



GCSE

History B (Schools history project)

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

General Certificate of Secondary Education

Mark Scheme for June 2018

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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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Annotations

| Stamp | Annotation Name | Description |
|---|------------------------|---|
|  | Tick 1 | Level 1 |
|  | Tick 2 | Level 2 |
|  | Tick 3 | Level 3 |
|  | Tick 4 | Level 4 |
|  | Tick 5 | Level 5 |
|  | Tick 6 | Level 6 |
|  | SEEN | Noted but no credit given |
|  | NAQ | Not answered question |
|  | Wavy Line | Development / Evidence / Support of valid point |
|  | BP | Blank page |

Section A: Crime and Punishment, c.1250 to present

Question 1–3 marks**(a) Identify one way in which a suspect could avoid trial in the period 1250-1500.****(b) Give one example of the changing nature of crime in the period 1500-1750.****(c) Name one development in punishment in the period 1750-1900**

| Guidance | Indicative content |
|---|--|
| 1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <i>For 1(a), likely valid responses include: becoming an outlaw; seeking sanctuary in a church or cathedral, having powerful friends who would dismiss a charge or refusing to plead.</i> |
| 1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <i>For 1(b), likely valid responses include increased organised crimes such as highway robbery and smuggling; or candidates may mention the Bloody Code with the large number of new capital crimes it created. Alternatively, candidates may identify the increasing number of religious crimes in the late 16th and early 17th centuries, or the focus on witchcraft.</i> |
| 1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <i>For 1(c), likely valid responses include: changes in capital punishments with 'new drop' and 'long drop'; reduction in hangings, after 1840 reduction in transportation, increased use of prison sentences, changes in prisons including the separate and silent systems etc.</i> <i>Any other historically valid response is acceptable and should be credited.</i> |

| Question 2–9 marks Write a clear and organised summary that analyses crime in Britain since 1900. Support your summary with examples. | |
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| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks | Notes and guidance specific to the question set |
| Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2). | <p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could analyse: the increase in the crime rate after 1900, and particularly after 1955; the prevalence of different and new types of crime such as hate crime and cyber crime; the causes of the changing crime rate; the different types of criminal; changing and diverse attitudes towards crime and criminals.</i></p> <p><i>Use of conceptual understanding to organise the response might involve change (e.g. in the crime rate or in attitudes towards crime); causation (e.g. the reasons for changes in the crime rate or in attitudes towards crime); diversity (e.g. differences between crimes in town and country, between male and female criminals, or in the experiences and attitudes of different groups of people).</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p> |
| Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2). | |
| Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2). | |
| 0 marks No response or no response worthy of credit. | |

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| Question 2–9 marks Write a clear and organised summary that analyses crime in Britain since 1900. Support your summary with examples. | |
| Guidance and indicative content General Note: No requirement to write a narrative which covers the 20th century comprehensively | |
| Level 3 (7–9 marks) | <p>Answers at L3 will typically be organised around a second order concept such as causes, effects, change/continuity, significance. Answers will be supported with three or more valid examples eg</p> <p>[Change] <i>In the first quarter of the 20th century crime continued much as it was before 1900, but the crime rate began to rise during the Great Depression when people lost their jobs and struggled to survive and there were also strikes and protests. During World War Two houses were looted while people were in air raid shelters and stolen goods were sold on the black market. After 1955 crime changed along with society. As more people owned cars speeding became a problem. People also broke the law because they wanted to drink and drive. [Candidates may also refer to things such as football violence and cyber crime]</i></p> <p>[Cause and consequence] <i>Crime has changed in Britain since 1900 because the nature of society has changed. Britain has become a more diverse society but some intolerant people have committed hate crimes against people because of their religion or the colour of their skin. One example was the murder of a young black man, Stephen Lawrence, in 1993 who was murdered because of the colour of his skin. In the 1960s taking illegal drugs became associated with popular music and this caused more young people to try drugs which in turn led to more drug dealers. As society appears to have become less safe, knife crime has been an issue with youths often claiming to carry them in self-defence. This has led to a number of deaths, especially in London.</i></p> <p>Nutshell: Summary based on second order concept(s) with three or more valid supporting examples</p> |
| Level 2 (4–6 marks) | <p>Answers at L2 will typically be organised around a second order concept, supported with two valid examples e.g.</p> <p>[Change] <i>In the first quarter of the 20th century crime continued much as it was before 1900, but the crime rate began to rise during the Great Depression when people lost their jobs and struggled to survive and there were also strikes and protests. During World War Two houses were looted while people were in air raid shelters and stolen goods were sold on the black market.</i></p> <p>Nutshell: Summary based on a second order concept with two valid supporting examples</p> |
| Level 1 (1–3 marks) | <p>Answers at L1 will typically be organised around a second order concept, supported with one valid example e.g.</p> <p>[Change] <i>Since 1900 crime has changed a great deal as rapid advances have been made in society. As more people owned cars, people broke the law because they wanted to drink and drive.</i></p> <p>Nutshell: Summary based on a second order concept with one valid supporting example</p> <p>Alternatively, answers at L1 will list or describe relevant events or developments without organisation e.g. <i>In this period there was the end of capital punishment and the rise of football violence.</i></p> <p>Nutshell: List of events / developments with no organising concept.</p> |
| 0 marks | |

