

**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 2025**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM Assessor 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 available in RM Assessor
3. Log-in to RM Assessor and mark the required number of practice responses (“scripts”) and the required number of standardisation responses.

### MARKING

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

### **Multiple-Choice Question Responses**

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

### **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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (No Response) option. Award NR (No Response):
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
  - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.
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

| <b>Descriptor</b>                                     | <b>Award mark</b>                                                                                         |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 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            | L1                     | Level 1                                                                   |
|    | 321            | L2                     | Level 2                                                                   |
|    | 331            | L3                     | Level 3                                                                   |
|    | 341            | L4                     | Level 4                                                                   |
|    | 441            | L5                     | Level 5                                                                   |
|    | 3261           | L6                     | 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 |
|-----------------------------------------------------------------------------------|----|------|------|

## 1. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader /PE.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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

| Question 1–3 marks                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (a) Give <b>one</b> example of how early modern towns tried to improve public health in their local areas between 1500 and 1750. | [1]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| (b) Name <b>one</b> way in which people in towns obtained their water between 1750 and 1900.                                     | [1]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| (c) Name <b>one</b> person whose work during the 1900s had a positive effect on public health.                                   | [1]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Guidance                                                                                                                         | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)    | <p><i>For 1(a), likely valid responses include:</i></p> <ul style="list-style-type: none"> <li>• <b>(York):</b> saying pigs had to be kept in a sty and not allowed to wander the streets; not allowing people to put household waste out for the scavengers until after 7pm; fining people who made a dunghill in their yard; fining people for throwing urine and excrement into the street at night; not allowing people to build their privies over the Queen's Dike; ordering householders to clean the street outside their property twice a week; not allowing anyone to block the gutters which ran down York's main streets.</li> <li>• <b>(London):</b> after the Great Fire, using brick, tile, stone and to re-build houses (fewer rats); widening some streets (better ventilation and sunlight); introduction of several water companies by 1750 that would pipe water into homes; Hugh Middleton's reservoir</li> <li>• <b>(Various towns):</b> introducing oil-burning lamps on the streets; building footways for pedestrians; paving their streets with stone; building large terraced housing around big open squares.</li> <li>• <b>NOTE: Allow answers which describe local areas putting into action aspects of national plague legislation, e.g. 'pesthouses', 'watchmen', etc.</b></li> <li>• <b>NOTE 2: Do not allow answers which simply state national legislation / government responses to plague, e.g. 'Gin Acts'; 'Plague Orders'</b></li> <li>• <b>NOTE 3: Do not allow answers which are clearly medieval, e.g. scavengers, rakers, cesspits, moving dung heaps outside of town walls, etc.</b></li> </ul> <p><i>For 1(b,) water pumps in streets; local rivers/ streams; piped water to homes; bought water from water sellers; rain water caught in cisterns or butts.</i></p> <ul style="list-style-type: none"> <li>• <b>NOTE: Allow water fountains/ conduits/ pipes</b></li> </ul> <p><i>For 1(c), Seebohm Rowntree; Charles Booth; David Lloyd George; Dr. James Niven; Aneurin Bevan; William Beveridge; Princess Diana; Clement Attlee</i></p> <p>Any other historically valid response is acceptable and should be credited.</p> |
| 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)    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| <b>Question 2–9 marks</b><br><b>Write a clear and organised summary that analyses responses to outbreaks of plague during the period 1348 (the Black Death) to c.1670 . Support your answer with examples.</b>                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Levels</b><br><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b><br><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>                                                                                                                                                                            | <b>Notes and guidance specific to the question set</b><br><br><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i><br><br><i>Answers may show use of second order concepts such as:</i><br><br><b>Causation</b> (e.g. why people/ authorities had the responses they did, given beliefs at the time)<br><br><b>Consequence</b> (e.g. impact of responses)<br><br><b>Change / continuity</b> (e.g. changes and continuities with regards to beliefs about the causes of plague; change/ continuity of responses from ordinary people; development of centralised government responses during early modern period, which was a big change from the medieval period).<br><br><b>Diversity (similarity and difference):</b> e.g. comparison of responses between different local areas.<br><br><i>Please note that answers do not need to name the second order concepts being used to organise the 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><br><br><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i> |
| <b>Level 3 (7–9 marks)</b><br><br>Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1).<br>The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2). |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Level 2 (4–6 marks)</b><br><br>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).<br>The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Level 1 (1–3 marks)</b><br>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).<br>The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>0 marks</b><br><br>No response or no response worthy of credit.                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Question 2–9 marks                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Write a clear and organised summary that analyses responses to outbreaks of plague during the period 1348 (the Black Death) to c.1670. Support your summary with examples. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Guidance and indicative content                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Level 3<br>(7–9 marks)                                                                                                                                                     | <p>Typically, a summary based on second order concept(s) with <u>two or more</u> valid supporting examples, e.g.</p> <p><b>[Causation/ consequence]</b><br/> <i>Throughout this period, many <b>believed that the disease was God</b> punishing people for sinning. <b>This meant that their responses including things like prayer and confessing their sins.</b></i><br/> <i>Another popular belief was that the <b>plague was spread by miasma</b> (bad air). So <b>as a result, people did things like carrying around sweet-smelling herbs.</b></i><br/> <b>[THRESHOLD – 7 MARKS]</b></p> <p><b>[Change over time]</b><br/> <i>When the <b>Black Death</b> hit England in 1348, <b>the government response was extremely limited.</b> King Edward III wrote a letter to <b>the Mayor of London in 1349 ordering him to clean the streets</b>, and there were orders for bishops to parade through cities, but otherwise did nothing.</i><br/> <i>However, <b>by the 17<sup>th</sup> century, governments were being far more proactive.</b> For example, <b>Elizabeth I's 1578 Plague Orders included instructions for infected houses to be completely shut up</b> for at least six weeks, with all members of the family still inside. Watchmen were appointed to enforce this order. <b>[9]</b></i></p> <p><b>[Continuity]</b><br/> <i>When the <b>Black Death</b> hit England in 1348, one popular belief was that it was caused by <b>miasma</b>, as shown by how many people <b>carried posies of flowers or herbs</b> to purify the air.</i><br/> <i>This <b>belief continued</b> throughout the next few centuries during further outbreaks of plague. For example, <b>Elizabeth I's Plague Orders contained instructions to burn barrels of tar</b> in the streets to get rid of the bad air. <b>[8]</b></i></p> |
| Level 2<br>(4–6 marks)                                                                                                                                                     | <p>Typically, a summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Continuity]</b><br/> <i>When the <b>Black Death</b> hit England in 1348, one popular belief was that it was caused by <b>miasma</b>. This <b>belief continued</b> throughout the next few centuries during further outbreaks of plague. For example, <b>Elizabeth I's Plague Orders contained instructions to burn barrels of tar</b> in the streets to get rid of the bad air.</i><br/> <b>[THRESHOLD – 4 MARKS]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Level 1<br>(1–3 marks)                                                                                                                                                     | <p>Typically, descriptions of responses to plague with no clear organising concept, e.g.<br/> <i>People were very scared when plague hit as they didn't know how to cure it. Some people burned sweet smelling plants to purify the air. Others tried bloodletting or changing their diet as a way of dealing with it. These things did not work. People thought that it was God's punishment, or it was miasma. <b>[3]</b></i></p> <p><b>NB – descriptions of plague (as opposed to responses to plague) = MAX 1 MARK</b></p> <p><b>OR</b> Typically, statement(s) based on second order concept with EITHER no valid specific examples OR development, e.g.</p> <ul style="list-style-type: none"> <li>• <b>(Continuity)</b> <i>In the medieval period, people prayed to God and this continued right through to 1670. <b>[2]</b></i></li> <li>• <b>(Diversity)</b> <i>The village of Eyam quarantined itself but most places didn't do that. <b>[1]</b></i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 0 marks                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| <b>Question 3–10 marks</b><br><b>Why did the gin craze become a significant public health issue during the period 1660 to 1751? Explain your answer.</b>                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Levels</b><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>                           | <b>Notes and guidance specific to the question set</b><br><i>Explanations could consider:</i>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Level 5 (9–10 marks)</b><br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2). | <b>Reasons why the ‘gin craze’ developed during this period</b> (e.g. gin became a much cheaper alternative, as a result of government encouragement of the spirit as an alternative to French brandy; government reduced taxes on the distillation of spirits; taxes on ale and beer went up; gin could be made in England, just from corn, which was also cheap; distillers didn’t require a license to make gin, so they could use smaller and more simple workshops).                                           |
| <b>Level 4 (7–8 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).                     | <b>Reasons why the ‘gin craze’ was a significant public health issue</b> (e.g. thousands of small gin shops opened in cellars, attics and back rooms in London, meaning it was very easy to buy and hundreds of thousands became addicted; by the 1720s it had become a serious problem in the capital because crime increased, families were being ruined, babies were harmed because mothers were drinking gin whilst pregnant, and there was a big increase in the death rate caused by alcohol related deaths). |
| <b>Level 3 (5–6 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).<br>Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).                        | <b>Reasons why the government found it difficult to deal with</b> (e.g. lack of enforcement of legislation introduced to tackle the problem, i.e. tax and licenses to control the sales did not solve the problem because people just ignored the law and opened up illegal dram shops. The craze did not get under control until it made punishments really severe).                                                                                                                                               |
| <b>Level 2 (3–4 marks)</b><br>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).<br>Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).                                         | <i>Explanations 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>                                                                                                                                                                                                                                                                                                                         |
| <b>Level 1 (1–2 marks)</b><br>Demonstrates some knowledge of features and characteristics of the period (AO1).<br>Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).                                                   | <i>Answers which simply describe some of the features of the Gin Craze cannot reach beyond Level 1.</i>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>0 marks</b><br>No response or no response worthy of credit.                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Question 3–10 marks<br>Why did the gin craze become a significant public health issue during the period 1660 to 1751? Explain your answer. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Guidance and indicative content                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Level 5<br>(9-10 marks)                                                                                                                    | <p>Typically, two or more reasons why the ‘gin craze’ became a significant public health issue identified and fully explained e.g.</p> <p>One reason that the ‘gin craze’ became a significant public health issue was because it <b>created a whole range of social and health problems</b> in London. For example, <b>crime increased, families were being ruined, babies were harmed</b> because mothers were drinking gin whilst pregnant, and there was a big increase in alcohol-related deaths. This was a <b>public health issue because gin was so popular that it was a widespread problem</b> amongst the poorer sections in the capital.</p> <p>Another reason was that the <b>government’s attempts to deal with the problem were just ignored</b>. They introduced several ‘Gin Acts’ in the 1700s which introduced <b>taxes</b> for distillers and <b>licences</b> for those who sold it. However, these early acts were <b>not very effective</b> because they weren’t properly enforced. There were <b>so many small gin shops</b> which they couldn’t control, so it was <b>too easy for them to hide</b> from the authorities, and the problem continued. <b>[10]</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Level 4<br>(7-8 marks)                                                                                                                     | <p>Typically, one reason why the ‘gin craze’ became a significant public health issue identified and fully explained e.g.</p> <ul style="list-style-type: none"> <li>One reason was because <b>gin became a much cheaper alternative</b> to beer or ale in this period so more people were drinking it. This was because the <b>government reduced taxes on the distillation</b> of spirits. Meanwhile, taxes on ale and beer went up. <b>This meant that thousands of small ‘gin shops’ opened</b> in cellars and back rooms. This became a <b>significant public health issue as there was a huge increase in drinking gin</b> by the poor. <b>[8]</b></li> <li>The gin craze began as a result of <b>government policies that made gin cheap and easy to produce</b>. <b>Taxes on ale and beer increased</b>, while <b>taxes on spirits were reduced</b> to encourage gin over imported French brandy. Gin could be made from cheap corn and didn’t require a license, so small, local distillers could produce it easily and affordably. <b>This meant that gin quickly became widely available to the public</b>. <b>[8]</b></li> <li>One reason why the ‘gin craze’ became a significant public health issue was because <b>drinking gin was so cheap</b>. It was so cheap that the gin shops advertised ‘<b>drunk for a penny, dead drunk for two pence</b>.’ This meant that <b>gin was widely available even to the poor</b> and consumption was widespread. <b>[THRESHOLD – 7 MARKS]</b></li> </ul> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li><b>identify a valid reason</b></li> <li><b>provide precise evidence</b></li> <li><b>use this to address the question</b></li> </ul> |
| Level 3<br>(5-6 marks)                                                                                                                     | <p>Typically, 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"> <li>Gin became much cheaper in this period. As a result, there was a huge increase in drinking gin by the poor. This led to big social and health problems.</li> <li>The gin craze was a big issue because when the government tried to deal with it by bringing in new laws, people just ignored the legislation, so it didn’t have much effect.</li> </ul> <p><b>OR</b> Typically, 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"> <li>Gin became a much cheaper alternative to beer or ale in this period so more people were drinking it. This was because the government reduced taxes on the distillation of spirits. Meanwhile, taxes on ale and beer went up.</li> <li>Gin became a significant public health issue because it became very cheap. Lots of ‘dram shops’ opened selling gin from cellars, attics and back rooms.</li> </ul> <p><b>NOTE:</b><br/><b>One L3 = 5–6 marks</b><br/><b>Two L3s = 6 marks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>Level 2</b><br><b>(3-4</b><br><b>marks)</b> | <p><b>Typically, describes the gin craze or related events/ developments, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>During the Gin Craze, thousands of small gin shops opened in cellars, attics and back rooms in London. (3 marks)</i></li> <li>• <i>The government tried to deal with the gin problem by passing Gin Acts. For example, the 1729 Act introduced taxes for distillers. (4 marks)</i></li> <li>• <i>Puritans worried that gin led people away from God. They published pamphlets attacking the 'demon drink'. (4 marks)</i></li> </ul> <p><b>OR</b></p> <p><b>Typically, identifies one or more reason but with <u>neither</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>support from precise evidence</b></li> <li>• <b>explaining why the reason meant the gin craze was a significant public health issue, e.g.</b></li> <li>• <i>Gin was very cheap.</i></li> <li>• <i>It was causing lots of deaths and crime.</i></li> </ul> <p><b>NOTE:</b><br/> <b>One L2 identification = 3 marks</b><br/> <b>Two L2 identifications = 4 marks</b></p> |
| <b>Level 1</b><br><b>(1-2</b><br><b>marks)</b> | <p><b>Typically, valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>People were very poor and their lives were bad so they turned to gin as a way of escaping misery.</i></li> <li>• <i>People were addicted to alcohol and they were fighting in the streets.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>0 marks</b>                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>Question 4*–18 marks</b><br>‘Government action was <b>not effective</b> in improving public health between 1750 and 1900.’ How far do you agree? Give reasons for your answer.                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Levels</b><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>                                                                                                                                                                                                                                                      | <b>Notes and guidance specific to the question set</b><br><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must consider both reasons to agree and disagree with the statement.</i>                                                                                                                                                                                                                                                                                                 |
| <b>Level 6 (16–18 marks)</b><br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).<br>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).<br><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>Answers are most likely to show understanding of the second order <b>concept of consequence</b> but reward appropriate understanding of any other second order concept.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Level 5 (13–15 marks)</b><br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).<br><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>                                                                 | <b>Grounds for agreeing include:</b><br><b>Early responses to cholera</b> (e.g. local boards of health took action to get rid of miasma, such as clearing waste from streets, burning barrels of tar and adding chloride of lime to sewers; some imposed a quarantine; they advised people to open windows and avoid alcohol).                                                                                                                                                                                                                                                                                                              |
| <b>Level 4 (10–12 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).<br><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>                                                                              | <b>The 1848 Public Health Act was limited in improving public health issues caused by poor living conditions</b> (e.g. it was permissive; the Act did not apply to London or Scotland; by 1853, only 163 places had set up a Board of Health).                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Level 3 (7–9 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).<br><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>                                                                                        | <b>The 1875 Artisans’ Dwelling Act was ineffective</b> because only 10 towns had used their powers by 1881.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Level 2 (4–6 marks)</b><br>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).<br><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>                                                                                       | <b>Grounds for disagreeing include:</b><br><b>1751 Gin Act:</b> Built upon earlier legislation to control the Gin Craze which was causing a range of public health and social problems (i.e. tougher punishments for selling gin illegally – imprisonment for a first offence; whipping for a second; and transportation for a third). Effective because it greatly reduced gin drinking.                                                                                                                                                                                                                                                   |
| <b>Level 1 (1–3 marks)</b><br>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>1848 Public Health Act was partly effective in tackling public health issues caused by poor living conditions</b> (e.g. it set up the General Board of Health and allowed areas to set up a local Board of Health, and increase rates, if there was support from 10 per cent of rate payers; it did force towns to set up a Board of Health where the death rate was high (23 per 1000); the Act allowed boards of health to take command of all sewers and gave them the power to supply water if a private company would not. They had the responsibility for cleaning the streets; by 1853, 163 places had set up a Board of Health). |

