmark and then ruled the country from 986 until his death, he ruled over much of Norway from 1000 and also became king of England, a title which his own son Cnut was able to inherit. Marriage with Swedish widow Sigrid, creating an alliance with Sweden and preventing further incursions such as that of Eric in 994. Fighting Olaf Tryggvason to take control of Norway between 995 and 1000. Tolerating pagans as well as Christianity in Denmark. Successes in England from 1003 and full-scale invasion in 1013. Evidence for Bluetooth's limitations include losing the part of Norway ruled until 974, falling to rebellion by his son in 986. He also did not make any inroads into England. It was Svein who regained Hedeby from German control whilst Harald was still king. The role of Christian conversion can also be said to be a failing, as not only did many people continue to worship Viking gods, some of the chiefs who did not convert but remained pagan, ended up allying with Svein Forkbeard against Harald.*
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 **'Harald Bluetooth was more important than Svein Forkbeard in the development of a Viking kingdom'. 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 present a valid clinching argument** e.g. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. In addition, Harald was also successful in unifying his kingdom by connecting his kingdom together through building bridges and improving communications. He moved the capital to Roskilde and ensured that the kingdom was protected by building forts such as Trelleborg. Therefore, this shows that Harald unified his kingdom through connectivity and brought his people together.* *Svein Forkbeard helped to develop an ambitious kingdom for the Vikings that included direct rule and alliances. Svein ruled over Denmark, Norway and England and was able to marry Sigrid of Sweden which forged an alliance and prevented further incursions such as that of Eric in 994. The combination of these achievements meant that he developed a powerful Viking kingdom. In addition, if we consider Harald Bluetooth's loss of part of Norway in 974 and falling to a rebellion by his son in 986 alongside his failure to expand into England, we can see that Svein's achievements are even more impressive and ultimately, he regained Hedeby from German control whilst Harald was still king.* *Overall, whilst Harald Bluetooth's legacy of connectivity was important at the time, some of his achievements were more superficial. Despite his conversion to Christianity this was never a fully accepted cultural change as many people continued to worship Viking gods and remained pagan. Svein Forkbeard's development of Viking territory and alliances were more compelling achievements and he was a more important to the development of the kingdom.* **Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. 2-2 OR 3-1** **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. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. In addition, Harald was also successful in unifying his kingdom by connecting his kingdom together through building bridges and improving communications. He moved the capital to Roskilde and ensured that the kingdom was protected by building forts such as Trelleborg. Therefore, this shows that Harald unified his kingdom through connectivity and brought his people together.*

	Svein Forkbeard helped to develop an ambitious kingdom for the Vikings that included direct rule and alliances. Svein ruled over Denmark, Norway and England and was able to marry Sigrid of Sweden which forged an alliance and prevented further incursions such as that of Eric in 994. The combination of these achievements meant that he developed a powerful Viking kingdom.. **Nutshell: Three explained points of support (i.e. two on one side and one on the other); clinching argument top of level. 2-1 OR 3-0**
Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by **two valid examples** e.g. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. In addition, Harald was also successful in unifying his kingdom by connecting his kingdom together through building bridges and improving communications. He moved the capital to Roskilde and ensured that the kingdom was protected by building forts such as Trelleborg. Therefore, this shows that Harald unified his kingdom through connectivity and brought his people together.* **Nutshell: One sided argument, two explained points of support; clinching argument top of level 2-0** **Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.** *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe. On the other hand, Svein Forkbeard helped to develop an ambitious kingdom for the Vikings that included direct rule and alliances. Svein ruled over Denmark, Norway and England and was able to marry Sigrid of Sweden which forged an alliance and prevented further incursions such as that of Eric in 994. The combination of these achievements meant that he developed a powerful Viking kingdom.* **Nutshell: Balanced argument; one explained point on each side; clinching argument top of level. 1-1** **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. *Harald Bluetooth made an important contribution to the Viking kingdom by leading the Danes to Christianity. As a sign of his conversion he erected the Jelling stones to honour his parents after his father was re-buried in a church to symbolise his conversion. As a result of this conversion to Christianity gave the Vikings more influence with the church across Europe.* **Nutshell: One sided argument; one explained point of support 1-0** **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 agree or disagree** but without full explanation or supporting evidence, e.g. - *Harald Bluetooth was more important because he led the conversion to Christianity* - *Svein Forkbeard was more important because he ruled over Denmark, Norway and England*

