# GCSE (9-1)

# History B Schools History Project

**J411/14: Crime and Punishment, c.1250 to present with The Norman Conquest, 1065-1087**

General Certificate of Secondary Education

# Mark Scheme for June 2023

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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 **number of required** 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**

| Stamp | Ref No. | Annotation Name | Description |
|---|---|---|---|
| ✔ 1 | 1191 | Tick 1 | Level 1 |
| ✔ 2 | 1201 | Tick 2 | Level 2 |
| ✔ 3 | 1211 | Tick 3 | Level 3 |
| ✔ 4 | 1221 | Tick 4 | Level 4 |
| ✔ 5 | 1231 | Tick 5 | Level 5 |
| ✔ 6 | 1241 | Tick 6 | Level 6 |
| SEEN | 811 | SEEN | Noted but no credit given |
| NAQ | 501 | NAQ | Not answered question |
| 〰 | 1371 | H Wavy Line | Extendable horizontal wavy line |
| BP | 1681 | BP | Blank page |
| ▢ | 151 | Highlight | Highlight |
| ✔ | 11 | Tick | Tick |

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/PE.

**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: Crime and Punishment, c.1250 to present**

| Question 1–3 marks |
|---|
|    (a)  **Name one type of serious crime <mark>in medieval Britain (1250-1500).</mark>** |
|    (b)  **Name one major religious, political or social change <mark>in the early modern period (1500 – 1750).</mark>** |
|    (c)  **Give one reason why new crimes emerged after 1900.** |

| 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:  homicide (murder), (petty) treason, arson, burglary, robbery, receiving stolen goods, theft of goods worth more than 12 pence, counterfeiting coins, rape* |
| 1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | |
| 1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | *Do **not** allow: vagrancy; theft (without qualification), ploughing land (this is not serious)* |
| | *For 1(b), likely valid responses include: rise of the puritans, civil war, population growth, new products from colonies, The Reformation / Break from Rome; growth of world trade, belief in witchcraft, witch craze.* |
| | *Do **not** allow: plagues; poverty; printing press,* |
| | *For 1(c,) likely valid responses include:  increase in car/ mobile phone ownership, reclassification of drugs, development of computers/  internet, immigration/ increase in discrimination.* |
| | *Do **not** allow: technology (on its own)* |
| | Any other historically valid response is acceptable and should be credited. |

**Question 2–9 marks**
**Write a clear and organised summary that analyses policing between 1850 and c.2015. Support your summary with examples.**

| Levels | Notes and guidance specific to the question set |
|---|---|
| **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks**<br><br>**AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 3 marks** | |
| **Level 3 (7–9 marks)**<br><br>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).<br>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). | *Answers should show connections in the situation defined in the question and use these to organise the answer logically.*<br><br>*Answers could consider aspects of one or more of the following: development of CID branches; Golden Age of policing; use of technology.*<br><br>*Use of conceptual understanding to organise the response might in this case involve second order concepts such as causation; change (e.g. changing scope/ role/ methods of police force; or changing nature of police officers and their training; or change in attitudes from growing acceptance by mid-1800s, to the 'Golden Age' in the early 1900s, to a development of hostility/ lack of trust in twentieth century); consequence (e.g. impact of police force)* |
| **Level 2 (4–6 marks)**<br><br>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).<br>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). | |
| **Level 1 (1–3 marks)**<br>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).<br>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). | *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).*<br><br>*No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.* |
| **0 marks**<br><br>No response or no response worthy of credit. | |

| | |
|---|---|
| **Question 2–9 marks** | |
| **Write a clear and organised summary that analyses policing between 1850 and c.2015. Support your summary with examples.** | |
| **Guidance and indicative content** | |
| **Level 3 (7–9 marks)** | **Summary based on second order concept(s) with two or more valid supporting examples, e.g.** <br><br> **[Change]** <br> *After 1850 the focus of policing changed a little from merely preventing crime to catching criminals. In **1878 the CID** was set up in Scotland Yard and by the mid-1880s, 800 men worked in it. As part of this detective work, the detectives started to use new techniques and technology. Prior to 1850, very few techniques had been available for solving crime. However, by the 1880s detectives were **taking photographs of crime scenes** and during the next century, **fingerprinting began to be used**. Now the police have many other technologies such as **DNA testing and CCTV cameras**. [9]* <br><br> **[Change]** <br> *After 1850 the focus of policing changed a little from merely preventing crime to catching criminals. In **1878 the CID** was set up in Scotland Yard and by the mid-1880s, 800 men worked in it. As part of this detective work, the detectives started to use new techniques and technology. Prior to 1850, very few techniques had been available for solving crime. However, by the 1880s detectives were **taking photographs of crime scenes**. [7]* <br><br> ==**NOTE: Change involves saying from what to what.**== |
| **Level 2 (4–6 marks)** | **Summary based on a second order concept with one valid supporting example,** e.g. <br><br> **[Change]** <br> *When the CID was set up in 1878, the work of the new detectives was limited as they relied on witnesses and using clues, such as footprints, from the crime scene. However, **by the twentieth century**, the police were routinely using new methods. For example, since the early 1900s, the police have been able to use **fingerprints and blood groups** to assist them in eliminating suspects and identifying criminals. [6]* <br><br> **[Causation]** <br> *During this period respect for the police was eroded in some areas. This erosion in trust may have been partly caused by the fact that **far fewer police officers walk the streets today and instead they operate from patrol cars** as they have a large area to cover. **Fewer people know their local police officer** because of this. [5]* <br><br> **[Consequence]** <br> *A consequence of police officers having to **operate from patrol cars** is that there has been an erosion of trust among some members of the public. [4]* |
| **Level 1 (1–3 marks)** | **Descriptions of policing with no clear organising concept, e.g.** <br> *In 1878 the CID was set up. The police started to use fingerprinting as it became available to them. Community police officers have been introduced. [3]* <br><br> **OR** <br><br> **Statement(s) based on second order concept with no valid specific examples or development, e.g.** <br> • **(Change)** *The focus of policing changed from preventing crime to catching criminals as well.* <br> **(Causation/ consequence)** *During this period, the use of new technology meant that police forces could more easily identify criminals.* |
| **0 marks** | |