| Question 3–10 marks | |
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| How much did the way law and order was enforced change in the period 1250-1500? Explain your answer. | |
| Levels | Notes and guidance specific to the question set |
| AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks | |
| 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). | <i>Explanations could explain aspects of continuity, for example that methods such as tithings and the frankpledge, the hue and cry, the sheriff and his posse and the coroner did continue for much of this period. They could also explain change, for example that local constables were introduced at the beginning of the period and tithings, the frankpledge and the hue and cry were gradually replaced by the constable and the emerging and increasingly important JPs. Manorial courts were gradually replaced by royal courts. Answer may explain the move from methods based on the local community to more central control by the king, his officials and his courts.</i> <i>Explanations are most likely to show understanding of the second order concepts of change and continuity but reward appropriate understanding of any other second order concept. Answers which simply describe some aspects of policing from the period 1250-1500 cannot reach beyond Level 1.</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 How much did the way law and order was enforced change in the period 1250-1500? Explain your answer. | |
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| Guidance and indicative content | |
| Level 5 (9-10 marks) | <p>Level 5 answers will typically identify and fully explain at least three examples of changes and/or continuities in law enforcement in this period, e.g.</p> <p><i>Continuity of law enforcement was a feature of this period. The people played an essential role in law enforcement. Adult men were grouped into tithings and if one of them broke the law the others had to bring him to court. The victim had to raise the hue and cry and everyone who heard had to go and look for the criminal. Manor courts were another example of ensuring that the law was enforced. By 1250 many of the manors had taken over the work of the hundred courts and judged petty offences committed by anyone in the community such as thefts, land disputes and fights. The lord would run the court and juries of wealthier villagers would decide each case. However, these courts began to lose influence towards the end of the period as JPs heard more and more cases and as the feudal system was beginning to disappear.</i></p> <p>Nutshell: Three examples of change or continuity identified and fully explained</p> |
| Level 4 (7-8 marks) | <p>Level 4 answers will typically identify and fully explain two examples of changes and/or continuities in law enforcement in this period, e.g.</p> <p><i>Continuity of law enforcement was a feature of this period. The people played an essential role in law enforcement. Adult men were grouped into tithings and if one of them broke the law the others had to bring him to court. The victim had to raise the hue and cry and everyone who heard had to go and look for the criminal. Manor courts were another example of ensuring that the law was enforced. By 1250 many of the manors had taken over the work of the hundred courts and judged petty offences committed by anyone in the community such as thefts, land disputes and fights. The lord would run the court and juries of wealthier villagers would decide each case.</i></p> <p>Nutshell: Two examples of change or continuity identified and fully explained NOTE Answers at L4 will often identify and describe several changes/continuities but only fully explain two of them.</p> |
| Level 3 (5-6 marks) | <p>Level 3 answers will typically identify and fully explain one example of change or continuity in law enforcement in this period, e.g.</p> <p><i>Continuity of law enforcement was a feature of this period. The people played an essential role in law enforcement. Adult men were grouped into tithings and if one of them broke the law the others had to bring him to court. The victim had to raise the hue and cry and everyone who heard had to go and look for the criminal. Manor courts were another example of ensuring that the law was enforced.</i></p> <p>Nutshell: One example of change or continuity identified and fully explained PLUS at least one more identified/described</p> |
| Level 2 (3-4 marks) | <p>Level 2 answers will typically identify and fully explain one example of change or continuity in law enforcement in this period. e.g.</p> <p><i>Continuity of law enforcement was a feature of this period. The people played an essential role in law enforcement. Adult men were grouped into tithings and if one of them broke the law the others had to bring him to court. The victim had to raise the hue and cry and everyone who heard had to go and look for the criminal. If the village failed to conduct a hue and cry, it would be fined. With no police force this was an essential part of law enforcement that remained throughout the period.</i></p> <p>Nutshell: One example of change or continuity identified and fully explained.</p> |
| Level 1 (1–2 marks) | <p>Level 1 answers will typically identify/describe change without full explanation</p> <p>Nutshell: Identification/description of example(s) without full explanation <i>People carried out the hue and cry which meant they had to try and catch a criminal</i></p> <p>Alternatively, L1 answers will describe how law was enforced in the middle ages without reference to change. Nutshell: Describes enforcing law and order or other relevant events <i>People were in tithings. People helped to solve crime.</i></p> |
| 0 marks | |

| Question 4*–18 marks How far do you agree that economic problems were the most important factor influencing crime rates from 1500-1750? Give reasons for your answer. | |
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| Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks | Notes and guidance specific to the question set |
| Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <p>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of crime rates in the period 1500-1750, economic problems or any other factor.</p> <p>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 at least one other factor even if the response goes on to argue that economic problems were the most important factor.</p> <p>Answers are most likely to show understanding of the second order concepts of causation, consequence and significance but reward appropriate understanding of any other second order concept.</p> <p>Grounds for agreeing include: dramatic rise and then fall in crime rates in this period which link to population growth, higher prices and falling wages, worsened by poor harvests. From around 1650 the population growth halted, prices normalised and crime rates reduced. Also vast inequalities in wealth created more targets for crime as 'middling' families became wealthier leading to rising crime.</p> <p>Grounds for disagreeing include: Other factors were more important: religious changes led to more crimes being policed by Puritans especially, including 'moral misbehaviour' and new laws against witchcraft during the civil war. Conversely in the 1700s focus on witchcraft abated as ideas about magic were undermined by more rational scientific understanding.</p> <p>Alternatively, candidates may argue the civil war led to falling crime rates as so much 'theft' was in fact legalised by war needs. Candidates may also focus on the growth of London and the anonymity and opportunity it provided for criminals, and then link this to economics for a judgement in the conclusion. Alternatively, they may argue that the widening of the number of offences to be punished by hanging with the Bloody Code was an effective deterrent, influencing falling crime rates.</p> |
| 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. | |