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| <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p> | <p><b>Building of London's sewers after 1859 was effective in tackling cholera</b> (e.g. 82 miles of underground main sewers, and over 1000 miles of street sewers, were laid; pumping stations took waste eastwards where it was dumped far downstream of the city; London had far fewer deaths from cholera during the next epidemic of 1865–66).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>                                                                                                                                                                                                           | <p><b>The 1875 Public Health Act was effective in tackling public health issues caused by poor living conditions</b> (e.g. All local authorities had 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).</p> <p><b>The 1875 Artisans' Dwelling Act was partly effective in tackling public health issues caused by poor housing</b> (it gave local councils the powers to buy up slum areas to clear and rebuild them; they could borrow money from the government in order to do this. 10 towns had used their powers by 1881).</p> <p><b>1875 Sale of Food and Drugs Act was effective in tackling problems with food</b> (set basic standards for the quality of food and introduced harsh punishments for those who sold adulterated or contaminated food). <i>[Allow references to earlier legislation, e.g. 1860 Pure Food Act]</i></p> <p><b>Various local initiatives were effective in tackling public health issues caused by poor living conditions</b> (e.g. Rochdale's town council use of 'pail privies' from 1869; in 1875, the Mayor of Birmingham, Joseph Chamberlain, improved the quality of water and organised slum clearance; in 1875, the Manchester authorities also organised slum clearance and built grand buildings in their place, providing 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 aqueduct to carry the water to Manchester.)</p> <p><b>NOTES:</b></p> <ol style="list-style-type: none"> <li>1. Focus of question is <b>impact of government action</b>, rather than why public health improved. So at L3+, do not allow answers which explain why <b>other factors</b> led to improvement.</li> <li>2. Answers at L3+ must deal with government action taken, and its impact. Do not reward answers which explain why more wasn't done (e.g. laissez-faire).</li> <li>3. Answers at L3+ must at least identify a public health 'issue' which was being tackled by government action.</li> </ol> |

| Question 4* – 18 marks                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 'Government action was <b>not effective</b> in improving public health between 1750 and 1900.' How far do you agree? Give reasons for your answer. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Guidance and indicative content                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Level 6<br>(16-18 marks)                                                                                                                           | <p>Typically, a balanced argument; two valid explained points on each side <b>OR</b> three on one side and one on the other <b>(2–2 or 3–1)</b>.<br/>Clinching argument = 18 marks , e.g.</p> <p><i>In some ways I agree. At the beginning of this period, <b>poor living conditions in urban areas resulted in serious public health issues</b>. Diseases like TB were caused by overcrowding and poor ventilation. Typhoid and cholera were caused by contaminated water. In <b>1848, the government passed a Public Health Act</b> in response to the crisis. However, this was <b>mainly ineffective</b>. It <b>allowed areas to set up a Board of Health</b>, and to <b>take command of all sewers and water supplies</b>. However, the act was <b>permissive and by 1853 only 163 places</b> had set up a board of health. This meant government action did not improve living conditions in most areas.</i></p> <p><i>Additionally, there were <b>serious outbreaks of cholera</b> in 1831 and 1848. Cholera was spread through contaminated water. <b>Local government responses</b> to the 1831–32 epidemic were largely ineffective. For example, some local boards of health, believing the disease was spread through miasma, <b>burned barrels of tar and added chloride of lime to the sewers</b>. These responses <b>did not work as over 30,000 people died in the 1831–32 epidemic</b>.</i></p> <p><i>However, other government action was more effective in dealing with these issues. For example, in <b>1858</b>, after the 'Great Stink', the government <b>ordered the building of thousands of miles of new sewers</b> in London. <b>Pumping stations took waste eastwards</b> where it was dumped far downstream of the city. Even though this was based on the belief that bad air from the river was causing illness, it was still <b>highly effective because London had far fewer deaths from cholera</b> during the next epidemic of 1865–66.</i></p> <p><i>Furthermore, in <b>1875 the government passed another Public Health Act</b>. This meant that all local authorities were <b>forced to appoint medical officers and sanitary inspectors</b>; and they had to <b>take responsibility for sewers, water supplies</b> and rubbish collection. All new houses had to be provided with piped water, proper toilets, drains and sewers. This was very <b>effective in dealing with diseases caused by poor water supply and inadequate sanitation</b>.</i></p> <p><i>On the whole, the statement is not true for the whole period. They were ineffective at the start of this period, because of a laissez faire attitude, and also because they didn't have the scientific advances to deal effectively with outbreaks of cholera. However, by the end of the period, governments were much more willing to get involved and they had the scientific knowledge to understand what needed to be done, so their actions were then very effective.</i></p> |
| Level 5<br>(13-15 marks)                                                                                                                           | <p>Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) <b>(2–1)</b> e.g.</p> <p><i>I agree. At the beginning of this period, poor living conditions in urban areas resulted in serious public health issues. Diseases like TB were caused by overcrowding and poor ventilation. Typhoid and cholera were caused by contaminated water. In 1848, the government passed a Public Health Act in response to the crisis. However, this was mainly ineffective. It allowed areas to set up a Board of Health, and to take command of all sewers and water supplies. However, the act was permissive and by 1853 only 163 places had set up a board of health. This meant government action did not improve living conditions in most areas.</i></p> <p><i>Additionally, there were serious outbreaks of cholera in 1831 and 1848. Cholera was spread through contaminated water. Local government responses to the 1831–32 epidemic were largely ineffective. For example, some local boards of health, believing the disease was spread through miasma, burned barrels of tar and added chloride of lime to the sewers. These responses did not work as over 30,000 people died in the 1831–32 epidemic.</i></p> <p><i>However, other government action was more effective in dealing with these issues. For example, in 1858, after the 'Great Stink', the government ordered the building of thousands of miles of new sewers in London. Pumping stations took waste eastwards where it was dumped far downstream of the city. Even though this was based on the belief that bad air from the river was causing illness, it was still highly effective because London had far fewer deaths from cholera during the next epidemic of 1865–66.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <b>Level 4</b><br><b>(10-12 marks)</b> | <p><b>Typically, a one-sided argument, two explained points of support (2-0), e.g.</b><br/> <i>In some ways I agree. At the beginning of this period, poor living conditions in urban areas resulted in serious public health issues. Diseases like TB were caused by overcrowding and poor ventilation. Typhoid and cholera were caused by contaminated water. In 1848, the government passed a Public Health Act in response to the crisis. However, this was mainly ineffective. It allowed areas to set up a Board of Health, and to take command of all sewers and water supplies. However, the act was permissive and by 1853 only 163 places had set up a board of health. This meant government action did not improve living conditions in most areas.</i></p> <p><i>Additionally, there were serious outbreaks of cholera in 1831 and 1848. Cholera was spread through contaminated water. Local government responses to the 1831–32 epidemic were largely ineffective. For example, some local boards of health, believing the disease was spread through miasma, burned barrels of tar and added chloride of lime to the sewers. These responses did not work as over 30,000 people died in the 1831–32 epidemic.</i></p> <p><b>Alternatively, and typically, a balanced argument; one explained point on each side (1-1), e.g.</b><br/> <i>In some ways I agree. At the beginning of this period, poor living conditions in urban areas resulted in serious public health issues. Diseases like TB were caused by overcrowding and poor ventilation. Typhoid and cholera were caused by contaminated water. In 1848, the government passed a Public Health Act in response to the crisis. However, this was mainly ineffective. It allowed areas to set up a Board of Health, and to take command of all sewers and water supplies. However, the act was permissive and by 1853 only 163 places had set up a board of health. This meant government action did not improve living conditions in most areas.</i></p> <p><i>However, other government action was more effective in dealing with these issues. For example, in 1858, after the ‘Great Stink’, the government ordered the building of thousands of miles of new sewers in London. Pumping stations took waste eastwards where it was dumped far downstream of the city. Even though this was based on the belief that bad air from the river was causing illness, it was still highly effective because London had far fewer deaths from cholera during the next epidemic of 1865–66.</i></p> |
| <b>Level 3</b><br><b>(7-9 marks)</b>   | <p><b>Typically, a one-sided argument; one explained point of support (1-0), e.g.</b><br/> <i>I disagree. In 1875 the government passed an effective Public Health Act. This meant that all local authorities were forced to appoint medical officers and sanitary inspectors; and they had to take responsibility for sewers, water supplies and rubbish collection. All new houses had to be provided with piped water, proper toilets, drains and sewers. This was very effective in dealing with diseases caused by poor water supply and inadequate sanitation.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Level 2</b><br><b>(4-6 marks)</b>   | <p><b>Typically, identification of reason(s) /actions to support or challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>I agree because the 1848 Public Health Act was permissive and didn’t force local councils to take action.</i></li> <li>• <i>I disagree because the government ordered Joseph Bazalgette to build sewers in London after the Great Stink and these were effective.</i></li> </ul> <p><b>1 identifications = 4-5 marks</b><br/> <b>2 identifications = 5-6 marks</b><br/> <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, and typically, description of relevant government action or public health issues (allow descriptions of laissez-faire), e.g.</b><br/> <i>There was little government action to tackle public health issues. Governments had a laissez-faire attitude which meant they were unwilling to bring in laws which would interfere with people’s lives or the way businesses behaved, so there were no laws to ensure decent housing or to deal with the issue of water supply and waste.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Level 1</b><br><b>(1-3 marks)</b>   | <p><b>Typically, valid but general assertion(s)</b><br/> <i>I disagree because they did pass laws and start to clean up towns.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <b>Question 5*–18 marks</b><br>'Since c.1900, changes in living conditions and lifestyles in Britain have improved people's health.' How far do you agree? Give reasons for your answer.                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Levels</b><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b><br><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>                                                                                                                                                                                                                                                   | <b>Notes and guidance specific to the question set</b><br><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must consider both reasons to agree and disagree with the statement.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Level 6 (16–18 marks)</b><br>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).<br><br><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>Answers are most likely to show understanding of the second order concepts of change and continuity; and cause and consequence, but reward appropriate understanding of any other second order concept.</i><br><br><b>Grounds for agreeing include:</b><br><br><b>Housing:</b> improvements in housing (e.g. 1909, 1919 and 1930 Housing Acts; council housing with improved standards; slum clearance)<br><br><b>Food:</b> impact of canned food, refrigeration, new methods of grinding grain and opening of supermarket chains on food quality/ availability; impact of Free School Meals on children's diets after 1906; diets improving in WWI and WWII with rationing; increased wealth after 1950s meant more families could afford fridges; impact of government campaigns such as 'Change4Life' on diets.<br><br><b>Air quality:</b> impact of Clean Air Act 1956 and smoking ban 2007.<br><br><b>Smoking:</b> Impact of government education/ information on the harmful effects of smoking (e.g. funding of nicotine replacement therapies).<br><br><b>Activity:</b> During World War Two, the nation became more active again as people worked longer hours; food was rationed so people worked in their gardens and allotments, growing vegetables; petrol was also rationed so people walked more; impact of government campaigns such as 'Change4Life' on physical activity. |
| <b>Level 5 (13–15 marks)</b><br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).<br><br><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Level 4 (10–12 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).<br><br><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Level 3 (7–9 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).<br><br><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <p><b>Level 2 (4–6 marks)</b><br/>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> | <p><b>Grounds for disagreeing include:</b></p> <p><b>Housing:</b> decline of council housing in 1980s; impact of privately-rented accommodation on standards.</p> <p><b>Food:</b> rationing in the wars disrupted food supply; convenience food/ invention of the microwave led to diets becoming less healthy; BSE scare in 1990s; diets now contain more calories, sugar and saturated fats, leading to obesity and other health problems; concerns about impact of modern farming methods (antibiotics, chemicals) on food quality; cases of rickets found to be rising again, possibly caused by too much processed food.</p> <p><b>Air quality:</b> health problems caused by burning of coal (e.g. Great Smog) and increase in car ownership.</p> <p><b>Smoking:</b> By 1950, 80 per cent of men and 40 per cent of women smoked, meaning people were more likely to get lung cancer.</p> <p><b>Inactivity:</b> impact of car ownership/ technology (e.g. labour-saving devices, tablets, computers, TVs, etc.) / job types (more desk jobs) on exercise levels at home and work; cases of rickets found to be rising again, possibly caused by children spending too much time indoors.</p> |
| <p><b>Level 1 (1–3 marks)</b><br/>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>0 marks</b><br/>No response or no response worthy of credit.</p>                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**Question 5\*–18 marks**