| Question 3–10 marks | |
|---|---|
| **Why did different types of crime emerge in the early modern period (1500-1750)? Explain your answer.** | |
| **Levels** <br> **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks** <br> **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks** | **Notes and guidance specific to the question set** |
| **Level 5 (9–10 marks)** <br> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). <br> Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2). | *Explanations are most likely to show understanding of the second order concepts of causation and consequence and but reward appropriate understanding of any other second order concept.* |
| **Level 4 (7–8 marks)** <br> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). <br> Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2). | *Valid answers could consider reasons for emergence of highway robbery, e.g. more roads had been built in the 17th and 18th centuries, meaning that travel by stagecoach was more common; roads were poorly lit; there were more wealthy people; there were few banks so people tended to carry money and jewellery with them; horses became cheaper to buy and handguns were easier to obtain.* |
| **Level 3 (5–6 marks)** <br> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). <br> Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2). | *They may consider reasons for the appearance of smuggling, e.g. during the 17th century, governments had increased import duties to try to encourage people to buy from British producers by deliberately making it more costly to import from abroad; there was a large market for smuggled goods because import duties made goods more expensive to buy; it was relatively easy as Britain had several thousand miles of unguarded coastline; many people didn't really see smuggling as a crime; it was a quick way to make good money for a night's work.* |
| **Level 2 (3–4 marks)** <br> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). <br> Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2). | |
| **Level 1 (1–2 marks)** <br> Demonstrates some knowledge of features and characteristics of the period (AO1). <br> Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2). | *The emergence of witchcraft prosecutions can also be considered. This occurred in areas controlled by the Puritans during the Civil War and in the 1580s and 1590s when there was hardship and famine.* |
| **0 marks** <br> No response or no response worthy of credit. | *Vagrancy also became a big problem because of the growing population, rapid inflation and bad harvests. Moral crimes increased because of Puritan influence. More people were punished for drinking, swearing and sexual immorality.* |

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|---|---|
| **Question 3–10 marks** <br> **Why did different types of crime emerge in the early modern period (1500-1750)? Explain your answer.** | |
| **Guidance and indicative content** | |
| Level 5 (9-10 marks) | **Two or more reasons identified and fully explained, e.g.** <br><br> *Smuggling emerged because the **government increased the tax on goods imported from abroad**, such as tea, brandy and silk. This was to try to encourage people to buy from British producers by deliberately making it more costly to import from abroad. Smugglers, often poorly paid labourers, could make a lot of money by smuggling goods into the country and selling them on to people who wanted to buy them at a cheaper price.* <br><br> *Highway robbery emerged because **more roads were built during the sixteen and seventeenth centuries**. This meant that the number of travellers on the roads increased because coach travel on better roads became more common. People often carried their money and valuable jewellery with them on the stagecoaches as there were no banks in which to keep them. This meant that as they travelled on remote roads away from towns, they could be vulnerable as targets for opportunistic highway robbers. [10]* |
| Level 4 (7-8 marks) | **One reason identified and fully explained, e.g.** <br><br> • *Smuggling emerged because the **government increased the tax on goods** imported from abroad, such as **tea, brandy and silk**. Smugglers, often poorly paid labourers, could **make a lot of money by smuggling goods** into the country and selling them on to people who wanted to buy them at a cheaper price.* **[THRESHOLD – 7]** <br><br> • *During this period, there was **growth in belief in magic and the devil** and the government introduced harsh new laws against witchcraft. In **1542, the first law making witchcraft a crime was passed**. After 1563, someone found guilty of using witchcraft to kill a person could be hanged. This **meant that the number of witchcraft trials** increased dramatically, especially during times of tension like famine and plague. **[8]** <br><br> • *Vagrancy became a big problem in this period because of the growing population and bad harvests, leading to a rise in food prices and a fall in wages. This meant that the unemployed had no choice but to leave their villages and become vagrants searching for work, begging and sometimes stealing to survive.* **[THRESHOLD – 7]** |
| Level 3 (5-6 marks) | **Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.** <br> • *Many new roads were built, so this meant that Highway Robbery emerged as a new crime because there were more potential victims travelling for criminals to target.* <br> • *The government increased the tax on goods imported from abroad which meant smuggling emerged because smugglers could sell things to people who wanted to buy them at a cheaper price.* <br><br> **OR** <br><br> **Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.** <br> • *Moral crime emerged because of Puritan influence. The Puritans wanted to create godly communities were against 'immoral' behaviour, such as drinking, swearing and sexual immorality.* <br> • *Smuggling emerged because the government increased the tax on goods imported from abroad, such as tea, brandy and silk. This was to try to encourage people to buy from British producers by deliberately making it more costly to import from abroad.* |

| | |
|---|---|
| **Level 2 (3-4 marks)** | **Describes different crimes without explaining <u>why</u> they emerged in this period, e.g.**<br>• *There was an increase in smuggling. Boats brought goods from places like France and Holland, then gangs of smugglers used the quiet beaches along the south coast and they hid the goods in caves. [4]*<br>• *Highwaymen were usually brutal thugs who robbed people in stagecoaches. [3]*<br>• *Witches were people who other believed had evil powers and caused harm such as the death of an animal. [3]*<br>• *Vagrants were seen as a nuisance because they wandered from their villages and begged for food. [3]*<br>• *The Puritans believed that dancing, drinking and swearing were moral crimes. [3]*<br><br>**OR**<br><br>**Identifies one or more reason but with <u>neither</u> of the following:**<br>    • **support from precise evidence**<br>    • **explaining why the reason led to the emergence of a particular crime, e.g.**<br><br>• *New crimes emerged because of increased import taxes.*<br>• *Highway robbery became a crime in this period because many new roads were built.* **[No detail about <u>new roads</u>]**<br>• *The Bloody Code meant new crimes emerged.*<br>• *The Black Act led to different crimes.*<br>• *Horses and handguns also became easier to obtain.*<br>• *Increase in superstition led to rise in witchcraft accusations.* **[No detail about <u>rise in superstition</u>]**<br>• *Vagrancy increased and many people became unemployed.*<br>• *Moral crime increased because of Puritan influence.* **[No detail about <u>Puritans</u>]** |
| **Level 1 (1–2 marks)** | **Valid but general assertion(s), OR identifies new crime, e.g.**<br>• *Highway robbery emerged.*<br>• *New crimes emerged because people needed money.*<br>• *Vagrants were people who begged.* |
| **0 marks** | |