| Question 4*–18 marks How far do you agree that economic problems were the most important factor influencing crime rates from 1500-1750? Give reasons for your answer. | |
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| Guidance and indicative content | |
| Level 6 (16-18 marks) | <p>Level 6 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples and a clinching argument e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive. Inequalities in society also led to crime and as roads were built and stage coach travel became popular. People often carried their money and jewellery with them and they became the target of highway robbers.</i></p> <p><i>However, other factors also contributed to the increase crime rate. The strict moral values of the puritans in the late sixteenth century and early seventeenth century led to people appearing in court for their sinful behaviour including swearing, talking in the street when they should have been in church and singing, dancing and drinking through the night. Accusations of witchcraft were common until the early seventeenth century. People's superstitious beliefs led them to accuse, usually old women of bringing harm to their family.</i></p> <p><i>Overall, economic problems were the most important factor because they can also be linked to other factors like beliefs. For example, the accusations of witchcraft rose dramatically in the decades which saw a huge rise in population, increases in poverty, and sometimes poor harvests.</i></p> <p>Nutshell: Balanced argument, two valid supporting examples each side, plus a clinching argument (or three on one side and one on the other)</p> |
| Level 5 (13-15 marks) | <p>Level 5 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples e.g.</p> <p><i>[As Level 6 but without clinching argument, or with a summary/assertion instead e.g. Overall, I think that economic factors were less important because although inequality caused murder and theft, religious beliefs meant that people got accused of being witches.]</i></p> <p>Nutshell: Balanced argument with two explained points on each side (or three on one side and one on the other)</p> <p>NOTE: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</p> |
| Level 4 (10-12 marks) | <p>Level 4 answers will typically construct a one-sided answer explicitly supported by three valid examples e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive. In addition, in years of bad harvest the situation became even worse and many were forced to become vagrants who were labelled as criminals but they often resorted to theft just to survive. Inequalities in society also led to crime and as roads were built and stage coach travel became popular. People often carried their money and jewellery with them and they became the target of highway robbers.</i></p> <p>Nutshell One sided argument; three explained points of support</p> <p>Alternatively, Level 4 answers will construct a balanced argument with two explained points on one side and one explained point on the other side e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive. Inequalities in society also led to crime and as roads were built and stage coach travel became popular. People often carried their money and jewellery with them and they became the target of highway robbers. However, other factors also contributed to the increase crime rate. The strict moral values of the puritans in the late sixteenth century and early seventeenth century led to people appearing in court for their sinful behaviour including swearing, talking in the street when they should have been in church and singing, dancing and drinking through the night.</i></p> <p>Nutshell: Balanced argument; two explained point on one side and one explained point on the other side.</p> |

| Guidance and indicative content | |
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| Level 3 (7-9 marks) | <p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive. Inequalities in society also led to crime and as roads were built and stage coach travel became popular. People often carried their money and jewellery with them and they became the target of highway robbers.</i></p> <p>Nutshell One sided argument; two explained points of support</p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive. However, other factors also contributed to the increase crime rate. The strict moral values of the puritans in the late sixteenth century and early seventeenth century led to people appearing in court for their sinful behaviour including swearing, talking in the street when they should have been in church and singing, dancing and drinking through the night.</i></p> <p>Nutshell: Balanced argument; one explained point on each side</p> |
| Level 2 (4-6 marks) | <p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive.</i> Nutshell: One sided argument; one explained point of support</p> |
| Level 1 (1-3 marks) | <p>Level 1 answers will typically identify a factor influencing crime rates (other than the one identified in the statement) without full explanation, e.g.</p> <p><i>No, it was more to do with people's beliefs like Puritanism.</i></p> <p>Nutshell: Identification of factor(s) without explanation</p> <p>Alternatively, Level 1 answers will typically describe relevant events or make general, unsupported assertions, e.g.</p> <p><i>In this period there was a lot of highway robbery.</i></p> <p>Nutshell: Description of relevant events or developments with no explanation OR general assertions</p> |
| 0 marks | |

NOTE: At each level, many candidates will attempt to more explained points, but only fully/successfully explained points should be credited. eg at L2, many answers will attempt a balanced answer but only achieve one valid explanation.

| Question 5*–18 marks 'The most significant changes in the punishments of offenders took place in the period 1750-1900.' How far do you agree with this statement? Give reasons for your answers. | |
|---|---|
| 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> | <p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of punishments of offenders in any period.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider at least one period outside industrial Britain 1750-1900, even if the response goes on to argue that the most important changes took place between 1750-1900.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of change, continuity and significance but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: reduction in hangings, changes to and then decline of transportation, most significantly the importance of the prison sentence as a punishment and large amount of prison building.</i></p> <p><i>Grounds for disagreeing include: arguing that changes in other periods were just as important e.g. after 1900 the focus of punishment moved towards reform and rehabilitation and adopted a less harsh and more liberal approach. Examples include the abandonment of 'separate' and 'silent' systems, greater focus on re-educating young offenders, abolition of corporal and capital punishments, introduction of meaningful work in prisons not hard pointless labour. Other examples were the adoption of the Bloody Code in the 1600s.</i></p> |
| 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. | |

