

**GCSE (9-1)**

**Examiners' report**

# **HISTORY B**

## **(SCHOOLS HISTORY PROJECT)**

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**J411**

For first teaching in 2016

**J411/17 Summer 2024 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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## Paper 17 series overview

This paper incorporates the Thematic Study and the British Depth Study, each accounting for half the marks of this paper. To do well on the Thematic Study, candidates need to be able to present a historical summary of an area of content they have learned (Question 2), offer an explanation in response to a historical question (e.g. explaining the causes or consequences of something) in Question 3 and recall and apply their knowledge to support and challenge a statement in an essay style question from either Question 4 or Question 5.

To do well in the British Depth Study, candidates need to be able to identify and explain how producers of interpretations portray historical events, utilise second order concepts to develop an enquiry (Question 6a and 6b), analyse and compare historical interpretations (Question 7) whilst recalling and applying their knowledge in a further essay-style question from either Question 8 or Question 9.

The ability of candidates to use different techniques, from employing second order historical concepts to organise their responses around, to comparing historical interpretations, was impressive across the range of questions.

Areas which continue to require further preparation of candidates are the more developed explanations required for Question 3, the ability to effectively explore the purpose of interpretations in Question 7, and the provision of sufficient evidence across a range of factors in the essay questions.

### OCR support



Please note the date of the upcoming Exam Review session which is 15<sup>th</sup> October 4-6pm.  
Book webinar on [OCR website](#).

## Section A overview

The thematic study requires candidates to understand change and continuity from c.1250 to the present. The study requires them to consider historical development over a long period and to identify and explain why certain developments occurred. The questions test various historical skills from the ability to deploy second order concepts in their answers to writing explained arguments for or against certain views.

Many responses displayed a high level of preparation from candidates who selected and deployed accurate knowledge, particularly on Irish migration in Question 2, African migrants in Question 3, and to some extent with Questions 4 and 5 (the essay-style questions). With some responses to Question 2, there was a lack of an organising concept to access higher levels, whilst on Question 3, many candidates asserted that the experience of African migrants was either positive or negative, without providing valid supporting examples.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>recalled at least one valid answer for Question 1</li> <li>analysed Irish Migration in the 1800s by organising their answer around one or more historical concepts: most commonly, causation, with the Potato Famine leading to migration, or consequence of migration with treatment once in Britain, or even reasons for prejudice against them; and supported this with valid historical examples (Question 2)</li> <li>deployed precise evidence to explain whether African migrants were welcomed or accepted into Britain between 1500 and 1800 (Question 3)</li> <li>carefully selected evidence to argue points in Question 4 and 5 that were tied to the specific question.</li> </ul>	<ul style="list-style-type: none"> <li>did not recall a valid answer on Question 1</li> <li>described Irish migration or remained focused on the nature of Irish life once migration had occurred (Question 2)</li> <li>described the slave trade without linking to Britain or made vague assertions about racism or discrimination (Question 3)</li> <li>did not use correctly selected evidence or sufficient evidence to move beyond Level 2 in Questions 4 and 5.</li> </ul>

### Question 1 (a)

1

(a) Give **one** way in which medieval kings tried to encourage migrants to come to Britain after 1250.

[1]

Many answers did not attain a mark here, offering answers such as 'job opportunities' without identifying a specific migrant group, such as Flemish weavers being encouraged through the banning of wool exports, or a specific method such as letters of denization.

## Question 1 (b)

- (b) Identify **one** contribution made by Huguenot migrants to early modern Britain (1500–1750). [1]

Again, the vagueness of answers precluded many candidates from receiving a mark here. There were many possible answers, including silk weaving and clockmaking to making the uniforms for the East India company, even helping to fund the setting up of the Bank of England in the 1690s.

## Question 1 (c)

- (c) Identify **one** business typically set up by Chinese migrants during the period 1750 to 1900. [1]

This was the best-answered of the three 1-mark questions, with many candidates identifying answers such as restaurants or laundries.

## Question 2

- 2 Write a clear and organised summary that analyses Irish migration to Britain in the 1800s.

Support your summary with examples.

[9]

Candidates were well prepared and armed with strong knowledge about Irish migration in the 1800s, with this question seeing better answers overall than in the previous series. Most candidates were able to identify the Potato Famine as a major cause and offered supporting evidence before linking to their move to the British mainland in the late 1840s. It was also notable that many candidates were able to deploy a further, different, second-order concept such as 'consequence' and use it to explain the impact of the Irish once in Britain, both from the work they completed as 'navvies' but also the reactions to them from the British.

