

GCSE (9-1)

History B Schools History Project

J411/11: The People's Health, c.1250 to present with The Norman Conquest, 1065-1087

General Certificate of Secondary Education

Mark Scheme for June 2024

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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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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/PEs 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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	3261	Tick 6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)

	11	Tick	Tick
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12. Subject Specific Marking Instructions

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.

Mark scheme

Section A: The People's Health, c.1250 to present

Question 1 –3 marks

- (a) Give **one** example of how people responded to outbreaks of plague in the 1600s.
- (b) Give **one** reason why food in towns was of such low quality in the early 1800s.
- (c) Give **one** way that technology has made lifestyles less healthy since 1900.

Guidance

1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)

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)

Indicative content

For 1(a),– turning to God/prayer/ special prayers in Church; confession of sins; isolation/ quarantine/ 'pesthouses'; identifying plague houses (e.g. displaying bundles of straw/ red crosses); carrying white sticks in the street; shutting up houses where there was plague; appointing watchmen/ searchers; running away from the city; closure of theatres and inns; passing plague orders; blaming outsiders/scapegoating; consulting plague doctors; collection of money to support the sick; clearing streets of cats/ dogs/ pigeons; burning barrels of tar; burning bedding/ clothing of plague victims; blood-letting to balance humours; ejection of infected children or lodgers; sniffing flowers/ herbs; avoiding touching victims; use of lotions and herbal remedies; cleaning streets; smoking/ chewing tobacco.

For 1(b), No government attempt to control production/ sale of food (accept 'laissez-faire attitude'); no refrigeration; food adulteration (or examples of this, e.g. copper in butter, chalk in milk, etc.); contamination/ lack of hygiene.

NOTE: Do not accept answers which refer to amounts of food/ lack of food, e.g. 'Low incomes' or 'People could not afford better food.'

For 1(c) likely valid responses include: using cars rather than walking; leisure time is more sedentary because of new technology (e.g. TVs, tablets, streaming, computer games, etc.); work is more automated / sedentary; invention of microwave has made diets less healthy/ encouraged consumption of more processed food; labour-saving devices (e.g. vacuum cleaners) means housework is less manual.

NOTE: Q asks for 'one way', so do not accept the name of a technology on its own, e.g. 'microwave', 'cars', etc.

Any other historically valid response is acceptable and should be credited.

Question 2–9 marks Write a clear and organised summary that analyses air quality since 1900. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers may show use of second order concepts such as:</i></p> <p>Causation/ consequence, e.g. reasons for poor air quality (such as impact of coal use in homes and factories; increase in car ownership) or reasons for improvement since 1900 (e.g. government intervention; Great Smog crisis; scientific research into effects of passive smoking).</p> <p>Change, e.g. improvement / deterioration in air quality between 1900 and present.</p> <p><i>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).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

Question 2–9 marks Write a clear and organised summary that analyses air quality since 1900. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Change/ causation] <i>In some ways air quality has improved since 1900. In the first half of the century, there was frequently ‘smog’ in big cities from coal burning, which caused bronchitis and pneumonia. However, smog was far less of a problem by the 1980s. For example, the Clean Air Act required factories and homes in some areas (‘smokeless zones’) to burn smokeless fuel.</i></p> <p><i>Nevertheless, air quality got worse again when car ownership increased and exhaust fumes created more health problems. In 2015, athletes training for the London Marathon were warned not to go outside because there was so much pollution in the air. [9]</i></p> <p>NOTE: Change involves saying from what to what, so responses at L3 should have two examples of what changed after stating the situation c.1900.</p> <p>[Causation/ consequence] <i>Air quality had improved for a variety of reasons. Firstly, in 1952, there was a ‘Great Smog’ in London. The smog settled across London for over a week and led to the deaths of around 12,000 people. This led to the government passing the Clean Air Act in 1956. that made factories and households in certain areas change to ‘smokeless fuel’, which improved the quality of the air.</i></p> <p><i>Another reason air quality has improved is due to scientific research into the dangers of passive smoking, which was killing around 11,000 people every year in the early 2000s. Due to this, the government banned smoking in all public places. This has made the air safer for those who choose not to smoke. [9]</i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Causation] <i>Air quality in the first half of the twentieth century was very poor in the cities. This was because most people burned coal on their fires to heat their homes, and factories still relied on coal too. Sometimes the weather trapped the smoke under fog and it would settle at a low level. This was known as ‘smog’. The sulphur in the air caused health problems like bronchitis, pneumonia and asthma. [6]</i></p> <p>[Causation] <i>Air quality has improved due to increased government intervention. For example, in 1956, the Clean Air Act was passed. This made factories and households in certain areas change to ‘smokeless fuel’, which improved the quality of the air. [THRESHOLD – 4 MARKS]</i></p>
Level 1 (1–3 marks)	<p>Lists/ descriptions of air quality / related developments with no organising concept, e.g. <i>The government passed the Clean Air Act in 1956, and smokeless zones were introduced. Exhaust fumes have been a problem. [2]</i></p> <p>OR</p> <p>Statements based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> • (Diversity) <i>Air quality is usually better for people living in the countryside to those living in the cities where there are more cars. [1]</i> • (Change) <i>Air quality was really poor in 1900 but the Clean Air Act made it better. [1 – no detail about Clean Air Act]</i>
0 marks	

