

GCSE (9-1)

History B Schools History Project

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

General Certificate of Secondary Education

Mark Scheme for June 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

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

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

	11	Tick	Tick
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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: Crime and Punishment, c.1250 to present

Question 1–3 marks	
1. (a) Name one crime in medieval Britain (1250–1500) which could be punished by execution. [1] (b) Name one new punishment introduced in the early modern period (1500 – 1750) [1] (c) Identify one reason why the crime rate changed during the period 1900 to 2015. [1]	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(a), likely valid responses include: murder (homicide); stealing more than 12d worth of goods; burglary; robbery; rape; heresy; treason; coin clipping/ counterfeiting
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	NOTE: Do not accept: • witchcraft • stealing (on its own) • poaching
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(b), likely valid responses include: ducking stool; scold's bridle; bridewell; branding; whipping and burning of vagrants; transportation/ transportation to America NOTES: • Do not accept whipping unless connected to vagrants. • Do not accept cucking stool or public penance as though they became more common in early modern, both were also used in medieval period • Do not accept 'Transportation to Australia' For 1(c), likely valid responses include: more crimes are now reported to the police; some crimes of the past (e.g. abortion) are no longer criminal acts; examples of new laws (e.g. smoking inside public places); the systems for recording crime have changed; examples of new crimes (e.g. car / phone theft and internet fraud); reference to a valid, specific event (e.g. Second World War/ the Blitz); examples of new technology (e.g. CCTV, cars, etc.). NOTE: Do not accept overly generic responses, e.g. 'technology', 'new crimes', 'new laws'. Any other historically valid response is acceptable and should be credited.

Question 2–9 marks Write a clear and organised summary that analyses the use of technology in law enforcement since c.1900. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set <i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers may show use of second order concepts such as:</i> Change over time – i.e. demonstration that law enforcement in c.1900 relied on limited technology (e.g. blood types, fingerprints) but that this changed over time with the introduction of things like DNA fingerprinting, new systems of communication (e.g. telephones, radio and mobile phones), data storage and surveillance (e.g. CCTV and drones). Additionally, police officers walked a 'beat' in c.1900 but now far fewer walk the streets and instead use patrol cars. Causation – i.e. reasons for the above changes, e.g. Alec Jeffreys' discovery of DNA fingerprinting in 1984. Consequence/ significance – i.e. impact of technology, e.g. increased use of police cars mean far fewer police walk the streets and this has contributed to the public losing faith in the police; use of technology helps to convict offenders in court, e.g. the men who murdered Stephen Lawrence; concerns about privacy and civil liberties, e.g. in 2015, around 650,000 requests were granted to the police to monitor civilians' communications; video technology has allowed vulnerable witnesses, such as children or victims of abuse, to give interviews outside court, or to provide evidence via video link – this means more evidence can be heard in court. <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> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