'Since c.1900, changes in living conditions and lifestyles in Britain have improved people's health.' How far do you agree? Give reasons for your answer.

**Guidance and indicative content**

**Level 6  
(16-18  
marks)**

**Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.**

*To some extent I agree with the statement. Firstly, **changes in housing have definitely improved health**. For example, the **1919 Housing Act** ordered councils to become landlords for the poor by building new, rented housing for working-class people in their area, funded by taxpayers' money. **250,000 new homes** were built which made a **big difference to health** because **there were set standards for space, water supply and drainage**.*

*I also agree because **air quality has improved, resulting in better health**. In 1900, the burning of coal was a big problem in cities. Sometimes, the **weather trapped the smoke under fog and it would settle at a low level causing 'smog'**. The sulphur caused **bronchitis and pneumonia**. However, in **1956, the government passed the Clean Air Act**, which created 'smokeless' zones where only 'smokeless' fuel could be burned. This meant that **health problems from smog were reduced** by the 1980s.*

*However, in other ways, changes in lifestyles have not improved health. For instance, **in 1900, work was carried out by manual labour**. People also spent much of their free time **physically active**, playing sport or working on an allotment. However, **by the late 1900s, lifestyles were more sedentary**. People use devices like **TVs and consoles** for entertainment, and more jobs are carried out by sitting at desks. This means that **people have less physical exercise and aren't as healthy**.*

*Furthermore, **changes in diet have not necessarily improved health**. The invention of the **microwave** led to more families eating **convenience food**, which contains lots of additives. People's **diets now contain more calories, sugar and saturated fats**. In 2013, almost 25% population were classified as obese. This is not an improvement because obesity can cause **serious health problems like diabetes and heart disease**.*

*In conclusion, changes in lifestyle have depended very much on wealth: poorer people in society have tended to be less active and their diets have also tended to be more reliant on processed food, which is cheaper than fresh food. However, when it comes to living conditions, the better housing of poorer sections of society has vastly improved health because the quality of working class housing before 1900 was so terrible that new government legislation made a massive difference.*

**Level 5  
(13-15  
marks)**

**Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.**

*To some extent I agree with the statement. Firstly, changes in housing have definitely improved health. For example, the 1919 Housing Act ordered councils to become landlords for the poor by building new, rented housing for working-class people in their area, funded by taxpayers' money. 250,000 new homes were built which made a big difference to health because there were set standards for space, water supply and drainage.*

*I also agree because air quality has improved, resulting in better health. In 1900, the burning of coal was a big problem in cities. Sometimes, the weather trapped the smoke under fog and it would settle at a low level causing 'smog'. The sulphur caused bronchitis and pneumonia. However, in 1956, the government passed the Clean Air Act, which created 'smokeless' zones where only 'smokeless' fuel could be burned. This meant that health problems from smog were reduced by the 1980s.*

*However, in other ways, changes in lifestyles have not improved health. For instance, in 1900, work was carried out by manual labour. People also spent much of their free time physically active, playing sport or working on an allotment. However, by the late 1900s, lifestyles were more sedentary. People use devices like TVs and consoles for entertainment, and more jobs are carried out by sitting at desks. This means that people have less physical exercise and aren't as healthy.*

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Level 4<br>(10-12 marks) | <p><b>Typically, a one-sided argument, two explained points of support (2–0), e.g.</b><br/> <i>I agree because changes in housing have definitely improved health. For example, the 1919 Housing Act ordered councils to become landlords for the poor by building new, rented housing for working-class people in their area, funded by taxpayers' money. 250,000 new homes were built which made a big difference to health because there were set standards for space, water supply and drainage.</i></p> <p><i>I also agree because air quality has improved, resulting in better health. In 1900, the burning of coal was a big problem in cities. Sometimes, the weather trapped the smoke under fog and it would settle at a low level causing 'smog'. The sulphur caused bronchitis and pneumonia. However, in 1956, the government passed the Clean Air Act, which created 'smokeless' zones where only 'smokeless' fuel could be burned. This meant that health problems from smog were reduced by the 1980s.</i></p> <p><b>Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g.</b><br/> <i>To some extent I agree with the statement. Firstly, changes in housing have definitely improved health. For example, the 1919 Housing Act ordered councils to become landlords for the poor by building new, rented housing for working-class people in their area, funded by taxpayers' money. 250,000 new homes were built which made a big difference to health because there were set standards for space, water supply and drainage.</i></p> <p><i>However, in other ways, changes in lifestyles have not improved health. For instance, in 1900, work was carried out by manual labour. People also spent much of their free time physically active, playing sport or working on an allotment. However, by the late 1900s, lifestyles were more sedentary. People use devices like TVs and consoles for entertainment, and more jobs are carried out by sitting at desks. This means that people have less physical exercise and aren't as healthy.</i></p> |
| Level 3<br>(7-9 marks)   | <p><b>Typically, a one-sided argument; one explained point of support (1–0), e.g.</b><br/> <i>I agree because changes in housing have definitely improved health. For example, the 1919 Housing Act ordered councils to become landlords for the poor by building new, rented housing for working-class people in their area, funded by taxpayers' money. 250,000 new homes were built which made a big difference to health because there were set standards for space, water supply and drainage.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• identify a valid claim/ argument</li> <li>• offer specific evidence to support the argument</li> <li>• show how their evidence answers the question</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Level 2<br>(4-6 marks)   | <p><b>Typically, identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>I disagree because people are less active than they used to be and that is unhealthy.</i></li> <li>• <i>I agree because fewer people smoke and they don't have coal fires anymore which means fewer breathing problems.</i></li> </ul> <p><b>1 identifications = 4-5 marks</b><br/> <b>2 identifications = 5-6 marks</b><br/> <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, and typically, description of living conditions/ lifestyles since 1900 or related events, e.g.</b><br/> <i>More people work on computers now and use tablets and computers for their leisure time. By 1980, 80% of men and 40% of women smoked.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Level 1<br>(1-3 marks)   | <p><b>Typically, valid but general assertion(s), e.g.</b><br/> <i>I agree because housing has got better and there is more food available now.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 0 marks                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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