Question 3–10 marks Why did public health improve in the second half of the 1800s? Explain your answer.	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p> <p>Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).</p> <p>Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).</p> <p>Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).</p> <p>Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).</p> <p>Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).</p> <p>0 marks No response or no response worthy of credit.</p>	<p>Notes and guidance specific to the question set</p> <p><i>Explanations could consider:</i></p> <p>Why specific acts/ changes improved public health, e.g.</p> <ul style="list-style-type: none"> The 1848 Public Health Act (allow this as its effects were seen after 1850) set up the General Board of Health and gave local authorities the power to: set up local Boards of Health; increase rates; and take command of sewers and water supplies. It forced towns to set up a Board of Health where the death rate was high. 163 places had set up a Board of Health by 1853. The building of Bazalgette's sewers led to fewer deaths from cholera. The 1875 Public Health Act forced local authorities to: appoint medical officers and sanitary inspectors; take responsibility for sewers, water supplies, rubbish collection, public toilets and public parks; ensure all new houses had piped water, proper toilets, drains and sewers; inspect slaughterhouses and shops. The 1875 Artisans' Dwelling Act gave local councils to powers to buy up slum areas, and to clear and rebuild them. The 1875 Sale of Food and Drugs Act set basic standards for the quality of food and introduced harsh punishments for those who sold adulterated or contaminated food. Local improvements also acceptable, e.g. Rochdale's town council introduced 'pail privies' in 1869. In 1875, the Mayor of Birmingham, Joseph Chamberlain, introduced many improvements to the city, e.g. used ratepayers' money to buy up the city's water supplies – council took control of them and improved the quality; organised slum clearance and re-housed slum-dwellers. In 1875, the Manchester authorities also organised slum clearance, and provided residents with clean, shared facilities like laundries and rubbish chutes. They also organised the building of a dam on Lake Thirlmere in the Lake District, and constructed a 96-mile long aqueduct to carry the water to Manchester. <p>Underlying reasons/ motivation for improving public health, e.g. improved knowledge/ understanding of the causes of disease (e.g. impact of Pasteur's Germ Theory); the move away from laissez faire and more acceptance of government involvement in health; having to deal with outbreaks of cholera (or 'the Great Stink'); civic pride; the impact of the 1867 Reform Act/ widening of the franchise; the influence of individuals such as Chadwick (see note above on 1848 PHA), Chamberlain or Disraeli.</p> <p>NOTE: If this second approach is taken, the resulting improvement/ impact does at least need to be identified for L4 and L5.</p> <p><i>Explanations are most likely to show understanding of the second order concepts of change, causation and consequence, but reward appropriate understanding of any other second order concept.</i></p> <p><i>Answers which simply provide general descriptions of the period cannot reach beyond Level 1.</i></p>

Question 3–10 marks Why did public health improve in the second half of the 1800s? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons that public health improved in the second half of the 1800s, identified and fully explained, e.g.</p> <p><i>One reason why public health improved in the 1800s was because of the 1875 Public Health Act. This law meant all new houses built had to have piped water and proper toilets and drains. It also forced local authorities to take responsibility for water supplies and rubbish collection. This improved public health because people had a regular supply of clean drinking water which reduced the chances of epidemics of diseases like cholera.</i></p> <p><i>Another reason why public health was improved was because improved sewers were built. For instance, between 1859 and 1865, the London sewer system was revolutionised by Joseph Bazalgette. 82 miles of enclosed underground brick main sewers, and over 1000 miles of new street sewers, were laid. Pumping stations took waste eastwards where it was dumped far downstream of the city. This improved public health by preventing the spread of water borne diseases like cholera and typhoid. [10]</i></p> <p>NOTE: The following are both valid approaches to answering the question:</p> <ul style="list-style-type: none"> Identifying a change/ piece of legislation and explaining how this improved public health (as above); OR Identifying an underlying reason/ motivation for improving public health and explaining how this led to a specific improvement (as below)
Level 4 (7-8 marks)	<p>One reason that public health improved in the second half of the 1800s, identified and fully explained, e.g.</p> <p><i>One reason why public health improved in the second half of the 1800s was 'The Great Stink' in 1858. During a hot summer, the River Thames dried up so much that the smell of sewage from the river became unbearable. It became impossible for MPs to continue with their debates and they decided to take action. The government ordered Joseph Bazalgette to build over 1000 miles of new sewers across London. [THRESHOLD – 7 marks]</i></p> <p>NOTE: If this approach is taken, the resulting improvement/ change does at least need to be identified for L4 and L5.</p>
Level 3 (5-6 marks)	<p>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> <i>One reason why public health improved in the second half of the 1800s was 'The Great Stink' in 1858, which led to the government ordering the construction of over 1000 miles of new sewers across London. [no detail about Great Stink]</i> <i>One reason was the Public Health Act in 1875. This improved health because it reduced the chances of epidemics like cholera. [no detail about PHA]</i> <p>OR</p> <p>Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</p> <ul style="list-style-type: none"> <i>It improved because of Joseph Bazalgette's sewers. He designed a new sewer system for London. Pumping stations took waste eastwards where it was dumped far downstream of the city. [does not identify impact of sewers on public health]</i> <i>It improved because in 1861, Louis Pasteur proved that germs caused disease. He carried out a series of experiments and proved that it was germs which caused disease, not miasma, and so governments began to take action on health. [no identification of resulting improvement/ change]</i> <p>NOTE: One L3 = 5–6 marks Two L3s = 6 marks</p>

Level 2 (3–4 marks)	<p>Identifies one or more reason but with neither of the following:</p> <ul style="list-style-type: none"> • support from precise evidence • identifying a resulting improvement in public health, e.g. <ul style="list-style-type: none"> • <i>It improved because the 1875 Public Health Act was introduced, which forced towns to clean up. [no specific detail about the provisions of the Act or its impact]</i> • <i>It improved because more working class people got the vote... / because of civic pride ... / because less people had a laissez-faire attitude ... / because of the influence of people like Prime Minister Benjamin Disraeli ...</i> <p>OR Describes improvements/ legislation or related events in this period, e.g.</p> <ul style="list-style-type: none"> • <i>At this time Joseph Bazalgette built a sewer to remove sewage from the centre of London and put it in the Thames downstream.</i> • <i>John Snow made a scientific study of cholera victims near his surgery and showed that they were all using the same water pump on Broad Street. His theory was not widely accepted.</i>
Level 1 (1–2 marks)	<p>Valid but general assertions, e.g.</p> <ul style="list-style-type: none"> • <i>Governments started to care more.</i> • <i>Public health improved because of technology/ science/ better understanding about diseases.</i>
0 marks	

