

## **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 November 2020**

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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**

<b>Stamp</b>	<b>Annotation Name</b>	<b>Description</b>
	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

## **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.

### **USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

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.

Candidates’ answers must be relevant to the question. Beware of 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.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

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

Question 1–3 marks	
<p>(a) Name one cause of vagrancy in the period 1500 - 1750</p> <p>(b) Give one reason why people opposed a police force in the period 1750 - 1900.</p> <p>(c) Identify one change in prisons since 1900</p>	
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: The Black Death, hunger, looking for work, rise in prices
1(b) – 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 The cost would be too high, not the job of government (Laissez-faire), fear of what a government could do with a large police force
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(c), likely valid responses include: abolishing of treadmills, head-shaving not allowed. More educational work, meaningful work, prisoners were paid for work they did; 'separate prisons for young offenders', 'separate prisons for the mentally ill', 'trying to rehabilitate criminals'
	Any other historically valid response is acceptable and should be credited.

<b>Question 2–9 marks</b> <b>Write a clear and organised summary that analyses crimes and criminals in the period 1250 - 1500. Support your summary with examples.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (7–9 marks)</b> 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: Criminals could commit crimes such as homicide or petty crimes such as theft of items worth less than 12d. Anger or hunger can be seen as the motivation for many crimes. The Black Death led to a big rise in crime and cases of debt and theft rose as a result. .</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>
<b>Level 2 (4–6 marks)</b> 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).	
<b>Level 1 (1–3 marks)</b> 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).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 2–9 marks	
Write a clear and organised summary that analyses crimes and criminals in the period 1250 - 1500. Support your summary with examples.	
Guidance and indicative content	
<b>Level 3 (7–9 marks)</b>	<p>Answers at L3 will typically be organised around a second order concept such as causes/ consequences, change/continuity, diversity. Answers will be supported with two or more valid examples e.g.</p> <p><i>[Change]</i>  <i>The nature of crime changed during this period. At the start of the medieval period, crime tended to revolve around theft and harm to people. However, by 1400, several new types of crime had emerged. For example, ‘vagrancy’ became a problem after the Black Death. Workers wandered the country looking for better pay because they were in demand, but Parliament passed a law saying all able-bodied men had to stay and work in their home village. ‘Scolding’ was another new crime which had emerged by 1500. This was the use of offensive and abusive speech in public and was almost always used against women.</i></p> <p><i>[Causation]</i>  <i>People committed crime in this period for a variety of reasons. Anger was one reason – over half of homicides stemmed from simple arguments, and this may have been because the system of strip farming meant that peasants had to work very close to each other, often when sharp tools were nearby. Hunger was another reason people committed crime. Crime such as theft rose when harvests failed and people found themselves in debt and in need.</i></p> <p><b>Nutshell: Summary based on second order concept(s) with two or more valid supporting examples</b>  <i>Other valid areas might include: Change – new crimes such as gangs of robbers, religious crimes, treason and the building up of private armies/retainers; causation – why homicide rates were so high in this period; diversity – different crimes associated with different groups of people, e.g. rich and poor; or variety in the nature of crime, e.g. serious crimes (felonies)/ petty crimes.</i></p>
<b>Level 2 (4–6 marks)</b>	<p>Answers at L2 will typically be organised around a second order concept, supported with a valid example e.g.</p> <p><i>[Causation]</i>  <i>The nature of crime changed during this period. At the start of the medieval period, crime tended to revolve around theft and harm to people. However, by 1400, new types of crime had emerged. For example, ‘vagrancy’ became a problem after the Black Death. Workers wandered the country looking for better pay because they were in demand, but Parliament passed a law saying all able-bodied men had to stay and work in their home village.</i></p> <p><b>Nutshell: Summary based on a second order concept with one valid supporting example</b></p>
<b>Level 1 (1–3 marks)</b>	<p>Answers at L1 will typically list or describe relevant events or developments with no <b>clear</b> organisation around a second order concept e.g.</p> <p><i>There were lots of different crimes in this period. Larceny, homicide, vagrancy. Homicide didn’t just include murder but also things like accidental killing..</i></p> <p><b>Nutshell: List of events / developments with no clear organising concept.</b></p>
<b>0 marks</b>	

<b>Question 3–10 marks</b> <b>Why have there been changes in the types of crimes committed since 1955? Explain your answer</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> 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 new crimes such as car theft as well as new crimes such as cybercrime. These could be attributed to the changing nature of technology. Changes in society could be used to explain the rise in race crime or football hooliganism. Candidates could also explain the rise in illegal drug use due to transportation and the rise in gang violence.</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 crime from the period cannot reach beyond Level 1.</i>
<b>Level 4 (7–8 marks)</b> 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).	
<b>Level 3 (5–6 marks)</b> 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).	
<b>Level 2 (3–4 marks)</b> 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).	
<b>Level 1 (1–2 marks)</b> 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).	
<b>0 marks</b> No response or no response worthy of credit.	