**Question 6a – 3 marks**

**In Interpretation A, the podcaster gives us a negative impression of the role of knights in Norman culture. Identify and explain one way in which he does this.**

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

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the podcaster gives us a negative impression of the role of knights in Norman culture + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

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

*The explanation of how the interpretation gives a negative impression of the role of knights in Norman culture may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the website. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

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

**NOTE: Typically, 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.**

- *He says that Norman knights were just 'desperate for an opportunity to be violent'. (1) This suggests that they were rather brutal people who took pleasure from war and hurting others. (1) This gives a negative impression of their role because it doesn't make them sound honourable or brave, but just like hired thugs. (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 a negative impression of the role of knights in Norman culture (1), e.g.**

- *He gives a negative impression by making a comparison between culture in England and in Normandy. (1) For instance he says that England was 'sheltered' and the sons of noblemen were 'educated and literate', whilst the culture of Norman knights 'rested entirely on their ability to hand out violence'. (1) This makes it seem as if Norman culture is inferior to Anglo-Saxon culture. (1)*
- *A negative impression is given because he links the culture of knights to violence. (1) For example, he says that 'after fifteen or twenty years of education', knights would still 'know how to do only two things: hunt and fight'. (1) This implies they were just brutal and thuggish. (1)*
- *He described the knights as uneducated and thuggish. (1) For instance, they had 'no book learning' and says that 'education and the arts did not matter to these people'. (1) This gives impression they were uncivilised or backward. (1)*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Question 6b – 5 marks</b><br><b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand Normandy before 1066.</b>                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Levels</b><br><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b><br><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b><br><br><b>Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b> | <b>Notes and guidance specific to the question set</b><br><i>A 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><br><br><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><br><br><i>Examples of areas for further research include: how important a role knights played in Norman culture (significance/ consequence); how similar/ different Norman and Anglo-Saxon cultures were (diversity); impact of the violence upon Norman peasants/women (consequence); whether there were any positive impacts of knights on Norman culture (consequence); reasons for lack of book learning/ education amongst this class in Norman society (causation).</i> |
| <b>Level 3 (5 marks)</b><br>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).                                                                                                                    | <b>NOTE: Q asks about an enquiry which would help to develop our understanding of Normandy before 1066, so do not allow enquiries which asks things such as:</b> <ul style="list-style-type: none"> <li>• <b>the impact of Norman knights in England after 1066</b></li> <li>• <b>whether the culture of knights in Normandy changed after 1066</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Level 2 (3–4 marks)</b><br>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).                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Level 1 (1–2 mark)</b><br>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).                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>0 marks</b><br>No response or no response worthy of credit.                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Question 6b – 5 marks<br>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand Normandy before 1066. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Guidance and indicative content                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Level 3 (5 marks)                                                                                                                                                                                                         | <p>Typically, a valid line of enquiry based on second order concept with <u>clear explanation</u> of how the enquiry would improve understanding of Normandy before 1066, e.g.<br/> <i>[Significance]</i><br/> <i>I would like to investigate how significant knights were in Norman culture. This would help us to understand how highly things like horsemanship and fighting were regarded in Norman culture, and how much the system of knights really dominated Norman culture when compared to something like religion.</i></p> <p>Alternatively, and typically, a 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 Normandy before 1066.<br/> <i>[Diversity]</i><br/> <i>Interpretation A gives us the impression that Norman culture was completely at odds with Anglo-Saxon culture. I would like to compare the experiences of upper-class noble boys in Normandy and England and see if there were any similarities as well as difference. This would help us to understand whether the education, training and values of the nobility in Normandy was unique in Europe.</i></p> |
| Level 2 (3-4 marks)                                                                                                                                                                                                       | <p>Typically, a valid line of enquiry based on second order concept, with <u>no clear explanation</u> of how the enquiry would increase understanding of Normandy before 1066, e.g.<br/> <i>[Consequence]</i><br/> <i>I would like to find out whether the culture of knights had any positive effects on Normandy as well as negative ones. [3] For example, did they help Normandy to defend itself against external attack? [4]</i></p> <p><i>[Diversity]</i><br/> <i>I would look for more information about the ways they were trained to fight. [L1] This would allow us to see how different Norman warrior culture was from Anglo-Saxon warrior culture. [L2, 4 marks]</i></p> <p><i>[Causation / Diversity]</i><br/> <i>I would investigate why there was less emphasis on literacy and education among the sons of noblemen in Normandy than there was in England. [3]</i></p> <p><i>[Consequence]</i><br/> <i>I would look at the impact that knights had on ordinary, local populations. [3]</i></p>                                                                                                                                                                                                   |
| Level 1 (1-2 marks)                                                                                                                                                                                                       | <p>Typically, an investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1-2 marks), e.g.<br/> <i>I would look for more information about the ways they were trained to fight, like how long it took and which weapons they learned to use. [2]</i></p> <p>Alternatively, and typically, an investigation based on identifying details from Interpretation A and finding out if they are accurate/ typical (MAX 1 mark), e.g.</p> <ul style="list-style-type: none"> <li><i>It says that knights were only trained in hunting and fighting but I would find out if this really was the case.</i></li> <li><i>I would want to find out whether all Norman knights were as violent as this. [Different groups need identifying for L2 diversity enquiry, e.g. comparing Normans to rest of France, or Normans to Anglo-Saxons, etc.]</i></li> </ul> <p><b>NOTE 1:</b> Credit at L1 ONLY questions which use the language of second order concepts, but are clearly not a <b>valid historical enquiry</b>, e.g.<br/> <i>I want to know why Norman knights were going hunting.</i></p>                                                    |

|                    |                                                                                                                                                                                                                                       |
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|                    | <b>NOTE 2:</b> 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 fighting'.</i> ( <b>NAQ – nothing about which kinds of tactics they used, etc.</b> ) |
| <b>0<br/>marks</b> |                                                                                                                                                                                                                                       |