Question 2–9 marks	
Write a clear and organised summary that analyses the use of technology in law enforcement since c.1900. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	Typically, a summary based on second order concept(s) with two or more valid supporting examples, e.g. [Change over time] <i>The use of technology since 1900 has improved over time. In 1900, the police had limited technology. In 1902, fingerprinting was first used in a British court. This was a more exact way of identifying a criminal than in the 1800s but it was still pretty basic.</i> <i>However, by the end of the century the use of technology was much further advanced. In the 1980s, DNA fingerprinting was developed. This means the police can compare DNA from a crime scene to a suspect's DNA. If they match, it shows the suspect was likely there. [8 MARKS]</i> [Consequence/ significance] <i>The use of new technology has been very important in helping to prosecute criminals. Since the 1980s, DNA fingerprinting had been used thousands of times as evidence in court, making prosecutions easier than the past. For example, the men who murdered Stephen Lawrence were prosecuted on the basis of new DNA evidence.</i> <i>However, the use of new technology has also led to some people losing faith in the police. For instance, in 1900, most police officers walked the streets on a local 'beat' and this was popular with the public. However, with the introduction of patrol cars, officers are now able to cover much larger areas in their vehicles. Though this is more effective, it had led to a decline in trust in the police. [9]</i>
Level 2 (4–6 marks)	Typically, a summary based on a second order concept with one valid supporting example, e.g. [Causation] <i>One reason that the police have been able to make increased use of technology was the discovery by Alec Jeffreys in 1984. He discovered that each person's DNA is unique and this led to the police being able to use DNA left at crime scenes to more easily prosecute offenders. [THRESHOLD – 4 MARKS]</i> [Change over time] <i>In 1900, almost all witnesses, victims, and defendants were required to appear physically in court to testify. However, from the late 1900s onwards, video link testimonies were increasingly used. They are commonly used for vulnerable witnesses (such as children) and sometimes for international witnesses. [5]</i>
Level 1 (1–3 marks)	Typically, description(s) of the use of technology in law enforcement with no clear organising concept, e.g. <i>The police now rely heavily on CCTV to record the movements of traffic and pedestrians. They also rely on ANPR to track vehicles linked to crime. Some police officers also wear cameras on their uniforms. [3]</i> OR Typically, statement(s) based on second order concept with EITHER no valid specific examples OR development, e.g. <i>(Consequence) The development of DNA fingerprinting has helped to prosecute more criminals. [1]</i>
0 marks	

Question 3–10 marks Why was the Metropolitan Police Force set up in 1829? Explain 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	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	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. Valid answers could consider: <i>Urbanisation; Industrial Revolution; population increase; overcrowding; poverty; increase in crime; increase in pubs; increase in protests/unrest; Robert Peel's determination and skill; growing inadequacy of existing systems/officials (e.g. constables, watchmen, Bow Street Runners).</i>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	

Question 3–10 marks Why was the Metropolitan Police Force set up in 1829? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	Typically, two or more reasons identified and fully explained, e.g. One reason was because urbanisation led to increased crime. The Industrial Revolution meant that people came to London in search of work and the population grew rapidly. This led to an increase in poverty and crime in the first half of the 1800s. The existing Bow Street Runners could not enforce law and order across the city as there were only 68 of them. Therefore, by 1829, there was more support from MPs to set up a police force in London. Another reason was because Robert Peel became Home Secretary and made this a priority. He wanted to establish a trained, professional police force. People were worried that a police force would cost too much money and governments at this time favoured a laissez-faire approach and didn't think it was their job to set up a police force. However, Peel was a skilled politician and convinced Parliament to support his idea and so a force of 3000 men was set up. [10]
Level 4 (7-8 marks)	Typically, one reason identified and fully explained, e.g. - One reason was because Parliament was worried about public protest and disorder. There had been a surge of protests over unemployment, food prices and giving working people the vote. This meant that many MPs who had previously believed that policing wasn't part of the government's role were won over, and allowed the passage of Peel's law to set up a force. [8] - One reason was because crime was increasing. Crowded areas such as boarding houses and pubs led to an increase in theft and violence. This meant that the force was set up because the existing constables and watchmen were no longer adequate. [THRESHOLD – 7 MARKS] Explained points must: - identify a valid reason - provide precise evidence - use this to address the question
Level 3 (5-6 marks)	Typically, identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g. - There was an increase in crime so the force was set up because the existing constables and watchmen were no longer adequate. - Peel was really passionate about this issue and so he managed to convince other MPs that it was the right thing to do. OR Typically, identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g. - One reason was that crime was rising. Crowded areas, such as alleyways and boarding houses led to an increase in theft and a growing number of pubs led to increased drunkenness and violence. - One reason was that existing officials were becoming inadequate. Constables and watchmen were unpaid and part-time, and not very effective at preventing crime. NOTE: One L3 = 5–6 marks Two L3s = 6 marks

