



Oxford Cambridge and RSA

GCSE (9-1)

History B Schools History Project

J411/41: The Norman Conquest, 1065-1087

General Certificate of Secondary Education

Mark Scheme for June 2022

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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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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 <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

MARKING

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

11. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
SEEN	Noted but no credit given
NAQ	Not answered question
	For highlighting creditable content

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

- 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.

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

High performance <i>4–5 marks</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance <i>2–3 marks</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance <i>1 mark</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded <i>0 marks</i>	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

Mark scheme

Section B: The Norman Conquest, 1065–1087

Question 1a – 3 marks

(a) In Interpretation A, the book makes William, Duke of Normandy seem like a hero. Identify and explain one way in which it does this.

Notes and guidance specific to the question set

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the illustrator portrays wealth and comfort + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question.

The explanation of how the historian argues that the author makes Duke William seem like a hero may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the author. 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 appropriate ways and appropriate and accurate explanation should also be credited:

- *The author makes it seem like William succeeded against the odds. (1) For example, he says most people surrounding the Duke 'wanted him dead'. (1) This makes it seem like William overcame wicked enemies (1).*
- *The author portrays William as a natural leader. (1) He says that 'his destiny is to conquer.' (1) This suggests that he was strong and powerful. (1)*
- *The author has chosen religious imagery for the front cover. (1) He shows William sitting in an abbey with a light shining down on him. (1) This gives us the impression that William has been chosen by God to lead Normandy. (1)*

NOTE: The question asks for ONE way – DO NOT AWARD SEPARATE MARKS FOR SEPARATE FEATURES.

One mark is for correct identification of a feature in the interpretation that relates to the question.

For the second 2 marks, the candidate must either: pick out a specific feature in the image/text and develop the explanation by making two points about it;

OR give 2 points of development relating to a more general feature (e.g. an example of the feature + the effect this has)

<p>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 William’s rule in Normandy before 1066.</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks</p> <p>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.</p>	<p>Notes and guidance specific to the question set</p>
<p>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).</p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>Examples of areas for further research include: William’s relationship with the Church in Normandy/ impact of this (significance/ consequence); reasons for strength of Normandy or reasons for fighting within Normandy (causation); impact of William as Duke on Norman society (change/ consequence).</i></p> <p><i>NOTE: The questions asks about an enquiry which would help us to analyse and understand Normandy before 1066 so responses which (for example) ask about William’s impact in England after 1066 should not be credited.</i></p>
<p>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).</p>	
<p>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).</p>	
<p>0 marks No response or no response worthy of credit.</p>	

<p>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 William’s rule in Normandy before 1066.</p>	
<p>Guidance and indicative content</p> <p>NOTE: The question asks about an enquiry which would help us to analyse and understand Normandy before 1066 so responses which (for example) ask about William’s impact in England after 1066 should not be credited</p>	
<p>Level 3 (5 marks)</p>	<p>Valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of William’s rule in Normandy before 1066.</p> <p><i>[Significance/ causation]</i> <i>Interpretation A gives us the impression that William was a significant figure who made a big impact on the power of Normandy. I would like to investigate if there were also other reasons for Normandy’s power and success in this period. This would help us to understand Normandy before 1066 by allowing us to weigh up the personal role of William against other factors such as the feudal system and use of horses.</i></p>
<p>Level 2 (3-4 marks)</p>	<p>Valid line of enquiry based on second order concept, e.g.</p> <p><i>[Consequence/ change]</i> <i>I would investigate if the extent of the rivalry and fighting within Normandy changed as a result of William’s leadership as Duke. This would help us to understand how stable Normandy was by 1066. [4]</i></p> <p><i>[Consequence]</i> <i>I would look at the impact of religion on William’s rule and Norman society more generally. [3]</i></p> <p><i>[Causation]</i></p> <ul style="list-style-type: none"> <i>I would investigate why there was so much fighting around William in the years before 1066. [3]</i> <i>I would like to find out why William was eventually able to take control and settle internal fighting in Normandy by 1066. This would allow us to understand if William’s rule relied more on military force or whether negotiation was also involved. [4]</i> <p>NB: Max 3 marks if there is no indication of how the enquiry would increase understanding of William’s rule in 1066.</p>
<p>Level 1 (1–2 marks)</p>	<p>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g.</p> <p><i>I would like to find out who it was that wanted William dead.</i> <i>I would try to find out where William is pictured and whether it is Caen Abbey.</i></p> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g. <i>The book says that most people wanted William dead. I’d like to find out if that’s true or if it is just exaggerating.</i></p>
<p>0 marks</p>	