| <b>Question 7–12 marks</b><br><b>Interpretations B and C both focus on how William the Conqueror dealt with his opponents. How far do they differ and what might explain any differences?</b>                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Levels</b><br><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>                                                                                                                                                                                                                  | <b>Notes and guidance specific to the question set</b><br><br><i>Answers could consider:</i> <ul style="list-style-type: none"> <li>• <b>Comparison of provenance and source type alone</b>, e.g. <i>B is from a TV documentary; C is from a biography; B is over the top because it was written by people wanting to celebrate northern rebels but C is more balanced because it is by a modern historians who has done more research.</i></li> <li>• <b>Individual points of similarity/difference in content</b>: <i>B says that the harrying has been considered an 'act of genocide' and C agrees that the harrying had 'terrible consequences'; B focuses on the Harrying of the North whereas C is about William's punishments more widely; B says that the 'North lay in ruins' and C agrees that the harrying had 'terrible consequences'.</i></li> <li>• <b>Differences in the overall message about how William dealt with his opponents</b>, e.g. <i>B paints a picture of William as ruthless and excessively harsh who takes revenge in a vindictive way ('teach them a lesson'); his aim is brutal punishment (gave his soldiers permission to 'do their worst', describes his actions as an 'act of genocide'); emphasises lack of mercy ('the elderly and babies').</i></li> <li>• <i>However, C is more balanced/ measured and places William's actions in context (harrying was 'standard practice in medieval warfare' ... 'the eleventh century was a cruel time' ... Anglo-Saxons had themselves stoned 'disobedient' slaves to death).</i></li> <li>• <b>Developed reasons for differences</b>: <i>B is trying to portray the northern rebels as heroes and martyrs, so they wouldn't want it to look like William's response was justified; B is trying to make the viewer feel sorry for the people of the North; B is only focussing on Harrying of the North as part of their series celebrating northern rebels. As the Harrying of the North is William's most notoriously harsh tactic, this is the impression we are likely to be left with.</i></li> <li>• <i>In C, Morris is writing a biography of William I, so the conclusion is taking more into account than just the Harrying of the North. He is reflecting on William's treatment of his opponents across his whole life.</i></li> </ul> <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> |
| <b>Level 4 (10–12 marks)</b><br>Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4). |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Level 3 (7–9 marks)</b><br>Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Level 2 (4–6 marks)</b><br>Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Level 1 (1–3 marks)</b><br>Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>0 marks</b><br>No response or no response worthy of credit.                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Question 7–12 marks<br>Interpretations B and C both focus on how William the Conqueror dealt with his opponents. How far do they differ and what might explain any differences? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Guidance and indicative content                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Level 4<br>(10–12 marks)                                                                                                                                                        | <p>Typically, a valid comparison of message/ portrayal/ impression in B and C. Difference <u>explained</u> with specific purpose/ focus of B and/or C, e.g. <b>As L3, plus.</b></p> <ul style="list-style-type: none"> <li><i>I think the reason that B emphasises William's cruelty and brutality is that the people who made the documentary are celebrating Northern rebels. [not L4 yet] So they are <b>trying to portray them as heroes and make us feel sorry for them.</b> [10] So they <b>wouldn't</b> want it to look like <b>William's response was justified.</b> [11]</i></li> <li><i>I think the reason that C is more nuanced is that Morris is <b>writing a biography of William I</b> [not L4 yet], so he is <b>taking a lot more into account</b> than just the Harrying of the North on its own. [10] Particularly in this concluding chapter, he is <b>reflecting</b> on William's treatment of his opponents <b>across his whole life.</b> [11]</i></li> </ul> <p><b>NOTES:</b></p> <ol style="list-style-type: none"> <li>Award 10–11 marks for candidates who use the purpose/focus of <u>one</u> interpretation to explain difference in portrayals.</li> <li>Award 11–12 marks for candidates which use the purpose/focus of <u>both</u> interpretations to explain difference in portrayals.</li> <li>Do NOT allow <u>undeveloped</u> comments about provenance at this level, e.g. <i>B is over the top because it was written by people wanting to celebrate northern rebels</i> OR <i>C is more balanced because it is by a modern historian who has done more research.</i></li> </ol> |
| Level 3<br>(7–9 marks)                                                                                                                                                          | <p>Typically, comparison of the overall <u>message/ portrayal/ impression</u> of B and C (based on inference), e.g.</p> <p><i>B paints a picture of William as <b>ruthless and excessively harsh</b>. He appears to take revenge on the North in a <b>vindictive</b> way, wanting to 'teach them a lesson' and giving his soldiers permission to 'do their worst'. It emphasises how he <b>showed no mercy</b>, listing all the people murdered in the harrying, even 'the elderly and babies'.</i></p> <p><i>However, C gives us a more <b>measured</b> opinion. Whilst agreeing that the Harrying of the North had 'terrible consequences', it also reminds us that harrying was 'standard practice in medieval warfare' so this suggests William wasn't doing anything unusual. It also places his actions in context, stressing that 'the eleventh century was a cruel time' and that the Anglo-Saxons had themselves stoned 'disobedient' slaves to death. [9]</i></p> <p><b>NOTE: Answers with no support from either interpretation = 7 marks, e.g.</b><br/><i>Interpretation B suggests that William was a brutal ruler who dealt with his opponents in a ruthless way. But C is a lot more balanced about his punishments.</i></p>                                                                                                                                                                                                                                                                                                                                                                         |
| Level 2<br>(4–6 marks)                                                                                                                                                          | <p>Typically, selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <li><i>B says that the harrying has been considered an 'act of genocide' and C agrees that the harrying had 'terrible consequences'.</i></li> <li><i>B is all about how William burned the land as punishment for northerners whereas C talks about William's other punishments, like mutilation.</i></li> <li><i>B says that the 'North lay in ruins' and C agrees that the harrying had 'terrible consequences'.</i></li> </ul> <p><b>Alternatively, and typically, purpose of one interpretation used to explain its portrayal – no comparison, e.g.</b><br/><i>B paints a picture of William dealing with opponents in a brutal and cruel way, committing an 'act of genocide' against the North. I think this is probably because the people who made the programme are only focussing on Harrying of the North as part of their series celebrating northern rebels. As the Harrying of the North is William's most notoriously harsh tactic, this is the impression we are likely to be left with.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <b>Level 1</b><br><b>(1–3</b><br><b>marks)</b> | <p><b>Typically, comparison of simplistic provenance (or language, tone, etc. in isolation) e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>B is over the top because it was written by people wanting to celebrate northern rebels but C is more balanced because it is by a modern historian who has done more research. [2]</i></li> <li>• <i>B uses the word 'genocide' but C uses the word 'peace'. [Does not give any indication of content of either interpretation]</i></li> </ul> <p><b>Alternatively, and typically, summary / portrayal from one/both interpretations with no valid comparison, e.g.</b></p> <p><i>B is about the Harrying of the North and how William was so 'enraged' that he wanted to 'teach the North a lesson'.</i></p> <p><i>C says that even people at the time believed that Harrying was 'excessive' although the Anglo-Saxon chronicle did not describe his rule as a whole as 'cruel'. [3]</i></p> <p><b>Alternatively, and typically, valid but general assertions (1 mark), e.g.</b></p> <p><i>C is more positive on William than B.</i></p> |
| <b>0</b><br><b>marks</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| <b>Question 8*–20 marks</b><br><b>The history website ‘BBC Bitesize’ argues that Harold Godwinson had the ‘strongest claim’ to the English throne after Edward the Confessor’s death in January 1066. How far do you agree with this view? Give reasons for your answer.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Levels</b><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b><br><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b>                                                                                                                                                                                                                                                                                           | <b>Notes and guidance specific to the question set</b><br><br><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of succession crisis of 1066.</i><br><br><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 reasons to disagree with the interpretation.</i><br><br><i>Answers are most likely to show understanding of the second order concepts of causation (reasons for Harold/ other claimants having/ not having a strong claim); and significance (relative importance of factors such as being in the family blood line, having support of the Witan, being chosen by previous king, etc.) but reward appropriate understanding of any other second order concept.</i><br><br><b>Grounds for agreeing include:</b> <i>Harold claimed / biography of Edward wrote that Edward chose Harold to rule after him on his deathbed, which was one important factor in having a legitimate claim; the person who would take over as king needed to have the support of the Witan and the Witan did support Harold’s claim as he was the most powerful noble in England (perhaps even more powerful than Edward himself); therefore, Harold was the only claimant who had the support of the Witan and all the English nobility; although he was not a blood relation like Edgar, Edgar was just a teenager when Edward died and had spent the early years of his life in exile in Hungary and was not considered politically strong enough to hold the country together.</i><br><br><b>Grounds for disagreeing include:</b><br><br><b>Harold did not have strong claim:</b> <i>It is not clear whether Edward meant to give the kingdom to Harold or just guard the country until a new king was crowned; historians are not sure whether Edward said this at all as the biography was written for Edith who was Harold’s sister so spreading this story suited</i> |