Level 2 (3-4 marks)	Typically, describes the Metropolitan Police Force or relevant events, e.g. • <i>The Metropolitan Police Force was paid for by taxes. There were 3000 police officers. They were called 'Bobbies' or 'Peelers'. (4)</i> • <i>Lots of people were opposed to setting up a police force because of the cost. (3)</i> OR Typically, identifies one or more reason but with neither of the following: • support from precise evidence (about the reason) • explaining why the reason led to the setting up of the force, e.g. • <i>One reason was because crime was increasing in this period.</i> • <i>One reason was because the number of pubs was rising.</i> • <i>One reason was because Peel was Home Secretary and thought this was important.</i> NOTE: <i>One L2 identification = 3 marks</i> <i>Two L2 identifications = 4 marks</i>
Level 1 (1-2 marks)	Typically, valid but general assertion(s), e.g. • <i>Because people committed crimes.</i> • <i>The need was getting greater.</i>
0 marks	

Question 4*–18 marks	
‘The role of the community in enforcing the law and punishing criminals was more important in the medieval period (1250–1500) than it has been after 1900.’ How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of law enforcement / punishment in either period.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider both time periods – medieval and Britain since c.1900.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of diversity (similarity and difference), change and causation /consequence but reward appropriate understanding of any other second order concept.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	Grounds for agreeing include: Medieval period importance of community: Law enforcement: Tithings; posse; hue and cry; no paid law enforcement; juries came from the accused's local area and were expected to use their knowledge of the criminal's background and character to help reach a verdict; manor courts run by local lords
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	Punishment: Community used to exert public humiliation as a punishment (e.g. sitting in the stocks or standing in the pillory, where other villagers would see them and jeer / throw rotten food).
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).	Community = less important since c.1900: Law enforcement. existence of professional police force.