Question 4*–18 marks ‘The authorities in towns and monasteries in medieval Britain (1250-1500) cared very little about public health.’ How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of towns/ monasteries in this period. 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 identify and consider the alternative point of view.</i> <i>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.</i> <i>Grounds for agreeing include:</i> Unregulated trades /work processes at the beginning of the period shows little care (e.g. butchers, fishmongers, tanners etc. causing pollution); poor living conditions were not tackled , especially at beginning of period (e.g. use of midden carts to bring food to market; vendors / taverns often made pies from rancid meat; waste was often thrown in streams so water-borne illnesses like dysentery were common; houses were tightly-packed together and had thatched roofs where mice, insects and rats lived; at the end of a market day, the streets were full of food waste and animal dung; most people shared cesspits, and many had no lining and excrement would leak into other houses’ cellars; some gongfarmers merely emptied waste into local streams); lack of action taken when Black Death hit shows little care (Edward III only ordered the Mayor of London to clean the streets and ordered bishops to organise parades of priests in England’s cities – not a serious attempt to deal with millions of people dying). NOTE: Do not accept arguments relating to monasteries on ‘agree’ side.
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). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
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). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
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). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the 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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
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). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
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). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	<i>Grounds for disagreeing include: Improvements in numerous towns by the end of the period to prevent illness spreading does show care (e.g. introduction of</i>

	<p>rakers, fines for people leaving waste outside their houses, butchers and fishmongers restricted to outskirts of towns to do their cutting); candidates may cite specific measures introduced by individual town authorities (e.g. Norwich, Shrewsbury, London, York and Winchester); some town authorities did try to prevent spread of Black Death even if they were not successful (e.g. Gloucester attempted to close their town off); the Church / monasteries had a range of measures which prevented the spread of illness in their communities and therefore show care (e.g. most had drains and water pipes; usually designed so that rivers ran through them to help wash waste and dirt away and water could be used to flush the latrines which helped to stop disease; they had wash houses which helped to prevent illnesses which were spread by touch or by fleas, like the plague).</p>
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Question 4*–18 marks	
‘The authorities in towns and monasteries in medieval Britain (1250-1500) cared very little about public health.’ How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>In some ways I agree with this because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses’ cellars and some gongfermers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><i>Furthermore, after the Black Death broke out in 1348, the only action taken by King Edward III was writing a letter to the Mayor of London ordering him to clean the streets. This was based on the belief that plague was caused by miasma. The plague spread all over England and millions of people died in just a couple of years. Edward’s letter was one isolated order for one city, so this does not seem to show a great effort to care for the people’s health.</i></p> <p><i>However, Church authorities cared a great deal about health in their communities. The Church could afford to build pipes to bring clean water into their monasteries. Monasteries also built latrines which were detached from living quarters and flushed by rainwater. A great deal of care was therefore given to try to deal effectively with waste disposal; it meant these religious communities were less likely to suffer from diseases related to dirty water.</i></p> <p><i>Additionally, towards the end of this period, many town authorities made public health improvements. For example, most towns fined householders if they left rubbish on the street for more than four days, and they employed rakers to remove it. Most butchers and fishmongers were ordered to do their cutting on the edge of the town. This shows that they were taking measures to make their towns cleaner, which would prevent illness spreading.</i></p> <p><i>Overall, I do not agree with the statement. It would be difficult to find a town or a monastery which cared little and made no attempts to prevent the spread of illness by 1500. Many of these measures had limited impact (partly due to lack of full knowledge about disease at this time) but we must be careful not to confuse effectiveness with attempt at prevention.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</p> <p><i>In some ways I agree with this because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses’ cellars and some gongfermers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><i>Furthermore, after the Black Death broke out in 1348, the only action taken by King Edward III was writing a letter to the Mayor of London ordering him to clean the streets. This was based on the belief that plague was caused by miasma. The plague spread all over England and millions of people died in just a couple of years. Edward’s letter was one isolated order for one city, so this does not seem to show a great effort to care for the people’s health.</i></p> <p><i>However, Church authorities cared a great deal about health in their communities. The Church could afford to build pipes to bring clean water into their monasteries. Monasteries also built latrines which were detached from living quarters and flushed by rainwater. A great deal of care was therefore given to try to deal effectively with waste disposal; it meant these religious communities were less likely to suffer from diseases related to dirty water.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g.</p> <p><i>I agree because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses' cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><i>Furthermore, after the Black Death broke out in 1348, the only action taken by King Edward III was writing a letter to the Mayor of London ordering him to clean the streets. This was based on the belief that plague was caused by miasma. The plague spread all over England and millions of people died in just a couple of years. Edward's letter was one isolated order for one city, so this does not seem to show a great effort to care for the people's health.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</p> <p><i>In some ways I agree with this because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses' cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><i>However, Church authorities cared a great deal about health in their communities. The Church could afford to build pipes to bring clean water into their monasteries. Monasteries also built latrines which were detached from living quarters and flushed by rainwater. A great deal of care was therefore given to try to deal effectively with waste disposal; it meant these religious communities were less likely to suffer from diseases related to dirty water.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g.</p> <p><i>I agree because national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses' cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because when the Black Death broke out, the King only ordered the streets of London to be cleaned. (4)</i> • <i>No I do not agree because Monasteries piped in clean water. (4) They had latrines over streams which flushed away waste. (5)</i> <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description(s) of public health problems (period specific) or attempts to deal with them, e.g.</p> <ul style="list-style-type: none"> • <i>In 1348, the Black Death hit Britain (4). The king and bishops ordered parades of priests in England's cities. (5) The disease killed 3.5 million people. (6)</i> • <i>In medieval towns, the same carts used to collect rubbish from the middens were also used to bring food to market. (4)</i>

Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none">• <i>I disagree. There were many towns around the country which did make attempts to clean up and prevent illness spreading.</i> <p>OR generalised descriptions of living conditions/ beliefs, e.g.</p> <ul style="list-style-type: none">• <i>I agree because towns were really unhealthy places and people just dumped their waste out of their windows onto the streets.</i>• <i>In medieval Britain, people didn't know about germs so they didn't know what to do.</i> <p>NOTE: Responses which describe living conditions which could apply to more than one time period are likely to be placed in this level.</p>
0 marks	

Question 5*–18 marks 'The gin craze was the most significant public health problem in the early modern period (1500–c. 1750).' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of the gin craze. 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 identify and consider the alternative point of view.</i> <i>Answers are most likely to show understanding of the second order concepts of significance, causation or consequence, but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include:</i> <ul style="list-style-type: none"> • Widespread nature of the problem (e.g. thousands of small gin shops opened in cellars, attics and back rooms in London. It was very easy to buy. Hundreds of thousands of men and women turned to gin as a quick escape); • Social / health problems which resulted (e.g. crime increased; families were being ruined; babies were harmed because mothers were drinking gin whilst pregnant; there was a big increase in the death rate caused by alcohol related deaths. Reports of individuals like Judith Dufour who strangled her two-year-old daughter, Mary, and left her body in a ditch so that she could sell the clothes to buy gin. In another case, an elderly woman, Mary Estwick, let a toddler burn to death while she slept in a gin-induced stupor). • The difficulty that the government had in tackling the problem (e.g. early Gin Acts were ignored and difficult to enforce when there were so many illegal dram shops). <i>Grounds for disagreeing include:</i> <ul style="list-style-type: none"> • The fact that the gin craze was really only a problem in London; the fact that it was relatively short-lived and under control by 1760. • Other problems were arguably more significant, e.g. <ul style="list-style-type: none"> ○ Regular outbreaks of plague (caused more deaths; people did not understand the cause so unhelpful actions were taken, e.g. burning barrels of tar, etc.) ○ Problems in towns such as air pollution and disease caused by poor methods of waste disposal. ○ Urbanisation led to overcrowding, e.g. houses were often three storeys tall with overhanging 'jetties' leading to lack of natural light and dark streets.
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). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
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). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
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). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the 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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
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). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	

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). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 5* – 18 marks	
‘The gin craze was the most significant public health problem in the early modern period (1500–c. 1750).’ How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>I do agree that the gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small ‘gin shops’ opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.</i></p> <p><i>However, living conditions in early modern towns were also a significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.</i></p> <p><i>Likewise, dealing with human waste in towns was a huge problem. None of the methods used to deal with it were safe. For example, most houses used privies built over a cesspit. These could leak into cellars where food was stored. Similarly, houses backing onto rivers had a privy over the water, which would empty waste directly into the water supply that was used for drinking and washing. This was a significant public health problem because it contributed to outbreaks of dysentery and typhoid.</i></p> <p><i>Furthermore, it could be argued that a much bigger problem was plague. There was a major outbreak of plague every twenty years between 1500 and 1670. Outbreaks were far more common in the towns, where rats were more numerous. There was still no knowledge about how rats and fleas spread the disease. This was a significant public health problem because plague could kill over 30% of a community within a year, and only one in five people who caught the plague survived.</i></p> <p><i>Overall, I don’t really agree with the statement because the ‘gin craze’ was really only a problem in and around London, whereas plague and the more general problems of waste and air pollution were problematic throughout the country in every town and city. Furthermore, by the end of this period, gin drinking had dropped considerably, whereas conditions in towns only continued to get worse.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</p> <p><i>I do agree that the gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small ‘gin shops’ opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.</i></p> <p><i>However, living conditions in early modern towns were also a significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.</i></p> <p><i>Furthermore, it could be argued that a much bigger problem was plague. There was a major outbreak of plague every twenty years between 1500 and 1670. Outbreaks were far more common in the towns, where rats were more numerous. There was still no knowledge about how rats and fleas spread the disease. This was a significant public health problem because plague could kill over 30% of a community within a year, and only one in five people who caught the plague survived.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I disagree. Living conditions in early modern towns was a more significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.</i></p> <p><i>Furthermore, it could be argued that a much bigger problem was plague. There was a major outbreak of plague every twenty years between 1500 and 1670. Outbreaks were far more common in the towns, where rats were more numerous. There was still no knowledge about how rats and fleas spread the disease. This was a significant public health problem because plague could kill over 30% of a community within a year, and only one in five people who caught the plague survived.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>I do agree that the gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small ‘gin shops’ opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.</i></p> <p><i>However, living conditions in early modern towns were also a significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. The gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small ‘gin shops’ opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • No I do not agree. Outbreaks of plague were a big problem. (4) A third of a community could be wiped out (5). • Yes, I agree because the gin craze caused the crime rate to go up. (4) <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description(s) of gin craze/ other public health problems, e.g.</p> <ul style="list-style-type: none"> • In the late 1660s, thousands of small gin shops opened in cellars, attics and back rooms in London. (4) One advertising slogan was “Drunk for a penny, dead drunk for two pence.” (5) Hundreds of thousands of men and women turned to gin as a quick escape. (6) • In 1665, the Great Plague killed thousands of people. (4) People would get buboes, headaches and fever. (5) Only 1 in 5 people who caught it would survive. (6)

Level 1 (1-3 marks)	Valid but general assertion(s), e.g. <ul style="list-style-type: none">• <i>I agree because people drank too much alcohol in the gin craze, which was a big problem.</i>• <i>I disagree because diseases were a bigger problem.</i>• <i>I disagree. I think the main problem was towns, which were really unhealthy places and people just dumped waste out of their windows onto the streets.</i> <p>NOTE 1: Responses which describe living conditions which could apply to more than one time period are likely to be placed in this level.</p> <p>NOTE 2: Place descriptions about beliefs about the causes of disease in this level.</p>
0 marks	

Section B: The Norman Conquest, 1065–1087

Question 6a – 3 marks

In Interpretation A, the website portrays Anglo-Saxon culture as spectacular. 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 Anglo-Saxon culture as spectacular + 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 website gives the impression that early Anglo-Saxon culture was spectacular 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 and 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 website tells people that the exhibition contains books 'intricately decorated with rich colours and gold.' (1) This makes the books sound really vibrant and beautiful. (1) This gives the impression that Anglo-Saxon culture was spectacular because it makes it sound like they were very skilled artists using luxury materials. (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 Anglo-Saxon culture was spectacular (1), e.g.