### Assessment for learning



This question requires more than just description to advance beyond Level 1. Candidates need to know how to organise an analytical response around a historical concept such as causation, consequence, change, diversity or significance. Before commencing their answer, candidates should consider how to organise their response around one or more of these historical concepts, as they are the driver for the response, rather than contextual knowledge. Candidates do not need to use the specific conceptual terms to gain marks, indeed using word such as 'significance' or 'causation' is not a precursor for success on this question.

## Question 3

- 3** To what extent were African migrants welcomed and accepted in British society between 1500 and c.1800?

Explain your answer.

**[10]**

This question evinced a variety of responses, with some evident knowledge on several different notable individual migrants from the period. Many candidates recalled the story of John Blanke, Henry VIII's African trumpeter, and used the successful request Blanke made for a pay rise, or the wedding gift he received from Henry, as evidence of his acceptance within British society. A number of candidates attempted to focus on the Transatlantic Slave Trade, and these remained within Level 2 due to the limitation in effectively linking to the experiences of migrants to Britain. Comments linked to racism were difficult for candidates to place precisely within the period and so also received credit only at the lowest levels.

### Misconception



Some candidates focused their answers to this question upon the treatment of slaves, with reference to plantations and slave owners, which clearly rooted the experience outside of Britain. Others attempted to use examples of individuals who were born in America and lived outside the 1500-1800 period. Ensuring a solid foundation of knowledge of the course could incorporate reminders to candidates that it is a British course and that answers need to remain focused or clearly linked to experiences in this country.

## Question 4\*

- 4\*** 'Britain was a hostile place for Jewish migrants between 1250 and 1900.'

How far do you agree?

Give reasons for your answer.

**[18]**

This question was the more popular of the two essays and was generally well answered, with some good knowledge from candidates on the experiences of the Jewish community in the Medieval Period in particular. Arguments around 'hostility' were more often rewarded, as some candidates struggled to identify precise evidence displaying the more welcoming periods or events in this long period. Those candidates that did manage the latter, used the experiences of Jewish people welcomed in the Cromwellian period, or even those fleeing Russia in the 1880s who were able to set up businesses, with the most commonly identified being Leeds own Marks & Spencer's through Michael Marks in the 1880s.

A limited number of responses referred to the experiences of Jews after 1900, which was not within the period and therefore not possible to credit.

Weaker responses tended to make vague assertions or provide simple identifications of events that affected the Jewish Community, without adding the precise evidence necessary to explain effectively and advance through the levels of the mark scheme.

## Question 5\*

**5\*** 'Persecution in their home country was the main reason why migrants came to Britain in the period 1900 to 2015.'

How far do you agree?

Give reasons for your answer.

**[18]**

Fewer candidates opted for this question, despite there being multiple possibilities for migrant groups to explore within the framework of the question, both regarding persecution and other factors such as war, government encouragement or economic opportunities. Most commonly, candidates used the experiences of Jewish children and the Kindertransport to exemplify persecution, whilst the Commonwealth migrants and Windrush generation after the 1948 Nationality Act or later EU migrants such as Poles often being cited as examples of alternative factors. Very few candidates used examples from India/Pakistan from partition, or the experiences of Asian migrants from Kenya and Uganda in the 1960s and 1970s.

Many candidates deployed specific and precise evidence about diverse migrant groups within the period but were unable to clearly explain what the causal factor of this migration was, or even choosing instead to focus on the impact of the group once residing in Britain, which was not the focus of the question. A very small minority of candidates selected groups that did not fit the period, such as the Italians and Germans of the nineteenth century, or even the Huguenots; it was nonetheless good to see that this proportion was considerably less than on the essay questions in the previous series.



## Exemplar 1

5	<p>Whilst persecution has been a contributing factor for migration to Britain 1900 - 2015, it cannot be seen to be the most prominent. Instead, it is indefinitely war acting as a huge and imminent push factor, resulting in hundreds of thousands of migrants seeking refuge in Britain.</p> <p>Admittedly, as the statement suggests, persecution was the main reason for the migration of Jewish people, particularly children, in 1938. Due to the rise of the Nazi party, Jewish people were becoming increasingly persecuted because of their religion, which acted as a major push factor for the migration of these people to Britain. Nicholas Winton founded the Kindertransport, which acted as an effective way for many children to leave Germany as a direct result of this persecution. Similarly, hundreds of thousands Jewish people applied for asylum in Britain, particularly after the 1938 November pogrom, where many Jewish people were injured and</p>
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murdered, ~~was~~ and synagogues were burnt violently down. Out of the 230,000 Jewish people who applied, Britain accepted around 66,000, showing that a huge amount of migration to Britain happened because of persecution. However, this was neither the sole nor main factor of total migration, despite being the sole reason for Jewish migration to Britain, as we can see war resulting in greater waves of migration.