| Question 4*–18 marks |
| --- |
| **How far do you agree that the purpose of medieval punishment was to humiliate the criminal? Give reasons for your answer** |

| Levels | Notes and guidance specific to the question set |
| --- | --- |
| **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks**<br>**AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks** | |
| **Level 6 (16–18 marks)**<br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).<br>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).<br><br>*There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.* | *Answers may be awarded some marks at Level 1 if they demonstrate knowledge of punishment in the Middle Ages.*<br><br>*It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the highest levels, answers must identify and consider the alternative point of view.*<br><br>*Answers are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.*<br><br>*Grounds for agreeing include: women who were scolds being forced to sit in public; use of stocks or pillory in a public place so that the criminals could be seen by other villagers; priests made to confess sins publicly.*<br><br>*Grounds for disagreeing include: fines imposed by manor or church courts; prisons used for serious crimes; hanging; being burned alive.*<br><br><span style="color:red">*Do NOT allow scold's bridle as a medieval punishment*</span><br><br><span style="color:red">*Allow candidates to use 'hanging' as a valid reason to* **support or challenge** *the statement as long as it justified.*</span> |
| **Level 5 (13–15 marks)**<br>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).<br><br>*There is a well-developed line of reasoning which is coherent, relevant and logically structured.* | |
| **Level 4 (10–12 marks)**<br>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).<br><br>*There is a developed line of reasoning which is clear, relevant and logically structured.* | |
| **Level 3 (7–9 marks)**<br>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).<br><br>*There is a line of reasoning presented which is mostly relevant and which has some structure.* | |
| **Level 2 (4–6 marks)**<br>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).<br><br>*There is a line of reasoning which has some relevance and which is presented with limited structure.* | |
| **Level 1 (1–3 marks)**<br>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).<br><br>*The information is communicated in a basic/unstructured way.* | |
| **0 marks**<br>No response or no response worthy of credit. | |

| Question 4* – 18 marks<br>How far do you agree that the purpose of medieval punishment was to humiliate the criminal? Give reasons for your answer. | |
|---|---|
| **Guidance and indicative content** | |
| Level 6<br>(16-18<br>marks) | **Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.**<br><br>*I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to **sit in the stocks or stand in the pillory**, where other villagers would see them and **jeer and throw rotten food** at them as they passed by. This was humiliating and so was **designed to make them feel embarrassed** and not want to commit the crime again.*<br><br>*Furthermore, women who were convicted of being **scolds (gossiping)** could be forced to sit in public on a **cucking stool**. This was a type of wooden toilet and the **women were dragged around the village** for everyone to see. The purpose of this was humiliation because it was **intended to disgrace the women** so that they did not 'misbehave' again.*<br><br>*On the other hand, there were punishments that were used that weren't designed to humiliate, like **executions**. One type of execution was hanging. The criminal was slowly **strangled but their neck was rarely broken** which meant they experienced great pain. This was **done in public in front of a crowd** who would witness the criminal's suffering and so this punishment would act as a **warning** to other people not to commit crime.*<br><br>*Additionally, if someone was a debtor or forger or could not pay their fines, they could be punished by **imprisonment**. Prisons were **dirty, unhealthy places** where prisoners had to **pay the gaoler** for their bedding and food. Only rich people could afford comfortable rooms so for most it would be a horrible experience **designed to dissuade them** from committing further crimes.*<br><br>*Overall, I think that there were more punishments that were not designed to humiliate. Manor courts, Church courts and Hundred courts all used fines as a way of punishing criminals; these would have been popular and commonly used as they were a way of raising money for the King, church or Lords. Moreover the humiliation punishment of the cucking stool was just used for women and so that suggests that it was not as widely used as other punishments such as fines, execution or imprisonment that could have been used for men and women. [18]* |
| Level 5<br>(13-15<br>marks) | **Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.**<br><br>*I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again.*<br><br>*Furthermore, women who were convicted of being scolds (gossiping) could be forced to sit in public on a cucking stool. This was a type of wooden toilet and the women were dragged around the village for everyone to see. The purpose of this was humiliation because it was intended to disgrace the women so that they did not 'misbehave' again.*<br><br>*On the other hand, there were punishments that were used that weren't designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal's suffering and so this punishment would act as a warning to other people not to commit crime* |

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| **Level 4 (10-12 marks)** | **One sided argument, two explained points of support (2–0), e.g** <br><br>*I disagree because there were punishments that were used that weren't designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal's suffering and so this punishment would act as a warning to other people not to commit crime.*<br><br>*Additionally, if someone was a debtor or forger or could not pay their fines, they could be punished by imprisonment. Prisons were dirty, unhealthy places where prisoners had to pay the gaoler for their bedding and food. Only rich people could afford comfortable rooms so for most it would be a horrible experience designed to dissuade them from committing further crimes.*<br><br>**Alternatively, balanced argument; one explained point on each side (1–1), e.g.**<br>*I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again.*<br><br>*On the other hand, there were punishments that were used that weren't designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal's suffering and so this punishment would act as a warning to other people not to commit crime.* |
| **Level 3 (7-9 marks)** | **One sided argument; one explained point of support (1–0), e.g.**<br><br>*I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again. [7]* |
| **Level 2 (4-6 marks)** | **Identification of agree/disagree without full explanation or supporting evidence, e.g.**<br>• *Yes, I agree because stocks were used and that was humiliating.*<br>• *No because they also used fines which weren't really to humiliate.*<br><br>**Alternatively, description of punishments 1250-1500 without explicitly addressing the humiliation, e.g.**<br>*There were many different ways in which criminals in this period were punished; executions such as hangings or burnings were done in public and large crowds gathered to watch the event.* |
| **Level 1 (1-3 marks)** | **Valid but general assertion(s)**<br>• *Yes, there were punishments that embarrassed criminals.* |
| **0 marks** | |