- The website uses lots of dramatic and lavish adjectives to describe the culture. (1) For example, it says things like 'rich colours', and 'stunning discoveries'. (1) This makes it seem like the items made by the Anglo-Saxons were really beautiful to look at (1).*
- The website makes it seem like the Anglo-Saxons were clever and skilled. (1) For example, it describes the metalwork as 'finely crafted' and the books as 'intricately decorated'. (1) This gives us the impression that Anglo-Saxon culture was sophisticated and advanced (1).*
- The website makes the items from Anglo-Saxon culture seem like rare items, discovered in a dramatic way. (1) For example, it describes the objects as 'stunning discoveries' which have been 'unearthed' and the objects as 'magnificent' (1). This makes it seem like Anglo-Saxon culture is impressive and exciting.*
- The website repeatedly uses positive verbs to describe the actions of visitors at the exhibition (1). For instance, visitors will 'marvel', 'discover', 'encounter'. They will 'come face-to-face' and 'marvel' at the items and manuscripts (1). This implies that the visitors will be amazed and stunned at Anglo-Saxon culture (1).*
- The website presents the connections between Anglo-Saxon culture and present-day England (1). For example, it mentions the 'beginnings of the English language and English literature' lie in this period (1). This gives the impression that the culture is modern and civilised and connected to the present day (1).*

Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the culture of late Anglo-Saxon England.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that 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) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Answers may choose to put forward lines of investigation by framing specific enquiry questions, but it is possible to achieve full marks without doing this.</i>
Level 2 (3–4 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i>
Level 1 (1–2 mark) The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Examples of areas for further research include: whether Anglo-Saxon culture was the same in 1065 as it had been earlier in the period (change and continuity); the impact of poetry and the Bible on the lives/ culture/ religion of ordinary people (consequence/ diversity); whether Anglo-Saxon culture was influenced by other cultures, e.g. Vikings, Celts, other Europeans (consequence); why the Anglo-Saxons had become Christians (causation); comparison between Anglo-Saxon culture and other cultures, e.g. Norman culture (diversity).</i>
0 marks No response or no response worthy of credit.	<p>NOTE: Allow at L2 enquiries which ask about the impact of the Norman Conquest on Anglo-Saxon culture (consequence). BUT these enquiries are <u>unlikely to meet the L3 criteria of a 'clear explanation' of how this would 'improve understanding of the culture of late Anglo-Saxon England.'</u></p>

Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the culture of late Anglo-Saxon England.	
Guidance and indicative content	
Level 3 (5 marks)	<p>Valid line of enquiry based on second order concept with <u>clear explanation</u> of how the enquiry would improve understanding of the culture of late Anglo-Saxon England, e.g. <i>[Change/ continuity]</i> <i>I would investigate whether the culture was the same in 1065 as it had been since the beginning of the Anglo-Saxon period. This would enable us to understand how much English culture had been affected by developments such as the conversion to Christianity, and whether art and literature continued to have pagan influences.</i></p> <p>Alternatively, 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 the culture of late Anglo-Saxon England. <i>[Diversity/ consequence]</i> <i>Interpretation A presents these spectacular books and works of art as the culture of 'the people of Anglo-Saxon England'. I would like to investigate how far these things affected the everyday culture of people like the ceorls. We could therefore see whether they only reflect the culture of the thegns and earls.</i></p> <p><i>[Diversity]</i> <i>Interpretation A suggests that Anglo-Saxon culture was unique and special. I would like to find out whether there were actually similarities between their culture and the culture of other groups like the Vikings and Normans. This might help us to understand how much things like travel and trade had influenced Anglo-Saxon culture.</i></p>
Level 2 (3-4 marks)	<p>Valid line of enquiry based on second order concept, with <u>no clear explanation</u> of how the enquiry would increase understanding of the culture of late Anglo-Saxon England. e.g. <i>[Change/ continuity]</i> <i>I would investigate whether the culture was the same in 1065 as it had been since the beginning of the Anglo-Saxon period. [3]</i></p> <p><i>[Diversity]</i> <i>I would find out if culture was different amongst different social groups. [3] I'd like to know if it was just thegns who would read or listen to poetry, or if ceorls did too. [4]</i></p> <p><i>[Consequence]</i> <i>I would look at the impact of the Anglo-Saxon conversion to Christianity [3] and whether this affected things like art and literature. [4]</i></p>
Level 1 (1–2 marks)	<p>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g. <i>I would try to find out what kinds of things were discovered in Suffolk and Staffordshire, and whether there was any gold.</i></p> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g. <i>The website says there were 'magnificent objects' produced in this period but I'd like to find out if that's true or if they are just exaggerating.</i></p> <p>NOTE 1: Credit at L1 ONLY questions which use the language of second order concepts, but are clearly not a valid historical enquiry, e.g. <i>I want to know <u>why</u> the bible was so big.</i></p> <p>NOTE 2: No credit for answers which do not identify a question or something they would like to find out, e.g. <i>I would investigate the giant bible. (0)</i></p>
0	