One way in which the suggestion that persecution is the main factor for migration to Britain can be seen as incorrect is through the sheer amount of Belgian refugees during World War I. Approximately 250,000 Belgians came to Britain after being invaded by Germany in 1914, and continued to stay in Britain until after the war. This clearly shows that war is a major reason for migration to Britain between 1900 and 2015, as it caused a quarter of a million people to leave their home country in favour of Britain. Overall, clearly, the WWI Belgian refugees disprove the statement, as it shows that persecution was not a hugely contributing factor to migration, but instead war was, as it resulted in huge amounts of migration to

Britain.

Another way that war, not persecution, acts as the most prominent reason for migration to Britain 1900-2015 is in its contribution to the coming of Commonwealth migrants. Due to the toll that World War 2 had taken on Britain, the Government decided to pass the 1948 Nationality Act, which allowed for people living in Commonwealth countries to claim British citizenship. As a result of this, many boats carrying migrants, such as the *Windrush*, ~~starting~~ started arriving in Britain; by 1960, there were approximately 60,000 Commonwealth migrants in Britain. To conclude, it is clear that war acts as a ripple effect; migration was encouraged by the Government to help re-build Britain post WWII, clearly showing war, not persecution, as the main reason why migrants came to Britain 1900-2015.

War also encourages or results in persecution of people; this shows how war is indefinitely the main reason for migration. For example, the start of the 2011 Syrian civil war resulted in many claims for asylum from refugees fleeing this war. Similarly,

		the Afghan war has resulted in the same. This shows that whilst persecution may often be present, it is war which increases these levels and therefore reinforces migration. To conclude, despite present persecution of Syrians and Afghans, it is inevitably war which acted as the main push factor for migrants to Britain 1900-2015, contrary to what the statement suggests.
		In conclusion, whilst persecution can be seen as the sole reason for Jewish migration in the years leading up to WWII, it cannot be seen as the sole or main reason for all migration to Britain 1900-2015. Instead, that title falls to war, an idea incredibly supported by migrant groups such as WWI Belgians, Commonwealth, and modern refugees.
		African migrants
		P1) pre 1640, 150
		P2) During 1640s
		P3) 1789 - post 1640, → American independence

This candidate response showed the sort of precise evidence and links to the question to move up the levels. It also provided some balance with arguments for and against the question, consequently being able to move beyond the threshold of Level 4, 12 marks reserved for balanced answers. The response begins with a strong explanation about Jewish migrants being persecuted. The section on the Belgian migrants arriving because of war was weaker but still moved the response up one level. Following on, the Commonwealth migrants section, argued as being about the impact of war rather than for economic reasons, again had some good supporting evidence. The final section, referring to both Syria and Afghanistan, identified these conflicts but did not develop them with the sort of precise evidence needed to move to the top level. This response was given Level 5, 15 marks.

## Section B overview

To do well on the British Depth Study, candidates need to be able to:

- analyse and compare interpretations
- devise historical questions
- recall and apply their knowledge to support and challenge a historical interpretation in an essay-style question.

It was clear from the majority of responses that most candidates had been well-prepared for Questions 6 and 7, although many candidates still struggled to think of wider, historical questions or lines of enquiry for Question 6b. Most candidates remain comfortable with the premise of Question 7 and were able either to compare the overall impression given about the Battle of Stamford Bridge, or else compare details between the two interpretations.

In the essay style questions, most candidates opted for Question 9 and were able to deploy accurately their knowledge about the reasons why William transformed England. There were fewer candidates who opted to answer Question 8, and this question tended to be answered less successfully. Generally, candidates focused their responses on the argument and emphasised points of agreement and disagreement. However, some responses lacked the detail necessary to reach the higher levels and were identifying or describing rather than explaining.