| **Question 5\*–18 marks** 'The reason that crime levels increased in the first half of the 1800s was the growth of towns and cities.' How far do you agree? | |
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| **Levels** **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 6 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 12 marks** | **Notes and guidance specific to the question set** |
| **Level 6 (16–18 marks)** Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.* | *Answers may be awarded some marks at Level 1 if they demonstrate knowledge of crime in the early nineteenth century.* *It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider the alternative point of view.* |
| **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.* | *Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time but reward appropriate understanding of any other second order concept.* |
| **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.* | *Grounds for agreeing include: Industrialisation led to increase in population in towns; growing number of beer houses leading to alcoholism.* |
| **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.* | *Grounds for disagreeing include: growth of industry and trade; growth of railways and fare dodging; emergence of white collar crime; end of the Napoleonic Wars meant soldiers returned looking for work and wartime boom in industries ended; increase in bread prices.* |
| **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. | |

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| **Question 5\* – 18 marks** | |
| 'The reason that crime levels increased <mark>in the first half of the</mark> 1800s was the growth of towns and cities.' How far do you agree? | |

| **Guidance and indicative content** | |
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| **Level 6 (16-18 marks)** | **Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.** |
|---|---|
| | *In some ways I agree because the growth of towns and cities happened during the industrial revolution when the **population of towns grew rapidly** as people moved from rural areas looking for work in the factories. This meant that there were **more opportunities for crime such as theft**, as pubs and **lodging houses were overcrowded with people and their possessions**. So the crowded urban environment **provided the ideal conditions** for criminal activity to go undetected.* |
| | *However, it could be argued that it was **more the general growth of industry and trade** which meant that there were many more opportunities for criminals to commit crime. For example, there were more **warehouses and factories, so theft from the workplace** increased. Also, the opening up of **more banks** led to more bank robberies. So crime levels increased because there were **more goods to steal and more places** from which to steal them.* |
| | *Linked to this**, industrialisation and the expansion of trade** meant that there were **new crimes** which emerged in this period. There were **now opportunities for 'white-collar' crimes** with corrupt bankers and businessmen. For example, **George Hudson, the railway financier, embezzled funds from investors**. The expansion of the railways meant that **'fare-dodging'** became a crime. So the crime rate **increased in urban areas, but it was new industries which was the cause**.* |
| | *Finally, crime levels increased because of **economic changes**. The **expansion of the middle classes** meant there were **more houses with more valuable goods** to be stolen. Meanwhile, after **1815 when the Napoleonic Wars ended**, there were thousands of soldiers returning to Britain looking for work but many industries were now laying off workers. This led to **economic hardship and so people turned to crimes** like theft in order to survive. So **wealth and poverty** both played a part in increased crime rates.* |
| | *On the whole I would say that urbanisation was a trigger cause in the increase in crime rates – most of the crime and the new crimes were occurring in urban areas (we know this because people like Peel were increasingly calling for a police force); however, at the root of urbanisation was Britain's expansion of trade and industry which led to changes to the economy, to towns and to the population.* |

| **Level 5 (13-15 marks)** | **Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.** |
|---|---|
| | *In some ways I agree because the growth of towns and cities happened during the industrial revolution when the population of towns grew rapidly as people moved from rural areas looking for work in the factories. This meant that there were more opportunities for crime such as theft, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment provided the ideal conditions for criminal activity to go undetected.* |
| | *However, it could be argued that it was more the general growth of industry and trade which meant that there were many more opportunities for criminals to commit crime. For example, there were more warehouses and factories, so theft from the workplace increased. Also, the opening up of more banks led to more bank robberies. So crime levels increased because there were more goods to steal and more places from which to steal them.* |
| | *Linked to this, industrialisation and the expansion of trade meant that there were new crimes which emerged in this period. There were now opportunities for 'white-collar' crimes with corrupt bankers and businessmen. For example, George Hudson, the railway financier, embezzled funds from investors. The expansion of the railways meant that 'fare-dodging' became a crime. So the crime rate increased in urban areas, but it was new industries which was the cause.* |