	Nutshell: Identification of reason(s) to agree or disagree without full explanation. Description without explanation fits in this level.
Level 1 (1-3 marks)	Level 1 answers will typically make general and **unsupported assertions** eg *Harald Bluetooth was more important because he brought people together. Svein Forkbeard controlled more land than Bluetooth.* **Nutshell General/ unsupported assertion(s)**
0 marks	

Section B: The First Crusade, c.1070–1100

Question 6 – 7 marks
What can Source A tell us about the relationship between Alexios I and the crusader leaders when they arrived in Constantinople in 1096? Use the source and your own knowledge to support your answer.

Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 2 marks** **AO3** Analyse sources (contemporary to the period). **Maximum 5 marks** **Please note that that while the weightings of AO1 to AO3 are equal in levels 1, AO3 carries greater weight in level 2 and greater weight again in level 3.**	**Notes and guidance specific to the question set**
Level 3 (6–7 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows strong awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify a wide range of features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	**Notes and guidance specific to the question set** *Valid features that answers could identify include: Alexios I was wary of the Norman leadership of the crusader army; Alexios did not trust the crusader army that had arrived in Constantinople in such numbers; the failure of the Peoples Crusade had made Alexios cautious; the Byzantines give a view of the Normans as being less trustworthy; Alexios does not trust Bohemond as he had fought against the Byzantines in Southern Italy; this meeting was part of a series of meetings with crusader leaders in which Alexios was trying to ensure they all swore an oath of allegiance to him; Alexios was trying to show who was really in charge of this crusade.* *Examples of understanding of second order concepts include; similarity and difference (contrasting the impressions of the Norman and Byzantine leadership); change (describing the changing relationship between the two men, given this new context of Alexios having called for help from the West) but reward appropriate understanding of any other second order concept.* *There is no requirement to mention limitations but examples of limitations include: Anna Comnena's account is from a Byzantine perspective and can be read as a later justification of her father's actions based on Bohemond freely promising to swear an oath of*
Level 2 (3–5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). Shows some awareness of how sources can be used critically and constructively by e.g. considering the limitations and/or benefits of the source, using wider contextual knowledge to confirm, challenge or raise questions about what the source says or shows to analyse the source to identify some features that relate to the focus of the question; some of which may be inferred rather than directly stated in the source (AO3).	
Level 1 (1–2 marks) The response shows knowledge of features and characteristics (AO1). Analyses the source to identify at least one feature that relates to the focus of the question; this may be inferred rather than directly stated in the source (AO3).	

	allegiance to her father.. No reward can be given for raising concerns over the limitations of the source unless this is explicitly used to help to say what the source "can tell us" in relation to the focus 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 – 15 marks **How useful are Interpretation B and Sources C and D for a historian studying the capture of Jerusalem by the crusaders in 1099? In your answer, refer to the interpretation and the two sources as well as your own knowledge.**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks** **AO3** Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. **Maximum 5 marks** **AO4** Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 5 marks** **Please note that while the descriptors for AO3 and AO4 are given separately in the levels, the analysis and evaluation of sources and interpretations may be combined in responses.**	**Notes and guidance specific to the question set**
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). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences etc.). Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	*Analysis of the interpretations and source could identify features such as: All make reference to the role of Godfrey of Bouillon and his successful leadership during the capture of Jerusalem; all are focused on the crusaders' successful breach of the city walls; Interpretation B and Source D both refer to the bravery of Godfrey of Bouillon; Interpretation C refers to Godfrey of Bouillon taking control of the crusade from Raymond of Toulouse; Interpretation C and Source D agree that the spiritual dimension to the crusade is important; Interpretation B and Source D include the tactics used to scale the walls e.g. fire, ladders and ropes.* *Understanding of appropriate characteristic features could include: the nature of siege warfare and the preparation that had gone into the attack on the walls e.g. building siege towers and positioning them strategically against the walls; the role of strong leadership of the attack, including the rivalry between crusade leaders and the strong leadership shown by Godfrey of Bouillon in organising the siege and attack of the city; the strategic challenges the crusaders faced when they attacked Jerusalem e.g. lack of water and supplies for building the siege towers; the challenge of taking a city that had such good defensive walls; Source*
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). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details,	

provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	*D includes the spiritual motivation for the crusaders. Limitations that may affect usefulness include: the audience for the popular history in Interpretation B are presented with a romanticised view of the crusaders taking Jerusalem and the heroism of Godfrey of Bouillon in his crusader outfit holding a flag; Raymond of Aguilers was chaplain to Raymond of Toulouse and writes about the crusade from a spiritual perspective. reward can be given for raising concerns over the limitations unless this is explicitly used to help to say how it affects usefulness for the context given. Evaluation of usefulness may also involve making valid substantiated suggestions of other lines of enquiry for which the collection may be useful, but the focus given in the question must also be addressed.* *No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Analyses the source(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about usefulness of the source(s) in relation to the issue in the question (AO3). Analyses the interpretation(s) to identify features appropriate to the question (e.g. by considering specific details, provenance, making valid inferences, etc.). Gives a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the usefulness of the interpretation(s) in relation to the issue in the question (AO4).	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Analyses the source(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO3) Analyses the interpretation(s) to identify features appropriate to the question e.g. by considering specific details, provenance, making valid inferences, making appropriate cross-references or identifying significant themes that they have in common.(AO4) There is either no attempt to evaluate and reach a judgment about usefulness of the interpretation(s) and the source(s) in relation to the issue in the question, or there is an assertion but this lacks any support or historical validity	
0 marks No response or no response worthy of credit.	

Question 8* – 18 marks **'Religion alone explains why so many joined the call to crusade in 1095.' How far do you agree with this view?**	
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.*	*It is not possible to go beyond Level 2 if the answers focus on the motivations of the crusaders during the crusade, rather than their motivation for joining in 1095.* *.It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.* *Answers are most likely to show understanding of the second order concepts of causation (reasons why crusaders joined the Crusade); similarity and difference (different circumstances led people to join the crusade for different reasons). Grounds for agreeing may include: concern over the situation in the Holy Land and the safety of pilgrims; the religious message from Urban II at Clermont and the influence of preachers such as Peter the Hermit, encouraging people to join for spiritual reasons; the appeal of the pardon for sins given at Clermont; the need to respond to help the eastern Christian church after Alexios' letter to Urban II asking for help.* *Grounds for disagreeing may include: Other reasons such as the desperate economic situation in Europe including famine and bad harvests prior to 1095; the relatively challenging economic circumstances for younger sons who would not inherit land; escape from the violent feudal system in Europe in the 1000s; the promise of riches, land and adventure abroad for ambitious Norman princes e.g. Bohemond of Taranto; the Church had to write letters discouraging people from leaving their families and responsibilities, suggesting that this was happening.*
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 9* – 18 marks
'The origins of the First Crusade lay in the weakness of the Byzantine Empire in the late eleventh century.' How far do you agree with this view?

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.*	*If answers only cover weaknesses surrounding the Byzantine conduct during, or contribution to, the organisation and success of the First Crusade reward cannot be given beyond Level 2, It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description.* *Answers are most likely to show understanding of the second order concepts of causation (the circumstances that helped cause the First Crusade in 1095) and similarity and difference (the differing situation in different geographical areas involved) change (how the changing situation in the 1090s made the First Crusade more likely) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: the Byzantine Empire was increasingly weak during the late 1000s after military defeats such as the Battle of Manzikert in 1071; the dynastic struggles for the position of Byzantine Emperor; the perceived weakness of Alexios I; the letter sent to Urban II asking the Western Church for help in 1095.* *Grounds for disagreeing include: Byzantine Emperors had asked the Papacy for help to support the Eastern Church before without causing a large, armed crusade; the Papacy's desire to display their power and influence; the unprecedented scale of Urban II's campaign to get Europeans to join the crusade in 1095; the desire for the Western Church to reunite with the Church in the east; the increasing power of the Seljuk Turks; the Turkish and Egyptian control of many former Byzantine cities in the East, including Jerusalem; divisions in the Muslim world in the 1090s meant that the Holy Land was increasingly unstable.*
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 merit.	

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