Question 2–12 marks Interpretations B and C both focus on Hereward the Wake and resistance against the Norman Conquest. How far do they differ and what might explain any differences?	
Levels	Notes and guidance specific to the question set
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	
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).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> • (L1) Comparison provenance and source type alone, eg B is from 2017, C from 2005; B is from a local news channel, C is from a newspaper/historian. • (L1) Undeveloped reasons for differences based on simplistic provenance, eg B was by the Wake Hereward society so they will be biased. C is written by a modern historian who has done lots of research and isn't biased. • (L2) Individual points of similarity/difference in content: B says Hereward is in danger of being 'forgotten' but C says he's known as one of history's 'greatest Englishman'; B says he was an 'English patriot' but C says he had Danish heritage; both interpretations agree that he rebelled against William; • (L3) Differences in the overall message about or portrayal of Hereward and/or resistance against the Conquest, e.g. B gives the impression that Hereward was a local and national hero 'rebellling to save the people of the Fens from a foreign invader. It idolises him by calling him a 'patriot' and saying we need to remember him. It makes him seem really important and places the English at the centre of resistance. But C is a lot more neutral and talks about resistance coming from Denmark as much as from England. It mentions Hereward but also discusses how he had help from a Danish army. • (L4) Comparison as L3, plus developed reasons for differences – purpose and audience, eg B was written by a local group set up to raise Hereward's profile, and for a local audience who are proud that someone so famous was born in the area. It is more likely to ignore research about his lack of importance or Englishness. C is trying to debunk the popular view of Hereward and it's clear that the new research is being emphasised for the newspaper in order to
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.	

	<p><i>make the new book seem more controversial because that is likely to generate more publicity / sales.</i></p> <p><i>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.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
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Question 2–12 marks Interpretations B and C both focus on Hereward the Wake and resistance against the Norman Conquest. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10-12 marks)	<p>Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose/audience of B and/or purpose of C, e.g.</p> <p><i>As L3, plus: I think B is showing Hereward more as a hero because it was written by a local group who are trying to raise Hereward's profile [10]. It was written for a local audience who are proud that someone so famous was born in the area. So it is more likely to ignore research about his lack of importance or Englishness. [11 marks] However, C is trying to debunk the popular view of Hereward and it's clear that the new research is being emphasised for the newspaper in order to make the new book seem more controversial because that is likely to generate more publicity / sales. [12]</i></p> <p>NOTE 1: Award 10-11 marks for candidates who use the purpose of <u>one</u> interpretation to explain difference in portrayals. Award 12 marks for candidates which use the purpose/ audience of <u>both</u> interpretations to explain difference in portrayals.</p> <p>NOTE 2: Do NOT allow undeveloped comments about provenance at this level, e.g. <i>B was by the Wake Hereward society so they will be biased. C is talking about the work of a modern historian who has done lots of research and isn't biased.</i></p>
Level 3 (7-9 marks)	<p>Valid comparison of portrayals of /message about Hereward/ resistance against the Normans in B and C, e.g.</p> <ul style="list-style-type: none"> <i>B gives the impression that Hereward was an 'important leader', a 'national' hero who was trying to save the Fens from a foreign invader. It idolises him by calling him a 'patriot' and saying we need to remember him. But C is a lot more neutral and plays down his role somewhat. It mentions Hereward but also discusses how he 'received help'.</i> <i>B places the English at the centre of resistance. It focuses on Hereward as the saviour of the English and says he 'led the resistance from his stronghold in Ely'. But C talks about resistance coming from Denmark as much as from England. It mentions Hereward but also discusses how he had help from a Danish army, claiming that 'English resistance was really Anglo-Danish.'</i> <i>Interpretation B makes Hereward sound like an important local and national hero and rebel but B downplays his role somewhat. [7]</i> <i>Interpretation B places the English at the centre of resistance against Norman rule but C suggests resistance came just as much from Denmark. [7]</i> <p>NOTE: Answers with support from one/both interpretations, mark at 8–9 marks; answers with no support from either interpretation: award 7 marks</p>
Level 2 (4-6 marks)	<p>Selects individual points of similarity and/or difference, e.g.</p> <ul style="list-style-type: none"> <i>B says Hereward is in danger of being 'forgotten' but C says he's known as one of history's 'greatest Englishman'.</i> <i>B says he was an 'English patriot' but C says he had Danish heritage.</i> <i>Both interpretations agree that Hereward rebelled against William.</i> <p>Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g. <i>I think B is showing Hereward more as a hero because it was written by a local group set up to raise Hereward's profile, and for a local audience who are proud that someone so famous was born in the area. It is more likely to ignore research about his lack of importance or Englishness.</i></p>
Level 1 (1–3 marks)	<p>Comparison of simplistic provenance, e.g.</p> <ul style="list-style-type: none"> <i>I think they are different because B is from a local TV channel but C is from a national newspaper.</i> <i>B was by the Wake Hereward society so they will be biased. C is talking about the work of a modern historian who has done lots of research and isn't biased.</i> <p>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g. <i>B says Hereward symbolises the English resistance to the Normans. In C, it talks about the help that Hereward had from the Danes</i></p>
0 marks	