Candidates who did well on this section generally:	Candidates who did less well on this section generally:
<ul style="list-style-type: none"> <li>• identified and explained (supported with two points of development) one way the interpretation portrayed Anglo-Saxon culture as spectacular (Question 6a)</li> <li>• used Interpretation A to ask a historical question (i.e. based on a second-order concept such as causation, consequence or change), and gave some kind of indication of how that might help us to further understand Anglo-Saxon culture (Question 6b)</li> <li>• compared the overall message about the Battle of Stamford Bridge (or the people involved), and went on to give a reason that they differed (e.g. given the nature and purpose of Interpretation B as a saga) (Question 7)</li> <li>• effectively addressed the seriousness of the threat of Northern resistance in Question 8 or the extent of transformation in the Norman Conquest in Question 9</li> <li>• effectively deployed a range of knowledge in the essay question, using precise evidence to support their answers (Questions 8 and 9).</li> </ul>	<ul style="list-style-type: none"> <li>• did not explain how Interpretation A portrayed Anglo-Saxon culture as spectacular or identified more than one way the interpretation did this (Question 6a)</li> <li>• asked for more details about Interpretation A; or identified elements or objects from it, rather than concentrating upon a second-order concept; or didn't ask a question or tell us something they wanted to find out; or stated what they knew about Anglo-Saxon culture; or tried to contrive the use of particular phrases like 'diversity' or 'causation' (Question 6b)</li> <li>• summarised Interpretation B and Interpretation C separately; or only compared their provenances; or wrote about how reliable each interpretation was (Question 7)</li> <li>• did not fully engage with resistance in different parts of the country in Question 8; or made accurate but generalised points but did not provide sufficient supporting evidence in either Question 8 or Question 9; or told a narrative of events in Question 9 including the events of 1066 itself.</li> </ul>

## Question 6 (a)

6

(a) In **Interpretation A**, the website portrays Anglo-Saxon culture as spectacular.

Identify and explain **one** way in which it does this.

[3]

The aim of this question is to get candidates thinking about the methods used by writers, artists, film-makers, etc. to put forward a particular interpretation of a historical figure, period or event.

The vast majority of candidates were able to access the interpretation and they understood the question. Most scored 1 or 2 marks by picking out a specific feature (e.g. 'It says that visitors will 'marvel at the humour and wisdom of the Anglo-Saxons') and then going on to develop their response by explaining how that feature made Anglo-Saxon culture seem spectacular. Where candidates started with a very specific feature such as this, they sometimes struggled to make two points of development about their feature.

The most successful responses were the ones which began with a more general point (e.g. 'The website repeatedly uses positive verbs to describe the actions of visitors at the exhibition'). Then went on to give an example of this (e.g. 'For instance, it says that visitors will 'marvel', 'discover' and 'encounter'). Then said how this made Anglo-Saxon culture seem spectacular (e.g. 'This implies that the visitors will be amazed and stunned at Anglo-Saxon culture').

Responses which picked out several features rather than one feature as the question asked were unable to move past 1 mark.

There was a definite improvement from 2023 in respect of candidates remaining focused on the interpretation itself, and the techniques used by its creators to give a certain impression. Examiners saw fewer responses which ignored the interpretation and drifted off into recounting features of Anglo-Saxon culture from their own knowledge.



## Question 6 (b)

- (b) If you were asked to do further research on **one** aspect of **Interpretation A**, what would you choose to investigate?

Explain how this would help us to analyse and understand the culture of late Anglo-Saxon England.

[5]

The idea of this question is to test candidates' ability to come up with a genuine historical enquiry, using the interpretation as a starting point.

The vast majority of candidates were able to ask a question, or questions, or indicate something that they would like to find out. At Level 1, these were typically things such as finding out more information about the items in the interpretation, such as how the Anglo-Saxons made objects out of metal, or what the content of the letter was.

Responses rewarded at Level 2, framed a wider historical enquiry around a second-order concept, such as consequence or diversity. These tended to be things such as, 'How important was religion in Anglo-Saxon culture?'; 'How much did the Norman Conquest change Anglo-Saxon culture?'; or 'Did different areas of the country (or different social groups) share a common culture, or were there differences between them?'

A few candidates were able to go on to explain how this might help us to analyse and understand the culture of late Anglo-Saxon England (Level 3).

However, many candidates did not achieve any marks because they didn't ask a question or identify something they would like to know or find out about. These responses tended simply to identify objects named in the text (e.g. 'I would investigate the Codex Amiatinus') and sometimes go on to recite information they already knew about Anglo-Saxon culture, which was not rewardable in the mark scheme as this is not what the question was asking them to do.