Question 3–10 marks	
Why have there been changes in the types of crimes committed since 1955? Explain your answer.	
Guidance and indicative content	
<b>Level 5 (9-10 marks)</b>	<p>Level 5 answers will typically identify at least two reasons why there were changes in the types of crimes committed since 1955 and explain them fully e.g.</p> <p><i>One reason was because of changing technology and the increased access that ordinary people have to it. For example, the emergence of the internet in the 1990s led to the illegal downloading of films and music from illegal websites, as well as criminals sending 'phishing' emails to people to trick them into sharing their credit or debit card details. This is a change in the type of theft from previous periods because criminals no longer needed to lay their hands on physical property.</i></p> <p><i>Another reason is the change in the nature of society. Immigration to Britain from Commonwealth countries increased after the Second World War and this led to a rise in race crimes and often racially motivated physical violence. Governments during the 1960s passed laws to make it a crime to discriminate against people in jobs, accommodation or other places because of their race. This means that discrimination like this is now a crime as well.</i></p> <p><b>Nutshell: Two or more reasons identified and explained.</b></p>
<b>Level 4 (7-8 marks)</b>	<p>Level 4 answers will typically identify at least 1 reason why there were changes in the types of crimes committed since 1955 and explain it fully e.g.</p> <p><i>One reason was because of changing technology and the increased access that ordinary people have to it. For example, the emergence of the internet in the 1990s led to the illegal downloading of films and music from illegal websites, as well as criminals sending 'phishing' emails to people to trick them into sharing their credit or debit card details. This is a change in the type of theft from previous periods because criminals no longer needed to lay their hands on physical property.</i></p> <p><b>Nutshell: One reason identified and explained.</b></p>
<b>Level 3 (5-6 marks)</b>	<p>Level 3 answers will typically identify at least one valid, specific reason e.g.</p> <ul style="list-style-type: none"> <li>Increased immigration has led to a rise in racially motivated crimes.</li> <li>New technology like the internet had led to the emergence of cybercrime.</li> <li>Crimes have changed because of travel has increased so drug crime has increased.</li> </ul> <p><b>Nutshell: Identifies one or more valid reason(s) but no supporting evidence/ development</b>  <b>NOTE: 5 marks for one reason identified; 6 marks for two or more</b></p>
<b>Level 2 (3-4 marks)</b>	<p>Level 2 answers will typically contain correct descriptions of crime without linking these to the question of change, e.g.</p> <p><i>Cars are often stolen. Youths take cars for a 'joy-ride' and abandon it. There are lots of people who deal in illegal drugs.</i></p> <p><b>Nutshell: Describes crime</b></p>
<b>Level 1 (1-2 marks)</b>	<p>Level 1 answers will typically contain general points, or generalised/ unsupported assertions e.g.</p> <ul style="list-style-type: none"> <li>Crime has changed because there is different technology.</li> <li>There are more things now which are counted as criminal acts.</li> </ul> <p><b>Nutshell: Assertion(s)</b></p>
<b>0 marks</b>	

<b>Question 4*–18 marks</b> <b>‘There were more similarities than differences in law enforcement between the Medieval period (1250 – 1500) and the Early Modern period (1500 – 1750). How far do you agree with this statement? Give reasons for your answer.’</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> 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 crime rates in the period 1500-1750, economic problems or any other factor.</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 both sides of the argument before reaching a conclusion.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of similarity and difference and causation but reward appropriate understanding of any other second order concept.</i></p> <p><i>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.</i></p> <p><i>Grounds for agreeing include: there was still no professional police force and local communities continued to police themselves. It was still up to the individual victim to decide if to prosecute someone. The hue and cry was still part of society. Law enforcement continued to be administered by unpaid (and amateur) officials such as JPs, constables and sheriffs. The structure of the court system remained consistent with the middle ages</i></p> <p><i>Grounds for disagreeing include: the role of sheriffs became less important as the government increased the role of JPs As owns grew, some began to employ watchmen to patrol the streets and arrest drunk, vagabonds and other criminals. After 1600 local manor courts and church courts declined and more criminals were dealt with by JPs at petty sessions.</i></p>
<b>Level 5 (13–15 marks)</b> 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>	
<b>Level 4 (10–12 marks)</b> 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>	
<b>Level 3 (7–9 marks)</b> 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>	
<b>Level 2 (4–6 marks)</b> 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>	
<b>Level 1 (1–3 marks)</b> 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>	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 4* – 18 marks</b> <b>‘There were more similarities than differences in law enforcement between the Medieval period (1250 – 1500) and the Early Modern period (1500 – 1750).’ How far do you agree with this statement? Give reasons for your answer.</b>	
<b>Guidance and indicative content</b>	
<b>Level 6 (16-18 marks)</b>	<p>Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one similarity would be the use of hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. Another similarity was that the law was enforced by unpaid and amateur officials in both periods, such as Justices of the Peace (JPs). JPs passed really serious cases to the assizes, but judged others in their own courts with a jury of local people.</i></p> <p><i>On the other hand there was some differences in law enforcement by 1750. For example, the nature of the court system changed. In the medieval period, it had been the local manor and church courts that dealt with petty crime. However, in the Early Modern this was different because the government had extended the role of the JPs. Small groups of JPs met more regularly in their local areas in ‘petty sessions’, dealing with crime such as drunkenness. In addition to this, as towns grew in size, some of them began to employ ‘watchmen’ who patrolled the streets days and night. They were poorly paid, but expected to arrest drunks, vagabonds and other criminals and were allowed to peer in people’s windows to check nobody was breaking the law.</i></p> <p><i>Overall, I think that there was more similarity than difference. Because there was no professional police force, individual communities were still expected to police themselves and the whole system relied on unpaid or poorly paid volunteers. So the way this system was applied changed slightly in reaction to a growing population, but the principle remained the same.</i></p> <p><b>Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. Clinching argument = 18 marks</b></p>
<b>Level 5 (13-15 marks)</b>	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one similarity would be the use of hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. Another similarity was that the law was enforced by unpaid and amateur officials in both periods, such as Justices of the Peace (JPs). JPs passed really serious cases to the assizes, but judged others in their own courts with a jury of local people.</i></p> <p><i>On the other hand there was some differences in law enforcement by 1750. For example, as towns grew in size, some of them began to employ ‘watchmen’ who patrolled the streets days and night. They were poorly paid, but expected to arrest drunks, vagabonds and other criminals and were allowed to peer in people’s windows to check nobody was breaking the law.</i></p> <p><b>Nutshell: Balanced argument; three explained points of support (i.e. two on one side and one on the other)</b></p>
<b>Level 4 (10-12 marks)</b>	<p>Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one similarity would be the use of hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. Another similarity was that the law was enforced by unpaid and amateur officials in both periods, such as Justices of the Peace (JPs). JPs passed really serious cases to the assizes, but judged others in their own courts with a jury of local people.</i></p> <p><b>Nutshell: One sided argument, two explained points of support</b></p>