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| **Level 4 (10-12 marks)** | **One sided argument, two explained points of support (2–0), e.g.** <br> *I disagree because it was more the general growth of industry and trade which meant that there were many more opportunities for criminals to commit crime. For example, there were more warehouses and factories, so theft from the workplace increased. Also, the opening up of more banks led to more bank robberies. So crime levels increased because there were more goods to steal and more places from which to steal them.* <br><br> *Linked to this, industrialisation and the expansion of trade meant that there were new crimes which emerged in this period. There were now opportunities for 'white-collar' crimes with corrupt bankers and businessmen. For example, George Hudson, the railway financier, embezzled funds from investors. The expansion of the railways meant that 'fare-dodging' became a crime. So the crime rate increased in urban areas, but it was new industries which was the cause.* <br><br> **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** <br> *In some ways I agree because the growth of towns and cities happened during the industrial revolution when the population of towns grew rapidly as people moved from rural areas looking for work in the factories. This meant that there were more opportunities for crime such as theft, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment provided the ideal conditions for criminal activity to go undetected.* <br><br> *However, it could be argued that it was more the general growth of industry and trade which meant that there were many more opportunities for criminals to commit crime. For example, there were more warehouses and factories, so theft from the workplace increased. Also, the opening up of more banks led to more bank robberies. So crime levels increased because there were more goods to steal and more places from which to steal them.* |
| **Level 3 (7-9 marks)** | **One sided argument; one explained point of support (1–0), e.g.** <br> *In some ways I agree because the growth of towns and cities happened during the industrial revolution when the population of towns grew rapidly as people moved from rural areas looking for work in the factories. This meant that there were more opportunities for crime such as theft, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment provided the ideal conditions for criminal activity to go undetected. **[9]*** |
| **Level 2 (4-6 marks)** | **Identification of reason(s) to agree/disagree without full explanation, e.g.** <br> • *No, I think it was more the railways being developed because that led to fare-dodging. Also, the Napoleonic Wars had finished, and more people were unemployed. **[6]*** <br> • *Yes, there were more opportunities in the overcrowded lodging houses. **[4]*** <br><br> **Alternatively, description of crime rates, urbanisation, or related events in this period.** <br> • *Industrialisation caused people to move from the countryside to the towns. In 1750, only 20 per cent of the population lived in urban areas. But by 1850, as many people lived in towns and cities as in the countryside.* <br> • *In this period, overall, crime increased between 1750 and 1850 and there was a very sharp increase in crime between 1815 and 1820. The most common type of crime in this period was petty theft.* |
| **Level 1 (1-3 marks)** | **Valid but general assertion(s)** <br> • *Yes, I agree because lots of people came to towns looking for work.* |
| **0 marks** | |

## Section B: The Norman Conquest, 1065–1087

**Question 6a – 3 marks**

**In Interpretation A, the image gives the impression that early Norman castles were threatening and intimidating. 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 website portrays intimidation + 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 interpretation gives the impression that early Norman castles were threatening and intimidating 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 website. 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, accurate explanation should also be credited:*

**NOTE: For three marks, candidates may either:**

**Start with a very specific feature (1) and then make two points of development (2) about their feature, e.g.**

- *The motte is shown as very high in comparison to the rest of the area. (1) This shows us how it dominates the surrounding landscape and the people who live there. (1) This gives the impression of intimidation because it makes it seem like the Normans want the Saxons to know they are always being watched by their new Lords. (1)*

    **OR**

**Begin with a more general point (1), then go on to give an example of this (1), and then say how this gives the impression that early Norman castles were threatening and intimidating (1), e.g.**

- *The interpretation uses colour to good effect to make the castle seem intimidating. (1) The chains are black and the clouds are dark and looming behind the castle. (1) This makes it seem quite menacing (1).*
- *The interpretation shows the castle dominating the area. (1) We're looking at it from below so it looks very high above the viewer. (1) This gives us the impression of power and control (1).*
- *The interpretation shows the castle as heavily defended. (1) For example, there are soldiers and metal and wooden spikes. (1) This makes it seem like they were built to terrorise the Saxons.*

**NOTE: For three marks, candidates MUST identify <u>how</u> their chosen way gives the impression that early Norman castles were threatening and intimidating**

| **Question 6b – 5 marks**<br>**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 Norman castles built in England between 1066 and 1087.** | |
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| **Levels**<br>**AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 2 marks**<br>**AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 3 marks**<br>**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.** | **Notes and guidance specific to the question set** |
| **Level 3 (5 marks)**<br>The response shows knowledge and understanding of relevant key features and characteristics (AO1).<br>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). | *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.* |
| **Level 2 (3–4 marks)**<br>The response shows knowledge and understanding of relevant key features and characteristics (AO1).<br>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). | *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.* |
| **Level 1 (1–2 mark)**<br>The response shows knowledge of features and characteristics (AO1).<br>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). | *Examples of areas for further research include: Reasons for early motte and bailey castles being built/ their purpose (causation); whether all early Norman motte and bailey castles were built to the same design (diversity); the impact the building of the castles had on the areas where they were built (consequence/ change); the effectiveness of castles in controlling the Saxon populations/ rebellions (consequence).* |
| **0 marks**<br>No response or no response worthy of credit. | |

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| **Question 6b – 5 marks** <br> **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 Norman castles built in England between 1066 and 1087.** | | |
| **Guidance and indicative content** | | |
| **Level 3 (5 marks)** | **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 Norman castles built in England between 1066 and 1087.** <br><br> *[Diversity]* <br> *Interpretation A suggests that early Norman castles <mark>had only a military function</mark>. I would investigate whether this was the case across the country, or whether that was just in areas where there were rebellions. This would help us to understand whether early Norman castles had other purposes as well, such as being status symbols for the Lords.* <br><br> *[Causation]* <br> *Interpretation A suggests that the early Norman castles were built <mark>to intimidate the Saxons</mark>. I would investigate whether there were also other reasons for building them. This would help us to understand whether early Norman castles had other purposes as well, such as being centres of administration.* <br><br> **Alternatively, developed, valid line of enquiry: i.e. based on second order concept, with <u>clear</u> <u>explanation</u> of how the enquiry would improve understanding of Norman castles built in England between 1066 and 1087, e.g.** <br><br> *[Change]* <br> *I would investigate whether the design and location of castles changed between 1066 and 1087. This would enable us to understand if their purpose changed as the rebellions died down.* <br><br> *[Consequence]* <br> *I would look at the impact that the castles had on the local population. This would allow us to understand whether they were effective as a means of control.* | |
| **Level 2 (3-4 marks)** | **Valid line of enquiry based on second order concept, with no clear indication of how the enquiry would improve understanding of Norman castles built in England between 1066 and 1087, e.g.** <br><br> *[Change]* <br> *I would investigate whether the design of castles changed between 1066 and 1087. (3) For example, how many stone castles were being built by 1087? (4)* <br><br> *[Consequence]* <br> *I would look at the impact that the castles had on the local population. (3)* | |
| **Level 1 (1–2 marks)** | **Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g.** <br> *I would look for more information about how the castle was built, who built it and how quickly it was erected.* <br><br> **Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g.** <br> *It shows the castle's tower as just an open platform and I would find out if this really was the case.* | |
| **0 marks** | | |