Several candidates had clearly been told to use certain words such as 'significance' or 'diversity' but their attempts to place these within their response often betrayed a lack of understanding and came across as muddled or contrived. Similarly, some candidates came prepared with an enquiry question which didn't bear any relation to Anglo-Saxon culture or to Interpretation A (such as 'How different were the lives of different kind of people?') and were again not creditable.

### Misconception



This question does not require candidates to answer their question and it is not asking what candidates already know. Although it is expected that candidates should be familiar with the concept of historical enquiry, there is no requirement that they use particular words or phrases and sometimes it is counter-productive to instruct them to do so. Candidates should also make sure they consider the second part of the question, and explain how their question will help further understanding of X.

## Question 7

### 7 Interpretations B and C both focus on the Battle of Stamford Bridge.

How far do they differ and what might explain any differences?

[12]

This question offers candidates the opportunity to show that they can identify the different ways that historical events, periods or figures are presented, and explain why they may differ.

The vast majority of candidates were able to pick out individual points from the interpretations to show how they were similar or different and were rewarded at Level 2. Most frequently, this was pointing out that the interpretations both agreed that the Norwegians were caught without their armour. Differences at this level included contrasting the armies' actions or events in the battle (e.g. Interpretation B said the Norwegians 'bravely held back the attack from the English', while Interpretation C said they were 'slaughtered without mercy' or 'frantically tried to escape').

Plenty of candidates were able to explain the different overall impressions given about the battle, the armies, or their leaders. Most typically, this involved comparing Interpretation B's sympathetic portrayal of Harald Hardrada and/or the Norwegians' performance with Interpretation C's more critical one. Another popular approach was to compare how Interpretation B attempted to persuade us that the battle was quite close, whereas Interpretation C made it seem like the Norwegians were just completely destroyed. A few candidates chose to explain how the focus of each interpretation was different, with Interpretation B being much more focused on the bravery of the Norwegians and Harald Hardrada, whereas Interpretation C was telling us more about what a great victory it was for the English. These responses were placed in Level 3 and awarded a higher mark within the level where valid support was given from the interpretations.

A fair number of candidates were then able to explain why Interpretation B painted such a flattering picture of Hardrada or his army, and these responses moved into Level 4. Successful responses went beyond duplicating the lines in the provenance. Responses which simply repeated, for example, that 'Interpretation B was favourable towards the Norwegians because Snorri had links to the Norwegian royal family' did not meet the Level 4 criteria. Better responses explained what Snorri was trying to do as a result of this, e.g. 'Interpretation B focuses on Harald's bravery and the Norwegians' courage because Snorri had links to the Norwegian royal family, so he wants to make the King of Norway seem like a hero'. The very best responses examined the nature of this piece of writing as a saga, and considered what impact this had on how Hardrada is presented, i.e. Snorri was focusing on the personal story and courage of King Harald in order to glorify his achievements and make it seem like he died a hero's death.

A minority of candidates' responses did not proceed beyond Level 1 because they either dealt with the interpretations separately, with no valid comparison, or else compared the provenance of the interpretations rather than their content.

Only a very few candidates misunderstood the question and attempted to evaluate the interpretations by explaining how reliable they were given what they had learned (this is not what the question is asking).



### Advice to centres



Candidates should take a moment before beginning their response to consider, 'What impression does the author (or artist, etc.) want to give me about X?' They should then select details from the extract (or image) to support their response. They should also be encouraged to consider specific reasons that a particular organisation or individual might want to give us that impression. Because these will be interpretation-specific, it is important that candidates are given numerous opportunities to 'bump into' historical interpretations to practise this kind of thing routinely. Generic or pre-learned responses will rarely make it to the higher levels.

## Question 8\*

**8\*** According to the website 'worldhistory.org', northern resistance was 'the most serious threat to William's rule in England' in the years **1067 to 1071**.

How far do you agree with this view?

Give reasons for your answer.

[20]

This was less popular than Question 9 and not as well answered.

Candidates who chose this question had clearly studied resistance to William's rule in the period identified and understood what the question was asking. Valid points raised to support the interpretation included:

- The widespread/ recurring nature of the northern resistance, meaning William had to make repeated trips to deal with the threat.
- The fact that Edgar Aetheling and the Danes lent support with 250 ships, increasing the threat.
- The impact of the rebellion on York.
- The difficulty William had in capturing the rebels and dealing with the rebellion.
- The harsh response from William as compared to other rebellions, the Harrying of the North, demonstrates how serious a threat he perceived it to be.
- Some candidates argued the less serious nature of other rebellions, e.g. Exeter, in comparison to northern resistance.