| Question 5*–18 marks ‘The most significant changes in the punishments of offenders took place in the period 1750-1900.’ How far do you agree with this statement? Give reasons for your answers. | |
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| Guidance and indicative content | |
| Level 6 (16-18 marks) | <p>Level 6 answers will typically set out an argument which compares at least two periods (including 1750-1900), supported by at least four examples, plus a clinching argument e.g.</p> <p><i>In 1750 the bloody code was still in force but it led to many courts being unwilling to impose the death penalty for less serious crimes. Transportation was regarded as an alternative punishment and the first fleet of 11 ships carrying convicts to Australia set out in May 1787. By 1840, fewer convicts were beginning to be transported and the most important form of punishment was a prison sentence. Prison at the beginning of the period meant surviving in grim conditions with nothing useful to do. Prisoners were often whipped or placed in irons. 50 prisons were been built or rebuilt and people believed that prisoners needed to be taught a lesson.</i></p> <p><i>However, since 1900 the attitude towards the punishments of prisoners has changed significantly and particularly from the second half of the twentieth century. From 1902 young people under 21 were sent to borstals where an attempt was made to educate and train them. It was felt that all prisoners should be treated with dignity and be provided with educational opportunities. Also, Punishment within the community has become an alternative to prison with people given community service orders rather than being locked away.</i></p> <p><i>Overall, the most significant changes took place after 1900 when alternatives to prison were frequently used so much so that people began to consider that governments were too soft on crime and failed to consider the victims. Punishments were no longer regarded as a serious deterrent.</i></p> <p>Nutshell: Valid comparison of periods; two explained points for each period (or three for one and one for the other), plus a clinching argument</p> |
| Level 5 (13-15 marks) | <p>Level 5 answers will typically set out an argument which compares at least two periods (including 1750-1900), supported by at least four examples, e.g.</p> <p><i>[As Level 6 but without clinching argument, or with a summary/assertion instead, eg Overall, there were big changes in 1750- 900 such as the move away from transportation to prison, but there were bigger changes in the 20th century where punishments changed to being more community-based]</i></p> <p>Nutshell: Valid comparison of periods; two explained points for each period (or three for one and one for the other) NOTE: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</p> |
| Level 4 (10-12 marks) | <p>Level 4 answers will typically set out an argument based on punishments in 1750-1900, supported by three examples of change from that period, e.g.</p> <p><i>In 1750 the bloody code was still in force but it led to many courts being unwilling to impose the death penalty for less serious crimes. Transportation was regarded as an alternative punishment and the first fleet of 11 ships carrying convicts to Australia set out in May 1787. By 1840, fewer convicts were beginning to be transported and the most important form of punishment was a prison sentence. Prison at the beginning of the period meant surviving in grim conditions with nothing useful to do. Prisoners were often whipped or placed in irons. 50 prisons were been built or rebuilt and people believed that prisoners needed to be taught a lesson. Finally, there was also the move away from the separate system where prisoners were kept in individual cells where they worked, prayed and reflected on their crimes. This caused many to suffer mental health problems. The silent system was introduced where prisoners worked together in silence on pointless work such as using the treadmill or turning a crank handle.</i></p> <p>Nutshell: 1750-1900 explained, supported by three examples</p> |

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| | <p>Alternatively, Level 4 answers will set out an argument based on punishments in 1750-1900, plus at least one other period, supported by two examples from period and one from the other, e.g.</p> <p><i>In 1750 the bloody code was still in force but it led to many courts being unwilling to impose the death penalty for less serious crimes. Transportation was regarded as an alternative punishment and the first fleet of 11 ships carrying convicts to Australia set out in May 1787. By 1840, fewer convicts were beginning to be transported and the most important form of punishment was a prison sentence. Prison at the beginning of the period meant surviving in grim conditions and prisoners were often whipped or placed in irons. 50 prisons were been built or rebuilt and people believed that prisoners needed to be taught a lesson. However, since 1900 the attitude towards the punishments of prisoners has changed significantly and particularly from the second half of the twentieth century. From 1902 young people under 21 were sent to borstals where an attempt was made to educate and train them. It was felt that all prisoners should be treated with dignity and be provided with educational opportunities.</i></p> <p>Nutshell: 1750-1900 plus at least one other period explained, supported by two examples from one period and one from the other period</p> |
| <p>Level 3 (7-9 marks)</p> | <p>Level 3 answers will typically set out an argument based on punishments in only one period, supported by two examples of change in that period e.g.</p> <p><i>In 1750 the bloody code was still in force but it led to many courts being unwilling to impose the death penalty for less serious crimes. Transportation was regarded as an alternative punishment and the first fleet of 11 ships carrying convicts to Australia set out in May 1787. By 1840, fewer convicts were beginning to be transported and the most important form of punishment was a prison sentence. Prison at the beginning of the period meant surviving in grim conditions with nothing useful to do. Prisoners were often whipped or placed in irons. 50 prisons were been built or rebuilt and people believed that prisoners needed to be taught a lesson.</i></p> <p>Nutshell: One period explained, supported by two examples</p> <p>Alternatively, Level 3 answers will set out an argument based on punishment 1750-1900, plus one other period, supported by one example of change from each period, e.g.</p> <p><i>In 1750 the bloody code was still in force but it led to many courts being unwilling to impose the death penalty for less serious crimes. Transportation was regarded as an alternative punishment and the first fleet of 11 ships carrying convicts to Australia set out in May 1787. By 1840, fewer convicts were beginning to be transported and the most important form of punishment was a prison sentence. However, since 1900 the attitude towards the punishments of prisoners has changed significantly and particularly from the second half of the twentieth century. From 1902 young people under 21 were sent to borstals where an attempt was made to educate and train them. It was felt that all prisoners should be treated with dignity and be provided with educational opportunities.</i></p> <p>Nutshell: 1750-1900 plus at least one other period explained, supported by one example from each period</p> |
| <p>Level 2 (4-6 marks)</p> | <p>Level 2 answers will typically set out an argument based on punishments in only one period, supported by one example of change from that period e.g.</p> <p><i>No, there were more significant changes after 1900. Since 1900 the attitude towards the punishments of prisoners has changed significantly and particularly from the second half of the twentieth century. From 1902 young people under 21 were sent to borstals where an attempt was made to educate and train them. It was felt that all prisoners should be treated with dignity and be provided with educational opportunities.</i></p> <p>Nutshell: One period explained, supported by one example</p> |

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| Level 1 (1-3 marks) | <p>Level 1 answers will typically describe punishments in one or both periods without full explanation, e.g. <i>This is true because prison became the main form of punishment</i> Nutshell: Identification of punishments without explanation</p> <p>Alternatively, Level 1 answers will typically describe relevant events or make general, unsupported assertions,, e.g. <i>During this period people were sent to prison and were made to suffer under the separate system or the silent system.</i> Nutshell: Description of relevant events or developments with no explanation OR general assertions</p> |
| 0 marks | |

NOTE: At each level, many candidates will attempt to more explained points, but only fully/successfully explained points should be credited. eg at L2, many answers will attempt a balanced answer but only achieve one valid explanation.