	<p>Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one similarity would be the use of hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. On the other hand there was some differences in law enforcement by 1750. For example, as towns grew in size, some of them began to employ 'watchmen' who patrolled the streets days and night. They were poorly paid, but expected to arrest drunks, vagabonds and other criminals and were allowed to peer in people's windows to check nobody was breaking the law.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p>
<b>Level 3 (7-9 marks)</b>	<p>Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>I agree because one similarity would be the use of hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p>
<b>Level 2 (4-6 marks)</b>	<p>Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g.</p> <p><i>No, I disagree because watchmen and sergeants were new in the Early Modern period.</i></p> <p><b>Nutshell: Identification of reason(s) to support/challenge without full explanation</b></p> <p>Alternatively, Level 2 answers will typically describe law enforcement in one or both periods, without addressing the question of similarity or difference e.g.</p> <p><i>In the medieval period people used the hue and cry to catch criminals. In the Early Modern period JPs held quarter sessions four times a year.</i></p> <p><b>Nutshell: Description of punishments in one/both periods without linking to similarity/difference</b></p>
<b>Level 1 (1-3 marks)</b>	<p>Level 1 answers will typically make general and unsupported assertions eg</p> <p><i>Yes, there was enforcement that were the same in both periods like the courts.</i></p> <p><b>Nutshell General/ unsupported assertion(s)</b></p>
<b>0 marks</b>	

<b>Question 5*–18 marks</b> <b>How far do you agree that the most significant reforms to prisons happened in the Industrial period (1750 – 1900)? Give reasons for your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> 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: with the reduction of hangings and transportation from 1800, role of prisons became much more important. Roles of John Howard and Elizabeth Fry to encourage trying to reform prisons. New prisons were built to encourage reform and the 1923 gaol act contained important reforms such as JPs had to visit local prisons and the separation of women and men. Introduction of the treadmill and the crank was followed by the 1865 Prison Act which emphasised</i></p> <p><i>Grounds for disagreeing include: The increasing use of the bridewell from the 1500s. C20 changes such as Paterson's reforms from 1922 to make prisons more 'as a punishment, not for a punishment'. The recent overcrowding of prisons and the courts deliver longer sentences. The impact of the Strangeways riot could also be considered. .</i></p>
<b>Level 5 (13–15 marks)</b> 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>	
<b>Level 4 (10–12 marks)</b> 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>	
<b>Level 3 (7–9 marks)</b> 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>	
<b>Level 2 (4–6 marks)</b> 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>	
<b>Level 1 (1–3 marks)</b> 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>	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 5* – 18 marks</b> <b>How far do you agree that the most significant reforms to prisons happened in the Industrial period (1750 – 1900)? Give reasons for your answer.</b>	
<b>Guidance and indicative content</b>	
<b>Level 6 (16-18 marks)</b>	<p>Level 6 answers will typically set out an argument which compares prison reform in the Industrial period to at least one other period. Arguments will be explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g.</p> <p><i>Overall, I do agree with the statement. In the industrial period prisons changed a great deal. In 1750, prisons were extremely unhygienic, prisoner had to pay for items like food and candles, and prisoners were given little to do. After the campaigning work of John Howard and Elizabeth Fry, some of these things had changed. For example, in 1774, the The Health of Prisoners Act ordered that prisons should be regularly cleaned and whitewashed. There had to be separate rooms were to be provided for sick prisoners. In addition to this, the 1823 Gaol Act was passed in this period, which made major changes, such as each category of prisoner had to have their own area in the prison, and female prisoners had to be supervised by female warders.</i></p> <p><i>On the other hand there were important reforms in the twentieth century. Firstly, prison reform was important in this period because the emphasis shifted away from harsh or physical punishment. For example, the use of the treadmill and crank ended in 1902. In 1922 solitary confinement ended and prisoners were allowed more visitors. Secondly, the emphasis shifted away from punishment and more towards rehabilitation. For example, and teachers were employed in prisons to give criminals a better chance of finding work after being released.</i></p> <p><i>On the whole, I agree with the statement. Even though there were really major reforms in the twentieth century that have transformed the role and regimes of prisons, this reforming attitude is a continuation of the work which first began in the nineteenth century, when the foundations were laid by earlier campaigners.</i></p> <p><b>Nutshell: Balanced argument; four valid examples (at least one from the industrial period and one from at least one other period) . Clinching argument = 18 marks</b></p>
<b>Level 5 (13-15 marks)</b>	<p>Level 5 answers will typically set out a balanced argument which compares prison reform in the Industrial period to at least one other period. Arguments will be explicitly supported by at least three valid examples, e.g.</p> <p><i>In some ways I do agree with the statement. In the industrial period prisons changed a great deal. In 1750, prisons were extremely unhygienic, prisoner had to pay for items like food and candles, and prisoners were given little to do. After the campaigning work of John Howard and Elizabeth Fry, some of these things had changed. For example, in 1774, the The Health of Prisoners Act ordered that prisons should be regularly cleaned and whitewashed. There had to be separate rooms were to be provided for sick prisoners.</i></p> <p><i>On the other hand there were important reforms in the twentieth century. Firstly, prison reform was important in this period because the emphasis shifted away from harsh or physical punishment. For example, the use of the treadmill and crank ended in 1902. In 1922 solitary confinement ended and prisoners were allowed more visitors. Secondly, the emphasis shifted away from punishment and more towards rehabilitation. For example, and teachers were employed in prisons to give criminals a better chance of finding work after being released.</i></p> <p><b>Nutshell: Balanced argument supported by three valid supporting examples (i.e. two from one period and one from the other – one must be the Industrial period)</b></p>
<b>Level 4 (10-12 marks)</b>	<p>Level 4 answers will typically set out an argument based on prison reform in only one period, supported by two valid examples from that period, e.g.</p>