Question 7–12 marks Interpretations B and C both focus on the Battle of Stamford Bridge. How far do they differ and what might explain any differences?	
Levels AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Maximum 12 marks	Notes and guidance specific to the question set
Level 4 (10–12 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> <i>Comparison of provenance and source type alone, e.g. B is from 1230, C is recent; C is from a TV documentary, B is from an Icelandic saga.</i> <i>Individual points of similarity/difference in content:: both interpretations say the Norwegians lost and the leaders died; both say the Norwegians didn't have their armour on; B says the English very nearly gave up but C doesn't mention that; C says the Vikings were panic-stricken but B says they held back the English.</i> <i>Differences in the overall focus of the interpretations; or differences in the overall portrayal of the battle, the English, or the Norwegians, or their leaders: e.g. B focuses on the bravery of the Norwegians and Harald Hardrada during the battle ('great man', 'noble appearance', 'bravely held back the attack', 'chopped down Englishmen with both hands') and emphasises the reason they did not have armour on was the weather. Whereas C portrays the battle as much more one-sided (the Vikings were annihilated, 'slaughtered without mercy') and presents the Vikings as badly prepared ('completely unprepared', 'panic-stricken', 'desperate'). It focuses not so much on Hardrada's role but Godwinson's victory ('amazing military victory').</i> <i>Developed reasons for differences – purpose and nature of B, i.e. as a saga of Norwegian kings, it is focussing on the personal story and courage of King Harald, and trying to make him seem like a leader who fought bravely and died a hero's death. It therefore emphasises things like his courage in the face of the 'great' Saxon army (some of whom seem to fight on horses).</i> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 2 (4–6 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 1 (1–3 marks) Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
0 marks No response or no response worthy of credit.	

Question 7–12 marks Interpretations B and C both focus on the Battle of Stamford Bridge. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10–12 marks)	<p>Valid comparison of message/ impression/ portrayal in B and C. Difference (typically) explained with specific purpose/nature of B as a saga, e.g.</p> <p>As L3, plus: <i>I think B is more sympathetic towards the Norwegians because Snorri is writing a saga of the Norwegian kings [not L4 yet], so he focuses on the personal story and courage of King Harald to glorify his achievements. (10) It's trying to make him seem like he died a hero's death. (11) That's why it emphasises things like his bravery in the face of the 'great' Saxon army (who seem to be fighting on horseback) as he 'rode out in front'. (12)</i></p> <p>NOTE 1: Max 10 marks for responses which explain the impact that Snorri's relationship with Norway had on his portrayal (as opposed to explicitly explaining his purpose in writing Harald's saga). e.g. <i>B focuses on Harald's bravery and the Norwegians' courage because Snorri had links to the Norwegian royal family [not L4 yet] so he wants to make the King of Norway seem like a hero. [10]</i></p> <p>NOTE 2: Do NOT allow undeveloped comments about provenance at this level, e.g. <i>B was written by a poet so he just wants to make the events look dramatic</i>, etc.</p>
Level 3 (7–9 marks)	<p>Valid comparison of message/ impression/ portrayal (of the battle or the Norwegians/English or their leaders); or the focus in B and C, e.g.</p> <ul style="list-style-type: none"> <i>Interpretation B is very sympathetic towards the Norwegians and Hadrada. it describes how the Norwegians 'bravely held back the attack' by the English and how Harald 'chopped down Englishmen with both hands'. Whereas C is quite critical of their army, mentioning how they were just 'lazing about in the sun', and 'completely unprepared'. When it describes how they 'tried to escape', this almost suggests they were quite cowardly. (9)</i> <i>Interpretation C makes it sound like the Norwegians were just completely destroyed. It says they were 'slaughtered' and describes how the English cut through them 'like knives through butter'. But B gives the impression the battle was much more two sided. It gives details about Hadrada's bravery in 'chopping down' the English, who 'very nearly took flight'. (9)</i> <p>NOTE: Answers with no support from either interpretation = 7 marks, e.g.</p> <ul style="list-style-type: none"> <i>Interpretation B is much more focussed on the bravery of the Norwegians and Harald Hadrada, but C tells us more about what a victory it was for the English. (7)</i>
Level 2 (4–6 marks)	<p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <i>Both interpretations say the Norwegians didn't have their armour on.</i> <i>B says the Norwegians didn't have their armour on because it was hot, but C just says they were unprepared.</i> <i>C says the Norwegians were panic-stricken but B says they held back the English.</i> <p>Alternatively, purpose of (typically) B used to explain its portrayal – no comparison, e.g.</p> <p><i>I think B is more sympathetic towards the Norwegians because Snorri was writing a collection of sagas, which focus on heroic achievements. So he has chosen to focus on Hadrada's bravery and personal story in the battle. He would not mention how they were caught unprepared.</i></p>
Level 1 (1–3 marks)	<p>Comparison of simplistic provenance, e.g.</p> <ul style="list-style-type: none"> <i>I think they are different because B is a saga c.1230 and C is a recent TV documentary.</i> <p>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</p> <p><i>B says the Norwegians fought bravely but ultimately lost. In C, it talks about how both armies formed a shield wall.</i></p>
0 marks	

Question 8*–20 marks 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.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of resistance/ threats to William’s rule.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i> <i>Answers are most likely to show understanding of consequence (impact of rebellions and reaction from William/ Normans); and diversity (similarity and difference in seriousness of rebellions) but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: northern rebels were supported by Edgar Aetheling and Danes who arrived with fleet of over 250 ships; impact on York – plundering, destruction, etc; William could not capture them as they kept avoiding pitched battles and retreating into the marshes; invasion sparked off other rebellions, e.g. in Devon/ Cornwall/ Stafford/ second one by Edric the Wild on Welsh border; the ‘seriousness’ of the threat of this resistance/invasion can be seen in the harsh response by William, i.e. the Harrying of the North; it could be argued that William did not adequately deal with the threat because the Danes returned the following year to Ely. NOTE: Candidates may also argue that other rebellions (see below) were less of a ‘serious threat’ to William’s rule and these can be credited.
Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	Grounds for disagreeing include: Actually William dealt with the Vikings well enough by paying them to leave so this did not turn out to be so ‘serious’ a threat after all, and his ‘Harrying of the North’ put an end to further rebellion in the North; other events/ rebellions/ individuals in this period could be seen as a more ‘serious’ threat to William’s rule, e.g. Gytha in Exeter and Harold’s sons invading from Ireland; rebels repeatedly gathered under the leadership of Edgar, Edwin & Morcar, Hereward the Wake/ Danes in Ely; an argument could be made that it was actually the Danish invasion aspect to the northern problem which was the most serious threat (as opposed to ‘resistance’ by the English in the north).
Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation	