Section B: The Norman Conquest, 1065–1087

Question 6a – 3 marks

In Interpretation A the artist portrays early Norman castles as a means of control. 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 historian argues early Norman castles were built as a way to control the English + 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 artist portrays that early Norman castles were built as a way to control the English may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of historical events portrayed and / or to the method or approach used by the artist/historian. 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.

NOTE:

- One mark is for correct identification of a feature in the interpretation that relates to the question.
- For the second 2 marks, the candidate must either: pick out a specific feature in the image and develop the explanation by making two points about it;
- OR give 2 examples relating to a more general feature.

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

For example:

- *The artist shows a dark sky which suggests this is a time of trouble and violence which is why the castle is there (1). The Norman soldiers and the defensive features of the castle are shown in light to make them stand out as formidable and in control. (1) The castle's dominating position and the fact that light is used to make it stand out against the dark to make it appear to be even more formidable and dominating. (1)*
- *The artist shows that the castle is built from wood. This is because William had to build castles quickly to be able to assert his authority over the English when he first took control of England. (1) It was quicker to build castles from wood than stone and speed was essential if William was to control the English when he first took control. (1) The artist shows that the castle isn't even complete yet but already there are soldiers there to defend the castle from the English. (1)*

| Question 6b – 5 marks | |
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| If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the first motte and bailey castles built by the Normans. | |
| Levels | Notes and guidance specific to the question set |
| AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 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. | |
| Level 3 (5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2). | <i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i> <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:</i> <i>Reasons for early motte and bailey castles being built (including the relative insecurity of the Normans immediately after the initial conquest (causation), whether all early Norman motte and bailey castles were built to the same design (diversity), the impact the building of the castles had on the areas where they were built (change/continuity, consequence, significance) how effective were they (consequence), who controlled the castles, how many soldiers were garrisoned there, where did they live?</i> |
| Level 2 (3–4 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2). | |
| 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. | |

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| Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the first motte and bailey castles built by the Normans. | |
| Guidance and indicative content | |
| Level 3 (5 marks) | <p>Answers at L3 will typically identify one or more valid lines of enquiry based on a second order concept and explain specifically how this enquiry would increase understanding of a specific aspect of Interpretation A e.g.</p> <p><i>[Significance / Diversity]</i> <i>Interpretation A suggests that the use of castles and troops were very important in allowing the Normans to keep control of England. I would investigate what other methods the Normans used to control the population. This would enable me to see whether armed force or other methods were more important or whether they worked together.</i></p> <p>Nutshell: Valid line of enquiry with explanation of how this would improve understanding, using Interpretation A</p> |
| Level 2 (3-4 marks) | <p>Answers at L2 will typically identify one or more valid lines of enquiry based on a second order concept and explain how this enquiry would increase understanding of some aspect(s) of the topic / issue e.g.</p> <p><i>[Causation]</i> <i>I would look at why the Normans continued to use wooden castles even after rebellions had died down and William's position was more secure. This would allow us to understand the benefits of motte and bailey castles and the other reasons they were used apart from being able to construct castles quickly.</i></p> <p>Nutshell: Valid line of enquiry with explanation of how this would improve understanding</p> |
| Level 1 (1-2 marks) | <p>Answers at L1 will identify a valid line of enquiry based on a second order concept (2 marks) eg</p> <p><i>I would investigate whether all castles were the same.</i> Nutshell: Valid line of enquiry</p> <p>Alternatively, L1 answers may identify details from Interpretation A and suggest further investigation into them (1-2 marks) eg <i>I would look for more information about the troops shown in Interpretation A. It would be interesting to know where they came from or how much they got paid.</i> OR <i>I would find out more about what the soldiers did.[1 mark]</i></p> <p>Nutshell: Find out more about people / events / objects in Interpretation A</p> |
| 0 marks | |

| Question 7–12 marks | |
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| Interpretations B and C both focus on the position of women in Anglo-Saxon society. How far do they differ and what might explain any differences? | |
| Levels | Notes and guidance specific to the question set |
| 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 | |
| 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). | <i>Answers could consider:</i> <ul style="list-style-type: none"> • The overall portrayal of each extract (B explains the relative freedoms a woman in Anglo-Saxon society had, C argues that there was no such thing as a golden age for Anglo-Saxon women, B gives specific examples of what a woman had the freedom to do but C is more a general description of how women didn't have equality. • C talks about the myth of a golden age whereas B suggests that whilst it wasn't amazing women did have some freedoms. • B is more focused on life in Anglo-Saxon times and says that things got worse under the Normans whereas C is saying that neither time was good for women. • The style and tone of the extracts (e.g. simpler language in B, the reference to historical debate in C). The author of B is clearly in favour of rights for women and this may have coloured her writing. • The nature and purpose of the extracts e.g. the audience for which the interpretations were made and how this affects the content and style (e.g. B was made for a website for her readers who might be girls and so focuses on defending her books and her portrayal of life at the time for women whereas C is written by an historian who is keen to dispel ideas that he thinks are unjustified e.g. the golden age in England before the Conquest'). • The authors themselves e.g. B was written by an author who wants her books to be exciting, C is written by an historian who has researched the topic in great detail and is keen to put his ideas forward and show how he reached these ideas - however B has also researched the period • Some hints of agreement e.g. they do not disagree that women had rights over their property <p>Understanding of the period and relevant historical issues may be shown through the language and terminology used or through reference to life for Anglo-Saxon women and the historical debate that exists over whether women experienced a 'golden age' being able to own property</p> |
| Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4). | |
| Level 2 (4–6 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4). | |
| Level 1 (1–3 marks) Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4). | |
| 0 marks No response or no response worthy of credit. | |