	<p><i>Overall, I do agree with the statement. In the industrial period prisons changed a great deal. In 1750, prisons were extremely unhygienic, prisoner had to pay for items like food and candles, and prisoners were given little to do. After the campaigning work of John Howard and Elizabeth Fry, some of these things had changed. For example, in 1774, the The Health of Prisoners Act ordered that prisons should be regularly cleaned and whitewashed. There had to be separate rooms were to be provided for sick prisoners. In addition to this, the 1823 Gaol Act was passed in this period, which made major changes, such as each category of prisoner had to have their own area in the prison, and female prisoners had to be supervised by female warders.</i></p> <p><b>Nutshell: One period explained, supported by two examples</b></p> <p>Alternatively, Level 4 answers will typically set out a balanced argument which compares prison reform in the Industrial period to at least one other period, supported by one example from each period. e.g.</p> <p><i>I could agree with the statement because the 1823 Gaol Act was passed in this period, which made major changes, such as each category of prisoner had to have their own area in the prison, and female prisoners had to be supervised by female warders. On the other hand there were important reforms in the twentieth century. Firstly, prison reform was important in this period because the emphasis shifted away from harsh or physical punishment. For example, the use of the treadmill and crank ended in 1902. In 1922 solitary confinement ended and prisoners were allowed more visitors.</i></p> <p><b>Nutshell: Industrial and one other period explained, supported by one example from each period</b></p>
<b>Level 3 (7-9 marks)</b>	<p>Level 3 answers will typically set out an argument based on prison reform in one period, supported by one valid example from that period, e.g.</p> <p><i>I agree. The 1823 Gaol Act was passed in this period, which made major changes, such as each category of prisoner had to have their own area in the prison, and female prisoners had to be supervised by female warders.</i></p> <p><b>Nutshell: One period explained, supported by one example</b></p>
<b>Level 2 (4-6 marks)</b>	<p>Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g.</p> <p><i>Yes, I agree because the 1823 Gaol Act was passed in this period.</i>  <i>No, I don't agree because the Bridewell was introduced earlier than this. It was an early type of prison.</i></p> <p><b>Nutshell: Identification of reason(s) to support/challenge without full explanation</b></p> <p>Alternatively, Level 2 answers will typically describe campaigns/prisons/ relevant events without addressing the question, e.g.</p> <ul style="list-style-type: none"> <li>• <i>John Howard campaigned for prison reform in the Industrial period. He wanted running water and regular visits to prisoners from churchwardens.</i></li> <li>• <i>The silent system was used in this period. Prisoners were allowed to work together in silence. They were given pointless work.</i></li> </ul> <p><b>Nutshell: Description of prisons/campaigns/ related events without linking this to the question.</b></p>
<b>Level 1 (1-3 marks)</b>	<p>Level 1 answers will typically make general and unsupported assertions eg</p> <p><i>Yes, I agree because there were many laws passed about prisons during the industrial period.</i></p> <p><b>Nutshell General/ unsupported assertion(s)</b></p>
<b>0 marks</b>	

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

**Question 6a – 3 marks**

**In Interpretation A, the film makers argue that Norman rule was harsh. Identify and explain one way in which they do 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 illustrator portrays wealth and comfort + 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 film makers argue that Norman rule was harsh 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 film makers. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

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

- *The film makers have drawn William to look threatening. (1) For example, he has glaring eyes and holds a sword above his head. (1) This makes it seem like he is cruel and sinister. (1).*
- *The film makers have chosen to show William from the ground. (1). This makes it look like he is towering over the viewer (1). This portrays William as an intimidating leader (1).*
- *The film makers show this through the language that William uses (1) For example, he says, 'Now I know everything!' (1) This makes it seem as though he ordered the Book just in order to dominate the people (1).*