Valid points raised to challenge the statement included:

- By paying off the Danes and carrying out the Harrying of the North, William was able to deal with northern resistance and it therefore did not constitute a 'serious threat' in the end.
- Other rebellions (e.g. Exeter, Ely), or Danish involvement generally, were more serious. Rebels repeatedly gathered under the leadership of Edgar, Edwin & Morcar, Hereward the Wake/ Danes in Ely.

At Level 2 and above, candidates included precise evidence to support their point and, crucially, explained how it addressed the question of why something was a 'serious threat' (or not) to William's rule. Responses that reached Level 5 put forward four explained points, with at least one point on either side of the argument.

There were many responses, or parts of responses, which demonstrated good knowledge by offering extended narratives (e.g. of events during the Exeter or Ely rebellions) but did not meet the criteria for an explained point because they did not make a case for why these were a 'serious threat' or not. These kinds of responses could not be credited beyond Level 1.

Less successful candidates tended to list facts they knew rather than make a wider point and then use specific evidence to support it, or else made accurate but vague assertions which did not demonstrate the knowledge required. These responses were also generally placed in Level 1.

## Question 9\*

- 9\* In the 2010 TV documentary 'The Normans', historian Robert Bartlett argued that the Norman Conquest 'transformed England' between **1066 and 1087**.

How far do you agree with this view of the impact of the Norman Conquest?

Give reasons for your answer.

[20]

This was the more popular choice of the two essay-style questions.

On the whole, candidates seemed well-prepared for this question, which asked candidates to consider to what extent England was 'transformed' by the Norman Conquest.

Most candidates opted for a '3-1' approach, making three points in favour of the interpretation. A wide range of valid points was credited to support England's 'transformation' and included:

- Evidence in relation to dispossession/changes in land ownership, with only 5 per cent of English land being in the hands of English landowners by 1086.
- Changes to the social hierarchy, e.g. the introduction of the feudal system, ceorls having less freedom, and the gradual abolition of slavery.
- Changes to language, both written and spoken with Latin becoming the official written language.
- Introduction of new or harsher laws such as the Murdrum Fine or the Forest Law.
- Changes to the Church, e.g. the replacement of the people at the top with Normans like Lanfranc and the eradication of Anglo-Saxon saints. By 1080, only one of the sixteen English bishops remained in office.
- Loss of Anglo Saxon religious traditions/culture, e.g. saints of the Anglo-Saxons disappeared, traditions of stone crosses replaced.
- Changes to architecture, e.g. the introduction of hundreds of motte and bailey castles and the rebuilding/revival of cathedrals and monasteries, e.g. Canterbury, York and Durham – much larger and more beautiful than Saxon buildings.
- Increased taxation.
- The long-term impact of the Harrying of the North.

To challenge the interpretation, candidates were mainly credited for points such as:

- The feudal system was very similar to the Anglo-Saxon hierarchy.
- There was continuity in law enforcement, e.g. trial by combat was very similar to trial by ordeal, which also continued under the Normans.
- For some sections of society, daily life continued as usual: England continued to be a rural society with 90 per cent of the population working in agriculture.
- Spoken language was, for most people, only enriched by the introduction, or blending, of new words; this did not constitute a 'transformation' as the English language survived.
- The Normans retained Anglo-Saxon systems of law, administration and coinage.

As with Question 8, candidates were rewarded at Level 2 and above when they included precise evidence to support their point and explained why this meant England was or was not 'transformed'. Responses which attained Level 5 put forward four explained points, with at least one point on either side of the argument.

Examiners came across a number of misconceptions in these responses. For example, many candidates incorrectly asserted that William forced everyone to speak French; that he had built hundreds of stone castles by 1087; and that it was William who made the Anglo-Saxons Christian instead of Pagan.

There were several reasons why responses (or parts of responses) were not awarded above Level 1. Firstly, many candidates made valid points but were unable develop these sufficiently with precise evidence. There were also many responses which did not fully engage with the question of 'transformation'. For example, they gave detail about things such as the Forest Law, but did not say why this was a change or transformation. Some candidates tried to say that the Norman feudal system was a complete change to Saxon traditions because it introduced a hierarchy which was not valid. References to the Domesday Book being a new way of taxing people was also not valid. Finally, we saw some responses which tried to argue that the Conquest 'transformed' England on the basis of very simplistic or incomplete evidence, for example, that lots of people had died in the Battle of Hastings or in rebellions; these responses did not fully get to grips with the long-term impact required for a 'transformation'.

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