| | Notes and guidance specific to the question set |
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| | <p><i>etc. or whether because it was only 5% who owned property in 1066 that doesn't really reflect a golden age for most women.</i></p> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p> |

| Question 7–12 marks Interpretations B and C both focus on the position of women in Anglo-Saxon society. How far do they differ and what might explain any differences? | |
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| Level 4 (10–12 marks) | <p>Answers at L4 will typically compare the overall portrayal of women in Anglo-Saxon society and support this with relevant reference to the content of the interpretations. They will use the purpose of one or both of the interpretations to explain reasons for different portrayals, e.g.</p> <p><i>These two interpretations give us very different views of the position of women in Anglo-Saxon society. From Interpretation B we get the impression that the Anglo-Saxon period was a 'Golden Age' where women had an important and equal role. The author says that women had many rights and freedoms, like the right to own land, which many would consider 'surprising'. However, Interpretation C argues that this is a 'myth' and that women were actually 'no better off' under the Anglo-Saxons than they were under the Normans. I think the reason that B is more positive about women's position is that the author is trying to justify the character she has included in her book. Her fifteen year old girl goes off and has 'adventures' so she's trying to defend the historical accuracy of giving her character those freedoms.</i></p> <p>[Other possible lines of argument might include: B is aiming at a female audience and the idea of freedoms would appeal to this audience. In C the author is trying to dispel or debunk a popular myth.]</p> <p>Nutshell: Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose of B or C</p> <p>NOTE: Award 10-11 marks for candidates who use the purpose of <u>one</u> interpretation to explain difference in portrayals. Award 12 marks for candidates which use the purpose of <u>both</u> interpretations to explain difference in portrayals.</p> |
| Level 3 (7–9 marks) | <p>Answers at L3 will typically compare the overall portrayal of women in Anglo-Saxon society and support this with relevant reference to the content of the interpretations. Answers at this level may attempt to explain differences using undeveloped comments about provenance e.g.</p> <p><i>These two interpretations give us very different views of the position of women in Anglo-Saxon society. From Interpretation B we get the impression that the Anglo-Saxon period was a 'Golden Age' where women had an important and equal role. The author says that women had many rights and freedoms, like the right to own land, which many would consider 'surprising'. However, Interpretation C argues that this is a 'myth' and that women were actually 'no better off' under the Anglo-Saxons than they were under the Normans. I think the reasons for differences are that B is about a fictional history book which wants to make the story exciting, and C is by a historian who has done lots of research and isn't biased.</i></p> <p>Nutshell: Valid comparison of portrayals in B and C with support from one or both interpretations.</p> <p>NOTE: Answers with support from only one interpretation award 7 marks</p> |
| Level 2 (4–6 marks) | <p>Answers at L2 will typically make a valid comparison of the overall portrayal of the position of women but fail to develop this with relevant support, e.g.</p> <p><i>Interpretation B makes it out as if women had an important and equal role in Anglo Saxon society whereas C argues that this is a myth.</i></p> <p>Nutshell: Valid comparison of portrayals with no support</p> <p>Alternatively, L2 answers will use the purpose of one interpretation to explain its portrayal of women but fail to compare to the other interpretation, e.g.</p> <p><i>I think that the reason Interpretation B is so positive about women is that the author is trying to justify the character she has included in her book. Her fifteen year old girl goes off and has 'adventures' so she's trying to defend the historical accuracy of giving her character those freedoms.</i></p> <p>Nutshell: Purpose of one interpretation used to explain its portrayal of women – no comparison.</p> |
| Level 1 (1–3 marks) | <p>Answers at L1 will typically make simplistic comments about provenance e.g.</p> <p><i>They are different because B is about a fictional book, and C is by a historian who has done lots of research and isn't biased.</i></p> <p>Nutshell: Comparison of simplistic provenance</p> <p>Alternatively, answers will explain or paraphrase the portrayal of women in one interpretation only, with no valid comparison e.g.</p> <p><i>From Interpretation B we get the impression that the Anglo-Saxon period was a 'Golden Age' where women had an important and equal role.</i></p> <p>Nutshell: Portrayal of women in one interpretation explained with no valid comparison</p> |
| 0 marks | |

| Question 8*–20 marks In her blog <i>The death of Edward the Confessor and the conflicting claims to the English Crown</i> Dr Jessica Nelson argues that ‘Edward himself should shoulder some of the blame’ for the succession crisis. How far do you agree with this view? | |
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| 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 |
| 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> | <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the Succession crisis. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. Answers are most likely to show understanding of the second order concepts causation but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Edward naming Edgar as well as William (1051) as successor at different times, on his deathbed saying he wanted Harold to protect the kingdom, no plans made with the Witan, sending Harold Godwinson to make an oath to William in 1064 whilst inviting Edgar’s father to return from exile.</i> <i>Grounds for disagreeing include: William’s ambition, the Norman Origin myth, Edward not having a son, strength of the Godwin family in England, role of the Witan, Harald Hardrada’s ambition to follow up a promise made by Danish ancestors, Edgar not pushing his royal blood claim, succession criteria in place - not automatically going to nearest living relative.</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> | |

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

Question 8*–20 marks

In her blog *The death of Edward the Confessor and the conflicting claims to the English Crown* Dr Jessica Nelson argues that ‘Edward himself should shoulder some of the blame’ for the succession crisis. How far do you agree with this view?