<b>Question 6b – 5 marks</b> <b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand how the Normans ruled England to 1087.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b> <b>Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (5 marks)</b> 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: Impact of Conquest on English society (consequence and change); whether the nature of Norman rule changed across the period (change and continuity); whether Norman rule was the same in different areas of the country (diversity); reasons for the creation of the Domesday Book (causation); the impact the Book had on land ownership and tax collection under William (change/continuity, consequence, significance).</i>
<b>Level 2 (3–4 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
<b>Level 1 (1–2 mark)</b> The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 6b – 5 marks</b> <b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand how the Normans ruled England to 1087.</b>	
Guidance and indicative content	
<b>Level 3 (5 marks)</b>	<p>Answers at L3 will typically explicitly identify an impression given in Interpretation A and suggest a valid line of enquiry based on a second order concept into this area. They will explain how this enquiry would increase understanding of how the Normans ruled England to 1087, e.g.</p> <p><i>[Causation]</i>  <i>Interpretation A suggests that William ordered the Domesday book just to increase his personal control over England. I would investigate whether there were other reasons for ordering it as well. This would help us to understand whether the survey helped William in other areas, such as gathering more tax from the Saxons, or establishing the Normans' right to rule.</i></p> <p><i>[Change]</i>  <i>Interpretation A suggests that William was a harsh and powerful king in England. I would investigate whether this was the case from the outset in 1066, or whether William's rule over England became more harsh over time. This would help us to understand whether the Normans were pushed into harsh rule through things like the English rebellions or whether that was always their approach.</i></p> <p><b>Nutshell: 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 how the Normans ruled England.</b></p>
<b>Level 2 (3-4 marks)</b>	<p>Answers at L2 will typically identify one or more valid lines of enquiry based on a second order concept.</p> <p><i>[Consequence]</i>  <i>I would investigate what impact the Domesday Survey had on things like gathering taxation and how people regarded their Norman lords. This would allow us to see whether the Domesday Book helped William increase his control over England. (4)</i></p> <p><i>[Change/ Consequence]</i>  <i>I would look at whether there had been a big change in land ownership since the Norman Conquest. This would help us to understand the impact that the Conquest had on the Anglo Saxon ruling elite. (4)</i></p> <p><i>[Diversity]</i>  <i>I would investigate whether William's rule was harsh everywhere in England or whether he treated different areas of the country differently. (3)</i></p> <p><b>Nutshell: Valid line of enquiry based on second order concept</b>  <b>NB: Max 3 marks if there is no indication of how the enquiry would increase understanding of how the Normans ruled England to 1087.</b></p>
<b>Level 1 (1-2 marks)</b>	<p>Answers at L1 will identify details from Interpretation A and suggest further investigation into them (1-2 marks), e.g.  <i>I would like to know how long it took to collect all the information for the Domesday Book and what kinds of questions were asked.</i></p> <p>Alternatively, answers at L1 will identify details from Interpretation A and ask if they are accurate (1 mark), e.g.  <i>Interpretation A shows William as bit of a villain and I would like to know if that was true.</i></p> <p><b>Nutshell: Find out more about people / events / objects in Interpretation A – not based on second-order concept</b></p>

<b>Question 7–12 marks</b> <b>Interpretations B and C both describe how the Normans established their rule between 1066 and 1071. How far do they differ and what might explain any differences?</b>	
<b>Levels</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 4 (10–12 marks)</b> 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"> <li>• (L1) <i>Comparison provenance and source type alone, eg B is from 1080, C from 2011; C was written by a historian; B is from a Norman knight.</i></li> <li>• (L1) <i>Undeveloped reasons for differences based on simplistic provenance, eg B was written by a Norman knight but C was written by a modern historian who has done lots of research and isn't biased.</i></li> <li>• (L2) <i>Individual points of similarity/difference in content: B says English people negotiated but C says they fought; B says William gave the English gifts but C does not mention this.</i></li> <li>• (L3) <i>Differences in the overall message about/portrayal of the English response to Norman rule OR the behaviour of the conquerors: B represents the English as accommodating to the Normans and makes it seem as if there was a peaceful transition with little resistance ('everyone laid down his arms ... people flocked to submit or negotiate'). However, C depicts the English as fiercely opposing the Norman rule and argues it only occurred after violence and suppression ('...how long and hard the English people fought to deny William his prize). OR B portrays the Normans as merciful and generous (he had 'pity in his heart' and 'ordered compassion') but C depicts them 'brutal and violent'.</i></li> <li>• (L4) <i>Comparison as L3, plus developed reasons for differences – purpose of Poitiers in Interpretation B: Poitiers was writing a biography of William during the king's lifetime. He was trying to record the Conquest in a positive light for history and show William as a legitimate leader. He was therefore more likely to argue that the English submitted to William in the face of his generosity and/or rightful authority.</i></li> <li>• <b>NB – max 10 marks for responses which deal with Poitiers' position as a Norman knight as a reason for his portrayal of the Conquest (as opposed to explicitly explaining his purpose in writing William's biography).</b></li> </ul>
<b>Level 3 (7–9 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 2 (4–6 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 1 (1–3 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
<b>0 marks</b> No response or no response worthy of credit.	

	<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>
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Question 7–12 marks Interpretations B and C both describe how the Normans established their rule between 1066 and 1071. How far do they differ and what might explain any differences?	
Guidance and indicative content	
<b>Level 4 (10-12 marks)</b>	<p>Answers at L3 will typically compare the overall portrayal of the impact of the English response to Norman rule or the behaviour of the conquerors. They will support this with relevant reference to the content of the interpretations. They will use the <b>purpose</b> of one or both of the interpretations to explain reasons for different portrayals, e.g.</p> <p><i>As L3, plus:</i>  <i>I think the reason B is so positive is that Poitiers was writing a biography of William during the king's lifetime. He was trying to record the Conquest in a positive light for history and show William as a legitimate leader. He was therefore more likely to argue that the English submitted to William in the face of his generosity and/or rightful authority. [12 marks]</i></p> <p><b>OR</b>  <i>I think the reason C emphasises the extent of English resistance is that this is an original view (a 'radical retelling') and has been selected for the back of the book in order to make it seem more controversial and highlight fresh arguments. [12 marks]</i></p> <p><b>NOTE 1: Max 10 marks for responses which explain the impact that Poitiers' position as a Norman knight had on his portrayal (as opposed to explicitly explaining his purpose in writing William's biography).</b> e.g. <i>B is so positive because Poitiers was a Norman knight and a close ally of William the Conqueror. Therefore he is unlikely to draw attention to the fact that there was so much resistance against his rule.</i></p> <p><b>NOTE 2: Award 11-12 marks for candidates who use the purpose of at least <u>one</u> interpretation to explain difference in portrayals. Do NOT allow undeveloped comments about provenance at this level, e.g. <i>C is positive because it's trying to advertise the book and sell more copies so talks about violence.</i></b></p> <p><b>Nutshell: Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose of B or C</b></p>
<b>Level 3 (7-9 marks)</b>	<p>Answers at L3 will typically compare the overall portrayal of the impact of the English response to Norman rule or the behaviour of the conquerors. They will 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>Interpretation B represents the English as accommodating to the Normans and makes it seem as if there was a peaceful transition with little resistance ('everyone laid down his arms ... people flocked to submit or negotiate'). However, C depicts the English as fiercely opposing the Norman rule and argues it only occurred after violence and suppression ('...how long and hard the English people fought to deny William his prize).</i></p> <p><b>OR</b>  <i>B portrays the Normans as merciful and generous (he had 'pity in his heart' and 'ordered compassion') but C depicts the Normans as 'brutal'. It emphasises their use of force with their 'violent takeover by an army of occupation'.</i></p> <p><b>Nutshell: Valid comparison of portrayals in B and C with support from one or both interpretations.</b>  <b>NOTE: Answers with support from only one interpretation award 7 marks</b></p>