<p>Question 3*–20 marks In his 2010 pamphlet ‘Anglo-Saxon Democracy’, writer Tony Dyer argued that late Anglo-Saxon society was ‘fair, creative and prosperous.’ How far do you agree with this view of late Anglo-Saxon England?</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
<p>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). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature of late Anglo-Saxon England.</i></p> <p><i>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 Level 5, this must involve considering both evidence to agree and evidence to disagree with the interpretation.</i></p>
<p>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). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of diversity (fairness for/prosperity of different groups); change (how aspects of society had changed by 1065; and causation and consequence (e.g. what caused prosperity) but reward appropriate understanding of any other second order concept.</i></p>
<p>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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for agreeing include: Ceorls made up the bulk of the population and were free; ceorls took part in local decision-making and trials in local courts; some people have seen ceorls as the backbone of a freedom-loving, early form of democracy; women had the legal right to own land and property; there were laws that set out fines for any sexual harassment of women; in ‘double-monasteries’ the women were in charge; women had the legal right to leave a husband who committed adultery; splendor of late Anglo–Saxon art, books and buildings (e.g. Beowulf / the Fuller Brooch); coinage and trade; kings had strong, central control; efficient taxation.</i></p>
<p>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).</p>	

<i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<p>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. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>Grounds for disagreeing include: Limited nature of Anglo-Saxon architecture; society was hierarchical/unequal; slavery – thralls were the property of a master; by 1065, ceorls were far less independent than they had once been and were becoming more tightly bound to serve the thegn; only five per cent of all the land in England was owned by women in 1066 and almost all these women were related to the earls; ‘Double-monasteries’ had more or less ended by 1000; cases of divorce were very rare.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	