| <b>Level 5 (17–20 marks)</b><br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).<br>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).<br><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Level 4 (13–16 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).<br><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Level 3 (9–12 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).<br>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).<br>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).<br><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Level 2 (5–8 marks)</b><br>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).<br>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p>ideas and a loosely supported judgment about the interpretation (AO4).<br/> <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>Harold; Harold knew his claim was actually very weak, which was why he rushed to have himself crowned the day after Edward died (which was very unusual for this period) and why he agreed to marry Edwin and Morcar's sister, in order to secure their support; although in theory the Witan would select the next king, new kings were usually within the bloodline of the previous king, which Harold was not.</i></p> <p><b>William of Normandy arguably had a stronger claim:</b> he claimed/ Norman sources claim that Edward had promised the throne to William in 1051; Harold had also sworn an oath to William to support William's right to the throne whilst in Normandy in 1064/1065 (Norman sources claim that Edward actually sent Harold specifically to do this); likely that Edward had wished for crown to go to William given his close ties with Normandy (e.g. mother was Emma of Normandy) and his upbringing there; William did have a weak blood claim (but better than Harold's) – he was a second cousin.</p> <p><b>NOTE:</b> Allow the Pope lending his support/ banner to William.</p> <p><b>Edgar had stronger claim:</b> Edgar was the only claimant in the direct bloodline of the previous king – he was the great-nephew of Edward the Confessor and was the last surviving member of the House of Wessex; this was important as usually new kings were directly related to the previous one.</p> <p><b>Harald Hardrada had a stronger claim:</b> had succeeded Magnus I of Norway in 1046. Magnus had made a mutual succession agreement with Harthacnut (King of Denmark and later England), stating that whichever of them died first would inherit the other's kingdom. When Harthacnut died in 1042, Magnus claimed the English throne based on that agreement. Harald later inherited Magnus's claim to England as part of his legacy.</p> |
| <p><b>Level 1 (1–4 marks)</b><br/>         Demonstrates some knowledge of features and characteristics of the period (AO1).<br/>         Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).<br/>         Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.<br/> <i>The information is communicated in a basic/unstructured way.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>0 marks</b><br/>         No response or no response worthy of credit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Question 8*–20 marks                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| The history website ‘BBC Bitesize’ argues that Harold Godwinson had the ‘strongest claim’ to the English throne after Edward the Confessor’s death in January 1066. How far do you agree with this view? Give reasons for your answer. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Guidance and indicative content                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Level 5<br>(17–20 marks)                                                                                                                                                                                                               | <p>Typically, a 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 plenty of evidence to support this interpretation. Firstly, Harold claimed that as he was dying, <b>King Edward reached out to him</b> and said that he <b>commended ‘all the kingdom’</b> to Harold’s protection. This was very <b>important because</b> ideally, kings of England at this time were supposed to have been <b>chosen by the previous king</b>, and this shows that Harold was basing his claim on solid ground.</i></p> <p><i>Furthermore, Harold Godwinson was the Earl of Wessex and the <b>richest and most powerful man</b> in the kingdom. His sister was married to Edward and by 1065, he had more power than Edward did. This political reality meant that he managed to persuade the <b>Witan</b> that Edward had granted him the throne and they therefore <b>supported his claim</b>. This was <b>significant as new kings had to be chosen</b> to by the Witan to succeed to the throne.</i></p> <p><i>However, there is also evidence to challenge this view. There is <b>no corroboration to Harold’s claim</b> that Edward granted him the throne on his deathbed. Spreading this story certainly bolstered Harold’s claim, which was <b>arguably very weak as he had no blood link</b> to Edward whatsoever. The fact that Harold <b>rushed to have himself crowned</b> the day after Edward died (which was very unusual) <b>reveals that he knew his claim was not a strong one</b>.</i></p> <p><i>Furthermore, it could be said that <b>William of Normandy’s claim was stronger</b>. Norman sources record that <b>Edward had previously promised William the throne in 1051</b>, which seems likely given <b>Edward had grown up in Normandy</b> and some of his closest advisors were Norman. Whilst Harold had no direct blood link to Edward at all, William did <b>have a weak link as he was his second cousin</b>. This shows how <b>William fulfilled two criteria</b> and therefore had a sound claim.</i></p> <p><i>Overall, I would say that in theory, Harold actually only had a very weak claim to the throne, and that William’s claim was just as good, if not stronger. However, the one area where William’s claim did not stand up was having the support of the Witan, which was arguably the most important part, because as well as having a technical claim, he would have needed the support of the Witan to take it up (without war), and he did not have this. The only claimant who enjoyed this support was Harold, so on this basis, his claim was the most realistic, if not the ‘strongest’.</i></p> |
| Level 4<br>(13–16 marks)                                                                                                                                                                                                               | <p>Typically, a 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, Harold claimed that as he was dying, King Edward reached out to him and said that he commended ‘all the kingdom’ to Harold’s protection. This was very important because ideally, kings of England at this time were supposed to have been chosen by the previous king, and this shows that Harold was basing his claim on solid ground.</i></p> <p><i>Furthermore, Harold Godwinson was the Earl of Wessex and the richest and most powerful man in the kingdom. His sister was married to Edward and by 1065, he had more power than Edward did. This political reality meant that he managed to persuade the Witan that Edward had granted him the throne and they therefore supported his claim. This was significant as new kings had to be chosen to by the Witan to succeed to the throne.</i></p> <p><i>However, it could be said that William of Normandy’s claim was stronger. Norman sources record that Edward had previously promised William the throne in 1051, which seems likely given Edward had grown up in Normandy and some of his closest advisors were Norman. Whilst Harold had no direct blood link to Edward at all, William did have a weak link as he was his second cousin. This shows how William fulfilled two criteria and therefore had a sound claim.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <b>Level 3</b><br><b>(9-12 marks)</b> | <p><b>Typically, a one-sided argument, two explained points of support (2–0), e.g.</b><br/> <i>I agree. Firstly, Harold claimed that as he was dying, King Edward reached out to him and said that he commended ‘all the kingdom’ to Harold’s protection. This was very important because ideally, kings of England at this time were supposed to have been chosen by the previous king, and this shows that Harold was basing his claim on solid ground.</i></p> <p><i>Furthermore, Harold Godwinson was the Earl of Wessex and the richest and most powerful man in the kingdom. His sister was married to Edward and by 1065, he had more power than Edward did. This political reality meant that he managed to persuade the Witan that Edward had granted him the throne and they therefore supported his claim. This was significant as new kings had to be chosen to by the Witan to succeed to the throne.</i></p> <p><b>Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g.</b><br/> <i>There is plenty of evidence to support this interpretation. Firstly, Harold claimed that as he was dying, King Edward reached out to him and said that he commended ‘all the kingdom’ to Harold’s protection. This was very important because ideally, kings of England at this time were supposed to have been chosen by the previous king, and this shows that Harold was basing his claim on solid ground.</i></p> <p><i>However, it could be said that William of Normandy’s claim was stronger. Norman sources record that Edward had previously promised William the throne in 1051, which seems likely given Edward had grown up in Normandy and some of his closest advisors were Norman. Whilst Harold had no direct blood link to Edward at all, William did have a weak link as he was his second cousin. This shows how William fulfilled two criteria and therefore had a sound claim.</i></p> |
| <b>Level 2</b><br><b>(5-8 marks)</b>  | <p><b>Typically, a one-sided argument; one explained point of support (1–0), e.g.</b></p> <p><i>I agree because Harold claimed that as he was dying, King Edward reached out to him and said that he commended ‘all the kingdom’ to Harold’s protection. This was very important because ideally, kings of England at this time were supposed to have been chosen by the previous king, and this shows that Harold was basing his claim on solid ground.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Level 1</b><br><b>(1-4 marks)</b>  | <p><b>Typically, identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Yes, I agree because Edward granted Harold the throne on his deathbed. (2)</i></li> <li>• <i>No, Edgar had a stronger claim because he was related directly to the previous king. Also, we only have Harold’s word for it that Edward appointed him as the next king. (3)</i></li> </ul> <p><b>1 identifications = 2-3 marks</b><br/> <b>2 identifications = 3-4 marks</b><br/> <b>3+ identifications = 4 marks</b></p> <p><b>Alternatively, and typically, description of succession crisis/ related events (2–4 marks), e.g.</b><br/> <i>In January 1066, Edward the Confessor died leaving no clear heir. (2) Harold Godwinson rushed to claim the throne but William of Normandy believed the crown should have been passed to him. (3) He immediately began planning an invasion. (4)</i></p> <p><b>Alternatively, and typically, valid but general assertions (Max 1 mark), e.g.</b><br/> <i>I agree because he was really strong.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