| **Question 7–12 marks**<br>**Interpretations B and C both focus on the impact of the Norman Conquest on England. How far do they differ and what might explain any differences?** | |
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| **Levels**<br>**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)**<br>Analyses the interpretations and identifies some features appropriate to the task.  Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ.  There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4). | *Answers could consider:*<br>• *Comparison of provenance and source type alone, e.g. B is from 1860s/70s, C from 2016; B is from a history book, C is from a website*<br>• *Individual points of similarity/difference in content: both sources say the Conquest was an important event resulting in significant change; both sources mention the Conquest led to changes in land ownership; B talks about changes to do with the Church but C doesn't mention that and discusses architecture* |
| **Level 3 (7–9 marks)**<br>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). | • *Differences in the overall message about or portrayal of the impact of the Conquest, e.g. B argues that the Conquest had entirely negative consequences such as 'depriving' English families of their land and power. It portrays the Conquest more as a foreign takeover where 'foreign intruders' oppressed the Anglo-Saxons who are shown as 'heroes'. Whereas C gives a much more favourable impression of the lasting impact of the Conquest, focussing on the 'legacy' of the Normans in their 'spectacular' architecture.* |
| **Level 2 (4–6 marks)**<br>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). | • *Developed reasons for differences – purpose and context, e.g. B is a historian who believed in the superiority of Anglo-Saxon society and culture and is therefore more likely to view the Conquest as a negative thing which made 'slaves' of the Anglo-Saxons and brought foreign influence to Anglo-Saxon 'blood' (alternatively, B was written by a Victorian historian whose interpretation had been shaped by anti-French sentiments developed during the Napoleonic wars).* |
| **Level 1 (1–3 marks)**<br>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). | *Whereas C was written by a heritage group whose main focus is more likely to be on the architectural impact on the Conquest – they are trying to attract visitors to the 'spectacular castles and great abbeys' that they manage (alternatively, the article was written to celebrate the anniversary of the Battle of Hastings so is more likely to focus on the positive achievements of the Normans).* |
| **0 marks**<br>No response or no response worthy of credit. | *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.* |

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| **Question 7–12 marks**<br>**Interpretations B and C both focus on the impact of the Norman Conquest on England. How far do they differ and what might explain any differences?** | |
| **Guidance and indicative content** | |
| **Level 4**<br>**(10-12 marks)** | **Valid comparison of portrayals in B and C, with support. Difference <u>explained</u> with specific purpose/ context of B and/or C, e.g.**<br><br>*As L3, plus:*<br><br>• *I think the reason that B is more negative is that B was written by a historian who believed in the superiority of Anglo-Saxon society and culture and is therefore more likely to view the Conquest as a negative thing **because** it made 'slaves' of the Anglo-Saxons and brought foreign influence to Anglo-Saxon 'blood'.* **(10)**<br><br>• *I think the reason that C is more positive is that it was written by a heritage group whose main focus is more likely to be on the architectural impact on the Conquest. They are trying to attract visitors to the 'spectacular castles and great abbeys' that they manage.* **(11)**<br><br>*[Alternatively, B was written by a Victorian historian whose interpretation was shaped by anti-French sentiments developed during the Napoleonic wars. / The article in C was written to celebrate the anniversary of the Battle of Hastings so is more likely to focus on the positive achievements of the Normans.]*<br><br>**NOTES:**<br>1. For these interpretations, award 10–11 marks for candidates who use the purpose/context of <u>one</u> interpretation to explain difference in portrayals.<br>2. Award 11–12 marks for candidates which use the purpose/context of <u>both</u> interpretations to explain difference in portrayals.<br>3. Do NOT allow <u>undeveloped</u> comments about provenance at this level, e.g. *B is negative because was written by a historian who believed in the superiority of Anglo-Saxon society* OR *C is positive because it is a tourist website*. |
| **Level 3**<br>**(7-9 marks)** | **Valid comparison of portrayals in B and C with support from one or both interpretations, e.g.**<br><br>*B argues that the Conquest had entirely negative consequences such as 'depriving' English families of their land and power. It portrays the Conquest more as a foreign takeover where 'foreign intruders' oppressed the Anglo-Saxons, who are shown as 'heroes'. Whereas C gives a much more favourable impression of the lasting impact of the Conquest, focussing on the 'legacy' of the Normans and their 'spectacular' architecture.*<br><br>**NOTE: Answers with support from only one interpretation limit to 7 marks** |
| **Level 2**<br>**(4-6 marks)** | **Selects individual points of similarity or difference, e.g.**<br>• *Both sources say the Conquest was an important event resulting in significant change.*<br>• *Both sources mention the Conquest led to changes in land ownership.*<br>• *B talks about changes to do with the Church but C doesn't mention that and discusses architecture.*<br><br>**Alternatively, valid comparison of portrayals with no support, e.g. MARK AT 6 MARKS**<br>*Interpretation B suggests that the Conquest was entirely bad thing but C gives the impression there were positive aspects as well.*<br><br>**Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g.**<br>*I think C is so positive because it's aiming to get people to visit the historic sites like Norman castles and abbeys, so it emphasises the spectacular architecture.* |
| **Level 1**<br>**(1–3 marks)** | **Comparison of simplistic provenance, e.g.**<br>• *I think they are different because B is a history book from 1860s/70s and C is a website from 2016.*<br>• *They are different because B is from a historian who has done lots of research but C is just from a tourist website doing advertising.*<br><br>**Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.**<br>*B argues that the Conquest had entirely negative consequences such as the loss of power to the Normans. It portrays the Normans as 'foreign' intruders.* |
| **0 marks** | |