Question 3*–20 marks	
In his 2010 pamphlet Anglo-Saxon Democracy, writer Tony Dyer argued that late Anglo-Saxon society was ‘fair, creative and prosperous.’ How far do you agree with this view of late Anglo-Saxon England?	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, Anglo-Saxon culture was certainly creative. For example, the epic poem ‘Beowulf’ tells the story of a warrior who hunts down and slays monsters. Anglo-Saxons loved to hear tales like this spoken out loud for an audience. This, plus things like their finely crafted metalwork, and bibles intricately decorated with rich colours and gold, show that they were at the centre of a productive and imaginative society.</i></p> <p><i>Furthermore, Anglo-Saxon society can be seen as fair. For example, ceorls took part in local decision-making and trials in local courts, and women had the legal right to own land and property, or divorce a husband in the case of adultery. So some people argue that these groups had a relative amount of freedom and equality.</i></p> <p><i>However, there is also evidence to challenge this interpretation. Anglo Saxon society was still unequal. Between 10 and 30 percent of the population were thralls, or slaves, who were the property of their master and could be branded and beaten. Also, ceorls were becoming more tightly bound to serve a thegn. So society was not really that equal or fair.</i></p> <p><i>In addition to this, society was not as equal for women as has been stated. Only five per cent of all the land in England was actually owned by women in 1066 and almost all these women were related to the earls who were the richest people in society. This shows that society was not as fair for women as is often argued.</i></p> <p><i>Overall I think the interpretation is too simplistic to cover everything for all people. Anglo-Saxon culture was definitely creative but not everybody would have been able to take advantage of this. Also, the word ‘fair’ is probably going too far given the inequalities that existed in practice (as opposed to just theory).</i></p>
Level 4 (13-16 marks)	<p>Balanced or one-sided argument; three explained points of support, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, Anglo-Saxon culture was certainly creative. For example, the epic poem ‘Beowulf’ tells the story of a warrior who hunts down and slays monsters. Anglo-Saxons loved to hear tales like this spoken out loud for an audience. This, plus things like their finely crafted metalwork, and bibles intricately decorated with rich colours and gold, show that they were at the centre of a productive and imaginative society.</i></p> <p><i>Furthermore, Anglo-Saxon society can be seen as fair. For example, ceorls took part in local decision-making and trials in local courts, and women had the legal right to own land and property, or divorce a husband in the case of adultery. So some people argue that these groups had a relative amount of freedom and equality.</i></p> <p><i>However, there is also evidence to challenge this interpretation. Anglo Saxon society was still unequal. Between 10 and 30 percent of the population were thralls, or slaves, who were the property of their master and could be branded and beaten. Also, ceorls were becoming more tightly bound to serve a thegn. So society was not really that equal or fair.</i></p>
Level 3 (9-12 marks)	<p>One sided argument, two explained points of support, e.g.</p> <p><i>I agree because Anglo-Saxon culture was certainly creative. For example, the epic poem ‘Beowulf’ tells the story of a warrior who hunts down and slays monsters. Anglo-Saxons loved to hear tales like this spoken out loud for an audience. This, plus things like their finely crafted metalwork, and bibles intricately decorated with rich colours and gold, show that they were at the centre of a productive and imaginative society.</i></p> <p><i>Furthermore, Anglo-Saxon society can be seen as fair. For example, ceorls took part in local decision-making and trials in local courts, and women had the legal right to own land and property, or divorce a husband in the case of adultery. So some people argue that these groups had a relative amount of freedom and equality.</i></p>

	<p>Alternatively, balanced argument; one explained point on each side, e.g. <i>There is a lot of evidence to support the interpretation. For example, Anglo-Saxon culture was certainly creative. For example, the epic poem 'Beowulf' tells the story of a warrior who hunts down and slays monsters. Anglo-Saxons loved to hear tales like this spoken out loud for an audience. This, plus things like their finely crafted metalwork, and bibles intricately decorated with rich colours and gold, show that they were at the centre of a productive and imaginative society.</i></p> <p><i>However, there is also evidence to challenge this interpretation because Anglo Saxon society was unequal. Between 10 and 30 percent of the population were thralls, or slaves, who were the property of their master and could be branded and beaten. Also, ceorls were becoming more tightly bound to serve a thegn. So society was not really that equal or fair.</i></p>
<p>Level 2 (5-8 marks)</p>	<p>One sided argument; one explained point of support, e.g. <i>I agree because Anglo-Saxon culture was certainly creative. For example, the epic poem 'Beowulf' tells the story of a warrior who hunts down and slays monsters. Anglo-Saxons loved to hear tales like this spoken out loud for an audience. This, plus things like their finely crafted metalwork, and bibles intricately decorated with rich colours and gold, show that they were at the centre of a productive and imaginative society.</i></p>
<p>Level 1 (1-4 marks)</p>	<p>Identification of reason(s) to support/challenge without full explanation or precise evidence, e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because women had the right to own property in Anglo-Saxon society.</i> • <i>No, I disagree because there were thralls who were slaves and also peasants and they weren't equal to the earls and thegns so that wasn't fair.</i> <p>Alternatively, description of Anglo-Saxon society or culture without linking it to the question, e.g. <i>There was an epic Anglo-Saxon poem called 'Beowulf, which tells the story of a warrior who hunts down and slays monsters. Anglo-Saxons loved to hear tales like this spoken out loud for an audience.</i></p> <p>Alternatively, valid but general assertions, e.g. <i>I disagree because society was actually very unequal.</i></p>
<p>0 marks</p>	