<b>Level 2 (4-6 marks)</b>	<p>Answers at L2 will typically use the content of the interpretations to compare individual points of similarity and/or difference e.g.</p> <ul style="list-style-type: none"> <li>• <i>B says English people negotiated but C says they fought.</i></li> <li>• <i>B says William gave the English gifts but C does not mention this.</i></li> </ul> <p><b>Nutshell: Selects individual points of similarity or difference</b></p> <p>Answers at L2 will typically make a valid comparison of the overall portrayal of the impact of the English response to Norman rule or the behaviour of the conquerors but fail to develop this with relevant support, e.g.</p> <p><i>Interpretation B suggests that the Conquest was a peaceful transition but C gives the impression the English put up lots of resistance.</i></p> <p><b>Nutshell: Valid comparison of portrayals with no support</b></p> <p>Alternatively, L2 answers will use the purpose of one interpretation to explain its portrayal of the impact of the English response to Norman rule or the behaviour of the conquerors but fail to compare to the other interpretation, e.g.</p> <p><i>I think the reason B is so positive about the peaceful nature of the Conquest is that Poitiers was writing a biography of William during the king's lifetime. He was trying to record the Conquest in a positive light for history and show William as a legitimate leader.</i></p> <p><b>Nutshell: Purpose of one interpretation used to explain its portrayal – no comparison.</b></p>
<b>Level 1 (1-3 marks)</b>	<p>Answers at L1 will typically make simplistic comments about provenance e.g.</p> <p><i>They are different because B is from a Norman knight who would side with William whereas C is by a modern historian who has done lots of research.</i></p> <p><b>Nutshell: Comparison of simplistic provenance</b></p> <p>Alternatively, answers will explain or paraphrase details from/ portrayal in one/ both interpretations with no valid comparison between them e.g.</p> <p><i>B argues that the Conquest was done peacefully. It says people flocked to submit to him. In C, it says the Conquest was really significant and that it was a violent takeover.</i></p> <p><b>Nutshell: Summary / Portrayal from one/both interpretations with no valid comparison</b></p>
<b>0 marks</b>	

<b>Question 8*–20 marks</b> <b>In the publicity material for his book, The Anglo-Saxon Age: The Birth of England, published in 2015, historian Martin Wall argued that ‘our notions of these times as barbaric and backward’ were incorrect. How far do you agree with this view of late Anglo-Saxon England?</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (17–20 marks)</b> 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 character of late Anglo-Saxon England.</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 Levels 4 and 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i>  <i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of Anglo-Saxon England); and change (changes in later years of Anglo-Saxons) but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: Ceorls made up the bulk of the population and were free; ceorls took part in local decision-making and trials in local courts; some people have seen ceorls as the backbone of a freedom-loving, early form of democracy; women had the legal right to own land and property; there were laws that set out fines for any sexual harassment of women; in ‘double-monasteries’ the women were in charge; women had the legal right to leave a husband who committed adultery; splendor of late Anglo-Saxon art, books and buildings; coinage and trade; kings had strong, central control; efficient taxation.</i> <i>Grounds for disagreeing include: Limited nature of Anglo-Saxon architecture; society was hierarchical/unequal; slavery – thralls were the property of a</i>
<b>Level 4 (13–16 marks)</b> 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>	
<b>Level 3 (9–12 marks)</b> 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>	
<b>Level 2 (5–8 marks)</b> 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>	

<p><b>Level 1 (1–4 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>master; by 1065, ceorls were far less independent than they had once been and were becoming more tightly bound to serve the thegn; only five per cent of all the land in England was owned by women in 1066 and almost all these women were related to the earls; 'Double-monasteries' had more or less ended by 1000; cases of divorce were very rare.</i></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	