**Question 8\*–20 marks**

**In his 2012 article 'The dark side of the Anglo-Saxons', historian Ryan Lavelle argues that late Anglo-Saxon society was 'certainly not free, equal or democratic'. How far do you agree with this view?**

| Levels | Notes and guidance specific to the question set |
|---|---|
| **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks** <br> **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks** <br> **AO4** Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 10 marks** | |
| **Level 5 (17–20 marks)** <br> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). <br> Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). <br> 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). <br> *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.* | *Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the character of late Anglo-Saxon England.* <br><br> *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 reasons to agree and to disagree with the interpretation.* <br><br> *Answers are most likely to show understanding of similarity and difference (diversity of Anglo-Saxon England); and change (changes in later years of Anglo-Saxons) but reward appropriate understanding of any other second order concept.* |
| **Level 4 (13–16 marks)** <br> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). <br> 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). <br> *There is a well-developed line of reasoning which is clear, relevant and logically structured.* | |
| **Level 3 (9–12 marks)** <br> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). <br> Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). <br> 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). <br> *There is a line of reasoning presented which is mostly relevant and which has some structure.* | *Grounds for agreeing include: society was hierarchical/ unequal – only a tiny minority were Earls or members of the Witan; kings had strong, central control; in practice, new Kings were members of previous King's bloodline – Witan was just a rubber stamp; 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; use of wergild reveals social inequalities.* |
| **Level 2 (5–8 marks)** <br> 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). <br> 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). <br> *There is a line of reasoning which has some relevance and which is presented with limited structure.* | *Grounds for disagreeing include: Witan acted as advisors and helped the King to rule; Witan's role on 'choosing' next King; Ceorls made up the bulk of the* |
| **Level 1 (1–4 marks)** <br> Demonstrates some knowledge of features and characteristics of the period (AO1). | |

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| 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.* | *population and 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; women's wergilds were the same as men's; 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.* |
| **0 marks** No response or no response worthy of credit. | |

**Question 8*–20 marks**

**In his 2012 article 'The dark side of the Anglo-Saxons', historian Ryan Lavelle argues that late Anglo-Saxon society was 'certainly not free, equal or democratic'. How far do you agree with this view?**

| | **Guidance and indicative content** |
|---|---|
| **Level 5 (17-20 marks)** | **Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.**<br><br>*There is actually some evidence to challenge this interpretation. For example, some people have argued that the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So this can be seen as equal in some respects.*<br><br>*In addition, ceorls, who were ordinary farmers and craftsmen, made up the bulk of the population. They took part in local decision-making and trials at local courts, and some were free and owned land of their own. This could be considered quite democratic for the period.*<br><br>*However, there is much evidence to support this interpretation. Anglo Saxon society was certainly unequal. By 1065, even ceorls were more tightly bound to their thegns and had less freedom, and although not as numerous, at least 10 percent of the population were slaves. These people were the property of their master and could be branded and beaten, which could not be classed as free or equal.*<br><br>*In addition to this, 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, showing that society was not as free or equal as is often argued.*<br><br>*Overall I think the interpretation is correct. To suggest that there was freedom and democracy would be going too far given the inequalities that existed in practice (as opposed to just theory), especially by 1065 on the eve of conquest.* |
| **Level 4 (13-16 marks)** | **Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.**<br><br>*There is actually some evidence to challenge this interpretation. For example, some people have argued that the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So this can be seen as equal.*<br><br>*In addition, ceorls, who were ordinary farmers and craftsmen, made up the bulk of the population. They took part in local decision-making and trials at local courts, and some were free and owned land of their own. This could be considered quite democratic for the period.*<br><br>*However, there is much evidence to support this interpretation. Anglo Saxon society was certainly unequal. By 1065, even ceorls were more tightly bound to their thegns and had less freedom, and although not as numerous, at least 10 percent of the population were slaves. These people were the property of their master and could be branded and beaten, which could not be classed as equal.* |

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| **Level 3**<br>**(9-12**<br>**marks)** | **One sided argument, two explained points of support (2–0), e.g.**<br><br>*I don't agree. The position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So this can be seen as equal.*<br><br>*In addition, ceorls, who were ordinary farmers and craftsmen, made up the bulk of the population. They took part in local decision-making and trials at local courts, and some were free and owned land of their own. This could be considered quite democratic for the period.*<br><br>**Alternatively, balanced argument; one explained point on each side (1–1), e.g.**<br><br>*There is actually some evidence to challenge this interpretation. For example, some people have argued that the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So this can be seen as equal.*<br><br>*However, there is much evidence to support this interpretation. Anglo Saxon society was certainly unequal. At least 10 percent of the population were slaves. These people were the property of their master and could be branded and beaten, which could not be classed as equal.* |
| **Level 2**<br>**(5-8**<br>**marks)** | **One sided argument; one explained point of support (1–0), e.g.**<br><br>*I don't agree. For example, some people have argued that the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So this can be seen as equal.* |
| **Level 1**<br>**(1-4**<br>**marks)** | **Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.**<br>•    *Yes, I agree because there were many thralls or slaves in Anglo Saxon society. (2)*<br>•    *No, I disagree because women could divorce. But I agree because women didn't own much land. (3)*<br><br>**Alternatively, description of late Anglo Saxon society without linking this to the question (2–4 marks) , e.g.**<br>*Anglo Saxon Society consisted of earls, thegns, ceorls and thralls. The Witan advised the King. The Wergild meant different people had different values. (4)*<br><br>**Alternatively, valid but general assertions (1 mark), e.g.**<br>*I agree because there were different layers to society which is not equal. (1)* |
| **0 marks** | |