<p>of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks No response or no response worthy of credit.</p>	

Question 8*–20 marks 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.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>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.</p> <p><i>There is plenty of evidence to support this interpretation. Firstly, there was the scale of the threat. In 1069, northern rebels, led by Edgar, joined forces with Danish invaders, who landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. They set fire to York and plundered the city. This northern resistance was a very serious threat to William’s rule because it sparked off further rebellions in places like Shrewsbury and Stafford.</i></p> <p><i>Secondly, the response from William demonstrates just how serious a threat it was. He struggled to capture the Danes and the rebels, as they skillfully avoided battles and kept disappearing into the marches. Eventually, William had to pay the Danes a large sum of money to leave. He also ordered his men to harry the land in the north, destroying all crops and animals so that no English or Danish army could survive there. These extreme measures demonstrate how serious the threat was.</i></p> <p><i>On the other hand, there is some evidence to challenge this interpretation. Firstly, the threat in Exeter in 1068 was also very serious. Harold’s mother, Gytha, repaired the city’s defences and Harold’s sons plotted from Ireland to invade. Exeter’s citizens refused to swear an oath of loyalty to William. William clearly believed this was a serious threat because he returned from Normandy and led an army there in person. The city was only brought into line after a siege of 18 days.</i></p> <p><i>Furthermore, the rebellion of 1071 was another serious threat. Hereward the Wake and another Danish army set up a base in Ely against the Normans. Although the Danes were once again paid off, the rebels attracted support from other English warriors and remained there for almost a year. Again, this was seen as serious by William, who returned from Normandy to deal with the revolt. He built a causeway to destroy the stronghold and punished the rebels harshly by cutting their hands off.</i></p> <p><i>Overall the interpretation is correct. The rebellions in Exeter and Ely were relatively isolated and easily dealt with by William once he arrived in England personally. However, the northern rebellion in 1069 (along with the Danish invasion) spread too far and fast for William to deal with without resorting to extreme measures.</i></p>
Level 4 (13-16 marks)	<p>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</p> <p><i>There is plenty of evidence to support this interpretation. Firstly, there was the scale of the threat. In 1069, northern rebels, led by Edgar, joined forces with Danish invaders, who landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. They set fire to York and plundered the city. This northern resistance was a very serious threat to William’s rule because it sparked off further rebellions in places like Shrewsbury and Stafford.</i></p> <p><i>Secondly, the response from William demonstrates just how serious a threat it was. He struggled to capture the Danes and the rebels, as they skillfully avoided battles and kept disappearing into the marches. Eventually, William had to pay the Danes a large sum of money to leave. He also ordered his men to harry the land in the north, destroying all crops and animals so that no English or Danish army could survive there. These extreme measures demonstrate how serious the threat was.</i></p> <p><i>On the other hand, there is some evidence to challenge this interpretation. Firstly, the threat in Exeter in 1068 was also very serious. Harold’s mother, Gytha, repaired the city’s defences and Harold’s sons plotted from Ireland to invade. Exeter’s citizens refused to swear an oath of loyalty to William. William clearly believed this was a serious threat because he returned from Normandy and led an army there in person. The city was only brought into line after a siege of 18 days. .</i></p>

Level 3 (9-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, there was the scale of the threat. In 1069, northern rebels, led by Edgar, joined forces with Danish invaders, who landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. They set fire to York and plundered the city. This northern resistance was a very serious threat to William's rule because it sparked off further rebellions in places like Shrewsbury and Stafford.</i></p> <p><i>Secondly, the response from William demonstrates just how serious a threat it was. He struggled to capture the Danes and the rebels, as they skillfully avoided battles and kept disappearing into the marches. Eventually, William had to pay the Danes a large sum of money to leave. He also ordered his men to harry the land in the north, destroying all crops and animals so that no English or Danish army could survive there. These extreme measures demonstrate how serious the threat was.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support this interpretation. Firstly, there was the scale of the threat. In 1069, northern rebels, led by Edgar, joined forces with Danish invaders, who landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. They set fire to York and plundered the city. This northern resistance was a very serious threat to William's rule because it sparked off further rebellions in places like Shrewsbury and Stafford.</i></p> <p><i>On the other hand, there is some evidence to challenge this interpretation. Firstly, the threat in Exeter in 1068 was also very serious. Harold's mother, Gytha, repaired the city's defences and Harold's sons plotted from Ireland to invade. Exeter's citizens refused to swear an oath of loyalty to William. William clearly believed this was a serious threat because he returned from Normandy and led an army there in person. The city was only brought into line after a siege of 18 days.</i></p>
Level 2 (5-8 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree because of the scale of the threat. In 1069, northern rebels, led by Edgar, joined forces with Danish invaders, who landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. They set fire to York and plundered the city. This northern resistance was a very serious threat to William's rule because it sparked off further rebellions in places like Shrewsbury and Stafford.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	<p>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. <i>Yes, I agree because the Danes brought over 250 ships so the threat was huge.</i> 1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks</p> <p>Alternatively, description of northern resistance or other threats without linking it/them to the question (2–4 marks), e.g. <i>In 1069, northern rebels, led by Edgar, joined forces with Danish invaders. (2) They landed off the coast of Yorkshire with a fleet of over 250 ships and an enormous army. (3) They set fire to York and plundered the city. (4)</i></p> <p>Alternatively, valid but general assertions (1 mark), e.g. <i>I disagree because there were rebellions from the English in other parts of the country, not just in the north.</i></p>
0 marks	