0 marks

**Question 9\*–20 marks**

In describing early Norman castles as ‘rather weak and primitive’, the website ‘www.worldhistory.biz’ suggests that they were not very effective. How far do you agree with this view of Norman castles in England between 1066 and 1087? 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**

**Level 5 (17–20 marks)**

Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).

Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).

Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).

*There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*

**Level 4 (13–16 marks)**

Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).

Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).

*There is a well-developed line of reasoning which is clear, relevant and logically structured.*

**Level 3 (9–12 marks)**

Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).

Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).

Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).

*There is a line of reasoning presented which is mostly relevant and which has some structure.*

**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

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

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

*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 reasons to disagree with the interpretation.*

*Answers are most likely to show understanding of the second order concepts of consequence (impact / effectiveness of early Norman castles in Anglo-Saxon England) but reward appropriate understanding of any other second order concept.*

**Grounds for agreeing include:**

- *The castles at Pevensey and Hastings utilised old Roman/ Iron Age forts which were in ruins, so this could be considered ‘primitive’ or makeshift.*
- *Up to a quarter of the early castles may have been ringworks – simple enclosures of earth and timber – could be considered ‘primitive’. e.g. Elmley Castle.*
- *After 1071, the majority of Norman castles were built in the countryside and had more to do with settlement than defence, so some were weaker. e.g. Castle Acre was merely a two-storeyed house built in the centre of a ringwork.*
- *Revisionist historians have argued that castles were more about showing off than serious defence. They say their features were quite weak.*
- *The gatehouse at Exeter was built facing inwards, towards the city, suggesting that it was more like the hall of an Anglo Saxon thegn, designed to show off status, rather than*