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| Level 5 (17-20 marks) | <p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid clinching argument e.g.</p> <p><i>There is evidence to support the statement. Norman sources say that Edward announced in 1051 that he wanted to pass the crown to William of Normandy. This seems likely as Edward had grown up in Normandy and had already appointed many of his Norman friends to key positions. However, some sources say that on his deathbed Edward appeared to contradict himself by reaching out to Harold Godwineson and leaving the kingdom in his protection. This led to the succession crisis as both Harold and William had a legitimate claim to the throne.</i></p> <p><i>Another reason why Edward the confessor should be blamed was that he did not have an heir. If he had then there probably would not have been a succession crisis because the witan would have appointed the child king and the Godwines would have supported him because his mother would have been a Godwine. However, for religious reasons Edward chose not to have children with his wife.</i></p> <p><i>On the other hand Harold Godwineson could be blamed. In 1064 or 1065 he took an oath in Normandy reaffirming Edward’s promise that William would be his successor. His claim to the throne seems a bit dubious, shown by the fact he rushed to have himself crowned within hours of Edward’s burial. There was also the Witan who might be blamed. They could have challenged Harold’s claim as he was not a blood relative of Edward’s, and Edgar Aetheling had a more solid claim. But they were persuaded by the power and force of Harold that Edward had granted him the throne.</i></p> <p><i>Overall I don’t think Edward was to blame. We have no evidence apart from Harold’s that he did grant Harold the crown on his deathbed; he may have only meant for Harold to guard the country and he may not have said anything at all.</i></p> <p>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</p> |
| Level 4 (13-16 marks) | <p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g.</p> <p><i>In some ways this is right. Edward the confessor should be blamed was that he did not have an heir. If he had then there probably would not have been a succession crisis because the witan would have appointed the child king and the Godwines would have supported him because his mother would have been a Godwine. However, for religious reasons Edward chose not to have children with his wife. On the other hand Harold Godwineson could be blamed. In 1064 or 1065 he took an oath in Normandy reaffirming Edward’s promise that William would be his successor. His claim to the throne seems a bit dubious, shown by the fact he rushed to have himself crowned within hours of Edward’s burial. There was also the Witan who might be blamed. They could have challenged Harold’s claim as he was not a blood relative of Edward’s, and Edgar Aetheling had a more solid claim. But they were persuaded by the power and force of Harold that Edward had granted him the throne.</i></p> <p>Nutshell: Balanced or one-sided argument; three explained points of support NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three. NOTE 2: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</p> |

| Guidance and indicative content | |
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| Level 3 (9-12 marks) | <p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>I don't agree; I think Harold Godwineson could be blamed. In 1064 or 1065 he took an oath in Normandy reaffirming Edward's promise that William would be his successor. His claim to the throne seems a bit dubious, shown by the fact he rushed to have himself crowned within hours of Edward's burial. There was also the Witan who might be blamed. They could have challenged Harold's claim as he was not a blood relative of Edward's, and Edgar Aetheling had a more solid claim. But they were persuaded by the power and force of Harold that Edward had granted him the throne.</i></p> <p>Nutshell: One sided argument, two explained points of support</p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is evidence to support the statement. Norman sources say that Edward announced in 1051 that he wanted to pass the crown to William of Normandy. However, some sources say that on his deathbed Edward appeared to contradict himself by reaching out to Harold Godwineson and leaving the kingdom in his protection. This led to the succession crisis as both Harold and William had a legitimate claim to the throne. Yet the Witan could also be blamed because they could have challenged Harold's claim as he was not a blood relative of Edward's, and Edgar Aetheling had a more solid claim. But they were persuaded by the power and force of Harold that Edward had granted him the throne.</i></p> <p>Nutshell: Balanced argument; one explained point on each side</p> <p>NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</p> |
| Level 2 (5-8 marks) | <p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>I don't agree; I think the Witan could be blamed because they could have challenged Harold's claim as he was not a blood relative of Edward's, and Edgar Aetheling had a more solid claim. But they were persuaded by the power and force of Harold that Edward had granted him the throne.</i></p> <p>Nutshell: One sided argument; one explained point of support</p> <p>NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</p> |
| Level 1 (1-4 marks) | <p>Level 1 answers will typically identify reasons for the succession crisis (other than the one identified in the statement) without full explanation, e.g.</p> <p><i>No, the Witan was more to blame for not challenging Harold's claim.</i></p> <p>Nutshell: Identification of reason(s) without explanation</p> <p>Alternatively, Level 1 answers will typically describe relevant events OR make general, unsupported assertions e.g.</p> <p><i>In January 1066 Edward the Confessor died. He had no children and it was uncertain who would rule England after him. / No, Edward wasn't to blame because there were other things which were out of his control.</i></p> <p>Nutshell: Description of succession crisis without consideration of Edward's responsibility for it OR general, unsupported assertions.</p> |
| 0 marks | |

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| Question 9*–20 marks According to historian David Howarth in his book <i>1066 the Year of the Conquest</i>, “It took William five years of ruthless oppression to bring the country under his power.” How far do you agree with this view? | |
| 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 |
| 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> | <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of early Norman England. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. Answers are most likely to show understanding of the second order concepts of change and continuity (i.e. pace of change) and similarity and difference (diversity of experience across England) or causation (why and how William established control) but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: William ‘laid waste’ Sussex, Kent etc. straight after Battle of Hastings, Battles against rebels in York, Exeter, Herefordshire, the Harrying of the North, siege of Ely, putting church leaders in prison</i> <i>Grounds for disagreeing include: early tactics included negotiation with earls and thegns, pardoned rebels who then swore oath of loyalty e.g. in Exeter, used castles to scare English into submission rather than fighting, tried to respect English traditions.</i> <i>Answers might explain that William tried to use less ruthless methods at first but as the threat from the rebels and invaders grew greater he became more ruthless, so it wasn’t 5 years of ruthless oppression but William did become ruthless when necessary to maintain his power.</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> | |

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

Question 9*–20 marks

According to historian David Howarth in his book 1066 the Year of the Conquest, “It took William five years of ruthless oppression to bring the country under his power.” How far do you agree with this view?