| Question 9*–20 marks<br>The history website BBC Bitesize argues that 'William's victory at Hastings in 1066 owed much to his planning and experience.' How far do you agree with this view? | |
|---|---|
| **Levels**<br>**AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks**<br>**AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks**<br>**AO4** Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 10 marks** | **Notes and guidance specific to the question set** |
| **Level 5 (17–20 marks)**<br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).<br>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).<br>*There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.* | *Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Norman society, culture and warfare pre-1066.*<br><br>*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 reasons to agree and to disagree with the interpretation.* |
| **Level 4 (13–16 marks)**<br>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>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).<br>*There is a well-developed line of reasoning which is clear, relevant and logically structured.* | *Answers are most likely to show understanding of causation (ie which factors led to William's victory, but reward appropriate understanding of any other second order concept.*<br><br>*Grounds for agreeing include: William's actions in Normandy pre-1066, e.g. crushing rebellions in Normandy/ making Normandy stable freed him up to invade England; William proved to be a good tactician and a fearless soldier; he fought off Anjou and Brittany to dominate Northern France – his successes raised his* |
| **Level 3 (9–12 marks)**<br>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).<br>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).<br>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).<br>*There is a line of reasoning presented which is mostly relevant and which has some structure.* | *reputation as a successful leader so he could raise support for the invasion of England; it may have been William's tactics of pillaging and raiding the south of England which forced Harold to hurry to Hastings before his army was ready; William's careful military planning of his invasion (e.g. built ships; moved supplies to the coast; negotiated support of the Pope); tactics on battlefield at Hastings (e.g. use of the feigned flight, use of archers, bravery in removing his helmet to rally his troops).* |
| **Level 2 (5–8 marks)**<br>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).<br>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).<br>*There is a line of reasoning which has some relevance and which is presented with limited structure.* | *Grounds for disagreeing include: Other reasons for William's success, e.g. impact of Battle of Stamford Bridge on Harold's troops; good luck (e.g. had weather been better to begin with he may have met Harold's full and rested army; Harold's mistakes (e.g. he chose not to wait longer in London to collect more troops to fight William. Instead, he hurried to Hastings with a smaller army); impact of Harold's death on the Saxon army; advantages* |

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| **Level 1 (1–4 marks)**<br>Demonstrates some knowledge of features and characteristics of the period (AO1).<br>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).<br>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.<br>*The information is communicated in a basic/unstructured way.* | *of Norman fighting more generally, e.g. use of cavalry.* |
| **0 marks**<br>No response or no response worthy of credit. | |

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| **Question 9*–20 marks** <br> **The history website BBC Bitesize argues that 'William's victory at Hastings in 1066 owed much to his planning and experience'. How far do you agree with this view?** | |
| **Guidance and indicative content** | |
| **Level 5 (17-20 marks)** | **Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.** <br><br> *There is a lot evidence that to support the interpretation. Firstly, William was able to win the battle because of his military preparations. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army.* <br><br> *Also, William's experience in battle helped at Hastings. For example, he used the Norman tactic of the 'feigned flight', exploiting the situation where some of Harold's troops broke ranks to chase fleeing Norman knights. This repeated feigned retreat broke down Harold's shield wall and eventually led to his army's defeat.* <br><br> *However, there are other reasons that William won the battle. For example, when William landed in England, Harold's army was still in the North of England fighting Harald Hardrada. William had intended to set off in August but was delayed by bad weather – had he set off when he had intended to, Harold would have fought him with a full army. So actually it was just lucky for William that the weather delayed him.* <br><br> *It's also possible to argue that Harold himself made mistakes, such as not waiting longer in London to collect more troops to fight William. Instead, he hurried to Hastings with a smaller army, which contributed to William's victory.* <br><br> *Overall I think that although luck and Harold's errors played a part, it required William's planning and experience to be able to exploit the situation at Hastings. If he had been less well prepared or not used clever tactics, Harold's depleted forces would not really have mattered.* |
| **Level 4 (13-16 marks)** | **Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.** <br><br> *There is a lot evidence that supports the interpretation. Firstly, William was able to win the battle because of his military preparations. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army.* <br><br> *Also, William's experience in battle helped at Hastings. For example, he used the Norman tactic of the 'feigned flight', exploiting the situation where some of Harold's troops broke ranks to chase fleeing Norman knights. This repeated feigned retreat broke down Harold's shield wall and eventually led to his army's defeat.* <br><br> *However, there are other reasons that William won the battle. For example, it's possible to argue that Harold himself made mistakes, such as not waiting longer in London to collect more troops to fight William. Instead, he hurried to Hastings with a smaller army, which contributed to William's victory.* |

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| **Level 3 (9-12 marks)** | **One sided argument, two explained points of support (2–0), e.g.**<br><br>*I agree. Firstly, William was able to win the battle because of his military preparations. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army.*<br><br>*Also, William's experience in battle helped at Hastings. For example, he used the Norman tactic of the 'feigned flight', exploiting the situation where some of Harold's troops broke ranks to chase fleeing Norman knights. This repeated feigned retreat broke down Harold's shield wall and eventually led to his army's defeat.*<br><br>**Alternatively, balanced argument; one explained point on each side (1–1), e.g.**<br><br>*There is a lot evidence that supports the interpretation. Firstly, William was able to win the battle because of his military preparations. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army.*<br><br>*However, there are other reasons that William won the battle. For example, it's possible to argue that Harold himself made mistakes, such as not waiting longer in London to collect more troops to fight William. Instead, he hurried to Hastings with a smaller army, which contributed to William's victory.* |
| **Level 2 (5-8 marks)** | **One sided argument; one explained point of support (1–0), e.g.**<br><br>*I agree. William was able to win the battle because of his military preparations. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army.* |
| **Level 1 (1-4 marks)** | **Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.**<br>   •   *Yes, I agree because William used clever Norman tactics like the feigned flight. (2)*<br>   •   *No, I disagree because it was more to do with luck. Also, Harold made lots of mistakes. (3)*<br><br>**Alternatively, description of Norman warfare and/or events of 1066 without linking this to the question (2–4 marks), e.g.**<br>*During the Battle of Hastings, the Anglo Saxons were fighting on foot at the top of Senlac Hill behind their shield wall. The Norman forces included cavalry and archers. We're not sure if Harold was killed by an arrow to the eye or if he was hacked to pieces by Norman knights. (4)*<br><br>**Alternatively, valid but general assertions (1 mark), e.g.**<br>*Yes, William was an experienced soldier who fought well. (1)* |
| **0 marks** | |

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