<b>Question 8*–20 marks</b> <b>In the publicity material for his book, <i>The Anglo-Saxon Age: The Birth of England</i>, published in 2015, historian Martin Wall argued that ‘our notions of these times as barbaric and backward’ were incorrect. How far do you agree with this view of late Anglo-Saxon England?</b>	
<b>Guidance and indicative content</b>	
<b>Level 5 (17-20 marks)</b>	<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 <b>clinching argument</b> e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, the Anglo Saxons had a very efficient system of government, coinage and taxation. Kings had strong, central control using a system of shires and burhs. Kings supported trade by setting up royal mints that produced coins whose value was trusted. Invading Vikings and Normans maintained these systems, suggesting the Anglo Saxons were efficient and organised. In addition to this, some people have argued that the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So some people have argued women had greater equality and freedom in this period.</i></p> <p><i>However, there is also lots of evidence to challenge this interpretation. Anglo Saxon society was certainly unequal. Between 10 and 30 percent of the population were thralls, or slaves. These people were the property of their master and could be branded and beaten, which could be classed as barbaric. In addition to this, only five per cent of all the land in England was actually owned by women in 1066 and almost all these women were related to the earls who were the richest people in society, showing that society was not as equal as is often argued.</i></p> <p><i>Overall I think the interpretation is too simplistic to cover everything. In terms of government and organisation, the Saxons were certainly not backward. However, to suggest that there was some early form of democracy would be going too far given the gross inequalities that existed in practice (as opposed to just theory).</i></p> <p><b>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</b></p>
<b>Level 4 (13-16 marks)</b>	<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 I agree with this. For example, the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So some people have argued women had greater equality and freedom in this period. However, there is also lots of evidence to challenge this interpretation. Anglo Saxon society was certainly unequal. Between 10 and 30 percent of the population were thralls, or slaves. These people were the property of their master and could be branded and beaten, which could be classed as barbaric. In addition to this, only five per cent of all the land in England was actually owned by women in 1066 and almost all these women were related to the earls who were the richest people in society, showing that society was not as equal as is often argued.</i></p> <p><b>Nutshell: Balanced or one-sided argument; three explained points of support</b></p>
<b>Level 3 (9-12 marks)</b>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>I agree with this. For example, the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So some people have argued women had greater equality and freedom in this period. Also, ceorls made up the bulk of the population. These people were free and even took part in local decision-making and trials in local courts. This is not backward; some people have even seen this as a very early form of democracy with such ordinary people being involved at this level.</i></p> <p><b>Nutshell: One sided argument, two explained points of support</b></p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p>

	<p><i>In some ways I agree with this. For example, the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So some people have argued women had greater equality and freedom in this period. However, there is also lots of evidence to challenge this interpretation. Anglo Saxon society was certainly unequal. Between 10 and 30 percent of the population were thralls, or slaves. These people were the property of their master and could be branded and beaten, which could be classed as barbaric.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p>
<b>Level 2 (5-8 marks)</b>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>In some ways I agree with this. For example, the position of women was quite advanced for the time. They had the legal right to own land and property, or divorce a husband in the case of adultery. There were even laws that set out fines for any sexual harassment of women. So some people have argued women had greater equality and freedom in this period.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p>
<b>Level 1 (1-4 marks)</b>	<p>Level 1 answers will typically identify valid reason(s) to support and/or challenge the interpretation but without full explanation or supporting evidence, e.g.</p> <p><i>Yes, I agree because the Anglo Saxons had a flourishing culture with literature like Beowulf.</i>  <i>No, I don't agree because they had slavery which was barbaric.</i></p> <p><b>Nutshell: Identification of reason(s) to support/challenge without full explanation</b></p> <p>Alternatively, Level 1 answers will typically describe Anglo Saxon government/society/culture  <i>Anglo Saxon society consisted of earls, thegns, ceorls and thralls. They were Christians who worshipped around large stone crosses.</i></p> <p><b>Nutshell: Description of Anglo Saxons without linking this to the question</b></p> <p>Alternatively, Level 1 answers will make general, unsupported assertions e.g.  <i>Yes, I agree because they had decent architecture.</i></p> <p><b>Nutshell: general, unsupported assertions.</b></p>
<b>0 marks</b>	

<b>Question 9*–20 marks</b> <b>In his book, The Battle of Hastings 1066, published in 2003, historian M.K. Lawson argued that William was able win the Battle of Hastings because of ‘considerable luck.’ How far do you agree with this view William’s victory in 1066?</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (17–20 marks)</b> 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>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of how William of Normandy became King of England in 1066.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering both the role of luck and other reasons for William’s victory.</i></p> <p><i>Answers are most likely to show understanding of causation (reasons for William’s victory) and consequence (impact of these reasons) but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: William was able to invade England in 1066 because he was not under attack in Normandy – if there had been attacks he could not have invaded England; lucky that Edward had no children; when William landed in England, Harold’s army was still in the North of England; it was only the weather which delayed William – had he set off in August, Harold would have fought him with a full army; William’s army was delayed in France because of the bad weather. On 12 September, he attempted to set off regardless, and many of his ships were wrecked at sea. He only narrowly avoided a complete disaster; Harold’s troops were depleted at the Battle of Hastings because he had had to fight off Tostig and Hardrada at Stamford Bridge before fighting William.</i></p> <p><i>Grounds for disagreeing include: Harold made mistakes, eg he chose not to wait longer in London to collect more troops to fight William. Instead, he hurried to Hastings with a smaller army; more than once, Harold’s soldiers chased Norman troops down the hill at Hastings. They left their safe place on the hill and got cut down. William and the Normans had key advantages and</i></p>
<b>Level 4 (13–16 marks)</b> 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>	
<b>Level 3 (9–12 marks)</b> 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>	
<b>Level 2 (5–8 marks)</b> 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).	

<p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–4 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1).          Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	<p><i>skills that weren't down to luck, eg The feudal system meant William had men (vassals) he could call upon to fight for him; William skilfully negotiated with the King of France who helped him crush rebellions in Normandy. By 1065 Normandy was more stable than other areas of France. Peace in northern France enabled other lords to join him in invasion – they didn't have to worry about their lands during invasion; William proved to be a good tactician and a fearless soldier. He fought off both Anjou and Brittany to dominate Northern France. His successes raised his reputation as a successful leader so he could raise support for the invasion of England; William grew up with men who had mastered fighting on horseback. The Anglo-Saxons only fought on foot; it may have been William's brutal tactics of pillaging and raiding the south of England which forced Harold to hurry to Hastings before his army was ready; William carefully planned his invasion of England. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men; The Norman castles were built for defence and control. They could be built at speed – imperative in the invasion; some historians argue that (the subsequent times at least), it was a deliberate tactic of William's to entice the Anglo-Saxons off the hill by pretending to retreat; William had the support of the Pope, who would later support his invasion of England.</i></p>