<i>There is a line of reasoning which has some relevance, and which is presented with limited structure.</i>	Grounds for disagreeing include: Importance of community since c.1900: Law enforcement: Neighbourhood Watch / community policing; police involvement with local communities (e.g. visiting schools and shops; officers building up local knowledge with support of the community); use of Police Community Support Officers (PCSOs) and special constables; jury service; magistrates presiding over less serious cases are still unpaid volunteers from within the community; use of community members' mobile phone/ dashcam footage by the police. Punishment: Community Service Orders; restorative justice/ use of Victim's Personal Statements. Community = less important in medieval period: Law enforcement: sheriffs were responsible directly to the King; JPs were appointed by the king; the royal courts / church courts could be argued to be the preserve of the elites rather than the community (e.g. royal judges from London visited each county only two or three times a year in the assizes).
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 4* – 18 marks 'The role of the community in enforcing the law and punishing criminals was more important in the medieval period (1250–1500) than it has been after 1900.' 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 from each period OR three from one period and one on the other (2–2 or 3–1). Clinching argument = 18 marks <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>Another example of the community being more important in the Middle Ages is the hue and cry. Whenever a crime took place, the victim had to call the hue and cry by shouting, and the community had to immediately join the hunt for the criminal. Villagers could face being fined if they did not respond to the hue and cry, which again shows the responsibility placed on the ordinary people in a local community.</i> <i>On the other hand, I disagree because the role of the community continued to be important in punishment after 1900. Community Service was introduced in 1972 as an alternative to prison for some offenders. For example, offenders might do several hours of unpaid work, such as cleaning up public spaces or volunteering for charities. This shows community involvement is still valued in and plays a role in offender rehabilitation.</i> <i>Another reason I disagree is because of community policing, such as the Neighbourhood Watch scheme. Formed in 1982, this is a voluntary crime prevention movement in local communities, working in partnership with the police. They help deal with things like anti-social behaviour by keeping diaries, and give advice on how to keep homes and streets safe from burglary. This shows how the police can't always patrol every area on their own and still rely on local help.</i> <i>Overall, I agree that the community was more important in the medieval period, even though there has been community involvement in both time periods. This is because in the Middle Ages, there was no alternative, as there was no paid, professional police force like there has been post 1900, and so the community played a vital role, especially in law enforcements. Since 1900, the role of the community, though still used, is not relied on, and is more of a supplement in both enforcement and in punishment.</i> NOTE: In this question, 'balance' refers to covering both periods. So a 'balanced' argument may entirely agree or disagree with the statement (see L5 example)
Level 5 (13-15 marks)	Typically, a balanced argument supported by three valid explained points (i.e. two from one period and one from the other) (2–1), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>Another example of the community being more important in the Middle Ages is the hue and cry. Whenever a crime took place, the victim had to call the hue and cry by shouting, and the community had to immediately join the hunt for the criminal. Villagers could face being fined if they did not respond to the hue and cry, which again shows the responsibility placed on the ordinary people in a local community.</i> <i>Furthermore, I agree because since 1900, a professional police force has played a more significant role than the local community. There are now specialised units for different areas such as preventing and investigating terrorist attacks; crowd and riot control; and use of firearms. Recruitment for these specialised teams is based on skills and qualifications. This shows that the responsibility for enforcing the law and punishing criminals has shifted away from the community and towards trained professionals.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, i.e. two explained points from same period (2-0), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law, then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>Another example of the community being more important in the Middle Ages is the hue and cry. Whenever a crime took place, the victim had to call the hue and cry by shouting, and the community had to immediately join the hunt for the criminal. Villagers could face being fined if they did not respond to the hue and cry, which again shows the responsibility placed on the ordinary people in a local community.</i> Alternatively, and typically, a balanced argument, i.e. one valid explained point from each period (1-1), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law, then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>On the other hand, I disagree because the role of the community continued to be important in punishment after 1900. Community Service was introduced in 1972 as an alternative to prison for some offenders. For example, offenders might do several hours of unpaid work, such as cleaning up public spaces or volunteering for charities. This shows community involvement is still valued in and plays a role in offender rehabilitation.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument, i.e. one explained point from one period (1-0), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law, then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> ALTERNATIVELY, candidates may offer an explained point which covers both periods (actively comparing them) but does not meet the L4 criteria for two separate explained points, e.g. <i>I agree because in the medieval period, jurors were always drawn from the criminal's own area and used their local knowledge of the accused person to decide whether he or she was guilty. So they were literally from the accused's local community, whereas after 1900, jurors were selected at random and care is taken to ensure that no-one knows the defendant personally.</i> <i>[This could count as evidence for either period when determining whether or not a candidate has 'balance']</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge without full explanation, e.g. • I agree because the 'hue and cry' was used in the Middle Ages. • I disagree because there are still Neighbourhood Watch Schemes now. 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of community involvement/ related events, e.g. • Hue and cry was a method of raising the alarm to the rest of the village after a crime had been committed, usually by shouting loudly.

Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. <i>I agree because the community did a lot to help to catch criminals after a crime was committed in the medieval period.</i>
0 marks	

Question 5*–18 marks. 'The reason punishments changed in the period 1750-1900 was because of new concerns about people's welfare.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	Answers may be awarded some marks at Level 1 if they demonstrate knowledge of punishment in the industrial period. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider both reasons to support and to challenge the statement. Answers are most likely to show understanding of the second order concepts of causation /consequence but reward appropriate understanding of any other second order concept. Grounds for agreeing include: Enlightenment / humanitarian ideas, i.e. led to fewer executions and the use of transportation instead; also led to more humane forms of hanging (New Drop and Long Drop); also led to end of transportation after 1868 (people argued that conditions on the ships and in the colonies was inhumane). Concerns of Fry and Howard about conditions in prisons led to changes in prisons (e.g. Howard's evidence to HOC led to 1774 Discharged Prisoners Act and 1774 Health of Prisoners Act; Fry persuaded the Newgate authorities to introduce changes, e.g. schooling for the women and children; provision of clothes and furniture; banning of alcohol; supervision by female wardens, etc.). (Could be argued that) concerns about prisoners' welfare led to developments in prisons (e.g. silent system was used in some prisons because the separate system was seen to be too harsh and led to prisoners suffering mental breakdowns/ taking their own lives); some prisons wanted prisoners to do useful work that would help them find and keep work once released, which shows concern about their welfare post-release.
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance, and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).	