Guidance and indicative content

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| Level 5 (17-20 marks) | <p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid clinching argument e.g.</p> <p><i>Ruthless oppression was certainly used in the weeks after William’s victory at the Battle of Hastings. When William could not take the city of London, his Norman knights torched all the houses outside the city walls and along London’s south bank. Then, he intimidated it into surrender by laying waste to the areas surrounding it like Sussex and Kent. Furthermore, William dealt with some of the rebellions against his invasion through ruthless oppression. In 1068-69, there were rebellions in the North of England. When the Danes aided the rebels and invaded England in 1069, William sent his troops to destroy land and root out the rebels who were hiding in the marshlands. This became known as the Harrying of the North and caused widespread famine. Whole areas of the north were depopulated.</i></p> <p><i>On the other hand William did not always use ruthless oppression. His tactics also included negotiation. For example, in 1067, William claimed all English lands as his own but allowed earls and thegns to buy their lands back from him. He also allowed English nobles to keep their positions if they formally submitted to him. He even allowed Stigand to remain as Archbishop of Canterbury to avoid unnecessary conflict. In addition to this, William’s response to the rebellions against his rule was very fair rather than ruthless. In Exeter, for example, he pardoned the rebels and in return for vows of loyalty he promised that the city would not be plundered or punished.</i></p> <p><i>Overall I think that William’s methods changed over time. Although he tried to use less ruthless methods at first, as the threat from the rebels and invaders grew greater he became more ruthless, so it wasn’t 5 years of ruthless oppression but William did become ruthless when necessary to maintain his power.</i></p> <p>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</p> |
| Level 4 (13-16 marks) | <p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by three valid examples e.g.</p> <p><i>Ruthless oppression was used in the weeks after William’s victory at the Battle of Hastings. When William could not take the city of London, his Norman knights torched all the houses outside the city walls and along London’s south bank. Then, he intimidated it into surrender by laying waste to the areas surrounding. Furthermore, William dealt with some of the rebellions through ruthless oppression. In 1068-69, there were rebellions in the North. When the Danes aided the rebels and invaded England, William sent his troops to destroy land and root out the rebels who were hiding in the marshlands. This became known as the Harrying of the North and caused widespread famine. Whole areas of the north were depopulated.</i></p> <p><i>On the other hand William did not always use ruthless oppression. His tactics also included negotiation. For example, in 1067, William claimed all English lands as his own but allowed earls and thegns to buy their lands back from him. He also allowed English nobles to keep their positions if they formally submitted to him. He even allowed Stigand to remain as Archbishop of Canterbury to avoid unnecessary conflict.</i></p> <p>Nutshell: Balanced or one-sided argument; three explained points of support NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three NOTE 2: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</p> |

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| Level 3 (9-12 marks) | <p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>Ruthless oppression was certainly used in the weeks after William's victory at the Battle of Hastings. When William could not take the city of London, his Norman knights torched all the houses outside the city walls and along London's south bank. Then, he intimidated it into surrender by laying waste to the areas surrounding it like Sussex and Kent. Furthermore, William dealt with some of the rebellions against his invasion through ruthless oppression. In 1068-69, there were rebellions in the North of England. When the Danes aided the rebels and invaded England in 1069, William sent his troops to destroy land and root out the rebels who were hiding in the marshlands. This became known as the Harrying of the North and caused widespread famine. Whole areas of the north were depopulated.</i></p> <p>Nutshell: One sided argument, two explained points of support</p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>Ruthless oppression was certainly used in the weeks after William's victory at the Battle of Hastings. When William could not take the city of London, his Norman knights torched all the houses outside the city walls and along London's south bank. Then, he intimidated it into surrender by laying waste to the areas surrounding it like Sussex and Kent. On the other hand William did not always use ruthless oppression. His tactics also included negotiation. For example, in 1067, William claimed all English lands as his own but allowed earls and thegns to buy their lands back from him. He also allowed English nobles to keep their positions if they formally submitted to him. He even allowed Stigand to remain as Archbishop of Canterbury to avoid unnecessary conflict.</i></p> <p>Nutshell: Balanced argument; one explained point on each side</p> <p>NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</p> |
| Level 2 (5-8 marks) | <p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>Ruthless oppression was certainly used in the weeks after William's victory at the Battle of Hastings. When William could not take the city of London, his Norman knights torched all the houses outside the city walls and along London's south bank. Then, he intimidated it into surrender by laying waste to the areas surrounding it like Sussex and Kent.</i></p> <p>Nutshell: One sided argument; one explained point of support</p> <p>NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</p> |
| Level 1 (1-4 marks) | <p>Level 1 answers will typically identify evidence for/against ruthless oppression without full explanation, e.g.</p> <p><i>Yes, ruthless oppression was used during the Harrying of the North.</i></p> <p>Nutshell: Identification of evidence without explanation.</p> <p>Alternatively, Level 1 answers will typically describe William's actions or relevant events during the invasion/conquest but fail to explain how they address the question OR make general, unsupported assertions e.g.</p> <p><i>In the summer of 1068, Earls Edwine and Morcar sent a message to William saying they would fight against his rule. William marched North to face the rebellion and eventually Edwine and Morcar chose to surrender to William. / William was far more ruthless than patient against rebels.</i></p> <p>Nutshell: Description of events without consideration of methods used by William OR general, unsupported assertions</p> |
| 0 marks | |

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