<b>Question 9*–20 marks</b> <b>In his book, The Battle of Hastings 1066, published in 2003, historian M.K. Lawson argued that William was able win the Battle of Hastings because of ‘considerable luck.’ How far do you agree with this view William’s victory in 1066?</b>	
<b>Guidance and indicative content</b>	
<b>Level 5 (17-20 marks)</b>	<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 <b>clinching argument</b> e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, when William landed in England, Harold’s army was still in the North of England fighting Harald Hardrada. William had intended to set off in August but was delayed by bad weather – had he set off when he had intended to, Harold would have fought him with a full army. As it was, Harold had to rush down to meet William with a depleted army after Stamford Bridge. So it was lucky for William that the weather delayed him. Also, William was lucky to have actually landed in England to face Harold at all. On 12 September 1066, he attempted to set off despite the poor conditions, and many of his ships were wrecked at sea. He only narrowly avoided a complete disaster which was very lucky.</i></p> <p><i>However, there is also lots of evidence to challenge this interpretation. One of the main reasons that William was able to win the battle was because of his excellent preparations. William carefully planned his invasion of England. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army to fight Harold. Also, William proved to be a good tactician during the battle. For example, he exploited the situation where some of Harold’s troops broke ranks to chase fleeing Norman knights. This repeated feigned retreat broke down Harold’s shield wall.</i></p> <p><i>Overall I think that luck was definitely a factor but that it required a skillful leader like William to be able to exploit the situation at Hastings. If he had been less well prepared or not used clever tactics, Harold’s depleted forces would not really have mattered. All Harold had to do was not die and return to fight William another time. But it was William’s skill that led to the fight ended on that day in his favour.</i></p> <p><b>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</b></p>
<b>Level 4 (13-16 marks)</b>	<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>There is a lot evidence to support the interpretation. For example, when William landed in England, Harold’s army was still in the North of England fighting Harald Hardrada. William had intended to set off in August but was delayed by bad weather – had he set off when he had intended to, Harold would have fought him with a full army. As it was, Harold had to rush down to meet William with a depleted army after Stamford Bridge. So it was lucky for William that the weather delayed him.</i></p> <p><i>However, there is also lots of evidence to challenge this interpretation. One of the main reasons that William was able to win the battle was because of his excellent preparations. William carefully planned his invasion of England. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army to fight Harold. Also, William proved to be a good tactician during the battle. For example, he exploited the situation where some of Harold’s troops broke ranks to chase fleeing Norman knights. This repeated feigned retreat broke down Harold’s shield wall.</i></p> <p><b>Nutshell: Balanced or one-sided argument; three explained points of support</b></p>
<b>Level 3 (9-12 marks)</b>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, when William landed in England, Harold’s army was still in the North of England fighting Harald Hardrada. William had intended to set off in August but was delayed by bad weather – had he set off when he had intended to, Harold would have fought him with a full army. As it was, Harold had to rush down to meet William with a depleted army after Stamford Bridge. So it was lucky for William that the weather delayed him.</i></p>

	<p><i>Also, William was lucky to have actually landed in England to face Harold at all. On 12 September 1066, he attempted to set off despite the poor conditions, and many of his ships were wrecked at sea. He only narrowly avoided a complete disaster which was very lucky.</i></p> <p><b>Nutshell: One sided argument, two explained points of support</b></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 a lot evidence to support the interpretation. For example, when William landed in England, Harold's army was still in the North of England fighting Harald Hardrada. William had intended to set off in August but was delayed by bad weather – had he set off when he had intended to, Harold would have fought him with a full army. As it was, Harold had to rush down to meet William with a depleted army after Stamford Bridge. So it was lucky for William that the weather delayed him. However, there is also lots of evidence to challenge this interpretation. One of the main reasons that William was able to win the battle was because of his excellent preparations. William carefully planned his invasion of England. He built ships and moved supplies to the coast. He negotiated the support of the Pope. This gained him the support of other powerful men and he was able to assemble a large army to fight Harold.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p>
<b>Level 2 (5-8 marks)</b>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>There is a lot evidence to support the interpretation. For example, when William landed in England, Harold's army was still in the North of England fighting Harald Hardrada. William had intended to set off in August but was delayed by bad weather – had he set off when he had intended to, Harold would have fought him with a full army. As it was, Harold had to rush down to meet William with a depleted army after Stamford Bridge. So it was lucky for William that the weather delayed him.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p>
<b>Level 1 (1-4 marks)</b>	<p>Level 1 answers will typically identify valid reason(s) to support and/or challenge the interpretation but without full explanation or supporting evidence, e.g.</p> <p><i>Yes, I agree because it was lucky for William that Harold had to fight him without a fully army.</i>  <i>No, I don't agree because it was more to do with clever Norman tactics like the feigned flight.</i></p> <p><b>Nutshell: Identification of reason(s) to support/challenge without full explanation</b></p> <p>Alternatively, Level 1 answers will typically describe the Battle/ invasion / related events of 1066</p> <p><i>During the battle, the Anglo Saxons were fighting on foot at the top of Senlac Hill behind their shield wall. The Norman forces included cavalry and archers. We're not sure if Harold was killed by an arrow to the eye or if he was hacked to pieces by Norman knights.</i></p> <p><b>Nutshell: Description of the battle or related events without linking this to the question</b></p> <p>Alternatively, Level 1 answers will make general, unsupported assertions e.g.</p> <p><i>No there were a range of other factors involved like William fought well.</i></p> <p><b>Nutshell: general, unsupported assertions.</b></p>
<b>0 marks</b>	

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