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| <p>in a limited way to explain ideas (AO2).<br/>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).<br/><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>                                                                                                                                                                                                    | <p><i>prevent attack.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Level 1 (1–4 marks)</b><br/>Demonstrates some knowledge of features and characteristics of the period (AO1).<br/>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).<br/>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.<br/><i>The information is communicated in a basic/unstructured way.</i></p> | <p><b>Grounds for disagreeing include:</b></p> <ul style="list-style-type: none"> <li>• <i>The castle built at Pevensey when William landed provided a useful defence for the Norman army. They erected an earth bank and palisade in one corner of a Roman fort to create a smaller, but stronger, fortress. This helped to secure their initial position so was very effective in this way.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>0 marks</b><br/>No response or no response worthy of credit.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• <i>During the autumn of 1066, castles clearly played a vital role in the Norman invasion and conquest of England as William marched his army in a wide arc around London. Castles were therefore effective in securing the south-east.</i></li> <li>• <i>In the months following the BOH, Norman soldiers used their castles as a base, riding out to commit plunder and violence. So effective in terms of controlling Anglo-Saxon population.</i></li> <li>• <i>Castles built in places where there had been rebellions and these were used effectively to crush resistance and keep an eye on local population, e.g. no further rebellion in Exeter after William built a castle there.</i></li> <li>• <i>Motte and bailey castles / ringworks were not necessarily weak, despite their materials. e.g. Goltho had a motte 5 metres high and 23m wide; a watchtower at least 9m high; ramparts which were 18m thick; etc. This was a highly fortified site.</i></li> <li>• <i>The King protected the road to the north by building castles at Lincoln, Cambridge and Huntingdon. They reminded the local population of the King's power following attempted uprisings.</i></li> <li>• <i>A small number of the early castles, e.g. Tower of London and William FitzOsbern's castle at Chepstow, were built in stone and therefore very strong and advanced for the time. e.g. TOL had entrance above ground level and a wooden staircase which could be removed if under attack. It had a 'fake' upper floor where Norman soldiers patrolled.</i></li> <li>• <i>Castles which were designed to show off status (e.g. Exeter gatehouse; Castle Acre) were not necessarily ineffective but in fact very effective in terms of psychological control of the population. Often built right next to Saxon churches or burh-</i></li> </ul> |

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**Question 9\*–20 marks**

In describing early Norman castles as ‘rather weak and primitive’, the website ‘www.worldhistory.biz’ suggests that they were not very effective. How far do you agree with this view of Norman castles in England between 1066 and 1087? Give reasons for your answer.

**Guidance and indicative content**

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Level 5<br/>(17-20 marks)</b> | <p><b>Typically, a 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.</b></p> <p><i>There is some evidence to support this interpretation. Firstly, up to a quarter of the early Norman castles built in England, such as Elmley Castle in Worcestershire, may have been <b>ringworks</b>. These were very <b>simple</b> (usually oval) <b>enclosures of earth and timber</b>. Soil from a ditch was used to make an inner bank which was then topped with a timber palisade. So this could be considered ‘<b>primitive</b>’ in the sense that it was more makeshift and not as complex as a building up a motte.</i></p> <p><i>Furthermore, after 1071, the majority of Norman castles were built in the countryside and had <b>more to do with settlement</b> than defence. Therefore, there were some castles built by Norman lords in their new lands which were <b>weaker</b> than the Royal castles, which were built in major towns or at the sites of rebellions. For example, <b>Castle Acre in Norfolk was merely a two-storeyed house</b> built in the centre of a ringwork. It was designed more to <b>look impressive</b> than as a strong defence.</i></p> <p><i>However, building a motte and bailey castle was a <b>complex operation</b> which would take weeks or months and require building up alternating layers of different materials. The resulting structure was highly impressive. For example, <b>Goltho in Lincolnshire had a motte which was 5 metres high</b> and 23 metres wide, as well as a 9 metre high watchtower and <b>ramparts which were 18m thick</b>. This was therefore a highly fortified site which <b>could not be described</b> as weak or primitive.</i></p> <p><i>Finally, a small number of the early castles, <b>were built in stone</b> and therefore very strong and advanced for the time. <b>The Tower of London</b> was an astounding building, standing at over <b>27 metres high</b>. It had an <b>entrance above ground level</b> and a wooden staircase which could be removed if under attack, and ‘fake’ upper floor where Norman soldiers patrolled. This was far from primitive – <b>construction on this scale would not have been seen in England</b> since the Romans.</i></p> <p><i>Overall, I disagree with the statement. It would be wrong to equate timber with being ‘primitive’ – timber castles continued to be built well into the 1200s. Neither were they ‘weak’; they were in fact a fundamental way the Normans put down rebellions and asserted their authority. And finally, although they did have a function of showing off as well as a military function, this in itself was often highly effective as a means of psychological control.</i></p> |
| <b>Level 4<br/>(13-16 marks)</b> | <p><b>Typically, a balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</b></p> <p><i>There is some evidence to support this interpretation. Firstly, up to a quarter of the early Norman castles built in England, such as Elmley Castle in Worcestershire, may have been ringworks. These were very simple (usually oval) enclosures of earth and timber. Soil from a ditch was used to make an inner bank which was then topped with a timber palisade. So this could be considered ‘primitive’ in the sense that it was more makeshift and not as complex as a building up a motte.</i></p> <p><i>However, building a motte and bailey castle was a complex operation which would take weeks or months and require building up alternating layers of different materials. The resulting structure was highly impressive. For example, Goltho in Lincolnshire had a motte which was 5 metres high and 23 metres wide, as well as a 9 metre high watchtower and ramparts which were 18m thick. This was therefore a highly fortified site which could not be described as weak or primitive.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                       | <p>Finally, a small number of the early castles, were built in stone and therefore very strong and advanced for the time. The Tower of London was an astounding building, standing at over 27 metres high. It had an entrance above ground level and a wooden staircase which could be removed if under attack, and 'fake' upper floor where Norman soldiers patrolled. This was far from primitive – construction on this scale would not have been seen in England since the Romans.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Level 3</b><br><b>(9-12 marks)</b> | <p><b>Typically, a one-sided argument, two explained points of support (2–0), e.g.</b><br/> <i>I agree. Firstly, up to a quarter of the early Norman castles built in England, such as Elmley Castle in Worcestershire, may have been ringworks. These were very simple (usually oval) enclosures of earth and timber. Soil from a ditch was used to make an inner bank which was then topped with a timber palisade. So this could be considered 'primitive' in the sense that it was more makeshift and not as complex as a building up a motte.</i></p> <p><i>Furthermore, after 1071, the majority of Norman castles were built in the countryside and had more to do with settlement than defence. Therefore, there were some castles built by Norman lords in their new lands which were weaker than the Royal castles, which were built in major towns or at the sites of rebellions. For example, Castle Acre in Norfolk was merely a two-storeyed house built in the centre of a ringwork. It was designed more to look impressive than as a strong defence</i></p> <p><b>Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g.</b><br/> <i>There is some evidence to support this interpretation. Firstly, up to a quarter of the early Norman castles built in England, such as Elmley Castle in Worcestershire, may have been ringworks. These were very simple (usually oval) enclosures of earth and timber. Soil from a ditch was used to make an inner bank which was then topped with a timber palisade. So this could be considered 'primitive' in the sense that it was more makeshift and not as complex as a building up a motte.</i></p> <p><i>However, building a motte and bailey castle was a complex operation which would take weeks or months and require building up alternating layers of different materials. The resulting structure was highly impressive. For example, Goltho in Lincolnshire had a motte which was 5 metres high and 23 metres wide, as well as a 9 metre high watchtower and ramparts which were 18m thick. This was therefore a highly fortified site which could not be described as weak or primitive.</i></p> |
| <b>Level 2</b><br><b>(5-8 marks)</b>  | <p><b>Typically, a one-sided argument; one explained point of support (1–0), e.g.</b><br/> <i>I agree. Firstly, up to a quarter of the early Norman castles built in England, such as Elmley Castle in Worcestershire, may have been ringworks. These were very simple (usually oval) enclosures of earth and timber. Soil from a ditch was used to make an inner bank which was then topped with a timber palisade. So this could be considered 'primitive' in the sense that it was more makeshift and not as complex as a building up a motte.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• identify a valid claim/ argument</li> <li>• offer specific evidence to support the argument</li> <li>• show how their evidence answers the question</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Level 1</b><br><b>(1-4 marks)</b>  | <p><b>Typically, identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, I agree because they were mainly motte and bailey castles which were built from wood, which could be burned. (2)</li> <li>• No, some were really strong, like the Tower of London, which was built out of stone. (3)</li> </ul> <p><b>1 identifications = 2-3 marks</b><br/> <b>2 identifications = 3-4 marks</b><br/> <b>3+ identifications = 4 marks</b></p> <p><b>Alternatively, and typically, description of castles/ related events (2–4 marks), e.g.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|         | <ul style="list-style-type: none"><li>• <i>In the autumn of 1066, William marched his army in a wide arc around London. (2) He built many castles, such as at Dover, Wallingford and Newbury. (3)</i></li><li>• <i>The early Norman castles had a man-made mound known as the motte. (2) There was also an enclosure called a 'bailey'. (3) This would be surrounded by a ditch and an earthwork bank, which was topped by a wooden palisade. (4)</i></li></ul> <p><b>Alternatively, and typically, valid but general assertions (Max 1 mark), e.g.</b><br/><i>I agree because lots of them were just ringworks.</i></p> |
| 0 marks |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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