<p>Question 4*–20 marks The website 'gethistory.co.uk' argues that 'the most important impact of the Norman Conquest was its effect on Anglo-Saxon earls and thegns.' How far do you agree with this view of the impact of the Norman Conquest, 1066–1087?</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
<p>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). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any the impact of the Conquest 1066–1087.</i></p> <p><i>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 Level 5, this must involve considering both evidence to agree and disagree with the interpretation.</i></p> <p><i>Answers are most likely to show understanding of significance/consequence (importance and impact of Conquest); causation (i.e. which changes/laws led to impacts) and diversity (i.e. different effects on different groups of people) but reward appropriate understanding of any other second order concept.</i></p>
<p>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). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: Dispossession of land by English thegns – English left with 5% of land by 1087; migration of the English elite to Scotland, Ireland and Europe; evidence of impact on nobility can be found in the fact that rebellions tended to be led by them, e.g. Eadric the Wild, Gytha, Hereward, etc., lots of the other changes (see below) are related to this change in land ownership, e.g. new Norman lords forcing Saxons to build castles; Latin becoming the official written language mainly affected elites; reorganisation of the Church mainly affected elites.</i></p>
<p>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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include impacts which also affected other groups of people: Reorganisation of Church: by 1080, only one of the sixteen English bishops remained in office; changes in spoken language; punishments for rebellions affected all people, eg Harrying of the North; impact of castle building, eg building on top of important Saxon sites, forcing Saxons to build castles and tearing down of houses as in Coventry; the number of free ceorls fell dramatically; changes to laws which disadvantaged the</i></p>
<p>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).</p>	

<p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>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. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>English, eg Murdrum Fine and Forest Laws; financial consequences, eg Norman Lords charging peasants for using their mills and increasing rents plunged many into poverty; towns in rebellious areas were attacked – towns like York, Lincoln, Norwich and Oxford suffered a fall in population; increases in the geld/taxation; loss of Anglo Saxon religious traditions/culture, eg saints of the Anglo-Saxons disappeared. the Normans started to get rid of slavery –by 1086 the number of slaves in England had fallen by 25%; expansion of Saxon towns / creation of new towns under the Normans; rebuilding of cathedrals, eg Canterbury, York and Durham – much larger and more beautiful than Saxon buildings; revived English monasteries after they had been ravaged by Viking invasions.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	