<p>Question 9*–20 marks</p> <p>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.</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p> <p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Anglo-Norman society, culture, politics, building etc.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i></p> <p><i>Answers are most likely to show understanding of change and continuity (i.e. type and extent of change) causation and similarity and difference (diversity of experience across England), but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 5 (17–20 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p>Grounds for agreeing include: Dispossession of land by English thegns – English left with 5% of land by 1087; Latin becoming the official written language; reorganisation of the Church: by 1080, only one of the sixteen English bishops remained in office; changes in spoken language; the number of free ceorls fell dramatically; changes to laws, e.g. Murdrum Fine and Forest Laws; financial impact, e.g. increases in the geld/taxation; loss of Anglo Saxon religious traditions/culture, e.g. saints of the Anglo-Saxons disappeared; the Normans started to get rid of slavery –by 1086 the number of slaves in England had fallen by 25%; expansion of Saxon towns / creation of new towns under the Normans; changes to architecture, e.g. castles, rebuilding of cathedrals, e.g. Canterbury, York and Durham – much larger and more beautiful than Saxon buildings; revived English monasteries after they had been ravaged by Viking invasions; introduction of chivalry; introduction of feudal system; devastating impact of Harrying of the North.</p> <p>Grounds for disagreeing include: there were some castles before 1066 (Norman influence but pre 1066); there was social hierarchy before 1066 and ceorls were becoming less free, so feudal system was not so different; survival of English language (just enriched with French); for some sections of society, daily life continued as usual: England continued to be a rural society with 90 percent of the population working in agriculture; similarities in laws (e.g. trial by combat similar to trial by ordeal) and government (e.g. Norman retention of the Saxon systems of law, administration and coinage).</p>
<p>Level 4 (13–16 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p>Level 3 (9–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1).</p> <p>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p>Level 2 (5–8 marks)</p> <p>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).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p>	

<i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 9*–20 marks	
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.	
Guidance and indicative content	
Level 5 (17–20 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.</p> <p><i>There is a lot of evidence to support the interpretation. Firstly, following the rebellions, William took land off English landowners and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a ‘transformation’ because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>Furthermore, there was a radical change in architecture. In late Anglo-Saxon England, many of England’s churches were simple timber or stone shelters. Many monasteries had been wiped out during Viking invasions. However, the Normans revived England’s monasteries and built or rebuilt cathedrals like Canterbury, York and Durham. These were much larger and more beautiful (built in a ‘Romanesque’ style).</i></p> <p><i>However, there were also some continuities. For example, in Anglo-Saxon England, society was rigidly structured, with earls, thegns, ceorls and thralls. by 1065, ceorls were far less independent than they had once been and were tightly bound to serve the thegn on whose land they lived and worked. This means that the introduction of the Norman feudal system where peasants were tied to their lord’s manor, was not that big a change.</i></p> <p><i>Added to this, the changes in spoken language were fairly minimal. Most Saxons continued to speak their own language and it was really only the ruling elite who spoke French as a sign of superiority. Gradually, French words were blended with English, but they did not replace English – the additions like ‘music’, ‘justice’ and ‘mutton’ just made it more varied.</i></p> <p><i>Overall, I think that there was a transformation in this period. People in England could physically see their buildings changing and their rulers being replaced. Although the English language eventually overruled French among the ruling elite, the Saxons before 1087 would not have known that.</i></p>
Level 4 (13–16 marks)	<p>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</p> <p><i>There is a lot of evidence to support the interpretation. Firstly, following the rebellions, William took land off English landowners and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a ‘transformation’ because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>Furthermore, there was a radical change in architecture. In late Anglo-Saxon England, many of England’s churches were simple timber or stone shelters. Many monasteries had been wiped out during Viking invasions. However, the Normans revived England’s monasteries and built or rebuilt cathedrals like Canterbury, York and Durham. These were much larger and more beautiful (built in a ‘Romanesque’ style).</i></p> <p><i>However, there were also some continuities. For example, in Anglo-Saxon England, society was rigidly structured, with earls, thegns, ceorls and thralls. By 1065, ceorls were far less independent than they had once been and were tightly bound to serve the thegn on whose land they lived and worked. This means that the introduction of the Norman feudal system where peasants were tied to their lord’s manor, was not that big a change.</i></p>

Level 3 (9-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, following the rebellions, William took land off English landowners and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a ‘transformation’ because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>Furthermore, there was a radical change in architecture. In late Anglo-Saxon England, many of England’s churches were simple timber or stone shelters. Many monasteries had been wiped out during Viking invasions. However, the Normans revived England’s monasteries and built or rebuilt cathedrals like Canterbury, York and Durham. These were much larger and more beautiful (built in a ‘Romanesque’ style).</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>There is a lot of evidence to support the interpretation. Firstly, following the rebellions, William took land off English landowners and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a ‘transformation’ because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p><i>However, there were also some continuities. For example, in Anglo-Saxon England, society was rigidly structured, with earls, thegns, ceorls and thralls. By 1065, ceorls were far less independent than they had once been and were tightly bound to serve the thegn on whose land they lived and worked. This means that the introduction of the Norman feudal system where peasants were tied to their lord’s manor, was not that big a change.</i></p>
Level 2 (5-8 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree, because following the rebellions, William took land off English landowners and gave it to his Norman followers. The Domesday Book shows that in 1086, only 5% of English land was in the hands of English landowners. This was a ‘transformation’ because it wiped out England’s ruling elite. Many migrated to Scotland, Ireland, Scandinavia and other parts of Europe.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	<p>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. <i>Yes, I agree because the Domesday Book shows the English lost most of their land.</i></p> <p>1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks</p> <p>Alternatively, description of events/ Conquest without linking this to the question of change (2–4 marks), e.g. <i>The Normans introduced the Feudal System. (2) This was where William gave areas of land to nobles to govern. (3) In return for the shire they swore loyalty to William, collected taxes and provided soldiers to fight when needed. (4)</i></p> <p>Alternatively, valid but general assertions (1 mark), e.g. <i>Yes, William made huge changes to the Church.</i></p>
0 marks	

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