



# June 2022 - Morning/Afternoon

# GCSE (9-1) History B (Schools History Project)

**J411/41** The Norman Conquest, 1065–1087

Time allowed: 1 hour

Sample question paper for 2022 only. To see what adaptations have been made for 2022 please ensure you have referred to the <u>Changes for 2022</u> qualification web page.

#### You must have:

the OCR 12-page Answer Booklet



#### **INSTRUCTIONS**

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer Questions 1 (a–b) and 2, and **either** Question 3 **or** Question 4.

#### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Spelling, punctuation and grammar (SPaG) and the use of specialist terminology will be assessed in questions marked with a pencil ( ).
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has 8 pages.

### **ADVICE**

Read each question carefully before you start your answer.

### The Norman Conquest, 1065–1087

Answer questions 1 (a-b) and 2.

1.

(a) In Interpretation A the historian Robert Bartlett argues that the 'Harrying of the North' had a powerful impact on northern England.

Identify and explain one way in which he does this.

[3]

### Interpretation A

An extract from the script of 'The Normans', a BBC television series, 2010.

In 1069, William marched on York and crushed the rebellion. The Normans devastated the North of England. They sacked every village and farmstead as they went. Then William divided his troops into smaller bands who destroyed any crops and livestock they could find ...

A huge area across northern and central England was laid waste by this 'scorched earth' on the northern rebels. Plotting the settlements destroyed by the Normans shows the scar that was carved across the country by William's army. Sixteen years later, these areas were still desolate wasteland.

(b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate?
Explain how this would help us to analyse and understand the Harrying of the North.

[5]

2. Interpretations B and C are both illustrations of Norman motte—and—bailey castles. How far do they differ and what might explain any differences?

( ) Spelling, punctuation and grammar and the use of specialist terminology

[12] [5]

# Interpretation B

An illustration of the Norman castle at Pickering in Yorkshire by the reconstruction artist Simon Hayfield. The illustration is in the book 'Picturing the Past'. The book was published in 1997 and was aimed at adults.



### Interpretation C

An illustration of a typical Norman castle in 'Living in the Past': *The Middle* Ages a history textbook written for primary school children in 1983.



### Answer either question 3 or question 4.

3.\* In an article for the BBC History Magazine in 2012, the historian Ryan Lavelle argued that late Anglo–Saxon England was "by no means a 'golden age'". How far do you agree?

[20] ( ) Spelling, punctuation and grammar and the use of specialist terminology [5]

**4.\*** According to a children's history website, www.MedievalEurope.MrDonn.org, following his victory at Hastings, William 'soon had conquered all of England'. How far do you agree?

[20 ( ) Spelling, punctuation and grammar and the use of specialist terminology [5]

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#### Copyright Information:

Interpretation A: Transcribed from BBC Two series The Normans, presented by Robert Bartlett, 2010. © BBC Publishing Worldwide.

Interpretation B: Reproduced by kind permission of Simon Hayfield, Hayfield Studio, Shustoke UK, www.hayfieldstudio.co.uk

Interpretation C: An illustration of a Norman castle in *Living in the Past: The Middle* Ages a history textbook written for primary school children in 1983. OCR is aware that third party material appeared in this sample question paper but it has not been possible to fully identify and acknowledge the source.

Question 3: Quote from Ryan Lavelle, 'The dark side of the Anglo-Saxons', in *BBC History Magazine*, Vol 13 No. 13, pg 27, 2012. © BBC Publishing.

Question 4: Quote from Lin and Don Donn, The Middle Ages for Kids, www.medievaleurope.mrdonn.org. Accessed January 2015.

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# **June 2022**

GCSE (9-1) HISTORY B (SCHOOLS HISTORY PROJECT)
J411/41 The Norman Conquest, 1065-1087

**SAMPLE MARK SCHEME** 

**Duration:** 1 hour

MAXIMUM MARK 50

This document has 16 pages

#### MARKING INSTRUCTIONS

#### PREPARATION FOR MARKING

### **RM ASSESSOR**

- 1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
- 2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <a href="http://www.rm.com/support/ca">http://www.rm.com/support/ca</a>
- Log-in to RM Assessor and mark the required number of practice responses ("scripts") and the required number of standardisation responses.

#### **MARKING**

- Mark strictly to the mark scheme.
- 2. Marks awarded must relate directly to the marking criteria.
- 3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
- 4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

# 5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

### **Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

# **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

# **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

# **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

- 6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
- 7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

• anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

- 8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** 
  - If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
- 9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
- 10. For answers marked by levels of response:
  - a. To determine the level start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level

Just enough achievement on balance for this	Above bottom and either below middle or at middle of level (depending on number of
level	marks available)
Meets the criteria but with some slight	Above middle and either below top of level or at middle of level (depending on number
inconsistency	of marks available)
Consistently meets the criteria for this level	At top of level

# 11. Annotations

Annotation	Meaning

# 1. 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

- 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.
- 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.
- 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.

# Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme 🥒

High performance 4–5 marks	<ul> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>
Intermediate performance 2–3 marks	<ul> <li>Learners spell and punctuate with considerable accuracy</li> <li>Learners use rules of grammar with general control of meaning overall</li> <li>Learners use a good range of specialist terms as appropriate</li> </ul>
Threshold performance  1 mark	<ul> <li>Learners spell and punctuate with reasonable accuracy</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>
No marks awarded  0 marks	<ul> <li>The learner writes nothing</li> <li>The learner's response does not relate to the question</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

### The Norman Conquest, 1065–1087

#### Question 1a - 3 marks

In Interpretation A the historian Robert Bartlett argues that the 'Harrying of the North' had a powerful impact on northern England. Identify and explain one way in which he does this.

#### Notes and guidance specific to the question set

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the historian argues that the 'Harrying of the North' had a powerful impact + 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 the Harrowing of the North had a powerful impact may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of historical events portrayed and / or to the method or approach used by the artist/historian. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.

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

he historian uses language and choice of words to emphasise his interpretation of the harrowing of the North as having a powerful impact (1) for example, he uses the word 'crushed' to describe what happened to the rebellion, this an emphatic word meaning that the rebels were not just defeated but destroyed (1), this therefore emphasises the historian's construction of this as having a powerful impact because it implies there was no prospect of them recovering or regrouping (1).

The historian emphasises the powerful impact in his interpretation by emphasising the extent of the Harrowing of the North (1), he uses the word 'devastating' which is suggestive of an extremely powerful impact that goes beyond just being damaging (1). This impression is further emphasised by the historian saying 'every village and farmstead' was sacked, so there was nothing left – indicating his view of the total nature of the destruction (1).

The historian suggests that the impact was powerful because it lasted a long time (1), as he points out that '16 years later' the areas were still 'desolate' – they hadn't recovered (1), and he uses the word 'scar' to describe the impact which emphasises his interpretation of its continuing to be felt for a long time (1).

#### Question 1b - 5 marks

If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the Harrying of the North.

#### 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.

#### 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).

#### 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).

#### 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).

#### 0 marks

No response or no response worthy of credit.

Notes and guidance specific to the question set

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 different areas attacked (Similarity/Difference); the composition of the Norman army (Diversity i.e. Similarity/Difference); the reasons for the action (Causation); the impact/experience of the attack (Change, Continuity, Consequence, Significance); how/why the action was/ is remembered (Significance).

#### Question 2-12 marks

Interpretations B and C are both illustrations of Norman motte-and-bailey castles. 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).

#### 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.

Answers could consider: the overall portrayal of each illustration (B is a real castle, C is an imagined typical castle or B the castle is portrayed as powerful and threatening, C the castle is portrayed as a pleasant place to live or B is from inside and C is from outside so you see more); the specific aspects covered by the illustrations (B – motte, tower, bailey, palisade and gatehouse, soldiers, weapons and armour, C – motte, keep, bailey, moat, walls, drawbridge and village); the illustrators' treatment of specific aspects (e.g. tower/keep, bailey, gatehouse); the style and tone of the illustrations (e.g. use of colour, different perspective); the nature and purpose of the illustrations e.g. the audience for which the interpretations were made and how this affects the content and style of the illustration (e.g. "... C was made for school children so it has labels on it").

Understanding of the period and relevant historical issues may be shown through the language and terminology used or through reference to the purpose of castles, activities or developments from the time (e.g. feudal control, rebellions, changes from earliest, quickly built, wooden structure to stone, Harrying of the North – and Pickering is in the north; castles as centres for settlement).

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 3\*-20 marks

In an article for the *BBC History Magazine* in 2012, the historian Ryan Lavelle argued that late Anglo-Saxon England was 'by no means a 'golden age''. 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 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** 

#### 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.

#### 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.

Notes and guidance specific to the question set

Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of late Anglo–Saxon England.

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 similarity and difference (diversity within late Anglo-Saxon England)) and change (changes in later years of Anglo-Saxons) but reward appropriate understanding of any other second order concept.

Grounds for agreeing include: the struggle for survival in late Anglo–Saxon England; the dominance of the nobility and the marked inequality in wealth and status within late Anglo–Saxon society; legal inequalities; slavery; the inequality and injustice faced by women; the limited nature of Anglo–Saxon building.

Grounds for disagreeing include: the wealth of late Anglo–Saxon England; the power of Anglo–Saxon kings and nobles; the strong legal system; the wealth and power of the late Anglo–Saxon church; the burhs; mints, coinage and trade; the splendour of late Anglo–Saxon art, books and buildings.

#### 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.

#### 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 4\*-20 marks

According to a children's history website www.MedievalEurope.MrDonn.org, following his victory at Hastings, William 'soon had conquered all of England'. 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 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** 

#### 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.

#### 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.

Notes and guidance specific to the question set

Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of early Norman England.

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 the pace and geographical completeness of the Conquest.

Answers are most likely to show understanding of the second order concepts of change and continuity (ie pace of change) and similarity and difference (diversity of experience across England) or causation (why and how William established control or not but reward appropriate understanding of any other second order concept.

Grounds for agreeing include: the success of William's army in the south-east of England and the capture of London; William's coronation at Christmas 1066; the building of castles across England; the successful suppression of risings and rebellions including the 'Harrying of the North'.

Grounds for disagreeing include: it took several years to conquer England; the lack of Anglo –Saxon surrender following Hastings; the number of local risings against new Norman lords; the major rebellions in the south–west, the Midlands and the north; external pressures; the desertion of Norman soldiers

#### 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.

#### 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.

in 1068.