Question 4*–20 marks	
The website gethistory.co.uk argues that ‘the most important impact of the Norman Conquest was its effect on the Anglo-Saxon earls and thegns.’ How far do you agree with this view of the impact of Norman Conquest, 1066–1087?	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks, e.g.</p> <p><i>There is a lot evidence to support the interpretation. Firstly, following the rebellions, William took land off English landowners, who were the earls and thegns, and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a very important impact because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>However, the Conquest also affected other groups of people. For example, the new Norman lords ruled their lands very harshly. In some places, the English were prevented from fishing in the lord’s river and were no longer allowed to collect firewood in the lord’s forest. Norman lords often charged peasants high fees for using their water mills to grind corn. This was an important impact for peasants and coerls whose lives became harder.</i></p> <p><i>Another group who were affected were the thralls because the Normans did not practise slavery and banned the trade. The Domesday Book shows us that by 1086 the number of slaves in England had fallen by around 25%. They used the feudal system to replace slavery. This was a very important impact for those right at the very bottom of society because serfs could not be branded or beaten like thralls were.</i></p> <p><i>Finally, there were important cultural impacts of the Conquest such as the radical changes in architecture. Previously, many of England’s churches were simple timber or stone shelters. Many monasteries had been wiped out in Viking invasions. However, the Normans revived England’s monasteries and built or rebuilt cathedrals like Canterbury, York and Durham in a beautiful ‘Romanesque’ style. This was an important impact because most people were religious and regularly attended Church.</i></p> <p><i>However, overall I only partly agree with the interpretation. I think the single more dramatic transformation was the change in land ownership, because it swept away the ruling elite. However, I don’t agree that this only affected earls and thegns because it also had important consequences for the whole of society.</i></p>
Level 4 (13-16 marks)	<p>Balanced or one-sided argument; three explained points of support, e.g.</p> <p><i>There is a lot evidence to support the interpretation. Firstly, following the rebellions, William took land off English landowners, who were the earls and thegns, and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a very important impact because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>However, the Conquest also affected other groups of people. For example, the new Norman lords ruled their lands very harshly. In some places, the English were prevented from fishing in the lord’s river and were no longer allowed to collect firewood in the lord’s forest. Norman lords often charged peasants high fees for using their water mills to grind corn. This was an important impact for peasants and coerls whose lives became harder.</i></p> <p><i>Another group who were affected were the thralls because the Normans did not practise slavery and banned the trade. The Domesday Book shows us that by 1086 the number of slaves in England had fallen by around 25%. They used the feudal system to replace slavery. This was a very important impact for those right at the very bottom of society because serfs could not be branded or beaten like thralls were.</i></p>

<p>Level 3 (9-12 marks)</p>	<p>One sided argument, two explained points of support, e.g. <i>I disagree because the Conquest also affected other groups of people. For example, the new Norman lords ruled their lands very harshly. In some places, the English were prevented from fishing in the lord's river and were no longer allowed to collect firewood in the lord's forest. Norman lords often charged peasants high fees for using their water mills to grind corn. This was an important impact for peasants and coerls whose lives became harder.</i></p> <p><i>Another group who were affected were the thralls because the Normans did not practise slavery and banned the trade. The Domesday Book shows us that by 1086 the number of slaves in England had fallen by around 25%. They used the feudal system to replace slavery. This was a very important impact for those right at the very bottom of society because serfs could not be branded or beaten like thralls were.</i></p> <p>Alternatively, balanced argument; one explained point on each side, e.g. <i>There is a lot evidence to support the interpretation. Firstly, following the rebellions, William took land off English landowners, who were the earls and thegns, and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a very important impact because it wiped out England's ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>However, the Conquest also affected other groups of people. For example, the new Norman lords ruled their lands very harshly. In some places, the English were prevented from fishing in the lord's river and were no longer allowed to collect firewood in the lord's forest. Norman lords often charged peasants high fees for using their water mills to grind corn. This was an important impact for peasants and coerls whose lives became harder.</i></p>
<p>Level 2 (5-8 marks)</p>	<p>One sided argument; one explained point of support, e.g. <i>I agree because following the rebellions, William took land off English landowners, who were the earls and thegns, and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a very important impact because it wiped out England's ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p>
<p>Level 1 (1-4 marks)</p>	<p>Identification of reason(s) to support/challenge without full explanation or precise evidence, e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because the Domesday Book shows that in 1086 only 5% of land was in the hands of English earls and thegns.</i> • <i>Yes, because earls and thegns had their land taken off them by William and this was a big effect because they lost their power and status.</i> <p>Alternatively, description of changes, Conquest, etc. without linking them to the question, e.g. <i>The Normans revived England's monasteries and built or rebuilt cathedrals like Canterbury, York and Durham in a beautiful 'Romanesque' style.</i></p> <p>Alternatively, valid but general assertions, e.g. <i>I disagree because there were also important impacts for things like language.</i></p>
<p>0 marks</p>	

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