<i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	Grounds for disagreeing include: • Other reasons for fewer executions/ abolition of public executions in 1868, e.g. rowdy behaviour of crowd during public executions and government concerns about maintaining law and order. • Other reasons for increased use of transportation, e.g. need to settle new colonies; wish to remove 'criminal classes' from Britain; lack of adequate prison space; government feeling that criminals were not being punished because judges/ juries were unwilling to implement Bloody Code – this was therefore not a new/ welfare concern (NOTE: but also allow on 'agree' side, i.e. judges/ juries were not willing to implement Bloody Code for welfare reasons, which led to the increased use of transportation). • Other reasons for transportation to Australia instead of the American colonies, i.e. American independence in 1776. • Other reasons for end of transportation in 1868, e.g. British ratepayers disliked the fact they were left supporting the families of the convicts who were left behind; some people viewed transportation as too soft a punishment because of the opportunity for a new and better life after the sentence was complete; Australian authorities resented the continuous stream of criminals into the colony. • Other reasons for developments in prisons, e.g. some prisons introduced 'pointless' work as they thought it would act as an effective deterrent; some introduced the separate system in order to stop criminal experience being passed around; moral panic caused by the 'garrotting crisis' of the 1860s led to harsher prison regimes (e.g. reintroduction of flogging; 1865 Prison Act which included hard labour). NOTES: 1. Focus of question is reasons why punishments changed, rather than whether or not people in this period were concerned for people's welfare. So answers at L3+ must contain a valid reason for a change in punishment.

Question 5* – 18 marks 'The reason punishments changed in the period 1750-1900 was because of new concerns about people's welfare.' 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. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>Another reason I agree is that reformers such as John Howard and Elizabeth Fry were concerned about prison conditions. Elizabeth Fry was influenced by her faith as a Quaker. She visited Newgate Prison in 1813 and was appalled by the overcrowding and lack of bedding in the women's section. As a result, she persuaded the prison authorities to make changes such as banning alcohol, providing furniture and clean clothes, and offering education for women and children.</i> <i>On the other hand, I disagree because one big change in punishments was the end of public executions, which became illegal in 1868. This was due to government concerns about the rowdy behaviour of the crowd on execution days. People often saw executions as an excuse to get drunk and behave lawlessly, at a time when the government was focussed on maintaining law and order. Therefore, after 1868, all executions were carried out within prisons.</i> <i>Another reason I disagree is that there was a swing back to harsh prison regimes. This happened as a result of the 'Garrotting Crisis' of the 1860s, when several people were choked in the street. The press spread panic and blamed the reformed prison system for releasing criminals. As a result, the 1865 Prisons Act was passed. It increased hard labour for prisoners and introduced punishments like a diet of bread and water and more solitary confinement.</i> <i>Overall, I do agree with statement, because conditions in prisons were improving (if in a piecemeal way), and even when harsher regimes were re-introduced, there was still no return to the Bloody Code and extensive use of executions, which were certainly in overall decline in this period.</i>
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. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>Another reason I agree is that reformers such as John Howard and Elizabeth Fry were concerned about prison conditions. Elizabeth Fry was influenced by her faith as a Quaker. She visited Newgate Prison in 1813 and was appalled by the overcrowding and lack of bedding in the women's section. As a result, she persuaded the prison authorities to make changes such as banning alcohol, providing furniture and clean clothes, and offering education for women and children.</i> <i>On the other hand, I disagree because one big change in punishments was the end of public executions, which became illegal in 1868. This was due to government concerns about the rowdy behaviour of the crowd on execution days. People often saw executions as an excuse to get drunk and behave lawlessly, at a time when the government was focussed on maintaining law and order. Therefore, after 1868, all executions were carried out within prisons.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>Another reason I agree is that reformers such as John Howard and Elizabeth Fry were concerned about prison conditions. Elizabeth Fry was influenced by her faith as a Quaker. She visited Newgate Prison in 1813 and was appalled by the overcrowding and lack of bedding in the women's section. As a result, she persuaded the prison authorities to make changes such as banning alcohol, providing furniture and clean clothes, and offering education for women and children.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>On the other hand, I disagree because one big change in punishments was the end of public executions, which became illegal in 1868. This was due to government concerns about the rowdy behaviour of the crowd on execution days. People often saw executions as an excuse to get drunk and behave lawlessly, at a time when the government was focussed on maintaining law and order. Therefore, after 1868, all executions were carried out within prisons..</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of specific reason(s) to support/challenge without full explanation, e.g. • <i>I agree because Enlightenment ideas led to the end of the Bloody Code.</i> • <i>I disagree because the reason for the end in public execution was more because the government were concerned about rowdy behaviour.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of (new) punishments AND/OR ideas/concerns, e.g. • <i>In this period, humanitarian ideas came out of the Enlightenment. People started to think that it was immoral to take away someone's life.</i> • <i>In this period, the 'New Drop' was used widely. The gallows were built on a platform with a trapdoor through which the prisoner fell, dying more quickly.</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • <i>Yes, I agree because punishments became more lenient.</i> • <i>Yes, I agree because some people were worried about conditions in prisons.</i> • <i>No, I disagree because prisoners were still treated harshly.</i>
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)*

Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand Normandy before 1066.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.	Notes and guidance specific to the question set <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> <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> <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>
Level 3 (5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	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: • the impact of Norman knights in England after 1066 • whether the culture of knights in Normandy changed after 1066
Level 2 (3–4 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
Level 1 (1–2 mark) The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
0 marks No response or no response worthy of credit.	

Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand Normandy before 1066.	
Guidance and indicative content	
Level 3 (5 marks)	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. <i>[Significance]</i> <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> 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. <i>[Diversity]</i> <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>
Level 2 (3-4 marks)	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. <i>[Consequence]</i> <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> <i>[Diversity]</i> <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> <i>[Causation / Diversity]</i> <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> <i>[Consequence]</i> <i>I would look at the impact that knights had on ordinary, local populations. [3]</i>
Level 1 (1-2 marks)	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. <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> 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. <i>It says that knights were only trained in hunting and fighting but I would find out if this really was the case.</i> <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> NOTE 1: Credit at L1 ONLY questions which use the language of second order concepts, but are clearly not a valid historical enquiry, e.g. <i>I want to know <u>why</u> Norman knights were going hunting.</i> NOTE 2: No credit for answers which do not identify a question or something they would like to find out, e.g. <i>I would investigate 'the fighting'.</i> (NAQ – nothing about which kinds of tactics they used, etc.)

0 marks	
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Question 7–12 marks 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?	
Levels AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Maximum 12 marks	Notes and guidance specific to the question set <i>Answers could consider:</i> • Comparison of provenance and source type alone, 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> • Individual points of similarity/difference in content: <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> • Differences in the overall message about how William dealt with his opponents, 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> • <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> • Developed reasons for differences: <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> • <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> <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> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 4 (10–12 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 2 (4–6 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 1 (1–3 marks) Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
0 marks No response or no response worthy of credit.	

Question 7–12 marks Interpretations B and C both focus on how William the Conqueror dealt with his opponents. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10–12 marks)	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. As L3, plus. <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 trying to portray them as heroes and make us feel sorry for them. [10] So they wouldn't want it to look like William's response was justified. [11]</i> <i>I think the reason that C is more nuanced is that Morris is writing a biography of William I [not L4 yet], so he is taking a lot more into account than just the Harrying of the North on its own. [10] Particularly in this concluding chapter, he is reflecting on William's treatment of his opponents across his whole life. [11]</i> NOTES: - Award 10–11 marks for candidates who use the purpose/focus of <u>one</u> interpretation to explain difference in portrayals. - Award 11–12 marks for candidates which use the purpose/focus of <u>both</u> interpretations to explain difference in portrayals. - 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>
Level 3 (7–9 marks)	Typically, comparison of the overall <u>message/ portrayal/ impression</u> of B and C (based on inference), e.g. <i>B paints a picture of William as ruthless and excessively harsh. He appears to take revenge on the North in a vindictive way, wanting to 'teach them a lesson' and giving his soldiers permission to 'do their worst'. It emphasises how he showed no mercy, listing all the people murdered in the harrying, even 'the elderly and babies'.</i> <i>However, C gives us a more measured 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> NOTE: Answers with no support from either interpretation = 7 marks, e.g. <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>
Level 2 (4–6 marks)	Typically, selects individual points of similarity or difference, e.g. <i>B says that the harrying has been considered an 'act of genocide' and C agrees that the harrying had 'terrible consequences'.</i> <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> <i>B says that the 'North lay in ruins' and C agrees that the harrying had 'terrible consequences'.</i> Alternatively, and typically, purpose of one interpretation used to explain its portrayal – no comparison, e.g. <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>

Level 1 (1–3 marks)	Typically, comparison of simplistic provenance (or language, tone, etc. in isolation) e.g. • <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> • <i>B uses the word ‘genocide’ but C uses the word ‘peace’. [Does not give any indication of content of either interpretation]</i> Alternatively, and typically, summary / portrayal from one/both interpretations with no valid comparison, e.g. <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> <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> Alternatively, and typically, valid but general assertions (1 mark), e.g. <i>C is more positive on William than B.</i>
0 marks	

Question 8*–20 marks 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.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of succession crisis of 1066.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and reasons to disagree with the interpretation.</i> <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> Grounds for agreeing include: 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. Grounds for disagreeing include: Harold did not have strong claim: 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 Harold; Harold knew his claim was actually very weak, which
Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).	

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

Question 8*–20 marks	
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 (17-20 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 = 20 marks, e.g. <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> <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> <i>However, there is also evidence to challenge this view. There is no corroboration to Harold’s claim that Edward granted him the throne on his deathbed. Spreading this story certainly bolstered Harold’s claim, which was arguably very weak as he had no blood link to Edward whatsoever. The fact that Harold rushed to have himself crowned the day after Edward died (which was very unusual) reveals that he knew his claim was not a strong one.</i> <i>Furthermore, 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> <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>
Level 4 (13-16 marks)	Typically, a balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g. <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> <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> <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>

Level 3 (9-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <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> <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> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <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> <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>
Level 2 (5-8 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <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> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	Typically, identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. • Yes, I agree because Edward granted Harold the throne on his deathbed. (2) • 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) 1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks Alternatively, and typically, description of succession crisis/ related events (2–4 marks), e.g. <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> Alternatively, and typically, valid but general assertions (Max 1 mark), e.g. <i>I agree because he was really strong.</i>
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	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of early Norman castles.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and reasons to disagree with the interpretation.</i> <i>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.</i> 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 prevent attack.
Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).	

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

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	
Level 5 (17–20 marks)	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. <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> <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> <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> <i>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.</i> <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>
Level 4 (13–16 marks)	Typically, a balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g. <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> <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> <i>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.</i>

Level 3 (9-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <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> <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> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <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> <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>
Level 2 (5-8 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <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> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	Typically, identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. • <i>Yes, I agree because they were mainly motte and bailey castles which were built from wood, which could be burned. (2)</i> • <i>No, some were really strong, like the Tower of London, which was built out of stone. (3)</i> 1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks Alternatively, and typically, description of castles/ related events (2–4 marks), e.g. • <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> • <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> Alternatively, and typically, valid but general assertions (Max 1 mark), e.g. <i>I agree because lots of them were just ringworks.</i>
0 marks	

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